

## Trends in Philosophy of Education

In this course, we will explore fundamental questions regarding education raised by dominant philosophical trends in the history of thought, primarily in western tradition and try to see how these conceptual issues derive from thinkers' larger metaphysics and epistemology. In accordance with those, how aims and methodologies of education, the nature of curriculum, the role of teacher have been envisaged by various thinkers, what role states have played in propagating and implementing these aims giving rise to different educational practices, and in this curious politico-philosophic matrix, what role and status of learner emerges in the end.

Some themes cross-cut these trends like changing concepts of knowledge, learning, education etc. Through their philosophic evolution, we will explore how these trends have impacted current educational practices of our times.

Reading material: Selected excerpts from original texts of the thinkers.

Supplementary readings: Articles (may be updated)

Format: Readings will be given prior to the class. Student-led discussions.

Evaluation: Problem-based assignments (for each trend) and a presentation at the end of the course

### **Idealist trends:**

- Knowledge, Education and Learning
- State's role in education

Plato: Learning as recollection	[ <i>Republic, Meno, Theatetus</i> ]
Descartes: Methodical doubt, reasoning	[ <i>Meditations, Discourse</i> ]
Kant: character formation, moralization	[ <i>On Education</i> ]

### **Realist trends**

- Practice, Observation
- Empirical verification of knowledge claims
- Role of science and experimentation
- "Back to nature"

Aristotle: learning by doing	[ <i>Nico. Ethics, Politics</i> ]
Bacon: empiricism, inductive reasoning	[ <i>Essay, Some Thoughts Concerning Education</i> ]
Locke: Mind as 'tabula rasa', empiricism	
Rousseau: Back to nature	[ <i>Emile</i> ]

### **Pragmatist trends**

- Role of society and culture
- Role of play in children's learning activities
- Implications for education: aims and outcomes

Dewey: Role of experience in education      [*Education and Experience*]  
Mead: social character of education      [*Philosophy of Education*]

### **Contemporary Cognitive trends:**

- Theories of cognition
- Learning and cognition
  
- Behaviorist theories of learning
- Cognitivist theories of learning
- Constructivist theory of learning
- Situated theory of learning
  - o Learning as transfer
  - o Learning as construction
  - o Learning as legitimate peripheral participation

Lave: situated cognition      [*Cognition in Practice*]  
Lave and Wenger: legitimate peri. part.      [*Communities of practice*]

## **Primary texts**

**Plato:** Learning as Recollection = Meno 70a-85d, 96-100 (knowledge vs opinion)

Phaedo 72e-78b

Theory of knowledge: knowledge vs opinion (Book 5), innate ideas, divided line (Book 6 509d-511e), allegory of the cave (book 7, 514a-520a)

Theatetus: Knowledge as perception (151e-187a)

Knowledge as judgment (187b-201c)

Knowledge as true judgment (201d-210a)

Republic – Books 5, 6 and 7

Meno: 70-100

Theatetus: 151 – 210

**Descartes:** methodical doubt, reasoning

Meditations – 1 (perceptual illusion, dreams, deceiving god)

Meditations – 2 (cogito ergo sum)

Discourses – part 2

### **Kant**

On education: Chapters 3 and 4

### **Aristotle:**

Nicomachean Ethics: Book 1, 6. Politics: Book 1, 7, 8

## Bacon

Inductive reasoning: New Organon IV

## Locke

Essay: Book 2 (1-3, 6-10)

Some thoughts concerning education: Intro (xlvi, Sections 29-58, 158-190)

## Rousseau

Emile: Books 3, 4, 5

## Heidegger

What is called thinking? = Lecture 1, 2

## Dewey

Education and Experience: Chapters 1-4, 8

## Mead

Philosophy of education: Lectures 1, 18-21, 27-34

## Lave

Cognition in practice: Chapters 2-3, 6-7

Communities of practice: Intro., Chapters 1, 3, Epilogue

## Supplementary Readings

### First module: Idealist Trends

1. 'Introduction', *Open Questions: An Introduction to Philosophy*, E. Barcalow, 2001
2. 'What is Philosophy', *Philosophy: A Text With Readings*, M. Velasquez, 2009
3. 'What is Philosophy', *World philosophy: An East-West Comparative Introduction to Philosophy*, H. G. Blocker, 1999
4. 'The Implications of Idealism as an Educational Philosophy in Jordan as Perceived by Elementary Teachers' M.A. Momany and O. Khasawaneh, 2014
5. 'Plato's Philosophy of Education: the Meno Experiment and the Republic Curriculum', R. S. Brumbaugh, 1970

### Second Module: Realist Trends

1. A Comparison of the Scientific Method and Achievement of Aristotle and Bacon, W. M. Dickie, 1922

2. Francis Bacon'S Philosophy under Educational Perspective, G. A. Batista, 2013
3. Englightenment and Education, R. Mclean, 2010

### **Third Module: Pragmatist Trends**

1. What Exactly is Constructivism in Education?, Leslie Smith, 1999
2. New Perspectives on Context-Based Chemistry Education: Using a Dialectical Sociocultural Approach to View Teaching And Learning, Donna King, 2012

### **Fourth Module: Cognitive Trends**

1. The Cognitive Perspective on Learning: Its Theoretical Underpinnings and Implications for Classroom Practices, K. Yilmaz, 2011
2. Situated Learning and Cognitive Apprenticeship, M. Gessler, 2009
3. Candy Selling and Math Learning, G. B. Saxe, 1988
4. Situated Cognition and the Culture of Learning, J. S. Brown et al, 1989
5. Situated Cognition and Learning: From Conceptual Frameworks to Classroom Investigations, L. Allal, 2011
6. Exploring School Children's Out of School Mathematics, A. Bose and K. Subramaniam, 2011
7. Information, Knowledge and Learning: Some Issues Facing Epistemology and Education in a Digital Age,
8. Exploring Social Constructivism: Theories And Practicalities, P. Adams, 2006
9. Student-centered Education and Constructivism: Challenges, Concerns, and Clarity for Teachers, K. S. Krahenbuhl, 2016
10. Why Minimal Guidance During Instruction Does Not Work: An Analysis of the Failure of Constructivist, Discovery, Problem-Based, Experiential, and Inquiry-Based Teaching, P. A. Kirshner et al, 2006