

# Philosophy & Psychology of Education



By Dr. Susanne George Bloomfield

# A Teacher's Six Basic Questions

- What should be taught?
- Who should decide what should be taught?
- Why should this material be taught?



- How should this material be taught?
- What should the teacher's role be?
- What should the student's role be?



# What Are Your Core of Beliefs?



Teachers need “a core of beliefs about learning, language, and literature to shape activity into engaging, purposive, and effective learning.” (*Bridging English* 11)



# Education Philosophies

## ***Perennialism/Idealism***

Universal truths conveyed through classics (didactic, Socratic, coaching methods). Teacher's role to impart knowledge in disciplined environment.

## ***Essentialism/Realism***

Certain basic skills, knowledge, understanding students should master to function effectively in workplace. Back to Basics. No Child Left Behind. Learn content, demonstrate mastery on standardized tests. Teacher is authority.

## ***Progressivism/Pragmatism***

Focus on student rather than content, to be life-long learners in changing society. Learn how to learn. Teacher is facilitator, resource, co-inquirer

## ***Existentialism***

Students determine what they need to study guided by teacher. No one set of learning outcomes. Teachers lay out topics; students make own meaningful choices.

## ***Social Reconstruction***

Education to facilitate development of new social order; reform society rather than transmit knowledge. Service learning.

## ***Eclectic Approach***

Select and use what is most appropriate from each philosophy

(from Building Teachers 43-54)



# Educational Psychologies

## **Humanism**

See from the student's point of view. Rather than material being taught, focus on learners. Students work for intrinsic feelings of accomplishment.

## **Behaviorism** (Pavlov, Skinner)

Favor drill, repetition, reward-based teaching methodologies. People's behavior shaped by environment and its extrinsic forces.

## **Information Processing** (cognitive psychology) (Bloom)

Organize information carefully, link to existing knowledge, recognize limits of attention and short-term memory, encoding strategies to make information meaningful

## **Constructivism** (Piaget, Vygotsky)

Construct own conceptualizations by combining information presented with own prior experiences. Look at own ideas and the ideas of others to come to new and informed conclusions. Interact with material rather than memorize content.

(from Building Teachers 59-63)

# Student Needs



- Basic Human Needs
- Cognitive Need
- Psychological & Social needs



# Basic Human Needs

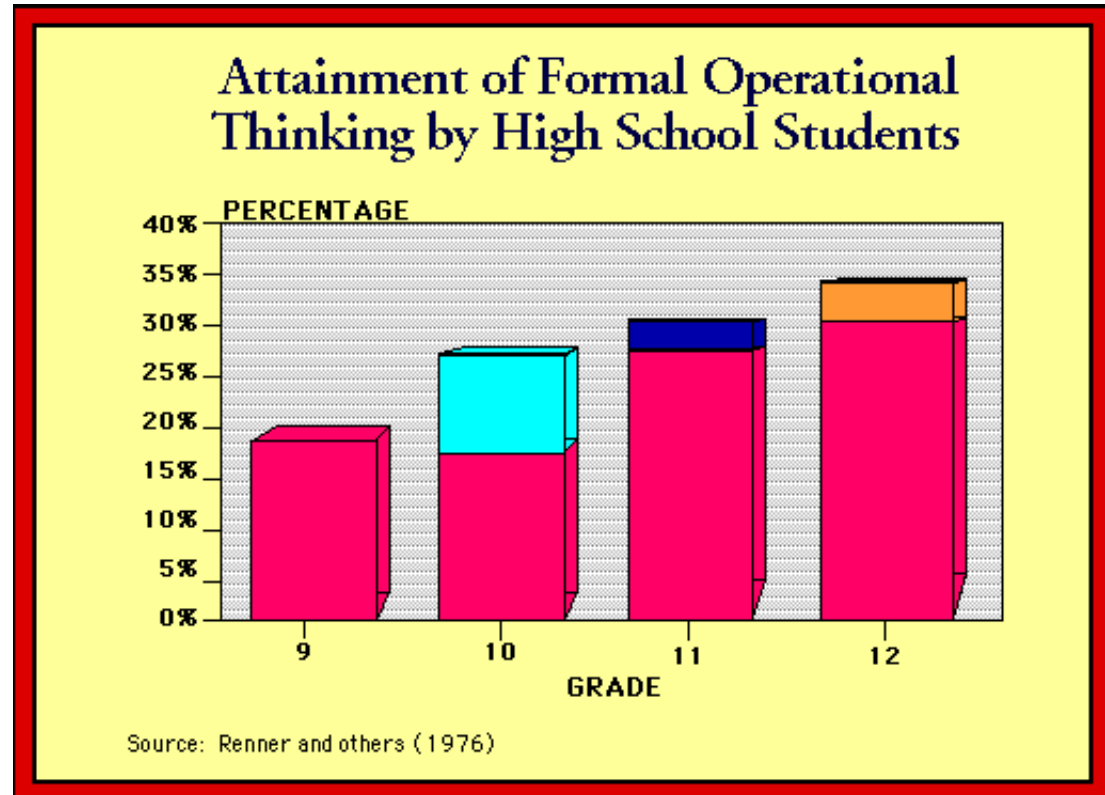


- Maslow: Hierarchy of Needs
- William James: Material, Social, Spiritual
- William Glasser: "We are driven by five genetic needs: survival, love and belonging, power, freedom, and fun."

# Cognitive Needs

## Jean Piaget

- People progress through the same stages but at different rates
- Sensorimotor;  
Preoperational;  
Concrete Operational;  
Formal Operational



# Formal Operational Stages

- The capability to mentally control more than two types of variables at the same time.
- The capability to think about modifications that may occur with time.
- The ability to imagine rational series of events.
- The capability of predicting results of actions.
- The capacity to sense reasonable steadiness or contradictions in a set of statements.
- The capability to think of themselves, others and the world in a real way. Depending on the social norms children know they must act a certain way and know that others may act differently from them.

Cataldo

# Level of Potential Development



## Lev Votsky

A child has an “actual development level” at which he or she understands concepts and completes tasks without assistance.

This same child also has a “level of potential development” at which more complex tasks can be completed with the assistance of teachers or more expert peers.

Between these two points is where most learning should take place: “zone of proximal development.”

Teacher should set up “enabling structures” to help student move between these zones.

# Multiple Intelligences/Learning Styles

<http://www4.ncsu.edu/unity/lockers/users/f/felder/public/ILSdir/styles.htm>



Active/Reflexive

Sensing/Intuitive

Visual/Verbal

Sequential/Global

# Psychosocial Needs

## **Erik Erickson**

At different ages, an individual must address certain psychosocial life crises.

The environment in which a child lives is crucial to providing growth, adjustment, a source of self awareness, and identity.

## **Life Stage Virtues**

Hope (infant)

Will (toddler)

Purpose (kindergarten)

Competence (6-puberty)

Fidelity (teenager)

Love (young adult)

Caring (mid-life)

Wisdom (old age)



# What are the Characteristics of a Good Teacher?



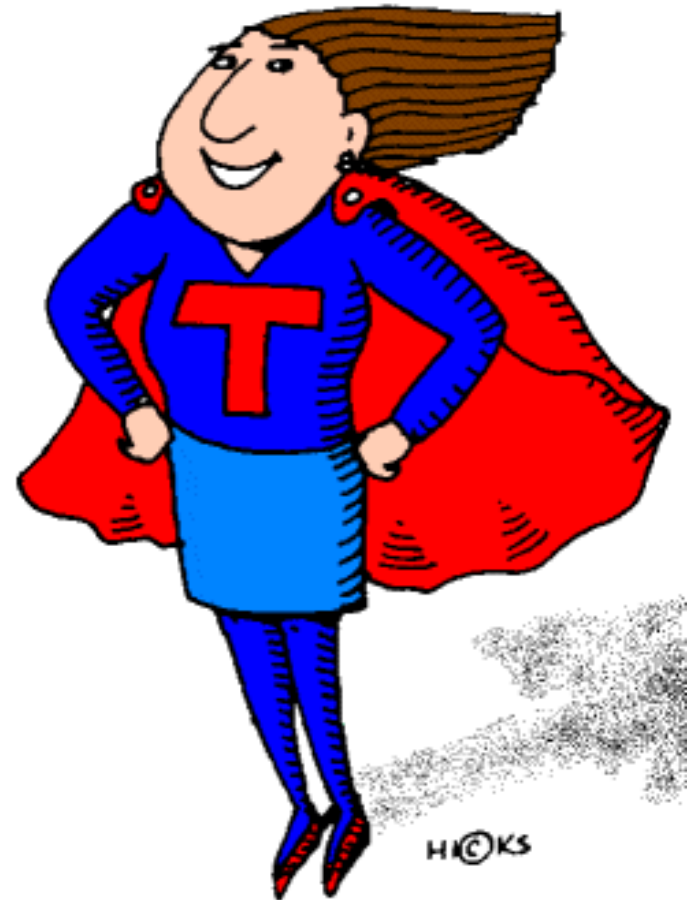
# Super Teacher Attributes

- Enthusiastic, energetic
- Flexible
- Patient
- Knowledgeable
- Respectful
- Reflective
- Have a sense of humor
- Dedicated
- Love students/subject/teaching
- Organized
- Intellectually curious



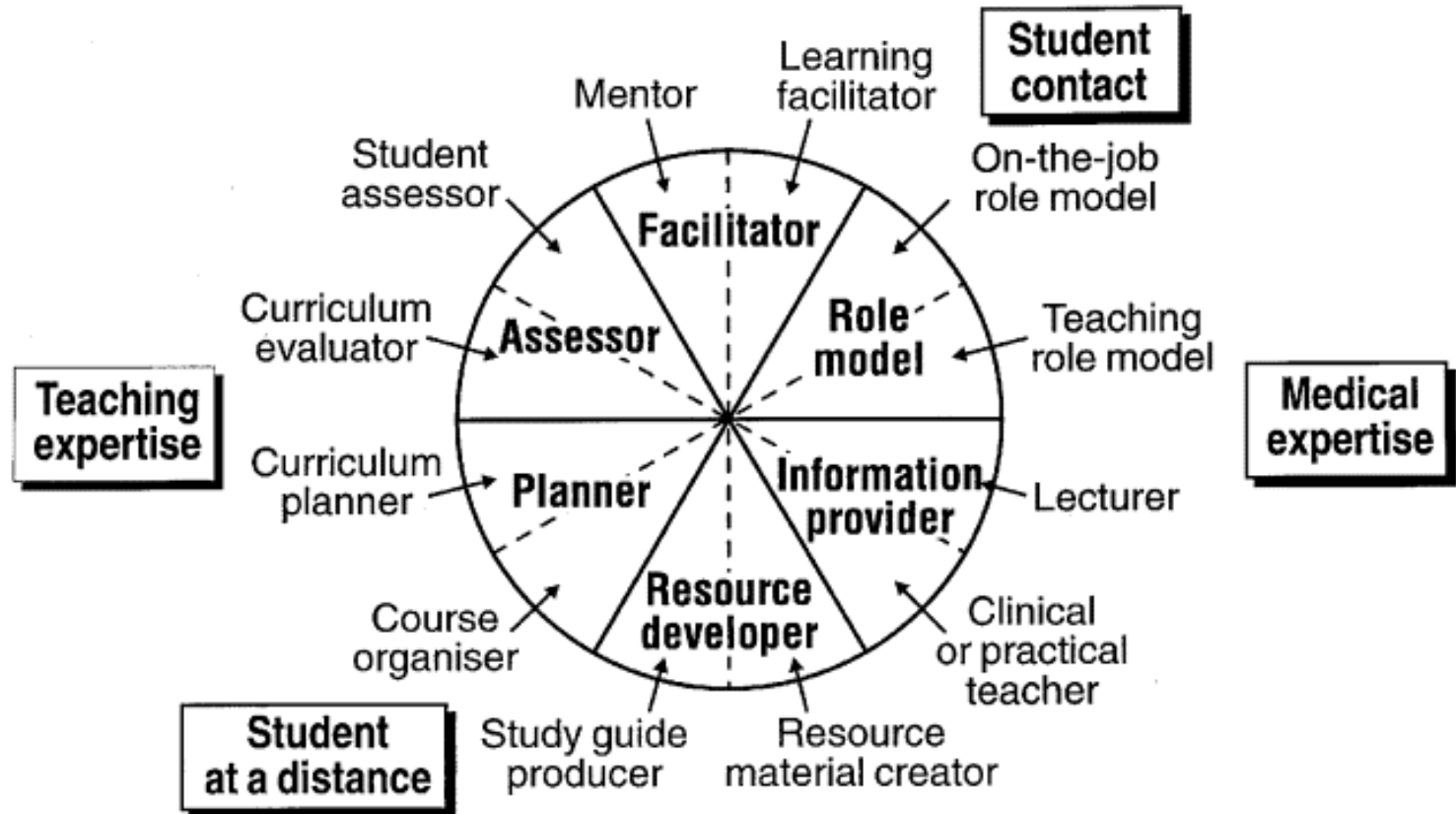
# Super Teacher Roles

- Learner
- Listener
- Coach
- Mentor
- Facilitator
- Organizer
- Assessor
- Resource
- Role model



# 12 Roles of the Teacher

## Teacher's Roles



# Teaching Quotes

- “The secret of teaching is to appear to have known all your life what you learned this afternoon.” anon.
- “We'll spend a lifetime crafting our teaching in order to allow children to be the authors of their own texts.” Donald Graves
- “Education is not the filling of a bucket, but the lighting of a fire.” W.B. Yeats
- “A Teacher affects eternity; he can never tell where his influence stops.” Henry B. Adams
- “It is the supreme art of the teacher to awaken joy in creative expression and knowledge.” Albert Einstein
- “A good teacher is one-fourth preparation and three-fourths theater.” Gail Goodwin
- “He who dares to teach must never cease to learn.” John Cotton Dana
- “Whether you think you can or you can't—you are right.” Henry Ford
- A teacher is one who makes himself progressively unnecessary.  
~Thomas Carruthers

# **5 REASONS WHY I BECAME A TEACHER**

- 1. Weekends**
- 2. Snow Days**
- 3. Easter Vacation**
- 4. Christmas Vacation**
- 5. Summer Vacation**





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