

## Philosophies of Education

	<b>Perennialism</b>	<b>Essentialism</b>	<b>Behaviorism</b>	<b>Progressivism</b>	<b>Humanism, Existentialism</b>	<b>Social Reconstructionism</b>
<b>Curriculum</b>	Christian doctrine Mathematics History Foreign languages Logic Literature: Great Books Character training Moral development	Reading & writing Computing History & geography Natural sciences Foreign languages Social studies Government "Back to Basics"	Environmental variables	Experience-centered Relevant Flexible	Student-centered Individualistic Humanities Awareness of being Awareness of nothingness	Critical literacy Cultural pluralism Human relations Politics of change Economics Real life Global education
<b>Teaching Methods</b>	Drill & practice Computation Recitation Induction Problem-solving Discussion Debate Dialogue	Lecture Recitation Discussion Socratic dialogue Behavioral objectives Computer-assisted instruction Audio/tutorial laboratory Moral literacy	Contingencies of reinforcement Teaching machine Programmed instruction Computer-assisted instruction Interactive multimedia Behavioral objectives	Project method Cooperative learning activities Critical thinking Problem solving Decision making	Valuing Decision making Socratic dialogue Self reflection Nondirective Humanistic	Group process Problem detecting & solving Critical & creative thinking Decision making Computer simulation Internships, work-study Role playing Cooperative learning Action research Metaphor
<b>Classroom</b>	Training of will Rigid structure Time on task Precision Orderliness Regularity Prayer & contemplation	Intellectual discipline Moral discipline Certainty Regularity Uniformity	Monitoring events Observation of events Using reward systems	Democratic process Child-centered Community-centered	Open classroom participation Privacy Non-punitive Democratic Flexible	Conflict resolution Experimentation Optimism Flexibility Community building
<b>Evaluation</b>	Objective examination Essay examination	IQ Tests Standardized achievement tests Diagnostic tests Performance-based competency tests Mastery learning	Behavioral objectives Performances contracting	Formative evaluation Monitoring progress Appraising skills	Subjective appraisal	Formative evaluation Ongoing feedback Cooperative assessment
<b>The Teacher</b>	Trained in liberal arts Authority figure Disseminator of truth "Director of mental calisthenics" Scholar	Trained in liberal arts, sciences, or humanities Intellectual Skilled communicator Superior pedagogical skills	Trained in scientific method Planner & user of behavioral objectives Controller of behavior Arranger of contingencies	Teacher as facilitator Director of learning Guide Supervisor of learning Collaborative partner	Mediator Authentic Subjective Reflective artist Introspective	Shaper of a new society Transformational leader Change agent Tolerance for ambiguity Comfortable with change Conflict manager Trained in organizational theory & development
<b>Leading Proponents</b>	Aristotle Thomas Aquinas Jacques Maritain Robert Hutchins Mortimer Adler Allan Bloom E.D. Hirsch, Jr. Diane Ravitch Chester Finn	William Bagley Arthur E. Bestor Herman Home Hyman G. Rickover William J. Bennett	Ivan Pavlov John B. Watson E.L. Thorndike B.F. Skinner David Premack	John Dewey	A.S. Neill Carol Rogers John Holt Charles Silberman Jonathon Kozol Maxine Greene Nel Noddings	Plato, Augustine, Karl Marx, George B. Counts, Theodore Brameld, Harold Rugg, W.H. Kilpatrick, Ivan Illich, Paulo Freire, Michael W. Apple, Henry A. Giroux, Jacques Derrida, Michael Foucault, Richard Rorty

This table is a digest of handouts used for EDU103, prepared by the Reinert-Alumni Library, Creighton University (summer 2010).