



Philosophy of Education The Big Idea

Philosophy influences educational decisions, choices, and alternatives. (Ornstein, 1990.) As individuals develop their educational pedagogy and practice, their personal educational philosophy also develops. Educational philosophy is developed individually and will define the experience within schools. Curriculum developers are influenced in their decision making when organizing and developing an educational program for schools through their personal educational philosophy.

What is the framework?

Vertical and horizontal options.

Self Actualization Conception

The Self-Actualization approach is intended to facilitate learner autonomy and growth. Students invest their time and energy into choice projects and teachers remain as a guiding influence rather than a provider of content (Sowell, 2005.)□

Social Re-constructionism Conception

The Social Reconstructionist approach has an external agenda focused on influencing societal change through education rather than individualistic standpoints. The purpose is to consistently influence positive societal changes (Schiro, 2013.)

Learner Centered Designs

The Learner Centered Design is intended to provide an enjoyable learning experience that requires the educator to be a facilitator of learning, essentially being the guide of learning rather than the provider of information (Schiro, 2013.). The Learners play a role in the development of curriculum and instruction as it is a more personalized approach. Educators are seen as facilitators of healthy, virtuous, and beneficial growth. The child is actively participating in their learning and this curriculum is often emphasized as the child-centered approach to curriculum (Hunkins, 2009.).

Child Centered

Learning should be integrated into all parts of the learner's life. Learners should play an active role in their learning. (Hunkins, 2013.)

Experience Centered/Organic

A spontaneous form of learning that is on the go and on the spot. (Hunkins, 2013.). This type of learning is opportunity based and highly dependant on intrinsic motivation from the learner themselves.

Radical

Learning is a reflective process that is not implemented by a person of power. (Hunkins, 2013.)

Humanistic/Developmental

Learning and feeling have a direct relationship and the meaning of information is more important than the method. (Hunkins, 2013.)

Problem Centered Designs

Problem-centered designs are intended to focus on real-life problems of individuals in society. (Hunkins, 2013.)

Life Situations

The life-situations design focuses on problem solving methods, builds on previous learner knowledge, and integrates subject matter. This draws on problem solving skills, and ability to make connections from school to real world scenarios. (Hunkins, 2013.)

Reconstructionist

A curriculum based in formulating social justice. This curriculum development is intended to become directly involved with reforming society. (Hunkins, 2013.)

Cognitive Process Conception

The humanistic approach is intended to provide an enjoyable learning experience that requires the educator to be a facilitator of learning, essentially being the guide of learning rather than the provider of information (Schiro, 2013.)

Academic Rationalism Conception

Knowledge in this approach is organized in a format that is intended to target specific subject matter (Darby, 2009.)

Curriculum as Technology Conception

This approach is intended to encourage an efficient and effective process of learning (Vallance, 1986.) This design theory is a conscientious sequence of activities to facilitate learning (Sowell, 2005.). This theory is delivered using technology in the classroom.

Subject Design/Subject Matter Design

Emphasizing the teacher as the expert, this form of curriculum delivery/acquisition is organized according to the development of knowledge in various subject areas (Hunkins, 2013.)

Discipline Design/Interdisciplinary Integration

Acquiring very specific information as the process of learning (Hunkins, 2013.)

Broad Field/Broad Field

A generic view of content areas to give a general overarching idea of the curriculum content (Hunkins, 2013.)

Correlation/Correlated Subjects

Connecting information to make sense of both sets of information (Hunkins, 2013.)

Process/Thematic

Attention given to the method of knowledge acquisition rather than the knowledge itself. The process design is intended to foster a process based education. (Hunkins, 2013.)

Essentialism Philosophy

"[The instructional objective is] to promote the intellectual growth of the individual" (Ornstein, 1990/1991)

-teaching basics skills

-focus in historical content and progressing to more difficult topics

Perennialism Philosophy

"[The instructional objective is] to educate the rational person; to cultivate the

intellect" (Ornstein, 1990/1991)

Focus on the classics

Mastery of content and reasoning/logic

Sequential learning, you must know how to read and write before learning history

Teacher asks leading questions to encourage debate

Progressivism Philosophy

"[Progressivism focus is] based on students' interests" (Ornstein, 1990/1991).

-focus on positive change and problem solving

- students develop and participate in acquiring knowledge

-child interest

-teacher acts as a guide

Reconstructionism Philosophy

"[Reconstructionism focus is] to improve and reconstruct society".

-tools to solve societal problems like poverty or violence

-promotes interest in participating in science and technology as tools for making solutions

-involves discussion of moral dilemmas

"The curriculum should foster social action aimed at reconstructing society" (Ornstein & Hunkins, 2013)

Technology as a Curriculum

Technology as curriculum includes very specifically chosen curriculum in a sequenced pattern to foster learning. Technology is used as a guide to acquiring the knowledge. (Sowell, 2005.)

School to Work

This curriculum focused on job specific content to help students prepare themselves for specific career pathways by shadowing and learning about the necessary components of a career. (Sowell, 2005.)

Core

Seeks to develop competencies with individual students and relates problem solving to a variety of scenarios. (Sowell, 2005.)

Similar thoughts on Dimension's and Organization

Whereas Ornstein calls it Design Dimensions, Sowell calls it Content Organization scope, sequence, continuity, integration, and Ornstein adds: articulation and balance: these words refer to key components needed to be taken into consideration in order to design an appropriate curriculum

Scope

Determining what information should be taught in a curriculum. (Hunkins, 2013.)

Sequence

Determining how curriculum should be taught. (Hunkins, 2013.)

Continuity

Vertical repetition (repeating the same skill over and over, over a period of time) of

curriculum components to achieve a predetermined objective (Hunkins, 2013.).

Integration

Linking all curriculum within a curriculum plan (Hunkins, 2013.).

Instruction

McMillan emphasized the importance of aligning instruction with the goal of problem based learning

Teachers begin by identifying real world problems or scenarios to engage students in critical thinking and problem solving

Hayes emphasized that Students should work in groups, to research potential solutions and develop a presentation to share findings to promote engagement

Planning

Teachers develop a problem design template leaving space to 1) identify the problem, 2) intended learning outcomes, 3) background knowledge needed and 4) potential solutions

Teachers develop a Learning Activity Template that state to 1) Learning objective 2) Instructional strategy 3) Resources needed 4) Assessment method

Teachers develop a series of Rubric and Checklists that provide clear criteria of what is expected in terms of learning outcomes and problem solving process

Assessment

Shepard emphasizes the importance of aligning the assessments with the goals of problem based learning

Teachers use self assessment, peer assessment and teacher feedback to support student learning by providing feedback to identify weakness and strengths and areas of improvement.

Hayes suggest using rubrics, feedback and student reflection to evaluate how well the students work together communicate ideas and problem solve as a team.