

# Comparison chart of the philosophical models of education

[Profession](#), [Teacher](#)



Comparison Chart of the Philosophical Models of Education

General Chart of Philosophical Models of Education

**Idealism:** Ideas are the only true reality, the only thing worth knowing. Focus: Minds

**Realism:** Reality exists independent of human mind. World of physical objects ultimate reality. Focus: Bodies

**Pragmatism:** Universe is dynamic, evolving. Purpose of thought is action. Truth is relative. Focus: Experiences

**Existentialism:** Reality is subjective, within the individual. Individual rather than external standards. Focus: Freedoms

**Originator(s)** Plato, Socrates Aristotle Charles Pierce, John Dewey Sartre, Kierkegaard

**Curricular Emphasis** Subject matter of mind: literature, history, philosophy, religion Subject matter of physical world: science and math Subject matter of social experience. Creation of new social order Subject matter of personal choice

**Teaching Method** Teach method handling ideas: lecture and discussion question Teach for mastery of facts and basic skills: demonstration and recitation Problem solving: Hand on Project method Individual as entity within social context and 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 old literature, art, philosophy and religion. Essentialism: Focus: Teach the common core, "the basics" of information and skills (cultural heritage) needed for citizenship. (Curriculum can change pace.) 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 and Allan Bloom William Bagley; Arthur Bestor and TheodoreSizer John Dewey and William Kilpatrick George Counts, Henry Giroux and 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 skills: 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, Robert Sternberg and J. R. Anderson Ivan Pavlov, John Watson and B. F. Skinner Jean Piaget, Jerome Bruner and Lev Vygotsky J. J. Rousseau and R. May References: Abel, D. C. (1992). Theories of human nature. New York: McGraw-Hill. Clabaugh, G. K. & Rozycki, E. G. (1996). Foundations of education and the devaluation of teacher preparation. In F. B. Murray (Ed.), The teacher educator's handbook: Building a knowledge base for the preparation of teachers. San Francisco: Jossey-Bass. Council of Learned Societies in Education (1986), Standards for academic and professional instruction in foundations of education,

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