

Philosophy and Education Continuum Chart

Modernity <-----> Post Modernity
 Traditional and Conservative <-----> Contemporary and Liberal
 Authoritarian (convergent) <-----> (divergent) Non-Authoritarian

General or World Philosophies	Idealism: Ideas are the only true reality, the only thing worth knowing. Focus: <i>Mind</i>	Realism: Reality exists independent of human mind. World of physical objects ultimate reality. Focus: <i>Body</i>	Pragmatism: Universe is dynamic, evolving. Purpose of thought is action. Truth is relative. Focus: <i>Experience</i>	Existentialism: Reality is subjective, within the individual. Individual rather than external standards. Focus: <i>Freedom</i>
Originator(s)	Plato, Socrates	Aristotle	Pierce, Dewey	Sartre, Kierkegaard
Curricular Emphasis	Subject matter of mind: literature, history, philosophy, religion	Subject matter of physical world: science, math	Subject matter of social experience. Creation of new social order	Subject matter of personal choice
Teaching Method	Teach for handling ideas: lecture, discussion	Teach for mastery of facts and basic skills: demonstration, recitation	Problem solving: Project method	Individual as entity within social context
Character Development	Imitating examples, heroes	Training in rules of conduct	Making group decisions in light of consequences	Individual responsibility for decisions and preferences
Related Educational Philosophies	Perennialism: Focus: Teach ideas that are everlasting. Seek enduring truths which are constant, not changing, through great literature, art, philosophy, religion.	Essentialism: Focus: Teach the common core, "the basics" of information and skills (cultural heritage) needed for citizenship. (Curriculum can change slowly)	Progressivism: Focus: Ideas should be tested by active experimentation. Learning rooted in questions of learners in interaction with others. Experience and student centered.	Reconstructionism/ Critical Theory Focus: Critical pedagogy: Analysis of world events, controversial issues and diversity to provide vision for better world and social change.
Key Proponents	Robert Hutchins, Jacques Maritain, Mortimer Adler, Allan Bloom	William Bagley; Arthur Bestor, E. D. Hirsch, Chester Finn, Diane Ravitch, Theodore Sizer	John Dewey, William Kilpatrick	George Counts, J. Habermas, Ivan Illich, Henry Giroux, Paulo Freire
Related Theories of Learning (Psychological Orientations)	Information Processing The mind makes meaning through symbol-processing structures of a fixed body of knowledge. Describes how information is received, processed, stored, and retrieved from the mind.	Behaviorism Behavior shaped by design and determined by forces in environment. Learning occurs as result of reinforcing responses to stimuli. Social Learning Learning by observing and imitating others.	Cognitivism/ Constructivism Learner actively constructs own understandings of reality through interaction with environment and reflection on actions. Student-centered learning around conflicts to present knowing structures.	Humanism Personal freedom, choice, responsibility. Achievement motivation towards highest levels. Control of own destiny. Child centered. Interaction with others.
Key proponents	R. M. Gagne, E. Gagne, Robert Sternberg, J.R. Anderson	Ivan Pavlov, John Watson, B.F. Skinner, E.L. Thorndike, Albert Bandura	Jean Piaget, U. Bronfenbrenner, Jerome Bruner, Lev Vygotsky	J.J. Rousseau, A. Maslow, C. Rogers, A. Combs, R. May

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