

# Foundations of Education



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# Meaning of Education



- In English the term “Education” has been derived from two Latin words Educare (Educere) and Educatum. “Educare” means to train or mould. It again means to bring up or to lead out or to draw out, propulsion from inward to outward.
- The term “Educatum” denotes the act of teaching. It throws light on the principles and practice of teaching.
- The term Educare or Educere mainly indicates development of the latent faculties of the child. But child does not know these possibilities. It is the educator or the teacher who can know these and take appropriate methods to develop those powers.
- The purpose of education is to develop the knowledge, skill and values of students.

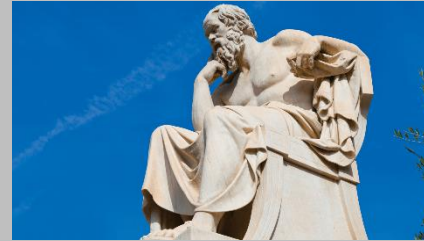
# Features of Education

- Education is both unilateral as well as bi-polar in nature.
- It is a continuous process.
- It is knowledge or experience.
- It is development of particular aspects of human personality or a harmonious integrated growth.
- It is conducive for the good of the individual or the welfare of the society.
- It is a liberal discipline or a vocational course.
- It is stabilizer of social order, conservator of culture, an instrument of change and social reconstruction.



# Foundations of Education

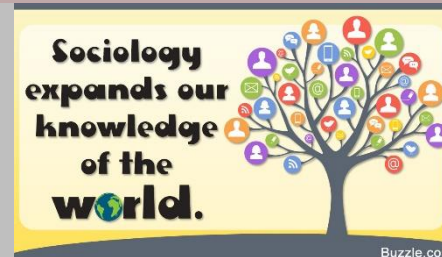
## Philosophical Foundation of Education



## Psychological Foundation of Education



## Sociological Foundation of Education



## Historical Foundation of Education



# Philosophical Foundation of Education

“Education without philosophy is blind and philosophy without education is invalid”

- **What is Philosophy?**

A **search for wisdom**. The term has been derived from two Greek words, ‘Philos’ means love and ‘Sophia’ means wisdom. Philosophy means love of wisdom or passion for learning. Knowledge can be acquired, but wisdom is realized truth.

- **Philosophy of education**

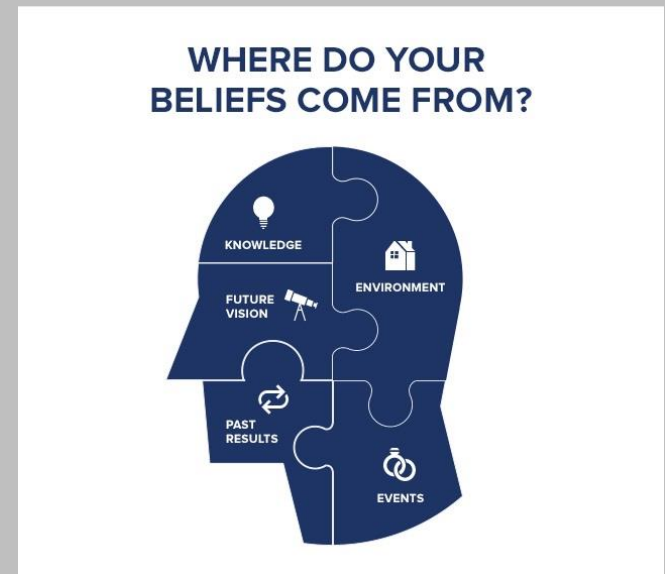
- Philosophy is love for the truth and a life’s necessity. Education in the widest sense of the term is life itself and, in a narrow sense it is the preparation for complete living.
- Philosophy provides the aim of life and thereby the aim of education, and education provides the vehicle for carrying out that philosophic aim in practical life.
- provides a “**framework for thinking**” about educational issues and dilemmas, and it guides professional practice.

# Philosophy and Theory

- Theories:.....**IDEAS**
  - a) are based on observation,
  - b) used to explain observations.



- Philosophies are based on theories:.... **BELIEFS**
  - Explain:
    - The way things are
    - Ought to be
    - peoples thoughts and emotions
    - Concepts over long periods of time



# Major Branches of Philosophy

- **Epistemology:** examines questions of “how” we come to know what we know. Knowledge
- **Metaphysics, or ontology:** considers the nature of reality. What is Real.
- **Axiology:** considers questions of values and ethics.
- **Logic:** examines the processes of deriving valid conclusions from basic principles.

# The Traditional Schools of Philosophy



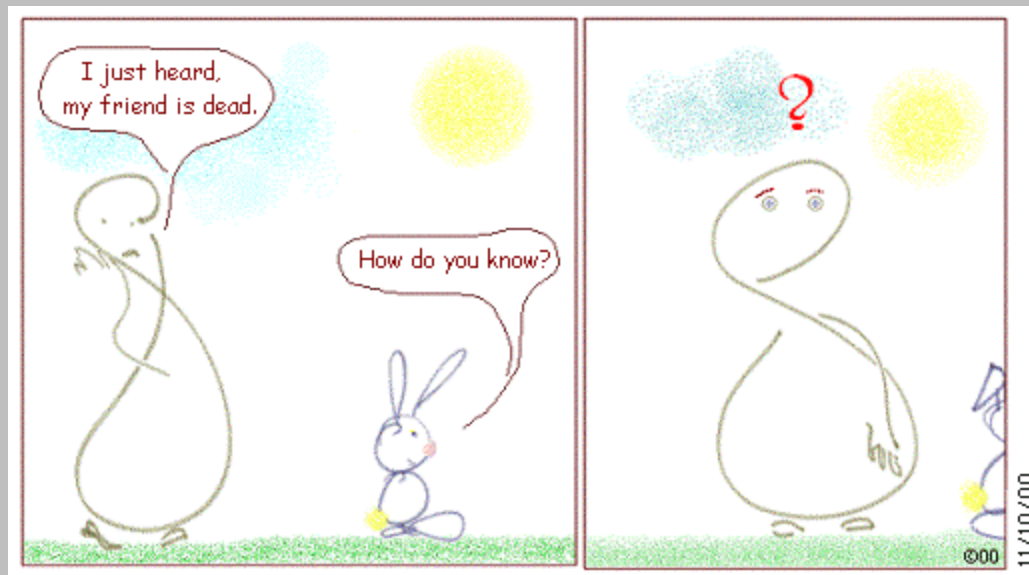
	<b>Idealism</b>	<b>Realism</b>	<b>Pragmatism</b>	<b>Existentialism</b>
<b>Metaphysics</b>	Reality is the world of unchanging ideas.	Reality is the physical world.	Reality is the interaction of the individual and the environment.	Reality is the subjective interpretation of the physical world.
<b>Epistemology</b>	Knowing is the personal rethinking of universal ideas.	Knowing is observing and understanding natural laws.	Knowing is the result of experience based on the scientific method.	Knowing is making personal choice.
<b>Axiology</b>	Values are absolute based on enduring ideas.	Values are absolute based on natural law.	Values are relative.	Values are chosen by the individual.
<b>Educational Implications</b>	Curricula focus on content that emphasizes time-honored ideas.	Curricula focus on content that emphasizes natural laws.	Curricula and instruction focus on problem solving and the scientific method.	Instruction emphasizes discussion designed to increase individual self-awareness.



# Epistemology: “Knowing Is”



- “How” we come to know what we know.
- A variety of ways of knowing exist.



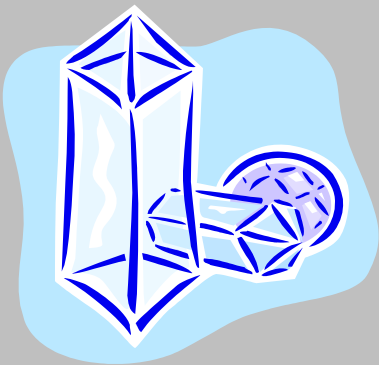
Practice and experience are important.

What is factual evidence?

- (Ex) examining your beliefs.

# Metaphysics: “Reality Is”

- Metaphysics- (**ontology**)- considers “what” we know.
- Perceive (Debate)
  - Independent of our perception exists.
  - 1) **reality is** objective and observable
  - 2) **reality is** actually perceived, since our behavior depends on our perception.
    - Are people basically good?
    - What or who is God?



# Axiology: “Values Are”

- **Values and ethics Debate:**



- **Character education** argues that values, such as honesty and citizenship, should be emphasized, taught, and rewarded.

- **Moral education**



- emphasizes the development of students' moral reasoning and doesn't establish a list of values that learners should acquire.

- “What is beauty?”
- **I’m getting paid to help kids learn. If I don’t do my best, I’m not earning my salary.”** (Reasoning, value, moral)

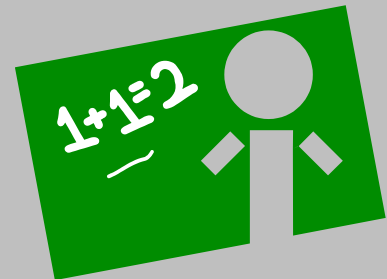


# Logic



...is the processing of deriving valid conclusions from basic principles.

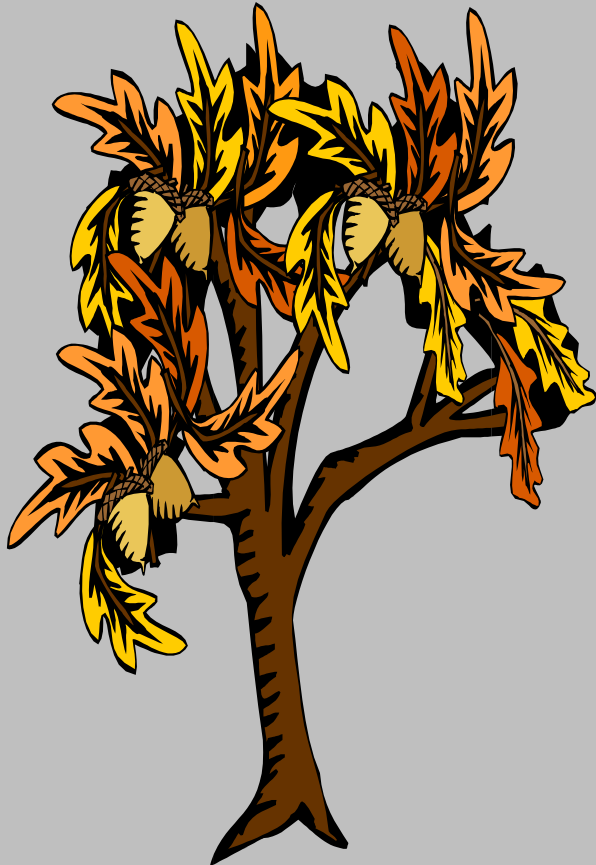
- Deductive reasoning
- A major premise, which can be a principle or generalization.
  - 1) Minor premise
  - 2) Major premise
  - 3) Conclusion



# Idealism

- Since the physical world is constantly changing,
  - **ideas are the only reliable form of reality.**
    - Ideal situation; what you would like to happen
    - Teaching
  - Idealism (**Plato**)
- Discussion, Lecture, Question-answer, Memorizing

# Realism



- The features of the universe **exist whether or not a human being is there to perceive them.**
  - An oak tree outside the window.
  - You can perceive it to be anything you want, but it's still an oak.
- Philosophy of realism emphasize
  - **observation,**
  - **experimentation, and**
  - **critical reasoning.**
- Realism (**Aristotle**)
  - Experiment, Practical work, Study tour, Observation

# Pragmatism

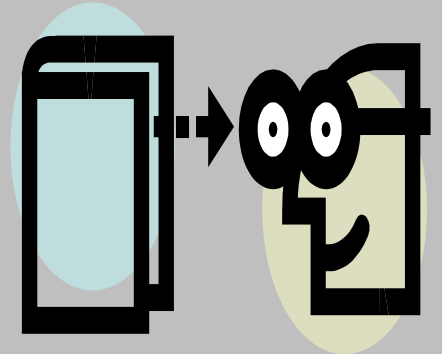
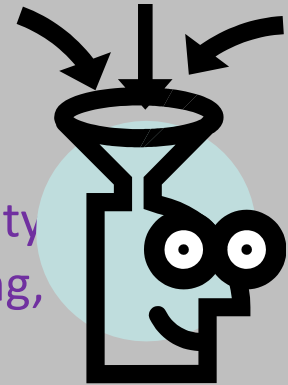
- Pragmatism rejects the idea of absolute, unchanging truth.
- Instead, truth is what works, hence the term pragmatism.
  - Experience is the key idea
  - Individuals need methods for dealing with changes.
  - Pragmatic Solution

- Pragmatism (**John Dewey**)

-Learning by doing, Learning through experiment, Activity based learning, Learning through experience, Problem solving, Group work

- Pragmatism

- doesn't de-emphasize the importance of knowledge;
- instead, it attempts to **connect** it to children's interests.
  - **Constructivism**: build knowledge
  - Rather than follow the rule, demonstrate.
  - Create understanding



# Existentialism

- Importance of the individual, Importance of choice, Meaning and absurdity, Authenticity, Social criticism, Importance of personal relation, Atheism and Religion.
- Humanity isn't part of an orderly universe
  - **individuals create their own existence in their own unique way.**
- With freedom comes responsibility
- Emphasis on the individual:
  - we don't teach math, science, reading, and writing;
  - we teach people, and the people we teach are at the core of learning.
- **Learner-centered curriculum/instruction**
- **Existentialism in education** is an approach to teaching and learning that focuses on the individual's freedom to choose their own purpose in life. Because existentialist educators believe there is no god or higher power, they encourage all students to create their own meaning of life.



# Philosophical Foundation of Education

- Idealism (**Plato**)

- Discussion, Lecture, Question-answer, Memorizing

- Realism (**Aristotle**)

- Experiment, Practical work, Study tour, Observation

- Naturalism (**Jean-Jacques Rousseau**)

- Self-learning, Learning from experience, Co-curricular activities, Different teaching strategies with play

- Pragmatism (**John Dewey**)

- Learning by doing, Learning through experiment, Activity based learning, Learning through experience, Problem solving, Group work

# Philosophies of Education

- **Perennialism:** suggests that nature, including human nature, is constant. Education is preparation for future life  
Math, science, and particularly literature are important. They expose learners to
  - the rigors of logical thought
  - the great ideas that have endured throughout history.
- **Essentialism:** emphasizes a critical core of knowledge and skills that all students should learn. learning should focus on essential basic skills,
  - reading, writing, mathematics, and to a certain extent, science and geography.
  - the belief that core of information exists that all people should possess.
- **Progressivism:** focuses on real-world problem solving and individual development.
  - Problem solving and learning concepts
  - Curriculum that focuses on real-world problem solving and individual development
  - Insurance advertised: Progressive Insurance
- **Post-modernism or Social Reconstructionism:** contends that schools, teachers, and students should play a role in addressing the social inequities in our society.

# Classroom Application of Educational Philosophies

**Table 7.1** Classroom Applications of the Educational Philosophies

Philosophy	Educational Goal	Curriculum	Teaching Methods	Learning Environment	Assessment
Perennialism	Train the intellect	Focus on enduring ideas	Lecture; questioning; discussion	High structure; strong focus on academic work	Frequent assessment and feedback
Essentialism	Acquire the basic skills needed to function in today's world	Essential knowledge and basic skills	Lecture; questioning; practice and feedback	High structure; strong focus on essential knowledge and skills	Frequent objective and performance assessments and feedback
Progressivism	Develop problem solving, decision making, and other life skills	Practice in problem solving and other life skills	Emphasizes applications in problem-based learning, cooperative learning, and guided discovery	Democratic; collaborative; emphasis on learner responsibility	Ongoing informal assessment
Social Reconstructionism	Contribute to the creation of a just society	Social issues	Discussion; collaboration; student projects	Model for equity and justice	Examination of written products; informal observation

# Classroom Applications of the Educational Philosophies



	<b>Perennialism</b>	<b>Essentialism</b>	<b>Progressivism</b>	<b>Postmodernism</b>
<b>Traditional Philosophy Most Closely Related</b>	<b>Idealism, Realism</b>	<b>Idealism, Realism</b>	<b>Pragmatism</b>	<b>Existentialism</b>
<b>Educational Goals</b>	Train the intellect; moral development.	Acquire basic skills; acquire knowledge needed to function in today's world.	Acquire ability to function in the real world; develop problem-solving skills.	Critically examine today's institutions; elevate the status of marginalized people (women and cultural minorities).
<b>Curriculum</b>	Emphasis on enduring ideas.	Emphasis on basic skills.	Emphasis on problem solving and skills needed in today's world.	Emphasis on the works of marginalized people.
<b>Role of the Teacher</b>	Deliver clear lectures; increase student understanding with critical questions.	Deliver clear lectures; increase student understanding with critical questions.	Guide learning with questioning; develop and guide practical problem-solving activities.	Facilitate discussions that involve clarifying issues.
<b>Teaching Methods</b>	Lecture; questioning; coaching in intellectual thinking.	Lecture; practice and feedback; questioning.	Problem-based learning; cooperative learning; guided discovery.	Discussion; role play; simulation; personal research.
<b>Learning Environment</b>	High structure; high levels of time on task.	High structure; high levels of time on task.	Collaborative; self-regulated; democratic.	Community-oriented; self-regulated.
<b>Assessment</b>	Frequent objective and essay tests.	Frequent objective, essay, and performance tests.	Continuous feedback; informal monitoring of student progress.	Collaborative between teacher and student; emphasis on the exposure of hidden assumptions.

# Philosophy and Education

- Philosophy exercises tremendous influence on education in all its aspects—

aims, curriculum, methods, teachers, textbooks, administration, discipline, evaluation etc.

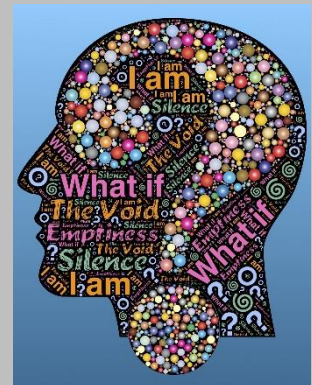
- There is no aspect of education, which is not influenced and determined by philosophy.
- There is no escape from a philosophy of life and of education.
- It determines the aims and content of education; it influences discipline in the school; it exercises an effective influence on the methods of teaching and it defines the role of the teacher in the educational set-up.

# Psychological Foundation of Education

- The term psychology has been derived from two words “Psyche” meaning mind and “Logos” meaning science.
- Hence psychology is the science of mind. J.B. Watson in the beginning of the 20th characterized psychology as the science of behavior. Like other sciences psychology has two main branches- Experimental Psychology and Applied Psychology. The former tries to determine the course or tendencies of human behavior; the latter intends to improve human life with the application of the scientific knowledge of the human behavior.
- Psychology has greatly influenced the development of modern education. Basic connections and relationships between psychology and education are manifold. Educational theory and practice are conditioned by the nature of human behavior.

# Educational Psychology

- Educational Psychology has developed to study scientifically the behavior of the students and to help the process of education.
- Apparently Educational Psychology deals with various problems of learning and teaching. That is why Educational Psychology is known as “psychology of teaching and learning.
- Roman educationist Quintillion emphasized the psychology of individual difference in education. Comenius laid emphasis on needs, aptitude and interests of the students in education and principle of correlation. Rousseau, Pestalozzi, Herbart, Montessori, James, Pavlov, Thorndike, Skinner and others emphasized the use of psychological knowledge in education.



# Educational Psychology

- Educational psychology discusses process of development of the students, process of learning, social adjustment of the students, Individuals differences in physical abilities and mental traits and powers, Interest and motivation of child and various problems associated with the mental health of the students.
- The function of educational psychology is to know the child and his educational process completely. It tries to determine the means of attaining the educational goals and objectives outlined by educational philosophy. It helps the teacher, the students as well as the parents.





# Influence of Psychology on Modern Education

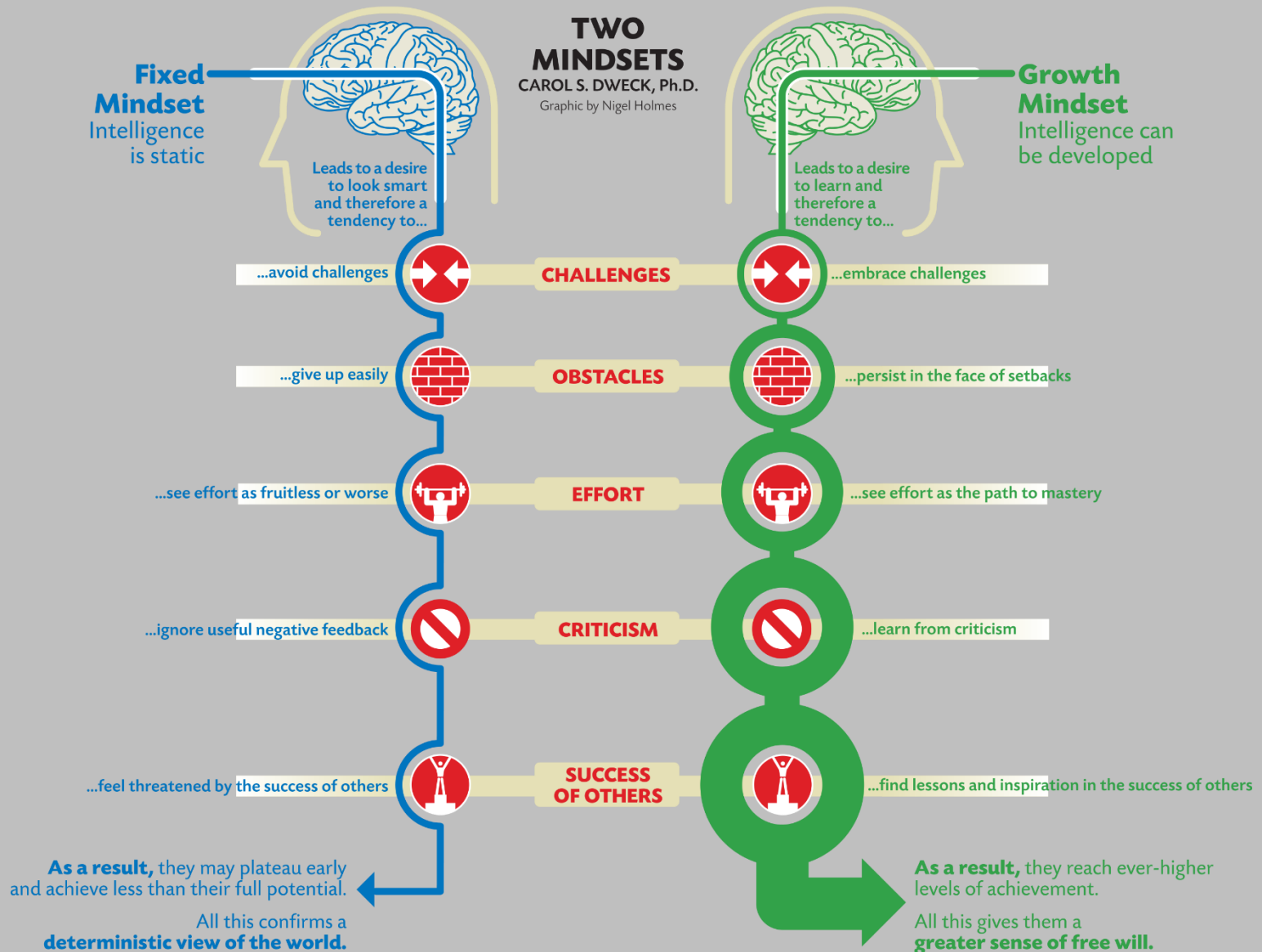
## Influence of Psychology on the Theoretical Aspect of Education

- Child centric learning
- Activity based learning
- Use of life experience in learning-Education is the process of acquiring experience throughout life
- Teacher-student rapport in learning
- Reinforcement in learning
- Learning how to learn than what to learn

## Influence of Psychology on the Practical Aspect of Education

- Learning by doing and Learning through joyful experience
- Content of instruction should be presented in continuous, sequenced and integrated way
- Each individual has his own innate potentialities and each individual should be treated separately.
- Students should actively participate in the learning process
- Psychology emphasizes the importance of freedom of the child in the maintenance of discipline in the school
- No subject is indispensable for curriculum construction for its unlimited disciplinary value.

# Mindset



# Sociological Bases of Education

- Education takes place in society constituted of individuals. It is a social process. It has a social function as well as social relevance.
- A school is created by the society and the society is shaped and moulded by the school. Thus, education is both a cause and product of society.
- It originates in the society and it must fulfill the needs and aspirations of the society. There is thus an intimate relationship between education and society.
- Modern education has two-fold functions. It must help in individual development as well as social progress. An individual can only develop in the right direction in social environment. Education helps to solve the multifarious social problems.



# Educational Sociology

- Sociology has come from two words Societas and Logos meaning 'society' and 'science' respectively. Hence scientific study of society is commonly known as sociology.
- Society is more than a mere assemblage of individuals. It involves interaction and interrelation between individuals and groups. In fact, society exists only in the articulate consciousness of human beings.
- Emile Durkheim, the French sociologist, for the first time felt the need of sociological approach to Education. He considered education "to be something essentially social in character, in its origin and its functions."
- He emphasized that education is not a static phenomenon but a dynamic and ever-changing process. Every society with its own changing socio-cultural needs will require an education to meet those needs. Since needs, change continuously therefore education must also change. The needs of different societies differ therefore education should be dynamic.

# Educational Sociology

- Educational sociology is a branch of sociology, which is confronted with the problems of relationship between society and education. It makes an effort to achieve the aims of sociology through educational process, which is nothing but an interaction between the individual and the society.
- According to Brown, Educational Sociology is the study of interaction of the individual and his cultural environment. Thus social interaction is the key area of educational sociology. The individual becomes a person as a product of this interaction. Educational Sociology is particularly interested in finding out how to manipulate the educational process for better personality development.
- John Dewey emphasized the importance of the socialization of the individual for education. He considered that through the participation of the individual in social process the complete development of education takes place. The educational process is nothing but a social process. The school is a social institution, which purifies the society, progress it and makes the individual conversant with the society.

# Impact of Educational Sociology

- Educational sociology plays a vital role on the modern educational theories and practices the aims of education, the principles of curriculum construction, the methods of teaching, the school organization and administration.
- Education should bring about a change not only in the amount of knowledge gained but in abilities to do, to acquire habits, skills, interests and attitudes which characterize a person who is society accepted, personally well-adjusted and socially responsible.
- (a) transmission of social and cultural heritage, (b) development of new social patterns, and (c) creative and constructive role.
- Socialization Process
- Values and attitudes
- Social inequality/disparity/discrimination and gap
- Social Service, Social Welfare, Social responsibilities
- Rapport between students and society
- Work-oriented methods

# Historical Foundation of Education

- **Primitive Education**
- **Oriental Education**
- **Egyptian Education**
- **Greek Spartan Education**
- **Athenian Education**
- **Roman Education**

# Primitive Education

Family is considered as the basic school



Security & Conformity



Primitive Education

Simply Way of Life  
focused on  
providing basic  
needs of human

Education is more  
on Theoretical &  
Practical Skills



# Primitive Education



## Primitive Education

Story Telling

Imitation

Demonstration

Trial & Error



# Oriental Education

## Oriental Education

- Education for social stability
- Types of Oriental Education:
  - Moral training
  - Theoretical/religious training
- Agencies of Oriental Education:
  - Home
  - Pagoda or temple
  - Under the trees or covered sheds



# Oriental Education

## Oriental

- Parental guidance in the learning process
- Parent as teacher the child through the task as well as how to learn.  
(cognitive apprenticeship)



# Egyptian Education

## Egyptian Education

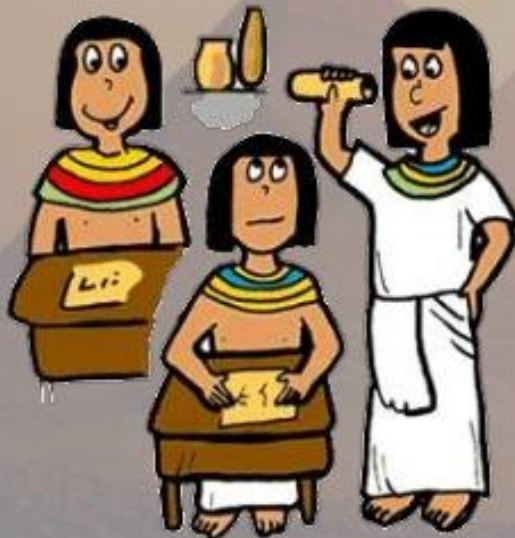
- The first schools were to train priests in Egypt.
  - They taught reading and writing.
- The sons of the pharaoh were educated at home by tutors.
- Noble boys only attended school; they started about 7 years old but there was some higher education for 9 and 10 year olds.
- They would study history, geography, literature, religion, math, surveying and engineering, medicine, accounting, and legal /letter writing.
- Egyptian middle and lower class boys did not go to school; They learned a trade from their fathers.





# Egyptian Education

## Egyptian Education



- Girls were not allowed to attend school; they learned what they needed at home from their mothers.
- Papyrus was expensive so students took notes on pieces of broken pottery.
- There was strict discipline in schools.

# Greek Spartan Education

## Education in Sparta

- The Spartans demanded strength and toughness from birth.
- Babies, boys and girls alike, were examined for strength after birth. If a child was found unhealthy, he or she was left in the wild to die.
- At age seven, all children began training for combat.
- At the end of their training, groups of boys were sent into the wilderness with no food or tools and were expected to survive.
- At age 20, boys became hoplites, or foot soldiers.
- They remained in the army for 10 years, after which time they were allowed to leave and take their place as citizens.



# Greek Spartan Education



## SPARTAN EDUCATION



Boys at the age of 7 leave their homes and enter school. They taught the children to read and write but as they got older they were trained to fight.

They were trained to be smart, strong, violent, disciplined, unquestioning, and ruthless young men.

Apart from the school work the goal was to make soldiers and a well disciplined marching army.

# Athenian Education

## Athenian Education

### Athenians

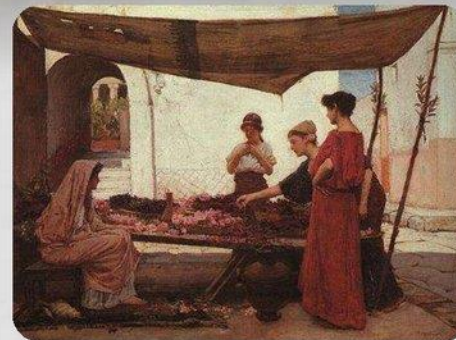
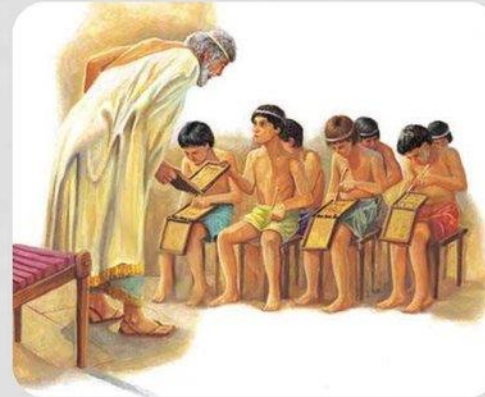


Boys: Wealthy kids received formal education

- > Attend school around age 7; also receives training in logic and public speaking
- > Spent each day in athletic activities
- > When they get older; they attend military school.

Girls: Do not attend school

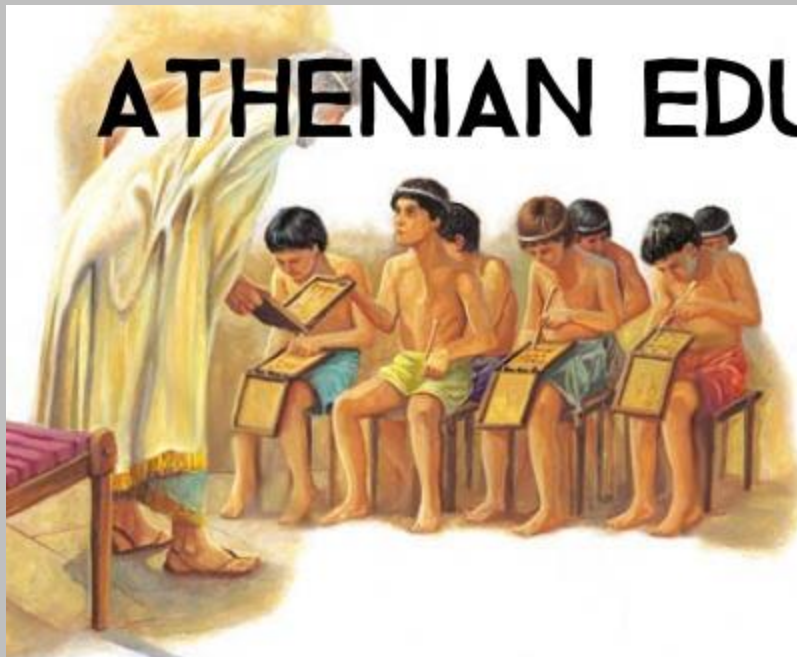
- > Learn at home about how to become a good mother or wife.
- > Some became accomplished writers





# Athenian Education

## ATHENIAN EDUCATION



- School was only for sons of wealthy families.

*(Girls learned from mothers and other female members of household).*

- Boys received training in **logic, public speaking, science, philosophy** and **military** training.
- Athenians believed in having a well-rounded education.

# Athenian Education

## Education in Athens

### Athenian boys

- were taught to be good citizens.
- went to school between the ages of 6 and 14. They learned reading, writing, arithmetic, literature, sports, and music.
- began military training at age 18.
- sometimes continued their education with a private tutor if they were wealthy.



# Roman Education

## Overview of Roman Education

- Early Republic (750-350BC)
  - Domestic education by parents, esp. *paterfamilias*
  - Agricultural, domestic, moral, & civil skills, for both boys/girls
  - No strong national literature
  - Spurius Carvilius = first fee-paying "ludus"
- Late Republic (300-0BC)
  - Emergence of more formal, tiered schools, by ability > age
  - Greek influence strengthens w/ private tutors, literature, higher ed.
  - Yet Roman reject Greek music, athletics in favor of oratory, law, and "practical" skills
- Empire
  - Abundance of private schools
  - More international student body

I didn't learn geometry and literary criticism and useless nonsense like that. I learned how to read the letters on public inscriptions. I learned how to divide things into hundreds and work out percentages and I know weights, measures and currency.

-Petronius, *Satyricon*, 58



# Roman Education

## Roman Education

Education was very important to the Romans.

Boys from poor and rich families would attend a 'primary school' till they were 12 years old, learning to **read, write and basic mathematics**.



The girls rarely went to school, they were usually taught at home:

1. how to run a good household
2. how to make a good wife
3. Music and sewing

Schools were not in an individual building like today, they were usually held in part of a shop divided by a curtain. If you were wealthy, you may have had a tutor at home.

'Secondary schools' were held for boys from wealthy families. (12 years old - 15 years old)

They would study: **Latin and Greek**  
**Geography and History**



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THANKS