

EDU601 VU Current Final Term Papers Spring 2020 (10 September onward)

Traditional learner's **constraint**

- These learners are often subjected to historical and institutional constraints that are embedded in schools. Schools have evolved over the centuries to serve certain societal purposes in certain ways. - These goals are often reflected in the school policies and pose as a constraint to deep understanding and learning.

The intuitive: subjected to neurobiological and developmental constraints purely genetic in nature

Expert disciplinary and epistemology are built in any field of expertise in those years

Intuitive Learning vs. Scholastic Learning

-The same children who develop complex theories of the universe or involved theories of the mind often experience the greatest difficulties upon their entry in school.

Scholastic Learning - Research shows that even well-trained and academically successful students often do not display an adequate understanding of the materials and concepts with which they have been working

- Gardner argues that it is the nature of the scholastic method of teaching that fails to develop a concrete understanding in the minds of the students

26- Differentiate between Scholastic and skilled learner. **2SI**

Kinds OF Learner

1. Intuitive learner

Natural naïve universal learners the youngest child who **learns equipped language and other symbolic systems** and who evolves serviceable theories of the physical world and of the world of other people during the opening years of life.

2. Scholastic learner

A traditional learner the youngsters of age seven to twenty **7-20** are those who **seek to master literacy's, concepts, and disciplinary form of school**. It is these students whether or not they can produce the standard of performance, respond in ways similar to preschool and primary school youngsters, once they have been removed from the context of classroom.

3. Skilled learner

A disciplinary expert the individual of any age **seek to master concepts and skills of discipline or domain** and can apply such knowledge appropriately in new situation. *Included in the **rank**s of the disciplinary experts* are those students who are able to use the knowledge of their physics class or their history class to illuminate new phenomena. - Their knowledge is not limited to the usual text-and- test setting, and they are eligible to enter the ranks of those who —reallyll understand.

Bloom: born: 1930 died: 1991 American philosopher, academic, champion
Plato re-public: 1968 influence: Leo Strauss, fried rich Nietzsche

4 criticisms on philosophy of Allen Bloom

Bloom was often called vengeful, reactionary and antidemocratic, talking against the American students and the American universities.

1. Closing of the American Mind:

Bloom's choice of title was vastly criticized.

Critics were outraged that Bloom labeled young Americans to be close minded.

2. Philosopher

Bloom's status as a philosopher was often criticized by critics who maintained that his writings were only focused on a study of classics and there was no philosophy in it.

3. Great Books

The Great Books course of Bloom was often criticized due to its restricted and narrow conception of classics.

Chomsky criticized Bloom's emphasis on a Great Books curriculum, maintaining that its effect would be:

'Students will end up knowing and understanding virtually nothing'

4. Social Issues:

Critics point out that Bloom discussed all major social and political issues in the lives of students of his time but was silent on gay rights despite the rapid spread of the concept at that time.

Allan Bloom areas of Interest.

1. Greek philosophy
2. History of philosophy
3. Political philosophy
4. Politics

Q14: Write any two sources that Bloom proposed for student to seek enlightenment? (Marks=2)

1. Movies♣
2. Political gatherings

Closing of the American mind

- 1987
- Criticism of modern American higher education
- Spiritual disintegration of students
- blamed the post-modern and multicultural trends in education
- Nietzsche and relativism
- Sexual revolution

. What is soft pedagogy

Soft Pedagogy: - Rousseau advocated a soft and easy going pedagogy.

- However, Rousseau's view of an easy-going life was very different from its ordinary conception.
- Different the harsh life & discipline of the traditional school systems, but subjected the child to his own kind of harsh education to gain freedom & independence.

Who was Paulo Freire?

- 1921-1997
- A Brazilian whose experiences living in poverty led him to champion education and literacy as the vehicle for social change.

10. Limitation of libraries used as resource of do-ers

The most obvious resource for doers is the public library.

Unlike school it does not say we must use it or bad things will happen if we don't use or wonderful things if we do. It simply there for us we use if, when, and how we want. If we want to use it does not look at the door to see we are smart enough or it claims that it is better than other libraries because only smartness are let in.

Limitations:

1. Right now number of things libraries can help us do is fairly limited.
2. It stores books and other written records.
3. It is partly do not have enough money
4. It serves all the people in community they have only a tiny fraction of the money given to schools, who serve only a few. –
5. Until recently most librarians took a rather traditional and limited view of their work.

Problems

- Most people, having learned to dislike the things (including reading) they were made to do in schools don't do them any more after they leave school, and so don't use the library.
 - Holt believe that libraries should be developed more so they could become an excellent resource for Do-ers
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The Montessori born: 1870 died: 1952 philosopher, paediatrician(doctor of infants), educator, Interest in mental health, influence: Jean Marc Gaspard Itard Scientific & methodical approach school: Bambini: 1907 free children : 1909

The Montessori Directress

Directress was a newer model of a teacher. Considered a part of the environment required to prepare her spiritually through self-analysis.

Role of Directress

1. A valet – to serve the spirit
2. A custodian of the environment
3. A facilitator of learning
4. A caretaker of children
5. An observant scientist
6. A researcher - Must be interested in spiritual and social development of children

preparing the environment psl

- i. Practical life
- ii. Sensorial education
- iii. Language
- iv. Mathematics
- v.** Culture

Maria Montessori: Planes of Development

Abstract Thinking (12 to 18 Years)

- The time when abstract thinking develops within the child.

- Adolescence (12 to 15 Years)

Young adolescent needed as much special care as a newborn child. Very special stage of development. - Critical age from a psychological point of view. - Personality development.

Adolescence / Youth (15 to 18 Years)

- These years are calmer where students are better able to study than during the first period of adolescence. - Final period of development before adulthood.

Adulthood (18 to 24 Years)

- The age where a child has become an adult and is perfectly capable of choosing whether he or she wants to continue further education or do something else with his or her life.

Maria Montessori: Criticism

1. **William Kilpatrick** - Chief critic - Claimed that Montessori had nothing new - His criticism made Montessori loose numerous supporters in the United States.

2. **Montessori's Defense** - Montessori never claimed to have produced a theory. - She acted on what children revealed to her through observation.
3. **Criticism of the prepared environment** - A prepared environment is artificial. One cannot decide which prepared environment is best.
4. **Beryl Edmonds** - Argued that by showing a child how to use materials the teacher is imposing the method and is 'teaching'.
5. **Nancy Rambusch & Beth Stubbs** although her emphasis on creativity, Montessori was criticized by Rambusch & Stubbs for neglecting creativity, observing an absence of material for dramatic and imaginative play.

Q12: How Does Maria Montessori defend herself against critics? (Marks=2)

Montessori's Defense

- Montessori never claimed to have produced a theory.
- She acted on what children discovered to her through observation

28- How Maria Montessori give emphasis on individual attention of students?

Freedom, emancipation and equality in schools

– In recent years, attention has been focused on the need for freedom and equality in schools. - Montessori Method gave children equal importance. - They were all heard - Children can be free and guided towards making sound decisions at the same time.

Maria Montessori views about developing reading

1. Beginning Reading

Children practiced reading words mechanically before reading 'logical' text. - Between 4 and 7 years, children were word lovers and understood words.

2. Oral Reading

Montessori stressed that the child who begins to read by interpreting thought should read mentally.

Maria Montessori Prepared environment

1. Each prepared environment should only have one set type of material
2. One piece of each material enables the child to reduce his mind to order
3. Orderliness, hygiene & attractiveness of the furniture

4. Environment must have a calming effect on children
5. Use of natural wood materials
6. There should be no objects to distract children's attention
7. Bare floors
8. Few tables & chairs of different sizes to accommodate all children
9. Soft pleasing colors

Who was Maria Montessori and what was her major focus on?

Maria Montessori was a very famous and influential educational philosopher. - born in 1870 and died in 1952. - She was a clinical paediatrician. (Dr of infants) - She was an educator. – she wanted to become an engineer before she switched her duty to medicine. - She based her work on observation rather than theories. - She never claimed to have invented or created a new procedure. - She always cited other sources or philosophers. - Her interests were in mental health. - She worked with children with mental deficiencies and applied that knowledge to neurotypical children. - She observed young 'idiot children' in asylums. - She believed that mental deficiency was at root a pedagogical problem.

Things to learn counting 0-10, According to Maria Montessori

1. **Number Rods** - Painted in red and blue divisions measuring 10 cm. from 1 to 10
2. **Spindle Box** - The spindle box was used to place the correct number of spindles placed in compartments 0 to 9 small
3. **Cubes & Number Cards** - Small cubes and number cards marked 1 to 10 would be set out in an orderly manner.
4. **Sandpaper Numerals** - Sandpaper numerals were used in preparation for written examples and a brief explanation of how to use the number rods.

Experiment: Seeking a Rational Method

- Montessori wanted to find a rational method of teaching writing.- She found a more rational method based on clear language.- Observed that spoken language began at birth as a natural function. - Observed that every infant created his

mother tongue by himself. - Emphasized that language development was not taught but was natural and spontaneous. - Infant's thought was fixed by one word – a noun - Child had a greater understanding of language than his power to use language.

Criticism on Maria Montessori prepared environment.

- A prepared environment is artificial.
- One cannot decide which prepared environment is best.

What is Freedom according to Maria Montessori?

- Montessori suggested freeing the child's spirit (mind).
- For this, children required a stress free environment.
- Montessori wanted to eliminate slavery in pedagogy.
- She believed they needed both physical & mental freedom to develop normally.

Why parents' involvement is important according to Maria Montessori?

- Parents play a very important role in a child's education. Montessori believed in the union of the family and the school in the matter of educational aims. - Mothers were allowed to visit the classroom at any time to observe. - Idea of collective ownership of school by parents & teachers was promoted. - Teachers must be available to parents for regular discussions of their child's development. - Child psychology in education was discussed with parents.

Why Maria Montessori emphasis home environment?

Home Environment - No set homework was given so child could be left to parent's discretion at home. - Parents were asked to complement the Montessori classroom at home by implementing its principles. - Parents were discouraged from practicing prizes and punishments activity.

- Montessori helped parents understand the sensitive periods of the child. - Montessori emphasized on a harmonious relationship between the family, child and the teacher.

Karl jasper book idea of university: 1946

Jaspers on Democracy: 'Democracy is the only necessary, if infinitely difficult, path by which men can attain their potential degree of freedom and organize the world to enhance that freedom'

Modes of Man as a Being:

1. Man as pure consciousness.
2. Man as intellect.
- 3.** Man as possible existence.

Social Aims of Education: - Process integration into the forms & structures, groups and institutions of the society. - Individuality is enhanced through this social integration into the social structure.

Few points on nature of knowledge by Jasper

1. **Reliable knowledge :** Jaspers was particularly conscious of the theoretical difficulties of securing reliable knowledge
2. **Objectivity:** Even if a particular kind of knowledge is universally valid, it is not absolutely objective. - Knowledge is the product of a particular method chosen by the investigator.
3. **Universally valid:** Since knowledge cannot be completely objective, it cannot be universally valid; hence Jaspers definition of universal validity relies upon universal consensus.
4. **Scientific and philosophical knowledge:** Jaspers analyzed the relationship between science and philosophy, as he believed both to be an integral part of education.
5. **General validity:** Scientific knowledge has general validity, i.e. it is recognized without limitation by everyone who understands it; it stands in contrast to any other form of knowledge in which man may place unlimited faith.
6. **Certain knowledge:** Scientific knowledge is absolutely certain, i.e. it stands the test of any reasoning; it must be distinguished from the convictions by which man may live and be prepared to risk his life
7. **Methodical knowledge:** Scientific knowledge is methodical knowledge, i.e. we know by what means it was arrived at and in what sense and within what limits it holds good

Jaspers: Criticism

1. **Curriculum:** - Jaspers has emphasized curriculum in great detail, however, he has not given specific suggestions. - The reader is left in the dark concerning the form university education should take, or what a program of study for a typical student might be.
2. **Intellectual Aristocracy:** - Critics have objected to Jaspers idea of a university to be too aristocratic. - Jaspers only allows the very best to become a part of the university. - University becomes a domain of special privilege which is very antidemocratic.
3. **Unification of Teaching & Research:** - Critics disapproved of Jaspers'belief that teaching & research are inseparable and a good teacher must be a good researcher as well. - Those who separate teaching and research tend to view all teaching as the

transmission of basic information about a subject matter; thus, teaching becomes equated here wholly with scholastic instruction.

Q4: According to Karl Jaspers , what are three recurrent form of education? Briefly Explain them? (Marks=5)

Three Recurrent Forms of Education Forms of Education: For Jaspers, education is not a uniform process. It changes in the course of history and assumes different forms in different societies.

Recurrent Basic Forms:

1. Scholastic Education
2. Education by a Master
3. Socratic Education

Scholastic Education: - The kind of education that exist in the middle Ages.

- **Traditional form** of education. - **Use of rational process** to prove existing truth.
- limited to the transmission of a fixed subject matter, compressed into formulae & simply dictated with an additional notes.

Education by a Master: - A different form of education in which a dominant personality is honored as a innocent authority by students who are completely present to him. **Socratic**

Education: - Contains the deepest meaning. - Involves no fixed doctrine, but infinity of questions & absolute unknowing. - Teacher & pupil are on the same level in relation to ideas.

Jasper Criticism of Concept of University

- Critics have objected to Jaspers conception of a university to be too aristocratic.
- Jaspers only allows the very best to become a part of the university.
- University becomes a domain of special privilege which is very antidemocratic.

Roles of teacher according to Jasper

1. **Guiding Hand:** - Children must be educated according to their own inclinations & abilities under the guiding hand of the educator.
2. **Lifelong Education:** - Jaspers was in no doubt about the fact that the value of school is directly bound with the quality of its teachers who can only perform their task of educating young people through lifelong self-education & training.
3. **Need for Substance:** - Good teachers must recognize the need for substance in their teaching, which only research can provide.

Write a note on the idea of university by Karl Jasper?

Most of Jaspers educational philosophy focused on University education rather than school.

- 1) **Function:** - The University is meant to function as an intellectual conscience of an era. - It is a meeting place of different disciplines and world outlooks.
- 2) **Research:**
 - Research is a major function of Jasper's university.

- Discovery & research is an indivisible whole.
- Scholarship depends on a relation to the whole.
- 3) **Science & Scholarship:** - Science & scholarship are meaningful only when they are part of a comprehensive intellectual life that is the very life blood of university.
- 4) **Objectives of University:**
 - a. Research
 - b. Education
 - c. Instruction
- 5) **Communication:** - To reach the stated objectives, scholars must communicate with each other and with students, who in turn must communicate with each other

On what aspect of modern university jaspers showed a discontent to it.

Jaspers showed a discontent with the function of modern university which he believed were limited to: **2TRP**

1. Research
2. Training
3. Professional education
4. Transmission of a particular kind of culture

What task school perform according to Karl Jaspers?

Tasks of School:

- 1) Firstly, the schools must arouse the historical spirit of the community and of life through the symbols of that community. - This can be done through consideration of the previous history of the community & through contact between young people & their educators.
- 2) Secondly, schools must enable students to learn & practice everything which is necessary for work and for a profession. - This is a matter of deliberate planning.

Role of Primary School: - Jaspers emphasizes the exceptionally important role of the primary school that lays the moral, intellectual & political foundation for the entire population.

3. Write a note on classical education

Martianus Capella was the person who introduced us the classical education movement in the middle age. It was the time when Roman Empire flourished and has reached North Africa. During 5th and 15th century we see the fall of Roman Empire.

It developed the pedagogy and curricula of classic education.

Classical education movement: the education found in the tradition of the western culture.

The seven liberal arts

Trivium: Grammar, logic, rhetoric

Quadrivium: geometry, astronomy, musical, arithmetic

3. How learning takes place in Trivium

Trivium based education organizes learning around the mature capacity of child mind by using teaching methods and materials specific to each stage of development.

Grammar Stage

K-5th Grades

The grammar stage is the first few years of schooling typically from K to 5th grades. These are the years in which the building blocks for all other learning are laid. Young children have a natural fondness for memorization and repetition. Children at this age actually find memorization fun. The mind is ready to absorb information. Rules of various disciplines are learned

Logic

6th – 8th Grades

Also known as the dialectic stage this stage typically lasts from 6th to 8th grades. By fifth grade, a child's mind begins to think more analytically. Middle-school students are less interested in finding out facts than in asking 'Why' Brings the grammar of disciplines into ordered relationship

Rhetoric

9th to 12th Grades

This stage typically lasts from grades 9th to 12th. - It builds upon the first two stages of grammar and logic. At this point, the high school student learns to write and speak with force and originality. Student advances in his or her abstract thinking and begins to express his opinions about himself and the world.

Write 3 points of Quadrivium

1. The Quadrivium followed the introductory work of the Trivium.
2. The Quadrivium is expected to be the preparatory work for the pursuit of philosophy.

3. The Quadrivium in its modern day application may be considered the study of numbers and its relationship to physical space or time.

Give 4 points about quadrivium.

1. **Geometry:** study of numbers in space, stationary number
2. **Arithmetic:** study of numbers itself, applied number outside space and time, numeric pattern.
3. **Musical:** study of numbers in time. Study of applied numbers, study proportion between music intervals.
4. **Astronomy:** study of numbers in space and time, study of moving number.

Criticism on classical education jike

1. **Joy of Learning** - Many critics believe classical education to be too formal. - They believe it **makes learning a task** rather than a joyous activity.
2. **Knowledge Transmission** - Classical education is often seen as transference of the accumulated knowledge of the society to its youth. - Critics believe that **education should be more than just the transmission of knowledge**. - They question whether classical education imparts wisdom.
3. **Individuality** - Classical education is criticized because it **fails to satisfy** the individual needs, interests and capabilities of students.
4. **Education for Virtue** - Most classical educationalists or philosophers focused on education as a way to make the student virtuous. - Critics point out that **education should be for the mental development of a person** and that the soul or its virtue should have nothing to do with education.

Write any five aims of classical education.

1. The ancient and medieval **scholars started their educational program by defining the end goal** — the study of philosophy and theology.
2. They understood that **students must work through the Trivium and Quadrivium** as preparation for these higher orders of thought.
3. Moving from the Trivium to the Quadrivium, Classical educationalists **hope to sharpen the abilities of maturing wise students** who are thoroughly preparing for their university studies.
4. Classical education is **focused on presenting information and skills in a logical sequence at an age-appropriate time**, thoroughly and

continuously preparing students to progress to higher levels of thought.

5. The unity of the seven liberal arts and their proper study aims at producing an individual with a harmonious and well-ordered soul who would reason well, judge rightly, and live virtuously.
6. Classical education hopes to contribute to the formation of a generation of leaders who are lifelong learners, educated and articulate citizens who are capable of understanding complex issues, discerning noble choices, and living virtuously in service to others.

Explain logic in classical education?

- **Logic**, the art of arguing correctly, is taught as a core subject. - The introduction of formal logic shifts the focus from mere facts to understanding relationships. - Students learn to reason as they identify critical assumptions, logical fallacies and inconsistencies. - It is a time when the child begins to pay attention to cause and effect, to the relationships between different fields of knowledge relate, to the way facts fit together into a logical framework.

Jean Piaget born: 1896 died: 1980 psychologist, philosopher, importance to children education

Formal Operational Stage: - 11 years and up. - This period is characterized by applying children's logic directly to real objects or situations.

4. Preoperational development by Jean Piaget

1. 2-7 years. The preschool child is in the preoperational stage of development.
2. The child recognizes objects exist even he does not touch them
3. The child developed his own system of symbols to represent objects in real world.
4. They use languages and represent objects by images and words.
5. The thinking is still ego centric
6. The child has difficulty in taking the viewpoints of others
7. Classifies objects by single feature. E.g. groups together all the red blocks regardless of shape or all the square blocks regardless of color.

Q15: Teaching implications derived from Jean Piaget Philosophy

1. A focus on the process of children's thinking, not just its products.
2. Recognition of the critical role of children's self-initiated, active involvement in learning activities.
3. A de-emphasis on practices aimed at making children adult like in their thinking.
4. Acceptance of individual differences in developmental progress.

Teacher role according to Jean Piaget

1. **Facilitation:** - The teachers' main role is the facilitation of learning by providing various experiences for the students.
2. **Discovery Learning:** - "Discovery Learning" allows opportunities for students to explore and experiment, while encouraging new understandings.
3. **Opportunities:** - Opportunities that allow learners of different cognitive levels to work together often help encourage less mature students to advance to a higher understanding of the material.
4. **Hands on Experience:** - Teachers can also access students with the use of hands on experiences to help students learn.
5. **Learning:** - Children are essentially interested and motivated to learn, whether or not they receive external rewards and encouragement. Teachers must manipulate this.
6. **Assimilation & Accommodation:** - These are the stages where learning takes place. - When a child is introduced to a new phenomenon, she tries to understand it by assimilating it, or associating it with things that she already knows. - This implies that children should be introduced to new experiences that are related to experiences they have already had but that also challenge their thinking in some way.

4. Criticism on Jean Piaget

Topic: 202 – **Jean Piaget**: Criticism –

1. **Underestimation of Children's Abilities:** - Critics maintain that the tasks Piaget described to test children's abilities were overly difficult.
Young children are capable and can succeed on simpler forms of tasks requiring the same skills.
2. **Developmentally Advanced Concepts:** - Piaget's efforts to teach children developmentally advanced concepts would be unsuccessful. - However,

researchers found that children often learn more advanced concepts with brief instruction.

3. **Thinking within a Stage:** - Piaget's theory predicts that thinking within a particular stage would be similar across tasks. - For example, all preschool children should perform at the preoperational level in all cognitive tasks.
4. **Overlooking Cultural Effects:** - Critics believe that Piaget overlooked the effects of students' cultural and social groups. - Stages of development constructed by Piaget are representative of Western society and culture.
5. **Unscientific Method:** - According to critics, Piaget's work is characterized by lack of controls, small samples, and absence of statistical analysis in his research.

Write point on concrete operational development by Piaget's.

1. **Concrete Operational Stage:**
 - **7 - 11 years** - In this stage child evolve from prelogical, egocentric thinking to a more rule regulated type of thinking.
2. **Logic:** - Child can think logically about objects and events. - Some of the rules of logic include reversibility, identity, and compensation.
3. **Understanding of Numbers:** - Child achieves understanding of number (age 6), mass (age 7), and weight (age 9).
4. **Object Classification:** Classifies objects according to several features and can order them in series along a single dimension such as size. - One activity that a child at this age would enjoy is a cooking activity with their mom or dad.
5. **Measurements:** - Baking involves measurements, which would be useful to the concept of conservation. - Measuring cups come in all different shapes so it would be fun to measure the exact same measurement using different types of measuring utensils.
6. **Ingredients:** - Also the ingredients could be classified into different categories such as the **dry ingredients and the wet ingredients** and so on.

What is physical significance of nature defined in Emile

William Bagley born:1874 died:1946 american philosopher, father: essentialism, Taught Elementary School: before 1908, professor of education teacher clg:1908 Opponent: of Pragmatism and Progressive Education

Essentialism

- Essentialism is a content centered educational approach.

Aim of Education: - The essentialist sees the aim of education as intellectual discipline forward by study in key subject areas.

Teacher's role Essentialism

For essentialists, the teacher is an authority in a discipline and passes the discipline's knowledge to the student, who also learns the cognitive skills needed to master the knowledge taught. - The teacher is the focus of the classroom activity. - The teacher decides what students ought to learn and is responsible for presenting the subject matter in a logical sequence and has the right to discipline students to create a conducive learning environment.

Bagley: Problems of American Education

Evolution of Cultures:

It is this fake period of necessary dependence that has furnished the opportunities for inducting each generation into its heritage of culture. - The cultures of primitive people are relatively simple and can be transmitted by imitation or by coming-of-age ceremonies. - Primitive peoples pamper and indulge their offspring. They do not sense a responsibility to provide for their own future, much less for the future of their children. More highly organized systems of education, however, become necessary with the development of more complicated cultures.

Logical vs. Psychological Organization:

- Bagley recognizes that the organization of experience in the form of subjects involves the use of large-scale concepts and meanings, and that a certain proportion of the members of each generation are unable to master these abstract concepts.

Q13: What disciplines of education were criticized/discouraged by Bagley?

1. Arts
2. Humanities

Bagley: Criticism

1. **Stability:** - Stability though often considered good is criticized here as it hinders new knowledge creation.
 2. **Role of Student:** - Bagley has been criticized for ignoring the importance of the student in the learning process and awarding all power to the teacher.
 3. **Teacher's Role:** - The over emphasis of teachers evaluation role undermines the students' interest in study, thus the student becomes passive.
 4. **Student Motivation:** - Elimination of electives reduces student motivation and interest.
 5. **Cultural Lag:** - Critics believe that essentialism promotes a cultural lag. - Essentialism passes on a very traditional knowledge of cultures
 6. **Status quo**
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34- What is multiple intelligence? Write in detail.

Theory of Multiple Intelligences

- Humans have several different ways of processing information, and these ways are relatively independent of one another.
- The theory of multiple intelligences allows for the idea that there is more than one way to define a person's brain.
- Gardner opposes the idea of labeling learners to a specific intelligence.
- He argues that each individual possesses a unique blend of all the intelligences.

The 7 Intelligences

- Linguistic - Logical-mathematical - Spatial - Musical - Bodily-kinesthetic
- Interpersonal - Intrapersonal

Q2: Differentiate B/W Imagination, fantasy, and creativity? (Marks=5)

Imagination, fantasy and creativity

- Imagination had a sensory base as well as a solid foundation with sensorial materials and was invaluable for children to learn anything that was not within vision

It helped each child to understand any topic based on reality, that is, truth
 „Imagination is a tool to discover truth“ Montessori

Importance of Imagination

- It is a higher mental function
- It helps children develop mentally
- It has a role in creative aspects of science and art

Types of Imagination

- Creative imagination in science was extrapolation from truth.
- Creative imagination of art was extrapolation from the senses.

Fantasy confused with imagination - Fantasy must not be confused with imagination. - Fantasy **confuses child and hinder** development.

Creativity - Creativity is in **reality a composition** and no man could say that man creates artistic products out of nothing'. - Montessori creates sensorial materials to help refine the senses for the development of creativity.

Sports Resources for Doers

Holt believed that sports resources were also essential for a person's education, as we are, by nature, active, playful, and game loving creatures. - Among **outdoor** sports resources, Holt has mentioned **running, bicycling, skating** etc. - He believed that such activities are an important part of one's learning process as they are also an important part of one's daily routine, e.g. getting from one place to another through walking or bicycling. - He also mentions many **indoor** sport resources such as **gymnastics, tumbling and squash**. - **Board games** such as chess also help develop a person's mental capacities, thus becoming another source of learning.

How education is defined by John Holt.

Holt defines education as something that some people do to others for their own good, molding and shaping them, and trying to make them learn what they think they ought to know.

Q6: Describe the criticism of school by John Holt? (Marks = 3)

Topic: 281 – Unschooling: **Criticism of Schools** –

Holt heavily criticizes schools for various reasons, their meanness to children being the chief amongst them. - From his observation, he deduced that a large number of children he knew suffered at school in some form or the other.

Time

- Holt argued that **schools take more and more time** of the children, leaving them with little time of their own. - When schools take up so much of a child's time, he or **she is left with very little time to pursue his or her own interests**, or perhaps find time outside of the school to make up for their failure at school.

Judgments

- The judgments that schools make about children follow them much extra in life. - School records of children are full of the most gossipy, malicious, damaging pseudo psychological observations and diagnoses, often about the parents as well as the children.

Demands

- Schools nowadays make many more, larger, and vaguer demands on children.

According Gardner mind of unschooled person?

Gardner believes that in nearly all older students who have gone through the accurate schooling experience, there is a five-year-old 'unschooled' mind struggling to get out and express itself.

How learning takes place according to John Holt? Unschooling: Learning

1. **'Doing' as Effective Education** - By doing, Holt includes actions such as talking, listening, writing, reading, thinking and even dreaming in addition to. - Holt describes doing as a way of making education more effective, as education's ineffectiveness was a dilemma of his time, as it still is today.
2. **Learning Experiences** - Holt criticizes the commonly held belief about there being two kinds of learning experiences, i.e. experiences from which we learn, and experiences from which we don't learn anything. - Holt believes that there is no experience from which we don't learn. - We learn something from everything we do, and everything that happens to us or is done to us.
3. **Interest in Learning** - Holt believed that we are suspect to learn anything good from experiences which do not seem to us closely connected with what is interesting and important in the rest of our lives.
4. **Curiosity** - Holt also maintained that curiosity is never idle, it grows out of real concerns and real needs.
5. **Learning Environment** - Holt suggested an environment where children are not taught, rather they are facilitated. - There should be no rules, no mandatory attendance, and no structure – just uninhabited learning.

How learning take place in unschooling?

Holt believed that learning happens through:

- Play
- Household responsibilities
- Personal Interests
- Curiosity

- Internships
- Work Experience
- Travel
- Books - Elective Classes - Mentors - Social Interaction

Un-schooling: Learning Constraints 2TE

Gardner, in his research, talks about several constraints that each learner is subjected to: These constraints are either intrinsic, or extrinsic factors that limit a learner's behavior in specific ways.

1. **The Intuitive Learner** - The Intuitive learner reflects **neurobiological and developmental constraints** which are purely genetic in nature. - All human beings are subjected to these constraints.
2. **Traditional Learner** - These learners are often subjected to **historical and institutional constraints** that are embedded in schools. - Schools have evolved over the centuries to serve certain societal purposes in certain ways. - These goals are often reflected in the school policies and pose as a constraint to deep understanding and learning.
3. **Expert Learner** - Expert learner faces certain **disciplinary and epistemological constraint** that comes to operate within any field of expertise over the years.

Free Schools john Holt: un-schooling

- Free schools that **offer courses on a number of different topics** that learner may take on their own discretion. - Beacon Hill Free School, Boston. - Free schools are a lot **like traditional centers of adult education**, except that they have the least bit of administrative structure and more diversity. - Free schools are **not built around a political ideology**. - It gives them a broader base in the community. - Free schools **charge no money**; therefore they do not need to guarantee anything to students. - This arrangement makes them the perfect centers of unschooling. - An important thing to consider is **that free schools are not at all costly**. - Students don't pay, and teachers aren't paid.

What you understand about institution republican's democracy?

What are three form of democracy? DPI

- 1) ▪ **Institutional Republicanism:**

Understands the Constitution as establishing is public with a limited representative government. **Public education is understood** as necessary to support government-centered institutions. The focus is on **preparing citizens for orderly civic participation** centered on obeying the law and voting in national, state, and local elections. Public education's role is primarily one of promoting social stability to ensure political continuity and economic growth

2) ▪ Popular Democracy :

Emphasizes **broad and active involvement in civic life** that goes beyond **dutiful voting in periodic elections**. - Public education is needed to view young citizens in democratic values (especially equality and social justice) and to inform them about central institutional structures and processes. - Education must also **include critical analysis of modern ideas, conditions**, and events. - Interwoven within structural efforts to shape social stability are programs designed to promote social mobility to overcome persistent structural barriers to status and opportunity. - Young people are prepared to move through critical awareness toward principled action

3) ▪ Deep Democracy

Deep Democracy advocates **full participation in all aspects of social and civic life**. Young citizens are to perform complex processes of teaching / learning that lead to deliberative competence, social imagination, and inclusive participation in social transformation. Deep Democracy and its educational imperatives have yet to be widely established and sustained. Confronted with fundamentally non-democratic social structures, civic education for Deep Democracy faces formidable resistance. - Civic educators must address tensions between the instructional requirements of individual vs. social learning along with cognition of private achievement vs. collaborative accomplishment.

Need for Democratic Education

- Today, the developed world at large believes in democracy as the preferred form of government. - It makes sense for the preference of a democratic education which would produce men and women who are trained from a young age to be responsible and accountable citizens of a democracy.

What are democratic schools

Democratic schools are generally based upon an idea of real participatory democracy, practiced everywhere throughout society, with all ages of people. - According to the proponents of democratic education, young people ought to have the power (and responsibility) in the schools where they spend so much of their lives.

Criticism on democratic education

Democratic education has certain vocational aims which are a continuation of its educational aims.

1. **Dependence of Children:** Children at a young age are incapable of doing many things, thus they require authoritative figures to guide and direct them.
2. **Lack of Authority** Society as a whole needs to reestablish the value of authority, though but empowering and educating students according to their way.
3. **Extreme Philosophy** Critics believe that democratic education is an extreme philosophy where students have all the rights and teachers have none.
4. **Learning** Children left to their own devices will never voluntarily learn anything challenging or worthwhile.
5. **Self-directed?** Critics raise the important question of whether democratic education is really self-directed or not.
6. **Tyranny of Majority** Democratic education would mean that every student has to suffer through core curriculum that would stifle the individualism of students.

What is home Schooling?

Homeschooling is the oldest and most ancient educational philosophy. In times before formal schooling started, some children were sent away to study with great philosophers and thinkers, however, most children learned life skills from their parents, while staying at home.

Formal vs. Informal - There are two major kinds of homeschoolers,

1. Ones who believe in starting formal learning as early as possible, and
2. Ones who believe that formal learning is best delayed until the child is eight or ten or even older.

5 points on home schooling laws

1. **Universal Free Public Education** - With the start of free public education, came necessary attendance statutes and absence regulations.
2. **Limiting State Control Over Education** - The 1920's stood witness to the leading major court cases limiting the power of government to control education.
3. **Parent Qualification** - Some countries require no qualification other than being the child's parent or legal guardian, others require them to have a specific level of formal education, or to work with certified teachers.

4. **Attendance** - Attendance in some form or the other is required in all countries that enforce education.
5. **Private School Status** - Some states or countries consider home schools as private schools, thus home schools fall under the private school regulations.
6. **Evidence Presentation** - Homeschooling parents need to present this proof to the local authorities in order to be allowed to continue educating their children at home.

Freeform learning

Home-schooling: Freeform Learning

Freeform learning or unschooling is an approach used by parents who are strict critics of the traditional schooling.

Give five reasons why do parents prefer home schooling for their children.

- 1) **Lack of Confidence in the Educational System** - Many parents believe they can provide better education than any public or private school. Parents did not think that the academic standards of the schools were satisfactory.
- 2) **Religious or Spiritual Beliefs** - Parents feel that religion has fallen to a far second place in a school education. - Some religions dictate rules or beliefs that are best adhered to or met in a home school setting.
- 3) **Special Needs** - A child with special needs may succeed in a home school environment. - These special needs may be specific to learning style, development level, or overall physical health. - These children may require more or specialized attention, instruction, and interaction from a teacher within a conventional classroom.
- 4) **Parenting Philosophy** - Parents believe that they can better encourage desirable character traits and morals in their children than might be encouraged in a conventional school. - Through homeschooling, parents hope to encourage their personal morals and values in their children.
- 5) **Unattainable Private Schooling** - Many parents who prefer private schooling over public schooling choose to home school in case of inability to send their children to private schools due to various reasons.

Other Reasons

- a. Transportation & convenience
- b. Inaccessibility of schools
- c. Behavior problems of children
- d. Concerns over safety

Do you agree home schooling is important and why?

No, I don't think so that homeschooling is important. The main and most prominent drawback of home schooling is the isolation and no social interaction. Although in some cases homeschooling is fruitful too. Where there are the following issues:

- Transportation & convenience - Inaccessibility of schools - Behavior problems of children - Concerns over safety

Q11: What teaching method and course books are used by home-schoolers?

Teaching Methods

- Parents participate about with different teaching methods, discarding the least effective ones, and employing the ones which their children respond to favorably.

Course Books

- Often, these parents follow course books, but skip about the parts of lesser interest to their child, or try to teach them using a different method.

Home-schooling: Learning Styles

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1. **Physical:** identified through his/her restlessness. Think best while on the move
2. **Interpersonal:** Interpersonal individuals are often described as social butterflies. - These learners enjoy group activities and enjoy the time spent sharing ideas. - They are always anxious to help. - Interpersonal individuals would always volunteer for anything that would allow them the opportunity to interact with others. - These learners cooperate with others and enjoy researching and performing tasks with small groups of people, rather than independently
3. **Intrapersonal:** Intrapersonal learners are usually shy and introverted. - They think better when allowed to focus completely and independently. - Intrapersonal learner shines when learning new information via self-paced activities or independent projects. - They prefer to do things alone rather than as part of a large group.
4. **Linguistic:** - Language is important to the linguistic learner. - The linguistic learner has a wonderful vocabulary and will use it in both written and spoken language. - This learner will almost always be found with a book. - These learners enjoy giving speeches and oral reports almost as much as they enjoy reading and creative writing.
5. **Musical:** learner simply feels musically. They sing hum all time. they Hear and understand melodies in the world around them. Often linked mathematics. They understand the mathematics in rhythm.

6. **Mathematical:** learner thrives in logic. Understand and Follow rules often to the letter. They have keen understanding of math, number, and patterns. Enjoy brain teasers and math puzzles. Benefit most by experimenting using statistics and calculation.

7. **Visual:**

Formal approach of home schooling

1. **School at home:** the education process is same as school except it is a taking place.
2. **Parent- teacher:** parent has responsibility for the education of child and act like a traditional school teacher.
3. **School room at home:** parents specify a room at home to act as a traditional classroom.
4. **School schedule:** homeschooling parents set the schedule for their child to stay by
5. **Curriculum:** homeschooling parents strictly follow a school like curriculum in the process of educating of child.
6. **Extracurricular activities:** it is the most important part of formal approach to home schooling
7. **Summer school:** the parents include the summer schools in their children schedule as well.

27- What is the socialization according to home schooling?

The word socialization has different meaning for different people. Some means social activity, other means social influence, yet other means social exposure. It is the process in which **acquire the rules of behavior and system of attitudes** and beliefs that prepare person function effectively the member of particular society.

24- What are learning styles? What are kinesthetic learners?

It is a method of perceiving and processing information.

Physical or kinesthetic learner can be identified through his her restlessness.

These learners think best while on the move.

9. Who are visual learners? How do they learn?

The learners are doodlers and artist and everything between. They have keen understanding of colors and lines. Images, pictures, and arts appeal to these learners. They enjoy painting,

graphing, and creating maps. Drawing charts, creating diagrams using colors and spatial relationship gives understanding to the lessons they are learning,

Sensorial Education and its aims

Montessori made it clear to the educators that the senses were the most ignored in the learning process - Montessori used sensory materials to provide sensorial education to the children. - Each child was introduced to each piece of material individually. - The aim was self-instruction regarding each material. - The reward was waiting for the spontaneous reaction of children and observing it.

Aims of Sensorial Education AOE

- a. Attention and concentration
- b. Order of the mind
- c. Errors & Self-correction

Educational Philosophies: - Perennialism - Essentialism - Progressivism – Reconstructionism

Perennialism:

- Conservative and inflexible educational philosophy

Principles vs. Fact:

- Since details of facts change constantly, these cannot be the most important, therefore, one must teach principles not facts.

Liberal vs. Vocational Education:

- Since people are people first and workers later, one must teach liberal subjects first and vocational subjects later

Q9: Write any three points on the curriculum proposed by Perennialist?

Curriculum:

1. The Perennialist curriculum is universal and is based on the view that **all human beings possess the same essential nature**, and must therefore be educated in the same way.

2. Perennialist emphasize that students should not be taught information that may soon be outdated or found to be incorrect.
3. Perennialist values the past and teach universally agreed upon knowledge and respected values of the society.

Perennialist teacher or Role of Perennialist Teacher

Perennialist classrooms are teacher centered in order to develop the student's intellectual & moral qualities through dissemination of Western traditions. -

The teachers are not concerned about the students' interests or experiences. - They use tried and tested teaching methods and techniques that are believed to be most beneficial in disciplining students' mind. - Teacher is considered a master of taught subjects, and guides the discussion or the learning process.

Defining Progressivism:

- Progressivisms believe that education should focus on the whole child, rather than on the content or the teacher. This educational philosophy stresses that students should test ideas by active experimentation. Learning is rooted in the questions of learners that arise through experiencing the world.

Give six principal about progressivism theory.

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1. The process of education finds its genesis and purpose in the child.
2. Pupils are active rather than passive.
3. The teacher's role is that of an advisor, a guide, a fellow traveler, rather than an authoritarian and classroom director.
4. The school is a microcosm of the larger society. Learning should be integrated.
5. Classroom activity should focus on solving problems, rather than on artificial methods of teaching subject.
6. The social atmosphere of the school must be cooperative and democratic.

Learning process by progressivism

- Learning is rooted in the questions of learners that arise through experiencing the world.

- Learning is active, not passive. - The learner is a problem solver and thinker who makes meaning through his or her individual experience in the physical and cultural context.

- Social reconstructionism

is a philosophy that emphasizes the addressing of social questions and a quest to create a better society and worldwide democracy

8. What are main focuses of curriculum of social Reconstructionist curriculum?

Topic: 205 – Social Reconstruction: **Curriculum**

–Educators who promote the Social Reconstruction ideology **view curriculum from a social perspective.**

- Social Reconstruction educators assume that **education provides the means of reconstructing society.**

For social Reconstructionist and critical theorists, curriculum focuses on student experience and taking social action on real problems, such as violence, hunger, international terrorism, inflation, and inequality.

Q8: What strategies can be existentialist teacher used in class room? (Marks=3)

Learner-centered Approach:

- Existentialism takes a learner-centered approach to education. - It takes into relation the continuously changing nature of the learner.

Emotions vs. Logic

Aristotle who is considered to be one of the originators of the ideas behind the Trivium stated that an educated man should be capable of considering and investigating any idea or concept thoroughly without necessarily embracing or dismissing it.

Theme of Education - Self-knowledge - Self-discovery

Nature: Individual acting on the environment♣

Nurture: Individual responding to social relationships♣

Observation of free children - Few small tables & chairs along with toys - Forty children between the ages of 3 and 7 - One teacher & one assisting teacher - No intervention, only observation

Free children tended to Be orderly - Prefer work to play - Prefer didactic materials to toys - Refuse rewards - Require no punishment - Enjoy silence

Humanistic Education - Open classrooms - Status of equality between teacher and students

The three-period lesson - Introduction of the rough and smooth boards and the color tablets.

Characteristics of the three-period lesson - Brevity (teacher used few words) - Simplicity (spoke only the truth) - Objectivity (child concentrated on the materials being demonstrated)

The Four Planes - Absorbent Mind: Birth to 6 years - Conscious Mind: 6 years to 12 years - Abstract Thinking: 12 Years to 18 Years - Adulthood: 18 years to 24 years

Massachusetts In 1852, when public schooling had already become quite common Massachusetts (USA) became the first state to pass a compulsory attendance law.

Nebraska - A Nebraska statute forbade teaching of foreign languages before completion of grade eight. - The rule was changed by the Supreme Court, declaring that a teacher had a right to teach and a student had the right to learn, and the parents had the right to determine what their child should be taught.

Oregon - The Oregon state required by law that all children attend public schools. - Private or home schooling was illegal. - In 1925, the Supreme Court changed the rule.

Kantian-Einsteinian Constraints - Gardner believed that schools cultivate a necessity of conceptualizing the world in terms of objects, space, time, causality and to the impossibility of even conceiving of the world in other than these terms. - Kant's philosophy emphasized the importance of these categories of knowledge. - Einstein's scientific approach on the other hand reminds us that these built-in limits on knowledge can be revised, although very rarely, and at all times remaining within the existing theories of the world.

Ontological Constraints - These constraints come in when defining particular objects and their categorization. - Young children do not put objects in categories of tangible, intangible, living, non-living, feeling or non-feeling etc. until they are taught to do so.

Feminism: Another enemy of reading.♣ According to feminists, all existing literature was sexist, thus = bad'.♣

Sex: Sexual revolution was attributed to freedom.♣ Feminism was attributed towards equality.♣ Neither achieved the intended goal.♣

Love: Students have lost the ability to say = I love you'.♣ Relationships are casual and not built on love♣

Other **Essentials:** - Health Instruction - Elements of natural science - Fine arts - Industrial arts

Bagley: Teacher: - Teaches basic skills - Teaches courses separately. No integration of subjects – Encourage higher thinking skills – Tests competencies at an equal scale – Does not engage in dialogue with students – Strictly lecture form of classes

Strategies: - Excessive use of paper and pencil – Classics are an essential part of the curriculum – Drilling the course material into students'minds - Authority - Discipline - Hard work

Core Curriculum: - Reading - Writing - Mathematics - Science – Social Studies

Role of Teachers - Critical Theorists call for teachers to take on socially reforming roles. - Instead of regurgitating the social and political heritage of the dominant classes, teachers can become true intellectuals and reformers. - They can strive to transform and re-conceptualize the curriculum in democratic ways that empower both teachers and students from all backgrounds.