

WEEK TWO

PHILOSOPHICAL SCHOOLS OF THOUGHT AND THEIR AIMS

-idealism, realism, pragmatism, existentialism, progressivism, behaviorism, analytical, reconstructionalism (liberalism)

WEEK THREE

Cognitive dimensions

Epistemology and education

The concept of knowledge

The question rationality

Forms of knowledge and ways of knowing

Ethics and education

Social education and ethics in Kenya

WEEK FOUR

- The creative dimensions

-metaphysics and education

-education and creativity

-education as a cultural action

WEEK FIVE

THE DIALOGICAL DIMENSION

Education as dialogue

- c. It is built as a process which ought to equip the learner with knowledge and skills needed for the various social and economic occupation in the society.
- Philosophy of education may involve the like of methods of philosophy to address the fundamental issues of education.
 - It involves the application of assumption, explanations, principles, interpretations and solutions to tackle issues in education.

Approaches to Educational Philosophy

Philosophy of education addresses the following issues.

- a) **The conceptual problems** – this include instructions (teaching) that are used in school freedom in education, equity, equality, responsibility, autonomy, the needs analysis.
- b) **Moral issues** – this entails good/appropriate teaching methods, the content, evaluation process etc.
- c) **Aesthetic issues** – this includes harmony beauty, order, nobility, perfection, magnificent, congruence etc.
- d) **Metaphysical issues** – this is the nature of man which is fundamental (very important in the process of education. In learning process the learner should always be focused.

- They are concerned with the world of ideals (cognitive dimension)
- They advocated for learning facts cultural heritage, natural law (basic needs)
- They recognized that teaching is for guidance.
- Also believe that text books and other materials are very important in helping learners to learn.
- Also believe that it is very important to expose learners / children to their cultural heritage.
- Learners should be able to recognize natural laws and react on them appropriately.
- Teachers are supposed to act as guides, making the learners aware of the true nature of the real life.
- A realism encourages objectivity in learning by using all the senses of learning e.g. sight smell etc.
- Realists advocate for the study of physical and social science and they consider mathematics very important because it describes the universe in a symbolic way.
- Learners are encouraged to accumulate facts and apply them in real life. (John Amos, John Locke, Aristotle)
- **In learning process**
- Involves presentation of theories, principles, application then practice follows eg Pythagoras theory, Archimedes principle.

- Materials used are text books, expertise prepared materials, laboratories
- Sources of ideas; science and society

3. Perennialism

- Advocated for the teaching of subjects separately e.g. Geography, history, economics, literature etc.
- They believe that student should be effective if they are taught separately.
- After boys and girls reach the age of six years they should not be taught together.
- They came up with the perennialistic format used today primary, secondary, university.

4. Pragmatism

- Seeks to examine traditional ways of thinking and doing and where possible and desirable.
- To reconstruct our approach to life more in line with human needs of today (Dewey and others)
- Believes that there is continuous change of society, continuous knowledge explosion and Technologies are invented continuously

Subject matter

Epistemology and education

This is the philosophical study of knowledge

It is a natural desire to know

The concept of knowledge

- It is concern with the following
 - a) The manner of acquisition of knowledge
 - b) The nature of knowledge
 - c) The justification and verification of knowledge claims.
- Knowledge is defined as justified true believe.
 - i. Believe
 - ii. Justification
 - iii. Verification and truth

Knowledge skills and their application

- Skills are important components of the learning process.
- During the learning process the students is expected to acquire assimilable skills
- These skills are expected to enable student to adjust himself/herself within the environment he/she is situated.
- The skills are related to the specific subject matter or field of experience. They are locatable in the content of experience.

- It is commitment to all lives and respect for human sources of values
- It is a worship of nature beyond doctrinal worship.

Status value

- They depend on some metaphysical world – views which include realism
- iv. Idealism
 - v. Pragmatism
 - vi. Existentialism.

Factors to consider when deciding on value (choosing)

1. Decide on values which are productive
2. Are durable (long lasting)
3. Which are greater
4. Which are based on our own ideas and goals
5. Observe the principle of the values and worth of human life.
6. Observe the principles of rightness always try to do what is right.
7. Observe the principle of justice and fairness.

Values and education

1. Education and curriculum contents are decided on certain value judgement not on factual basis.
2. Schools are centers for value transmission

2. CONVENTIONAL LEVEL

- This is the level of conformity to socially accepted standards.
- What is more valuable at this stage is conforming to the expectations of the group, family and rules of society or the nation.
- It is loyalty to the ideas of the society and family that counts. At this level we have.

I) Interpersonal harmony – “Good boys” and “nice girls” orientation stage.

- Behavior is good is and only if it is what pleases other people. The life lived is stereotypical.

ii) The law and order orientation.

- This is the orientation to authority, law, duty, the maintenance of fixed order.

-Obedience to the laws is considered a virtue. These are the principles at this stage.

3. POST-CONVENTIONAL LEVEL.

- This is the level at which the individual begins to transcend the stipulation of the law and authority. He begins to question the assumptions underlying the laws and stipulations of authority.

a) Social contract orientation

The individual begins to see the value of principles such as equality, mutual obligations.

- There is an inclination towards general ideas.
- b) The stage of universal moral principles of conscience.
- Moral concepts as right and good are defined as the basis of individual conscience.

IMPLICATION OF PIAGET – KHOLBERG MODEL/THEORY OF MORAL DEVELOPMENT IN EDUCATION.

1. It justifies why moral education is necessary, moral development is inseparable from educational development.
 - The moral sense of the child/learner is key to his emotional adjustment.
 - Learners/children must be allowed to grow beyond the pre-conventional or egocentric level.
2. Curriculum and syllabi must be intertwining. Spiral syllabus is essential in that the stages of moral development are not clear cut as they overlap each other, these stages are also integrated.
 - The same moral values ought to be taught at all levels of education only that at each level the scope of teaching is broadened.
3. The approach of teaching must be child-centred (learner centred). The approach must be practical since moral values and attitudes are inseparable from real and human situations.

DE-ONTOLOGICAL THEORIES

-Are not interest in the consequences of actions? The primary interest are:

- a) The consideration of nature of the act itself.
- b) The motive for doing the act
- c) That the act is done out of a sense of duty.

-De-ontological ethics is one duty, obligation.

- The proponent of this theory is a German philosopher Immanuel Kant.

-He advises that

-When you act you should with that it is the sort of action which would be recommended for everybody else.

-In this context of duty and obligation actions done out of inclination are not morally right they are done out of interest and not out of the good will or motive.

-The ethics of duty is also called Categorical imperative. It is unconditional command.

EDUCATIONAL JUSTIFICATION FOR NORMATIVE ETHICS/THEORIES

-Education is a moral activity, morality is the basis of most of discussions about the practice of education.

-morality inform that

A) Deliberations and educational theories.

b) Decisions about educational policies.

C) Determine the nature of the content of curriculum.

-This refers to interaction and communication between teachers and students. It is expressed by means of the dialogical dimension that is at the basis of the interactionist approach in reaction to the functionalist approach.

-According to this approach, teaching must be viewed as an enterprise involving people who interact and communicate all the time.

-Teaching in this context, is primarily seen or viewed in psychological-sociological terms. Must be well grounded in these social science, if he/she adopts this approach.

4) THE EXISTENTIALIST APPROACH TO TEACHING.

-This approach teaching is not primarily an activity concerned with the transmission of knowledge, rather teaching is seen as a mode of being, more particularly as a mode of being – with (human beings exist with others in the world).

-The teacher cares for and is concerned about the learners entrusted to his care.

- The teacher is constantly available because in his/her absence the learners will get lost on the way.

-The learner appears in the world as being a “not -yet” as one who is not yet independent financially socially, psychological, one who is not yet self-relevant.