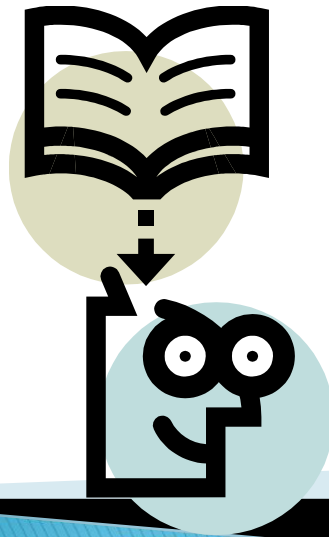
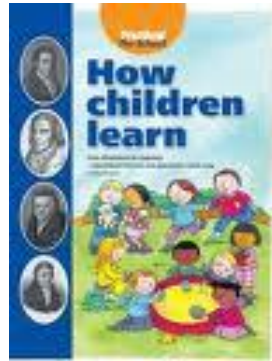


Educational Theories in U.S. Schools



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Why Educational Theories Matter



- ▶ Educational theory is the application of teaching philosophy to the classroom.
- ▶ Theories impact:
 - the curriculum
 - instructional strategies
 - school/classroom environment
 - grading and assessment

Educational Theories

There are many theories of education. Here are 5 that have had a major impact on teaching and learning today.

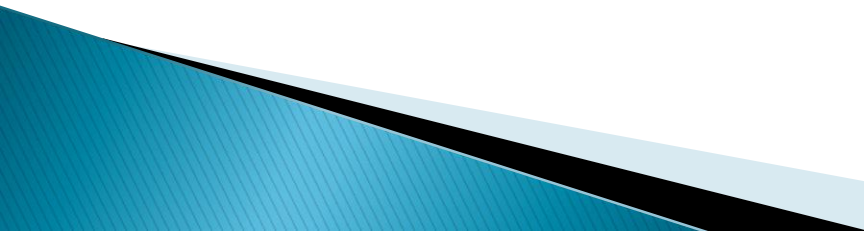
- ▶ **Perennialism** (Robert Hutchins, Mortimer Adler)
- ▶ **Essentialism** (William Bagley, Herman Horne)
- ▶ **Behaviorism** (Ivan Pavlov, John B. Watson, B.F. Skinner)
- ▶ **Progressivism** (John Dewey, William H. Kilpatrick, John Childs)
- ▶ **Constructivism** (Jean Piaget, Lev Vygotsky, Jerome Bruner)

PERENNIALISM



- ▶ Teach the principles that are of everlasting importance to all people everywhere

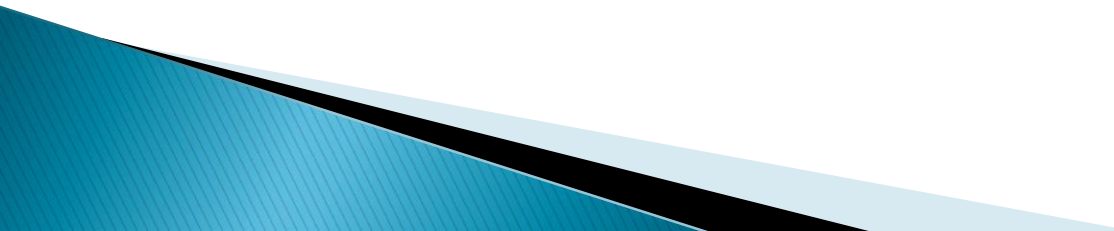
Perennialism – View of Education

- ▶ Reason taught through literature, philosophy, history and science
 - ▶ Education should be the same for everyone
 - ▶ Exposure to history's finest thinkers as models for discovery
 - ▶ Addresses questions that recur over time
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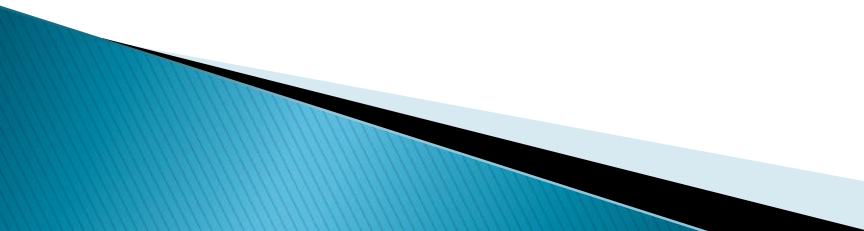
Perennialism – Curriculum

- ▶ All children are capable of learning
- ▶ Learning is a life-long process
- ▶ Reading, writing, recitation, computation considered very important
- ▶ Mental discipline and higher order thinking skills are stressed
- ▶ Curriculum focuses on ideas of leading scholars
- ▶ Use of Great Books
 - the book has contemporary significance; that is, it has relevance to the problems and issues of our times;
 - the book is inexhaustible; it can be read again and again with benefit;
 - the book is relevant to a large number of the great ideas and great issues that have occupied the minds of thinking individuals for the last 25 centuries

Perennialism – Modes of Teaching

- ▶ Lecture – brief
 - ▶ Coaching – to acquire skills
 - ▶ Seminar – extended discussion
 - ▶ Socratic Dialogue – understanding basic ideas and values
 - ▶ Teacher facilitated
 - ▶ Independent reasoning – major goal
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Perennialism – Influences Today

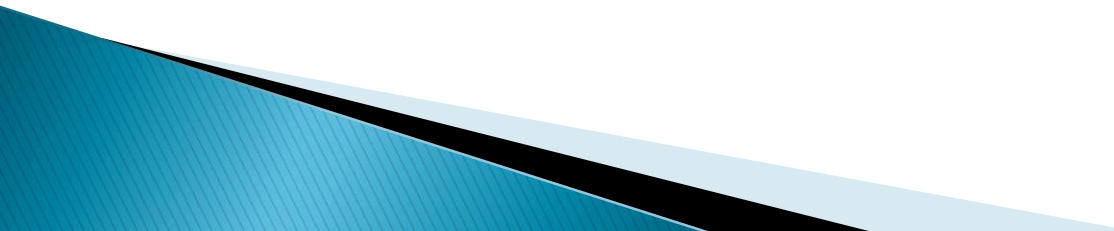
- ▶ Inclusion – all children can learn the same quality of knowledge
 - ▶ Individual differences must be compensated by remedial or supplementary instruction (RTI – Response to Intervention)
 - ▶ Seminar – placing emphasis on teaching children to think
 - ▶ A great emphasis on teacher questioning skills
 - ▶ Bloom’s Taxonomy – hierarchy of questioning
 - ▶ Student explore timeless philosophical questions
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Essentialism




- ▶ The “traditional” or “Back to Basics” approach to education

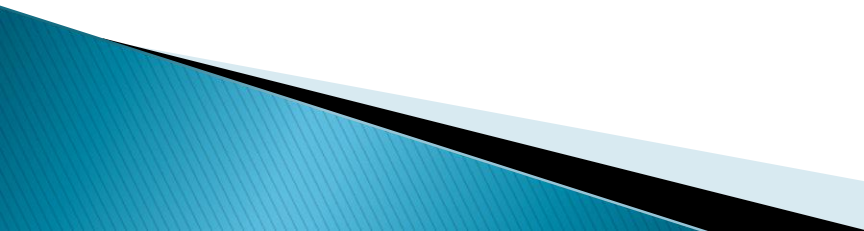
Essentialism – View of Education

- ▶ Common core of fundamental information and skills taught
 - ▶ Hard work is reinforced and rewarded
 - ▶ Develop strong habits of mental discipline
 - ▶ Demand respect for authority in a structured learning environment
 - ▶ Develop good citizens
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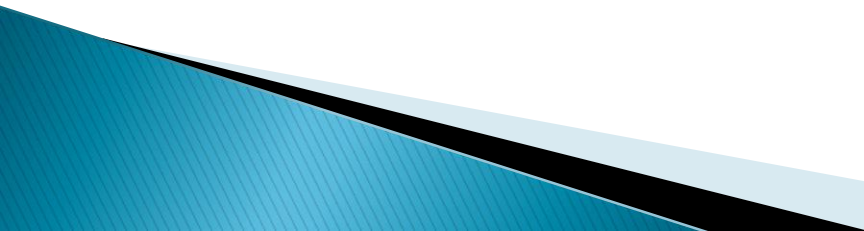
Essentialism – Curriculum

- ▶ Subject matter: literature, history, foreign language, religion, physical and life sciences
 - ▶ Truth is defined as observable fact, therefore field trips, labs, multi-media materials and nature studies
 - ▶ Subject matter is the core of education
 - ▶ School is the manager/overseer of knowledge
 - ▶ Stresses teaching that will help a person live a productive life today, therefore the “core” curriculum of information can and does change
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Essentialism – Modes of Teaching

- ▶ Teacher-centered instruction
 - ▶ Lecture format; teacher decides what to teach; little emphasis on student interests
 - ▶ Required reading, memorization, recitation, examinations
 - ▶ School is a place where children come to learn what they need to know and the teacher is the person who can best instruct students in the essentials
 - ▶ Role of teacher is “impartor of knowledge”
 - ▶ Role of student is “learner”
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Essentialism – Influences Today

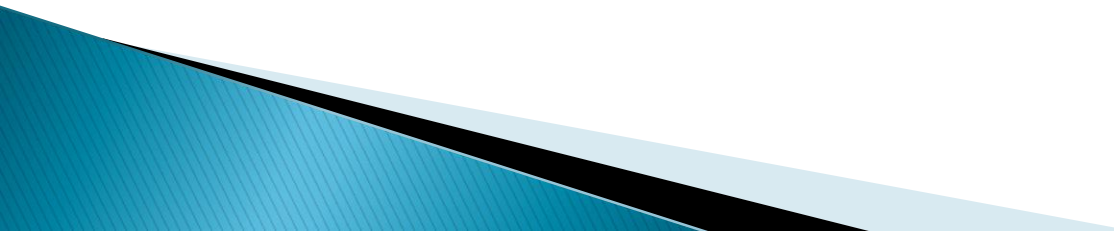
- ▶ 4K – 12 grade advancement based on demonstration of knowledge and skills
 - ▶ Core requirements, longer school days, longer academic year, more challenging academics
 - ▶ Heavy emphasis on achievement test scores to evaluate progress
 - ▶ Focus on “cultural literacy”–working knowledge about the people, events, and institutions that have shaped American society
 - ▶ Emphasis on technological literacy
 - ▶ Application of academics to the “real world.”
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Behaviorism

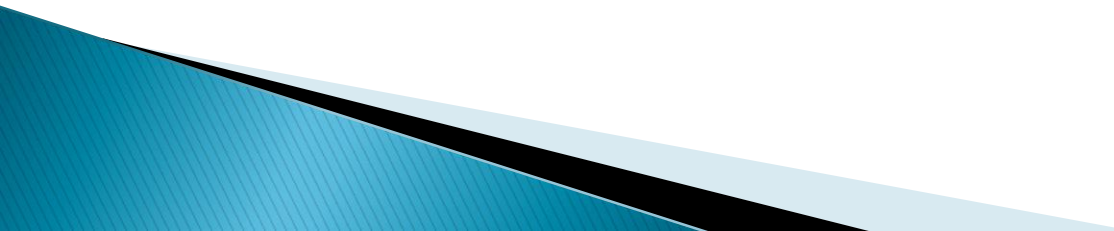


- ▶ Behavior is shaped deliberately by forces in the environment

Behaviorism – View of Education

- ▶ Control the environment and you will control the individual behavior
 - ▶ Learning is defined as nothing more than the acquisition of new behavior
 - ▶ Learning process is passive
 - ▶ Student uses low level processing skills to understand material and material is often isolated from real-world applications
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Behaviorism – Curriculum

- ▶ Curriculum based on behavioral objectives
 - ▶ Learning objectives are best described as behaviors that are observable and measurable
 - ▶ Effective in teaching basic skills and core subject knowledge
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Behaviorism – Modes of Teaching

- ▶ Focus on highly structured environment and classroom management
- ▶ Rote memorization
- ▶ Drill and practice
- ▶ Teacher facilitates learning by:
 - identifying desired behaviors in measurable, observable terms
 - recording behaviors and their frequencies
 - identifying appropriate reinforcers for each desired behavior
 - providing reinforcer as soon as student displays behavior

Behaviorism – Influences Today

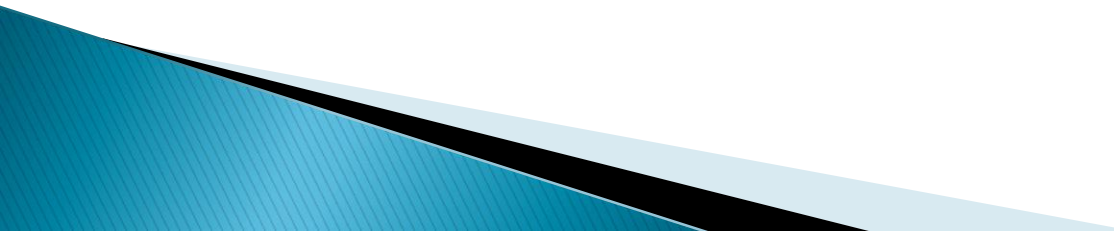
- ▶ Positive and negative reinforcement
- ▶ Classroom management plans
- ▶ Punishment
- ▶ Functional Behavioral Analysis
- ▶ Behavior Improvement Plans
- ▶ Classroom rules/consequences
- ▶ Token economies (student earns tokens for targeted behavior)
- ▶ Drill and practice using computer software (e.g. Math Blaster's)
- ▶ Rote memorization (e.g. math facts, state capitals)

Progressivism



- ▶ Education should focus on the whole child, rather than on the content or the teacher

Progressivism – View of Education

- ▶ Students should test ideas by active experimentation
 - ▶ Learning is rooted in the questions students ask as they engage in learning experiences
 - ▶ Learning is active, not passive
 - ▶ Students are problem solvers and thinkers
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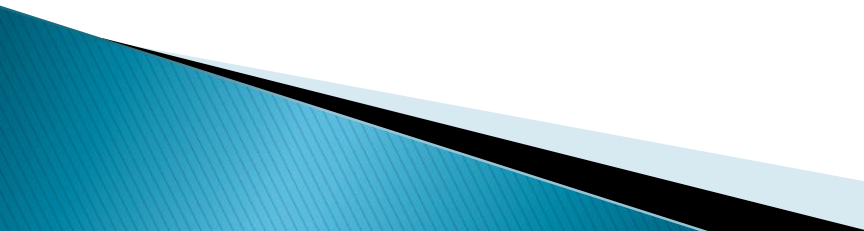
Progressivism – Curriculum

- ▶ Learning by doing
- ▶ Curriculum content is developed from student interests and questions
- ▶ Encourages divergent (spontaneous, free flowing) thinking
- ▶ Experience-centered curricula stresses process of learning vs. results
- ▶ Books are tools of learning – not a source of indisputable knowledge
- ▶ Goal is to expose the student to:
 - Social experiences
 - Social Studies
 - Projects
 - Problems
 - Experiments

Progressivism – Modes of Teaching

- ▶ Hands-on, activity based instruction
- ▶ Teachers provide experiences so that students can learn by doing
- ▶ Emphasize learning how to think rather than what to think
- ▶ Students taught using a problem-solving approach:
 - Define the problem
 - Propose hypotheses to solve it
 - Evaluate the consequences of the hypotheses from one's past experience
 - Test the likeliest solution
- ▶ Shared decision making between classroom members
- ▶ Planning of teachers *with* students
- ▶ Student-selected topics

Progressivism – Influences Today

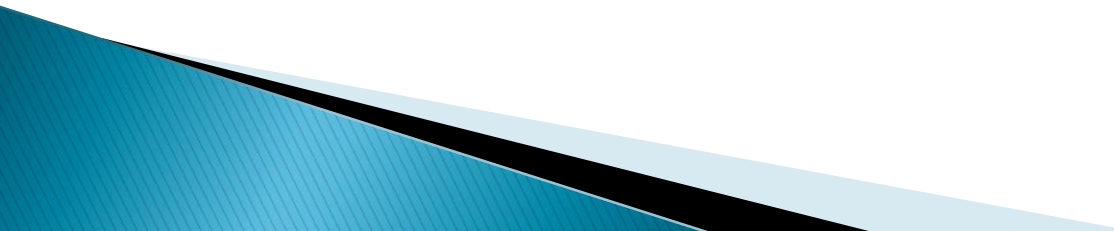
- ▶ Broadened curricula, making education more relevant to the needs and interests of students
 - ▶ Authentic learning opportunities where students interact with nature or society (e.g. real life experiences)
 - ▶ Simulation games
 - ▶ Learning communities where students are challenged to solve problems in the classroom similar to those they will encounter outside the classroom
 - ▶ Focus on flexibility and problem-solving across all curriculum areas
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Constructivism




- ▶ Students learn through interaction with objects, events and people in the environment and reflecting on those interactions.

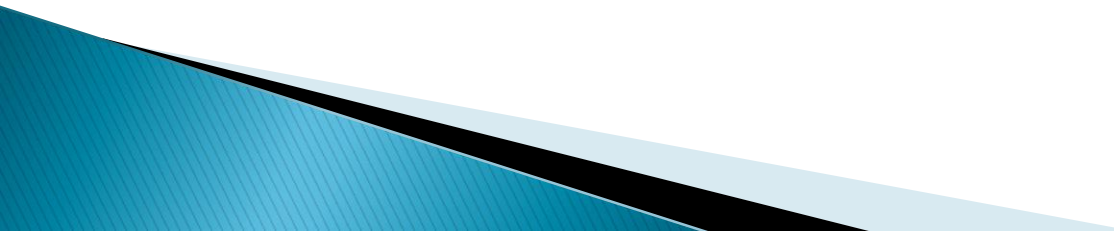
Constructivism – Curriculum

- ▶ Curriculum is presented whole to part with emphasis on the big concept (top – down)
 - ▶ Pursuit of student questions is highly valued
 - ▶ Teachers formulate classroom lessons and differentiate instruction on the basis of students' needs and interests.
 - ▶ Students must attach relevance to the curriculum. As students see relevance in their daily activities, their interest in learning grows.
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Constructivism – Modes of Teaching

- ▶ Students primarily work in groups
 - ▶ Teachers structure lessons to challenge students' current ideas and thinking
 - ▶ Students are viewed as thinkers with emerging theories about the world
 - ▶ Teacher becomes a guide for the learner, providing bridging or scaffolding
 - ▶ Assessment of student learning is interwoven with teaching and occurs through teacher observation of students at work and through projects and portfolios
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Constructivism – Influences Today

- ▶ Prompt students to formulate their own questions (e.g. inquiry)
 - ▶ Allow multiple interpretations and expressions of learning (e.g. multiple intelligences)
 - ▶ Encourage group work and the use of peers as resources (collaborative learning)
 - ▶ Focus on student reflection (e.g. journaling)
 - ▶ Student portfolios
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