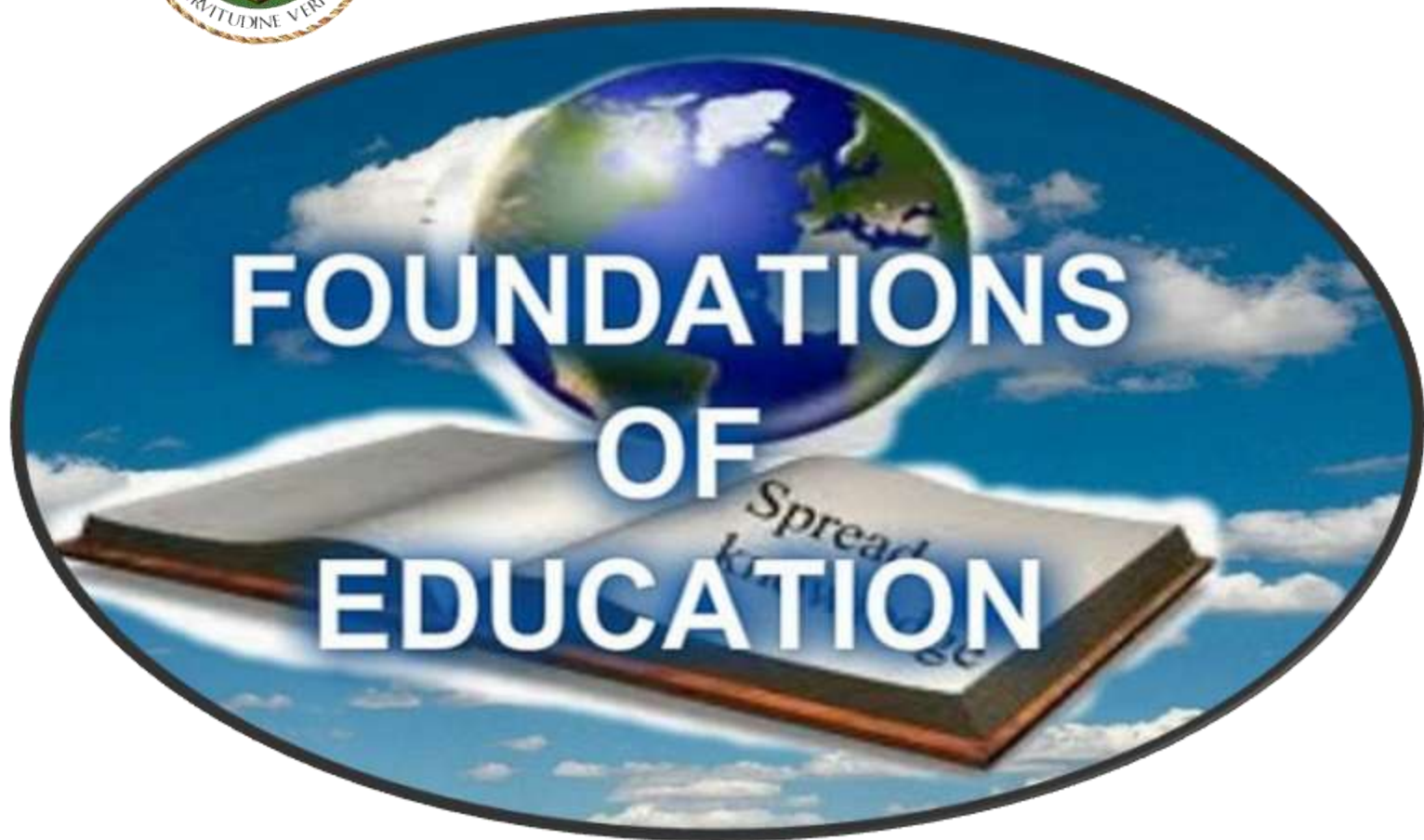




HOLY TRINITY UNIVERSITY
Puerto Princesa City



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Professor

EDUCATIONAL FOUNDATIONS

- Historical
- Philosophical
- Legal
- Anthropological
- Psychological
- Sociological
- Moral

SCOPE/CONTENT

- Historical Development
- Philosophical Outlook
- Educational Laws
- Humanity & Culture
- Nature of the Child
- Society
- Ethics

INFLUENCE/EFFECT

- - Shape what education is today in terms of
- Organizational structure
 - Policies & direction
 - curriculum

ANTHROPOLOGICAL FOUNDATIONS

Anthropology is the science of people and culture. It covers physical anthropology which studies people as biological organisms and cultural anthropology or social anthropology which is devoted to the behavior of people and the products of that behavior.



This aspect of the foundation of education specifically covers, culture, language and writing, kinship, descent and marriage, arts, religion and the supernatural.

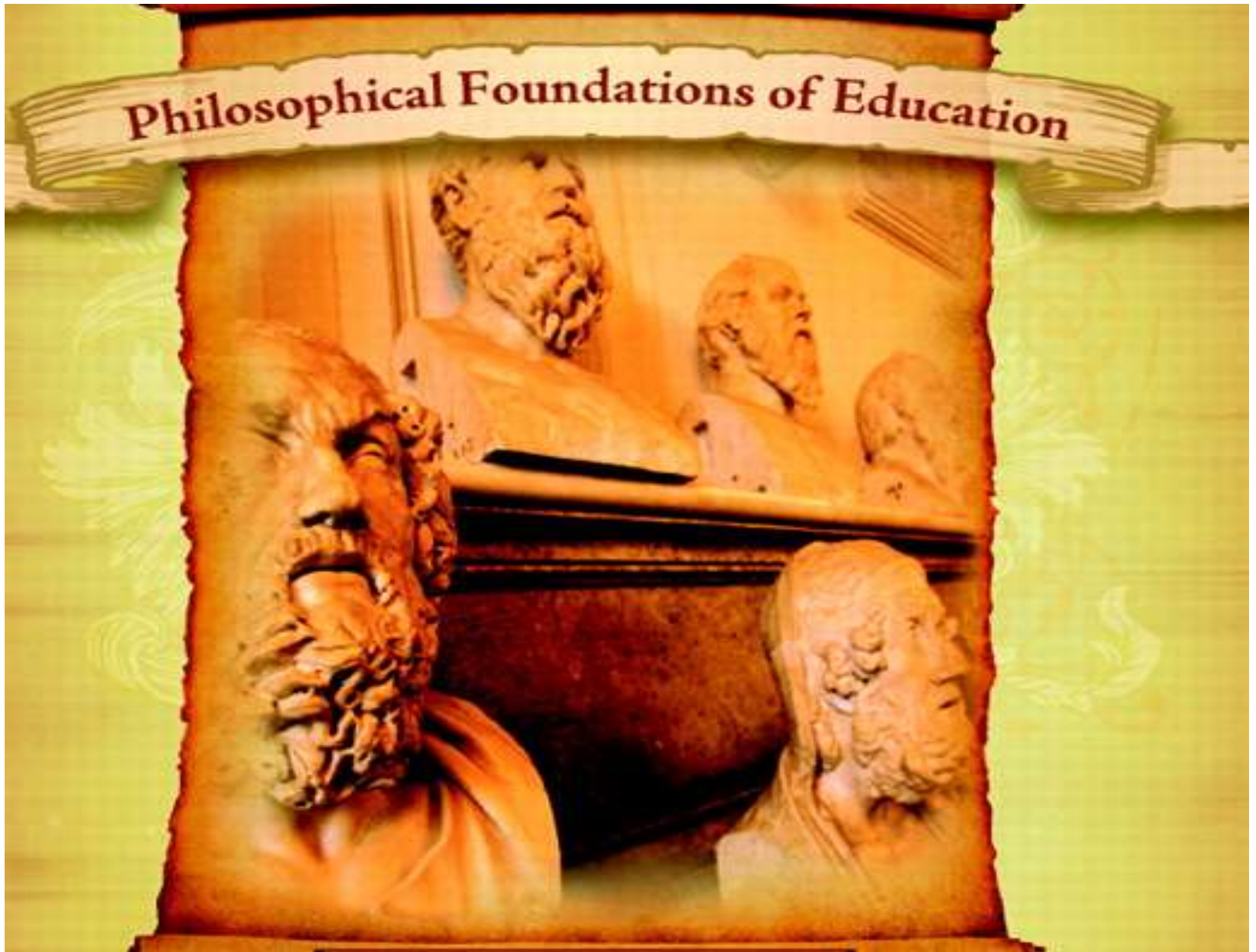


IMPLICATION:

Our curriculum includes all aspects that are covered by anthropology. Even teaching strategies should be adopted to the nature of the learner, his beliefs, practices and even tradition. K to 12 curriculum gives prominence to the use of mother tongue. Poverty is addressed because of 4Ps.

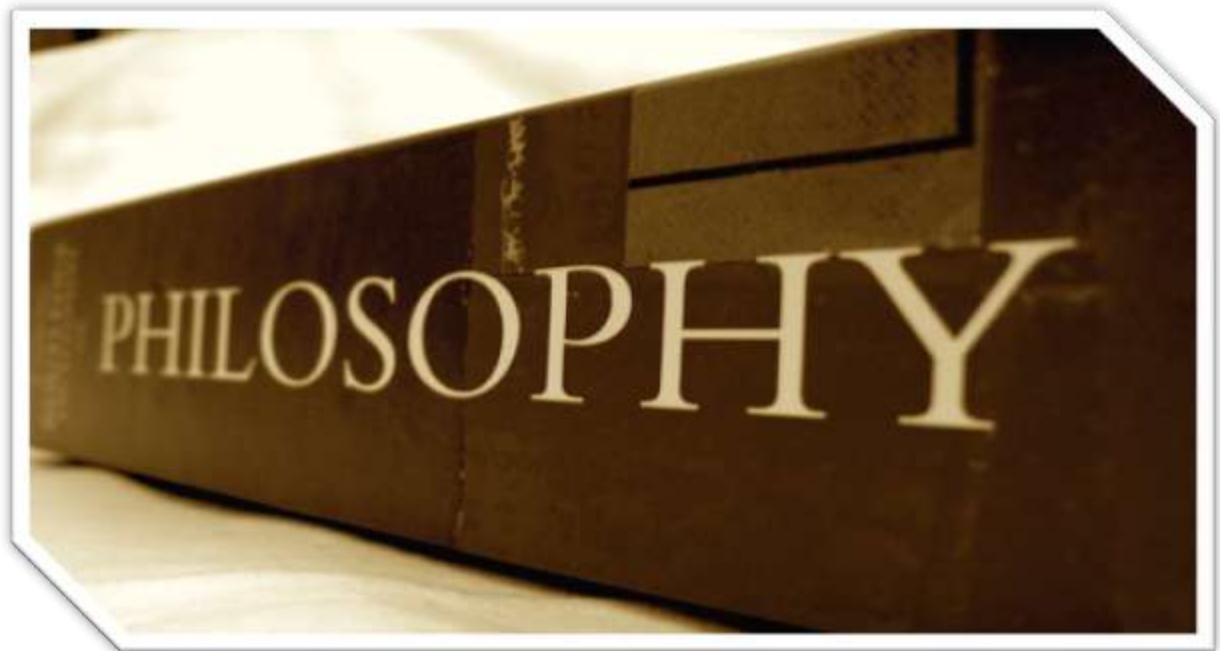


Philosophical Foundations of Education



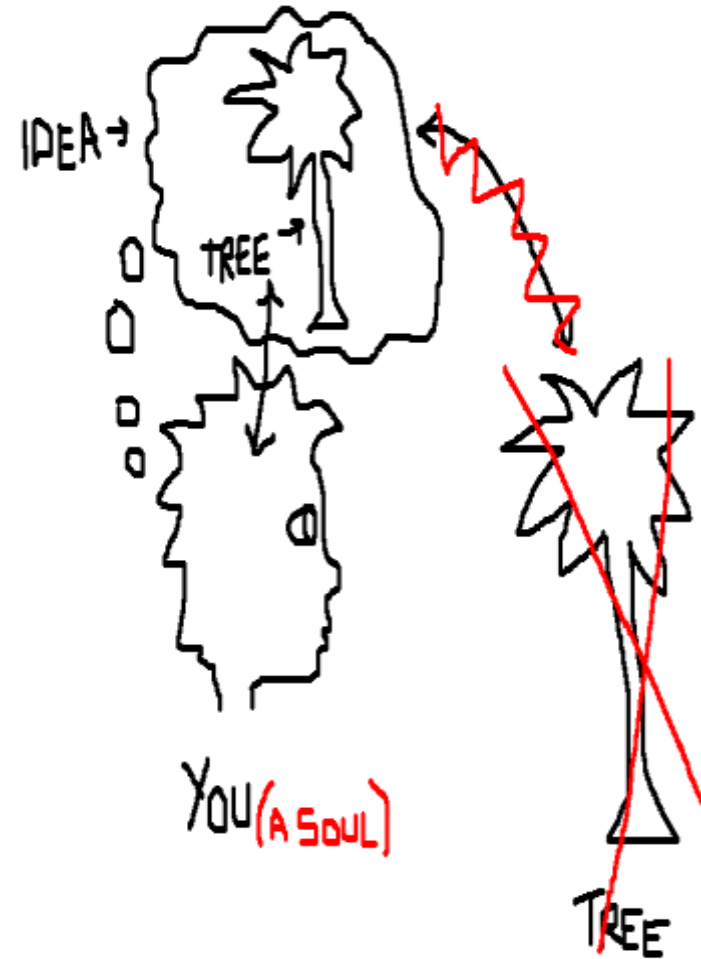
What is Philosophy?

Philosophy is derived from Greek words ***philo*** (love) and ***sophos*** or ***Sophia*** (*wise or wisdom*).

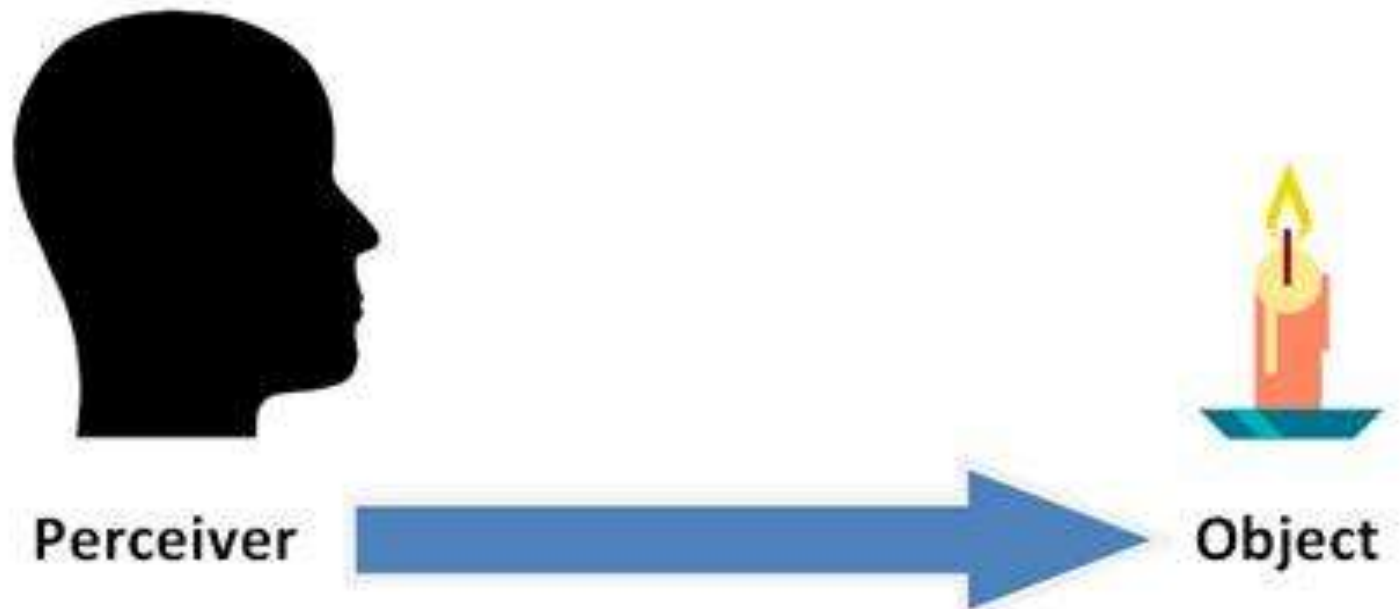


EDUCATIONAL TYPES OF PHILOSOPHY

1. IDEALISM. Proclaims the spiritual nature of man and the universe; in terms of curriculum, it must include a body of intellectual matter which is ideational and conceptual or subjects that are essential for the realization of mental and moral development; good for mathematics, history, literature because they are more of cognitive and value-laden.



2. REALISM. Asserts the objective existence of the world and beings in it and relations between these beings independent of human knowledge and desires; good for liberal arts curriculum like math and science.



3. **ESSENTIALISM.** Education as individual adaptation to an absolute knowledge which exists independently of individuals, appropriate for reading, writing arithmetic, grammar, history, geography, hygiene, elementary science, drawing, language, art, manual training and domestic arts.



4. PERENNIALISM.

Contend that truth is universal and unchanging; aims for education of the rational person; subjects: literature, mathematics, language, history and humanities.

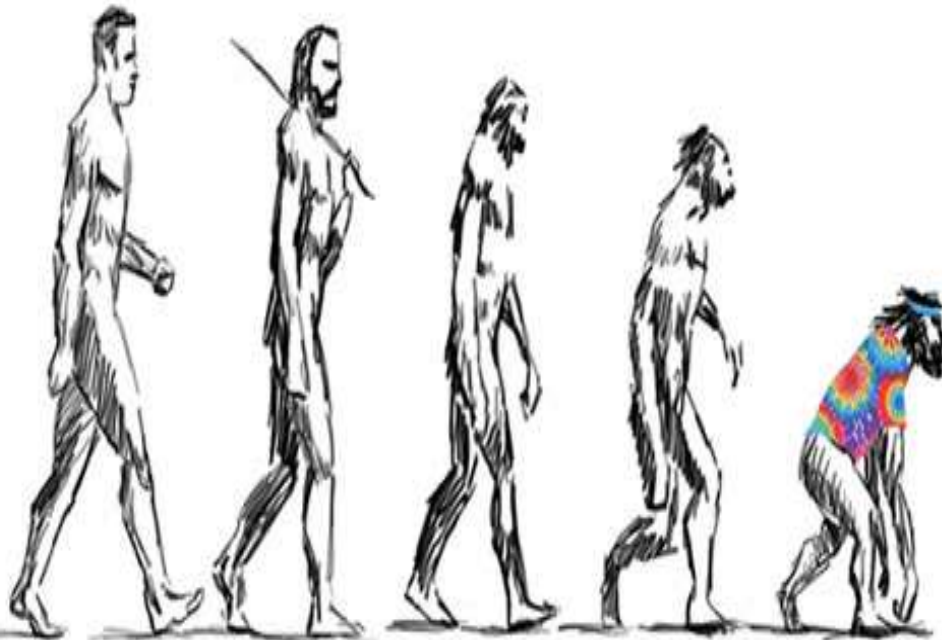
Perennialist Principles

- Knowledge is universally consistent. Thus, certain subjects should be taught to everyone.
- The subject matter, not the child, is central to education.



5. PROGRESSIVISM. All learning should center on the child's interest and needs; school should be pleasant place for learning; teacher served as facilitator.

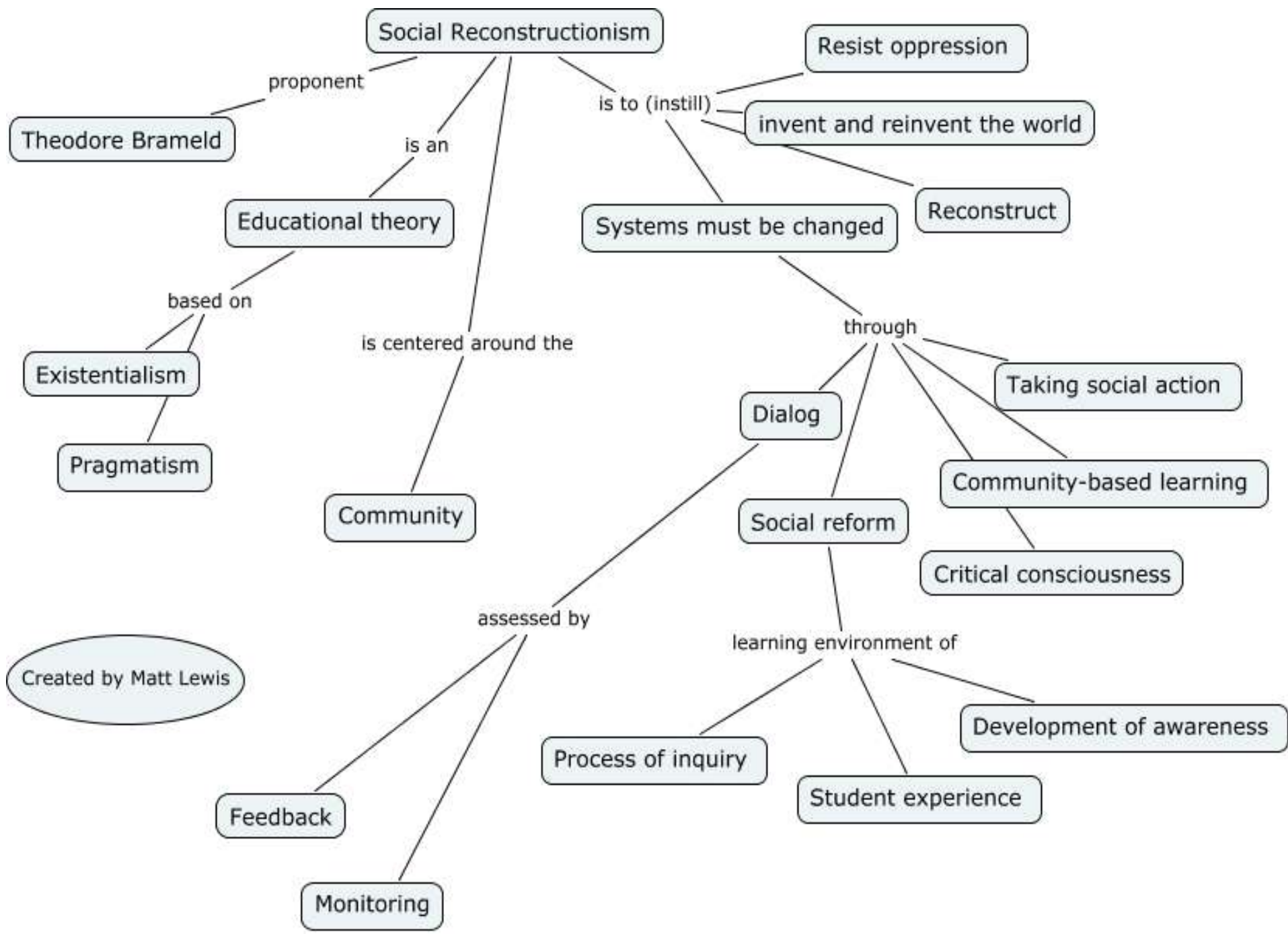
THE ASCENT OF PROGRESSIVISM



Progressivism

Use matter as a tool for understanding and ordering students' experience.

6. RECONSTRUCTIONISM. Believe that school should originate policies and progress which would bring about reform of the social order and teachers should use their power to lead the young in the program of social reform; subjects would be religion, economics, politics and education.



7. **EXISTENTIALISM.**

Way of viewing and thinking about life in the world so that priority is given to individualism and subjectivity; knowledge is about the realities of human life and the choices that each person has to make; good for humanities, history and literature.



IMPLICATION

The philosophies helped shape the present status of education which include educational agenda like curriculum planning, teaching strategies that are appropriate for a specific subjects and type of learners.



PSYCHOLOGICAL FOUNDATIONS OF EDUCATION

I - Some Authorities in Education and Their Contributions.

1. **Wilhelm Maximilian Wundt** was a German physician, psychologist, physiologist, philosopher, and professor, known today as one of the founding figures of modern psychology.

– scientific study of psychology.

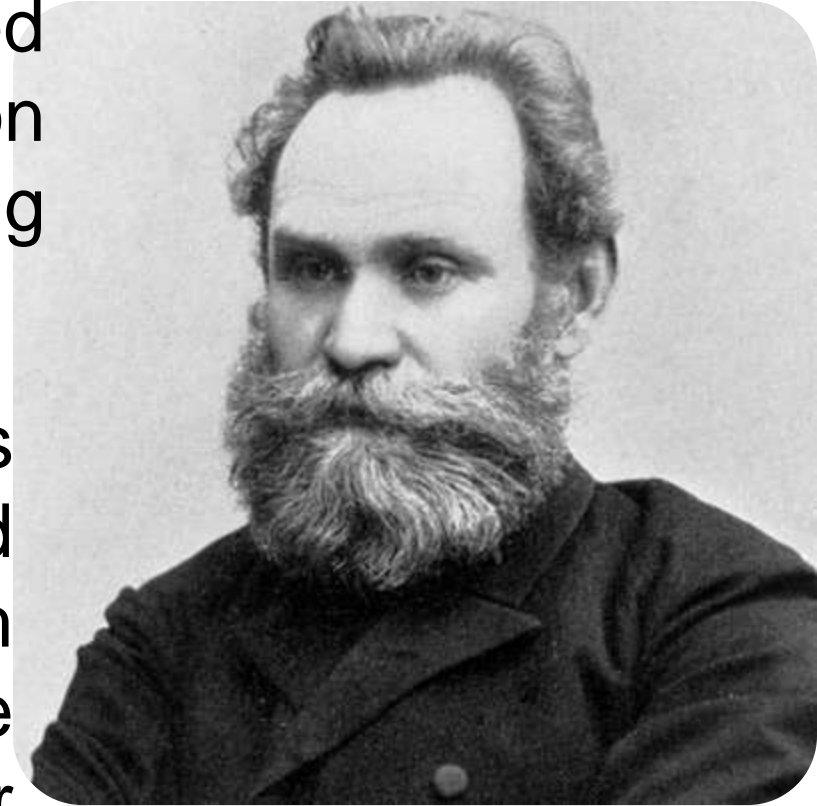


"Philosophical reflection could not leave the relation of mind and spirit in the obscurity which had satisfied the needs of the naive consciousness."

Wilhelm Wundt

2. Ivan Petrovich Pavlov

- experiment on the conditioned and unconditioned reflexes on dogs which influence training and learning.
- From his childhood days Pavlov demonstrated intellectual brilliance along with an unusual energy which he named "the instinct for research"



3. Alfred Binet

- experimental method to measure intelligence and reasoning ability of an individual.

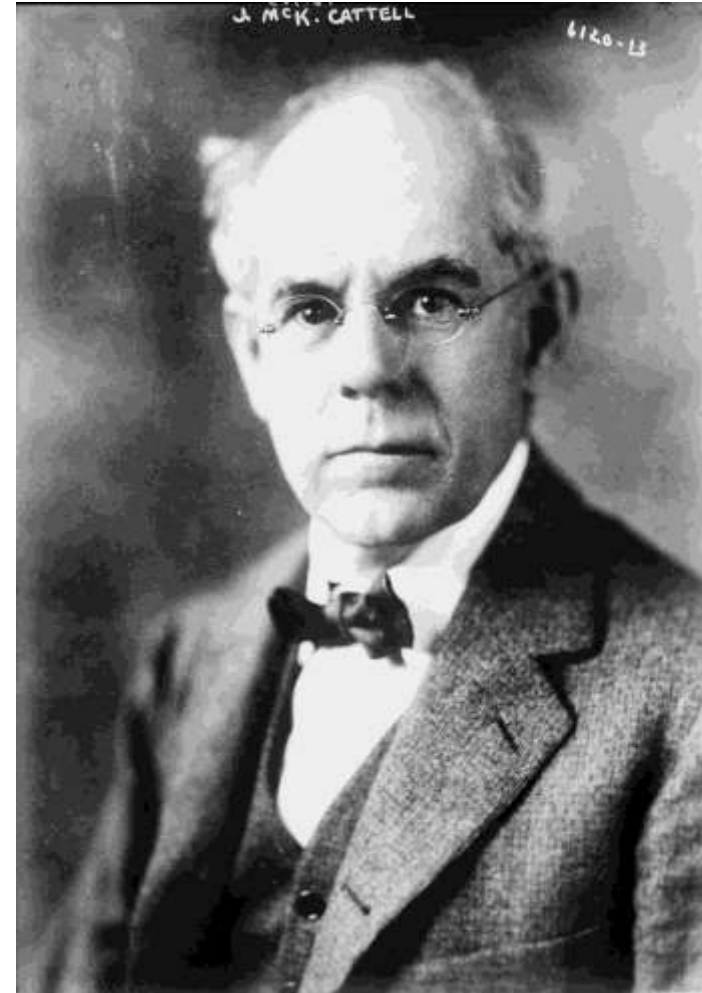
- French psychologist who invented the first practical intelligence test, the Binet-Simon scale. His principal goal was to identify students who needed special help in coping with the school curriculum.



4. James McKeen Cattell

- formulated standardized psychological test for measuring personality and other behavioral traits.

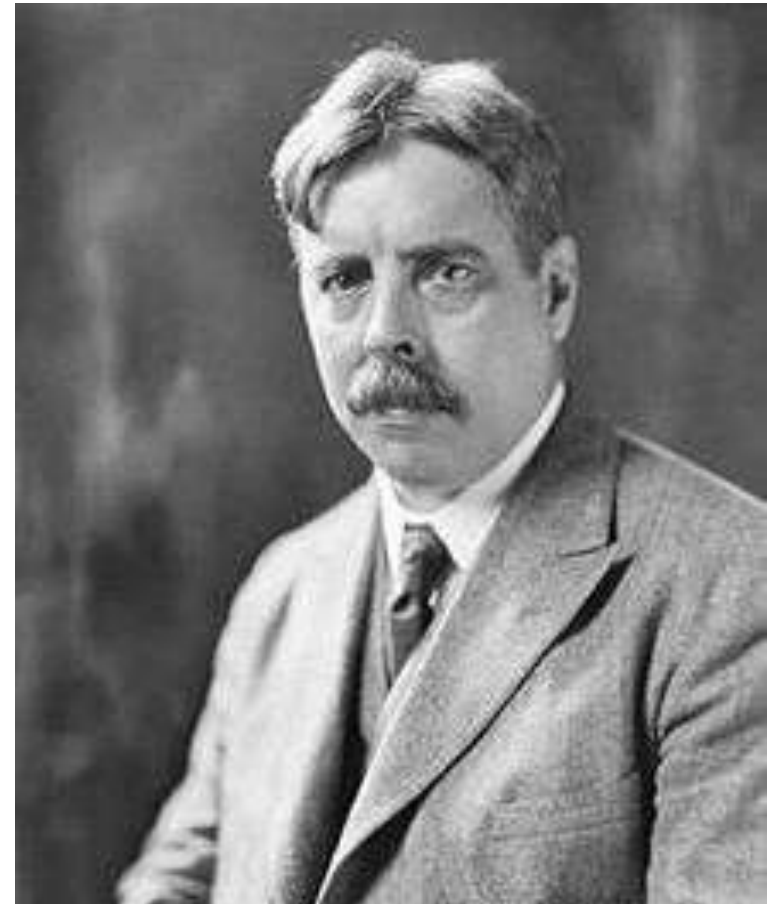
American psychologist, was the first professor of psychology in the United States at the University of Pennsylvania and long-time editor and publisher of scientific journals and publications, most notably the journal *Science*.



5. Edward Lee Thorndike

Edward Thorndike (1874 - 1949) is famous in psychology for his work on learning theory that lead to the development of operant conditioning within behaviorism.

- Constructed various intelligence and aptitude tests for children.



6. Lewis Madison Terman



- was an American psychologist, noted as a pioneer in educational psychology in the early 20th century at the Stanford Graduate School of Education.

- devised Intelligence Quotient (I.Q.)

7. Jean Piaget

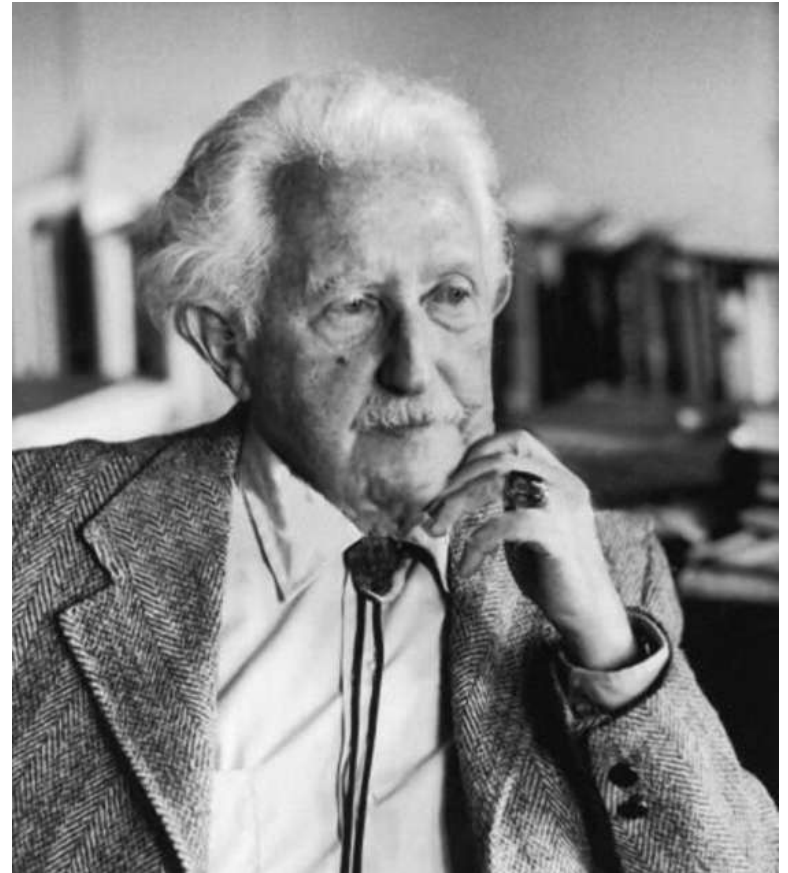
Jean Piaget was a Swiss developmental psychologist and philosopher known for his epistemological studies with children. His theory of cognitive development and epistemological view are together called "genetic epistemology".



- systematic study on the acquisition of understanding and development of intelligence in children.

8. Erik Erikson

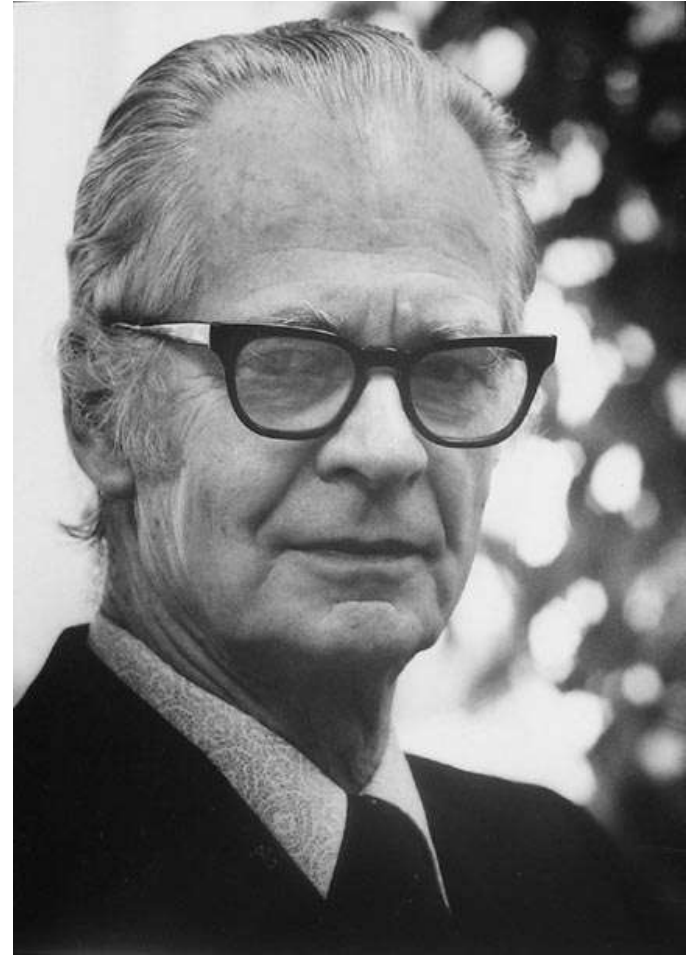
Erik Homburger Erikson was a Danish-born American developmental psychologist and psychoanalyst known for his Erikson's stages of psychosocial development of human beings. He may be most famous for coining the phrase **Identity Crisis**.



9. Burrhus Frederic "B. F." Skinner

Burrhus Frederic "B. F." Skinner was an American psychologist, behaviorist, author, inventor, and social philosopher. He was the Edgar Pierce Professor of Psychology at Harvard University from 1958 until his retirement in 1974.

– his theory revolved around the idea of reinforcement and reward.



10. Albert Bandura

- Emphasized that learning is a product of continuous reciprocal interactions between the environment, behavior and the person's psychological process.



Implications of Their Contributions to Education

- Help understand the educational capability of man which became the bases for planning curriculum that best suit the type of learner.
- Became the foundation of present educators to plan what is best for learners and understand him better.

II – Motivation

This refers to forces such as biological, emotional, cognitive or social that causes an individual's behavior to initiate and carry out activities.

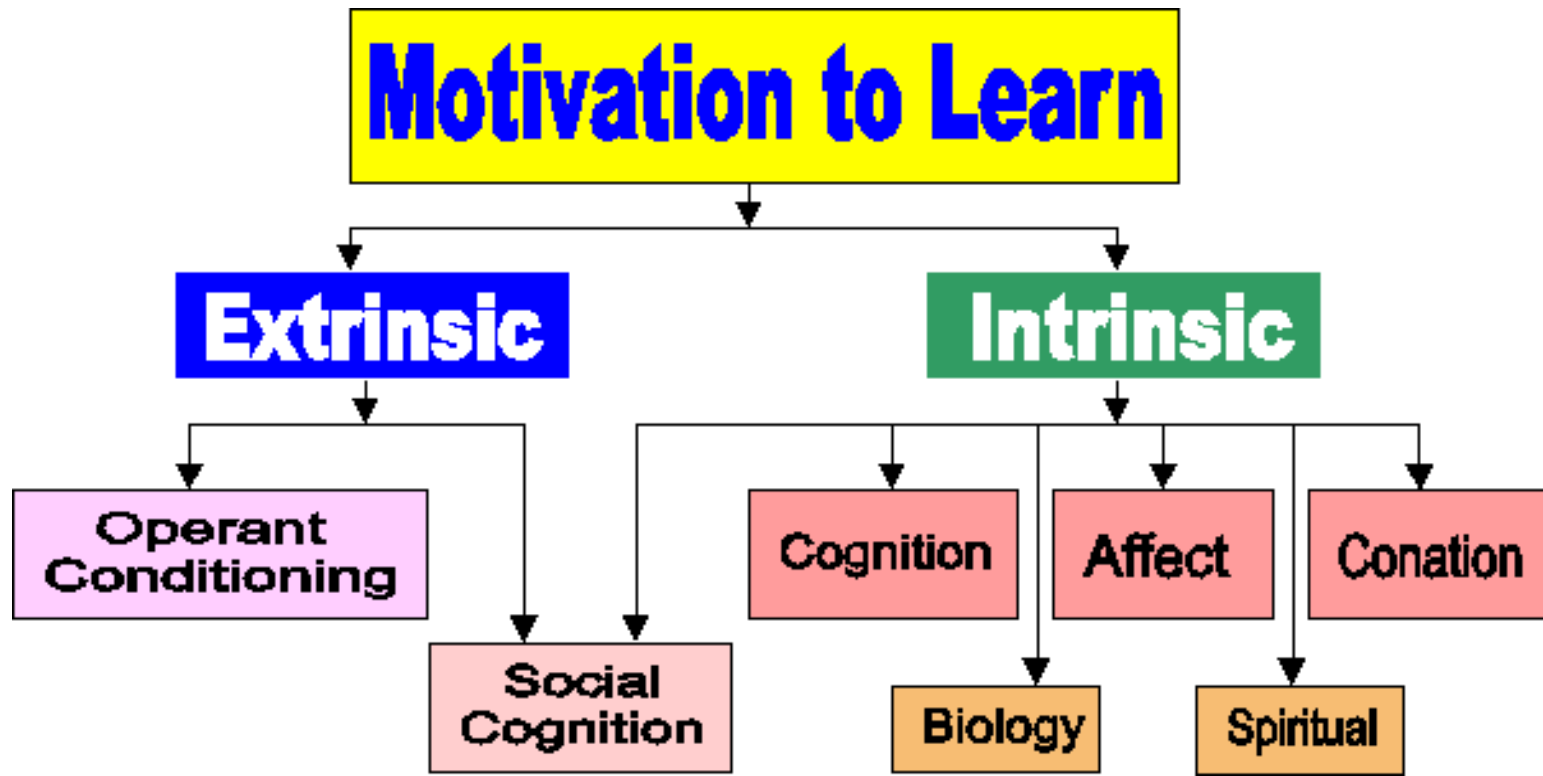
Theories of Motivation

• Instinct Theory. Instincts are inborn and unlearned inclinations that determine behavior. In classroom setting, the theory is identified with students who enthusiastically do their best in any manner to maintain grades and win recognition.

•Drive-Reduction Theory. Drive is a powerful impulse that motivates human behavior to reduce his tension. When a hungry person for an instance, eats food to satisfy his hunger, his strong impulse to crave for food is reduced and lessened until his feeling returns to normal condition.

•Incentive Theory. Incentive theory refers to some environmental factors either material, e.g. money, gifts, or non-material e.g. applause, recognition that motivates an individual to perform. People look after incentives when performing any task or duty.

•Cognitive Theory. This explains the differences between extrinsic and intrinsic motivation. Extrinsic motivation refers to any volition of an individual to obtain external rewards like trophies, house, and lot, etc. Intrinsic motivation refers to any human action in which he believes that such activities are self-fulfilling without expecting any external rewards.



•Arousal Theory

a. James-Lange Theory – This suggests that an individual perception of emotion depends upon bodily responses a person makes to a specific arousing situation.

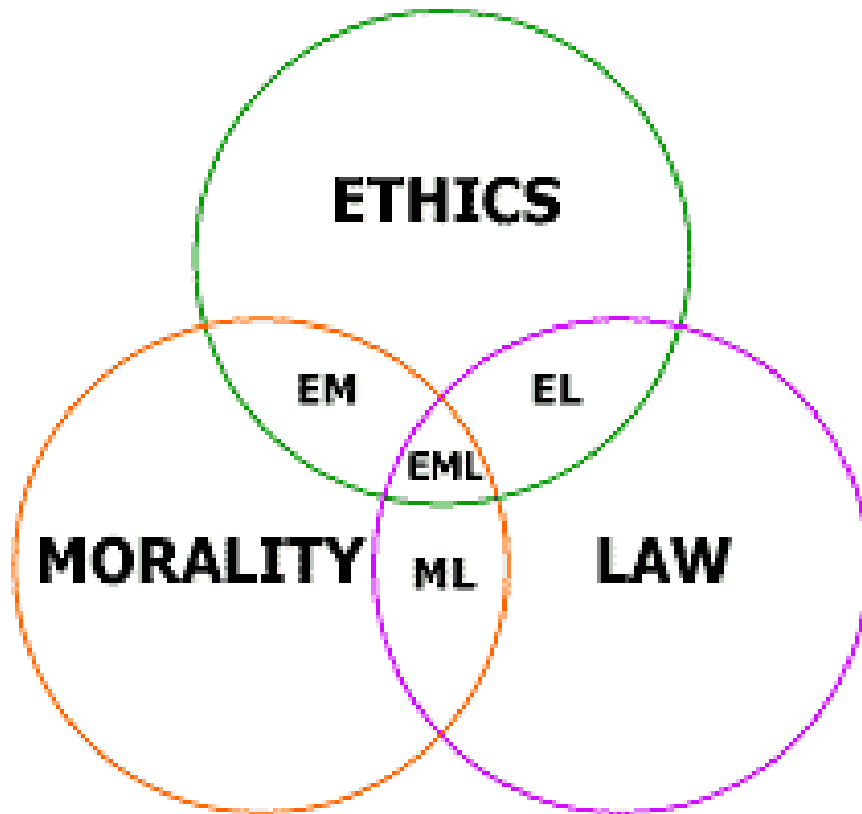
b. **Cannon-Bard Theory** – This suggests arousal speculation that when a brain receives information from the senses, it interprets an event as emotional while preparing the body to deal with the new situation. When a learner fails in an examination he should learn how to face that challenges and overcome it.

c. Schachter-Singer Theory. This speculates that when an individual experiences anger, due to any unpleasant emotion, condition, his feelings overpower him up to the point that he acts unreasonably.



MORAL FOUNDATION

Divine revelation is always the foundation and point of reference of Christian ethics while the philosophical discipline of morality relies upon the authority of reason.



2. K'ung Fu Tzu or Confucius

- Believed that the only remedy toward the present disorder and lack of moral standards is to convert people once more to the principles and precepts of the sages (wisemen) of antiquity. Human action are based on five virtues of kindness, uprightness, decorum, wisdom and faithfulness that constitute the whole of human duty.



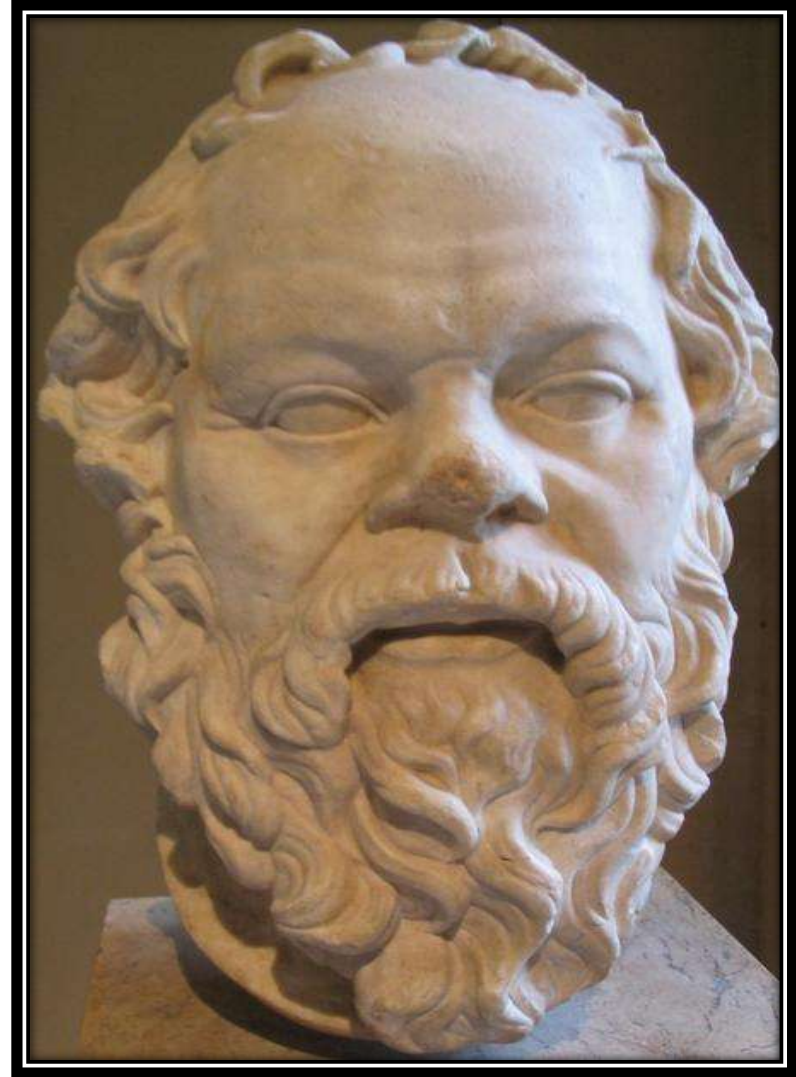
3. Gautama Buddha

Founder of Buddhism;
human actions lead to
rebirth, wherein good
deeds are inevitably
rewarded and evil deeds
punished.



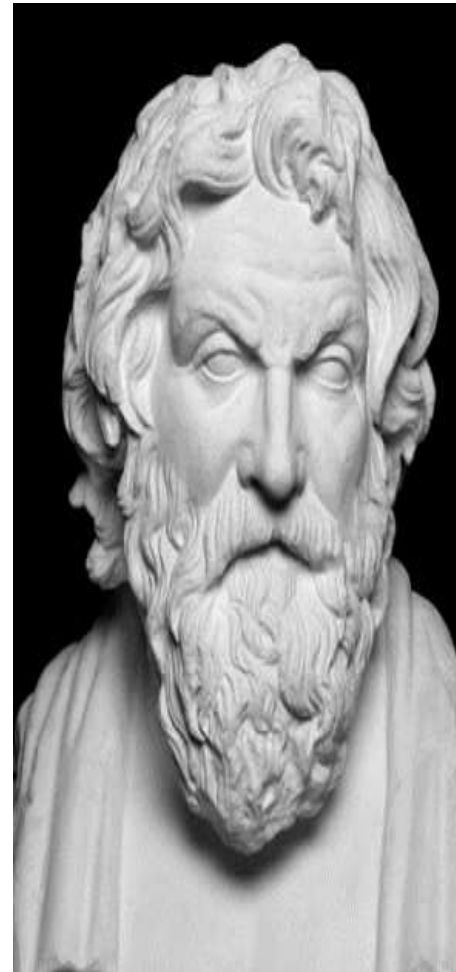
4. Socrates

Considered great teacher of ethics who argued that virtue is knowledge; virtue is good both for the individual and for the society; education can make people moral.



5. Antisthenes

According to him, there are two kinds of good: external good which consists of personal property, sensual pleasure and other luxuries; internal good that comprises truth and knowledge of the soul; he advised pupils to accept the burden of the physical and mental pains that accompany the minds search for its inner wealth.

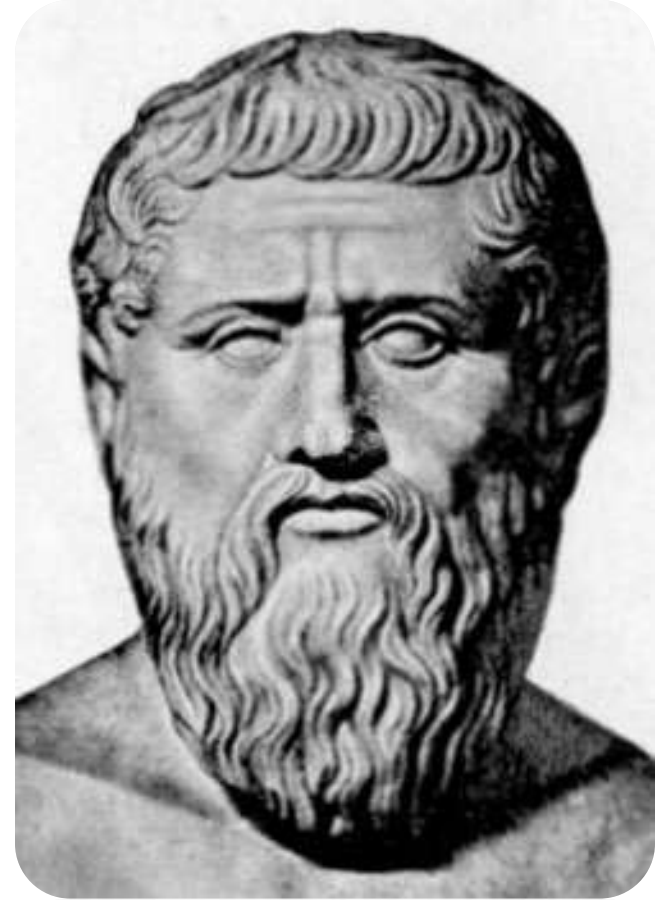


"Not to unlearn what you have learned is the most necessary kind of learning."

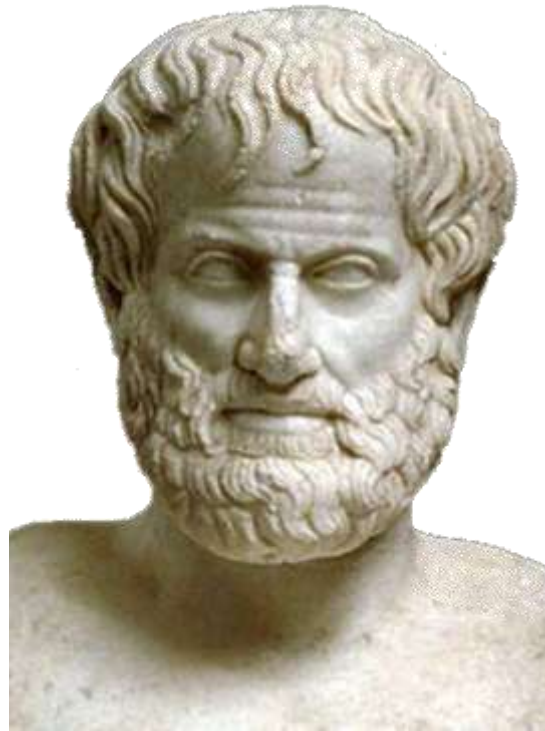
Antisthenes

6. Plato

The soul of a good person is harmoniously ordered under the governance of reason, and the good person finds truly satisfying enjoyment in the pursuit of knowledge; argued that good is an emotional element of reality.



7. Aristotle



Happiness is the goal of every human being; all living creatures possess inherent potentialities and it is their nature to develop that ability to fullest.

8. Meng-Tzu or Mencius



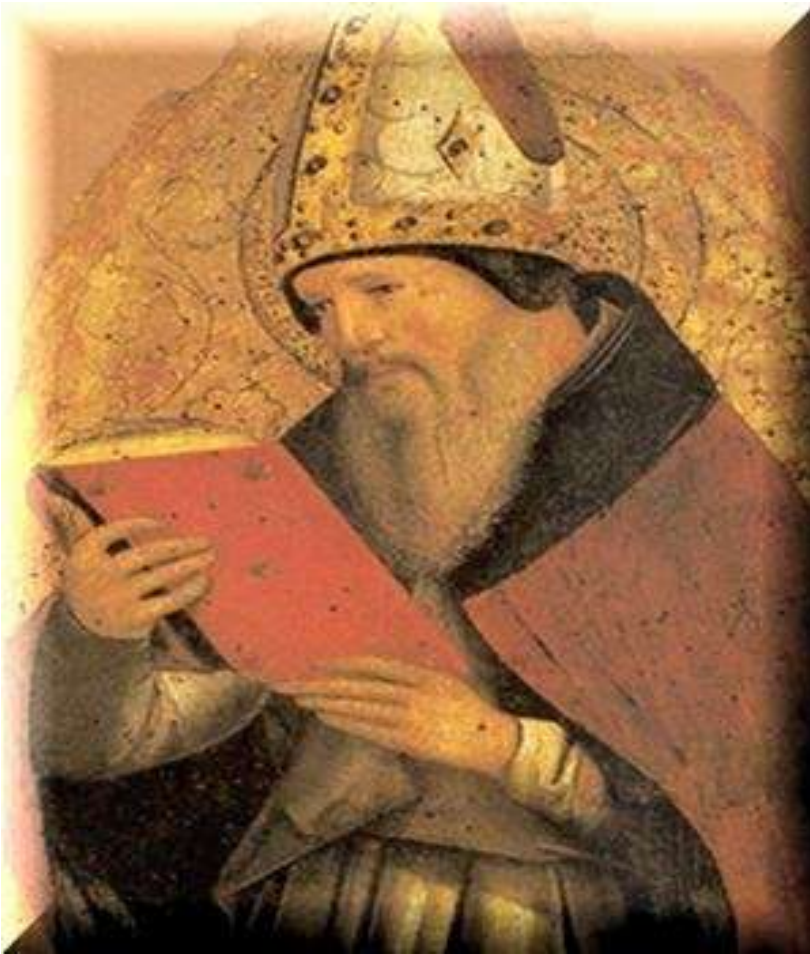
Believed that people are by nature good but this goodness manifests only when they experience peace of mind, which in turn depends on material security; he affirmed that only when the people had a stable livelihood would they have a steady heart.

9. Jesus Christ

Emphasized on
moral sincerity rather
than strict adherence to
religious ritual and
memorization of the law;
condemned hypocrisy,
social injustices and
defilement of God's
temple



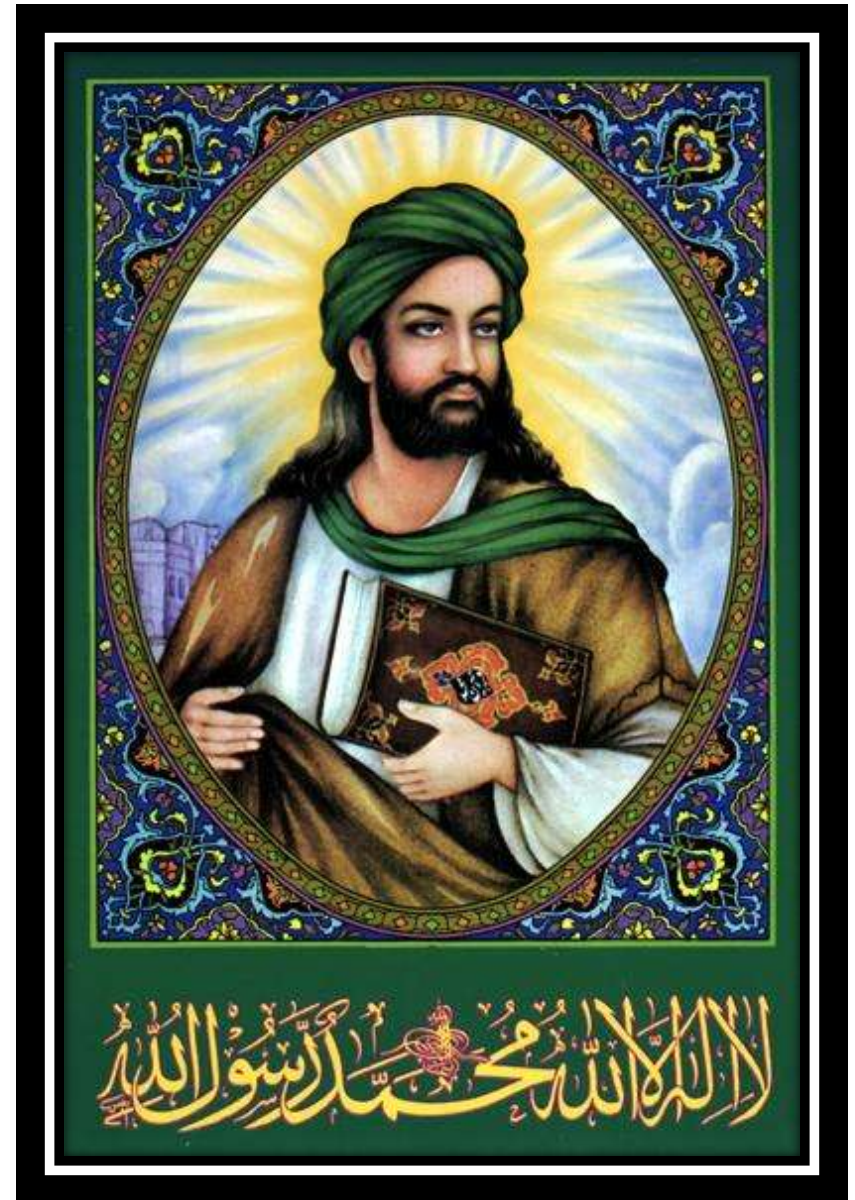
10. St. Augustine of Tagaste



God did not deprive people of their free will even when they turned to sin because it was preferable to bring good out of evil than to prevent the evil from coming into existence.

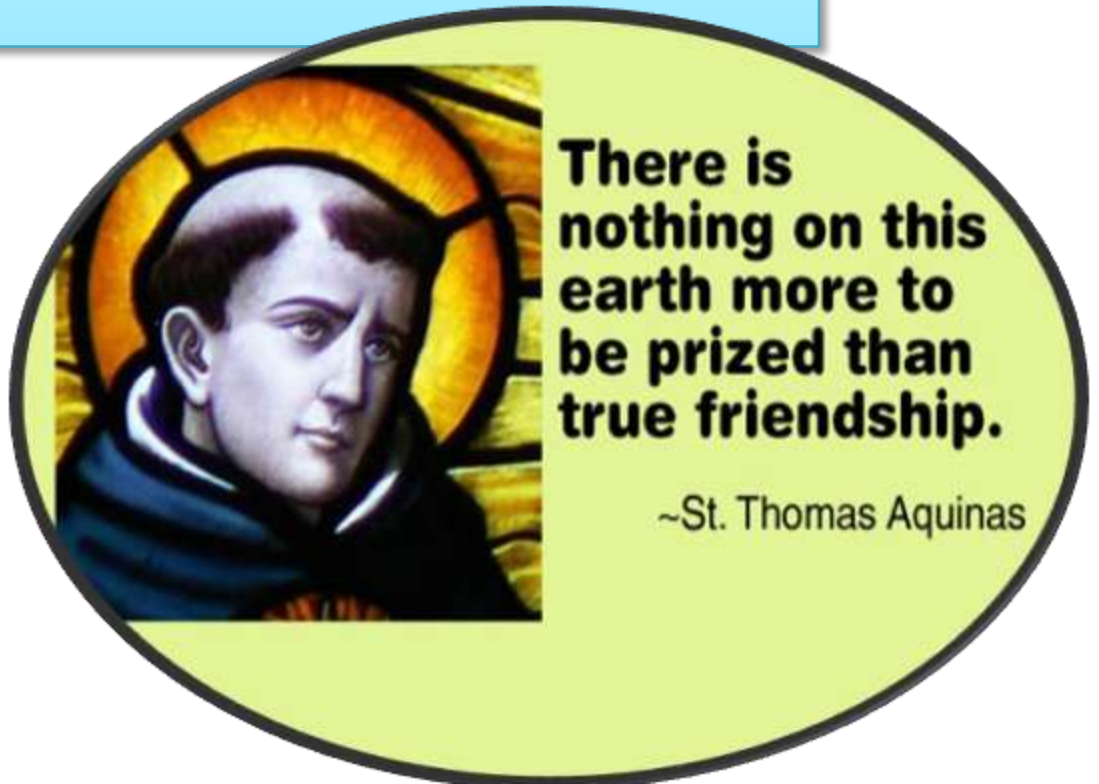
11. Muhammad

Believed that each person would have be held accountable for his moral struggle at the end of time.



12. Thomas Aquinas

Acts must be considered in the purpose for which they are done and in the circumstances in which they performed



13. Martin Luther

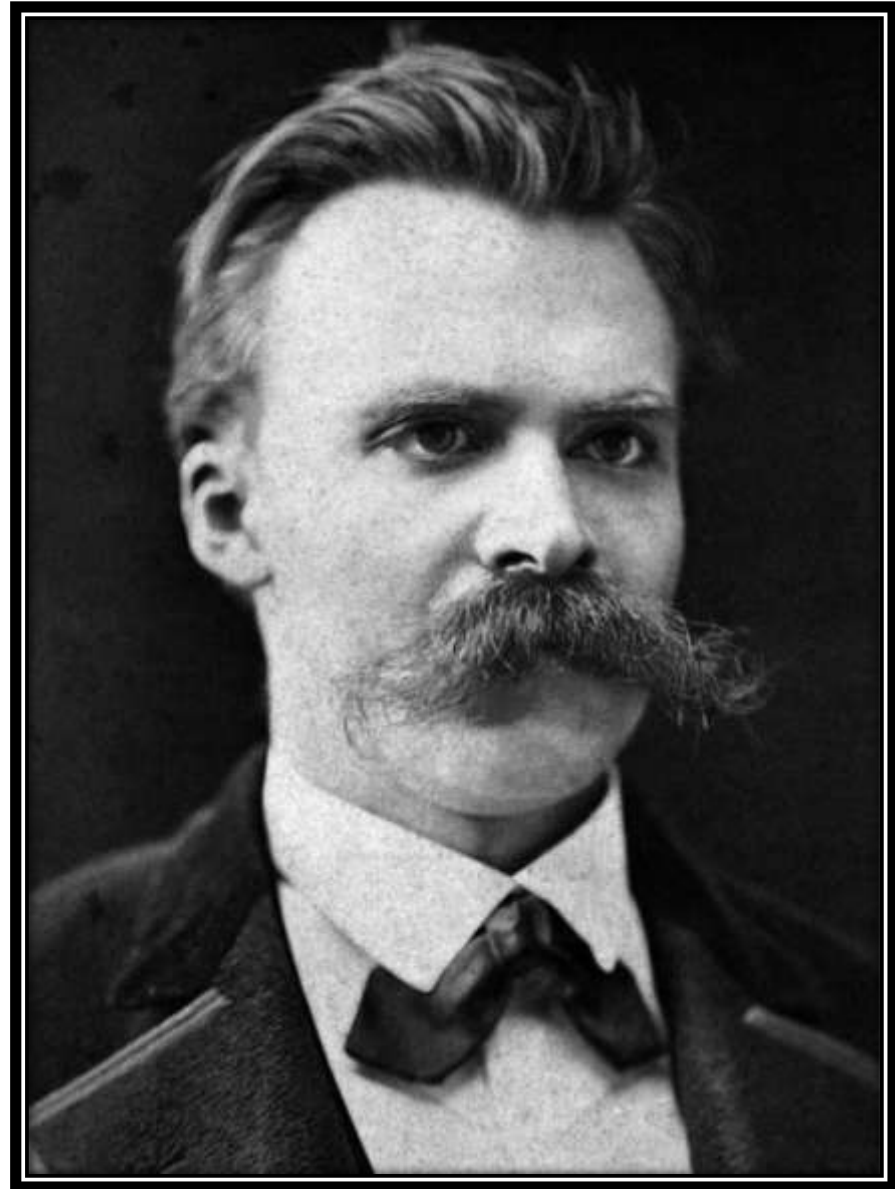
Moral conduct or good works is a Christian requirement, but one's salvation comes from personal faith alone.

Martin Luther OSA was a German monk, Catholic priest, professor of theology and seminal figure of a reform movement in 16th century Christianity, subsequently known as the Protestant Reformation.



14. Friedrich Wilhelm Nietzsche

Traditional values represented a slave morality which is created by weak and resentful individuals who encourage such behavior as gentleness and kindness because the behavior served their interest.



Implications:

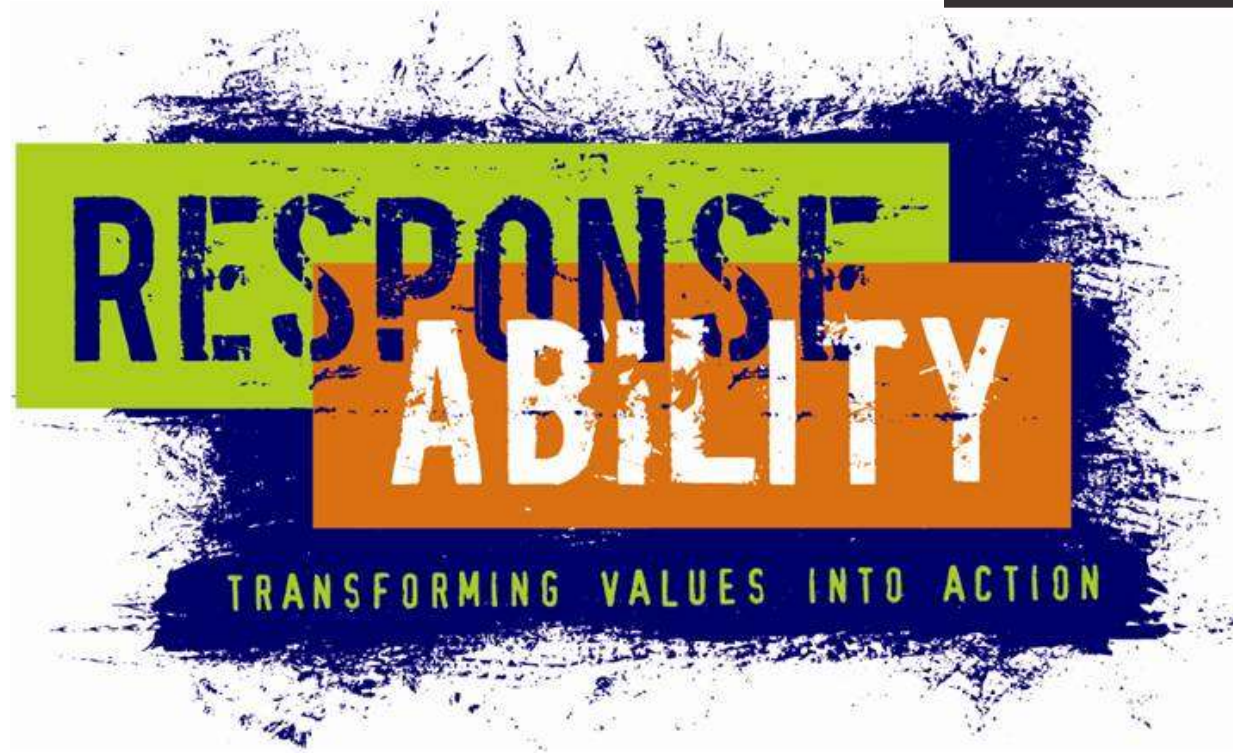
Man is inherently good but there are forces outside him that makes him bad. However, with reason and education, he can maintain his being good.

II – Freedom and Responsibility

Freedom is the right of an individual to think, act or live as he chooses without being subjected to any restraints and restrictions by necessity or force. Example: when a person declines not to join his “barkada” in watching a movie, nobody can force or coerce him for he has the right to refuse. Freedom and liberty are synonymous. “Freedom” is taken from Latin “liber” (libertas) which means free.



Responsibility comes from Latin word “responderere” which means give back in return. It is an act of any individual taking a stance of being accountable to himself, some or something.



Three Important Elements (Connected with the exercise of freedom and responsibility)

Freedom Involves Responsibility



1. To Oneself – Every individual is free to act on anything pertaining to himself but that kind of liberty is limited for it entails responsibility to himself. Man is responsible for his health in order to serve others better. Sickness, most often than not, is a result of constant negligence and maximum exploitation of one's body and strength. Learning is a great personal responsibility of every student inside and outside the school campus.

2. To Others – Being human and Christian, every individual cannot ignore and close his eyes to the needs of his fellowmen. To accept and embrace others mean to take up his shortcomings, tantrums, immaturity and human weakness that may times cause conflicts with others.



3.To the Environment

– Man lives in a place where animals and plants are grouped to form an ecosystem. The environment has to be taken care of since people continue to dwell in it.



RESPONSIBILITY

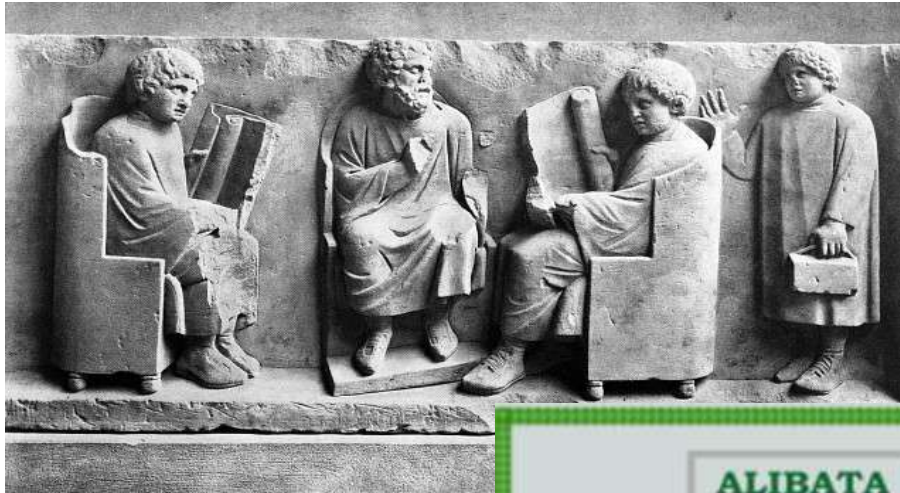
You made the mess, you clean it up

IMPLICATION: Teachers are models of good moral to the learners. Their lives are the object of the prying eyes of the people. They are morally bound for their profession, personal lives and the learners.

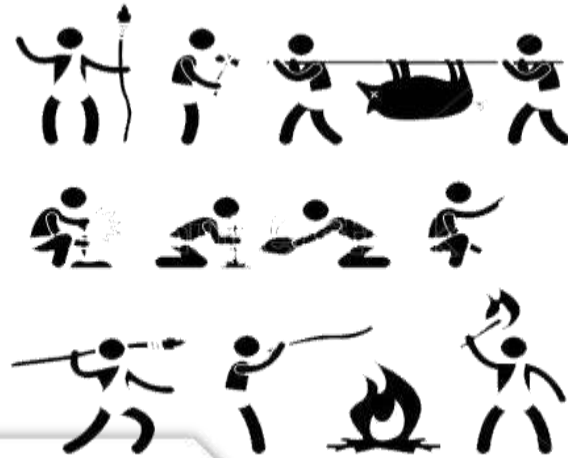


HISTORICAL FOUNDATION

This deals with the historical development of education that influenced in the shaping of the Philippine education.



Primitive Education was directed for security mode of instruction was imitation, demonstration and trial and error.

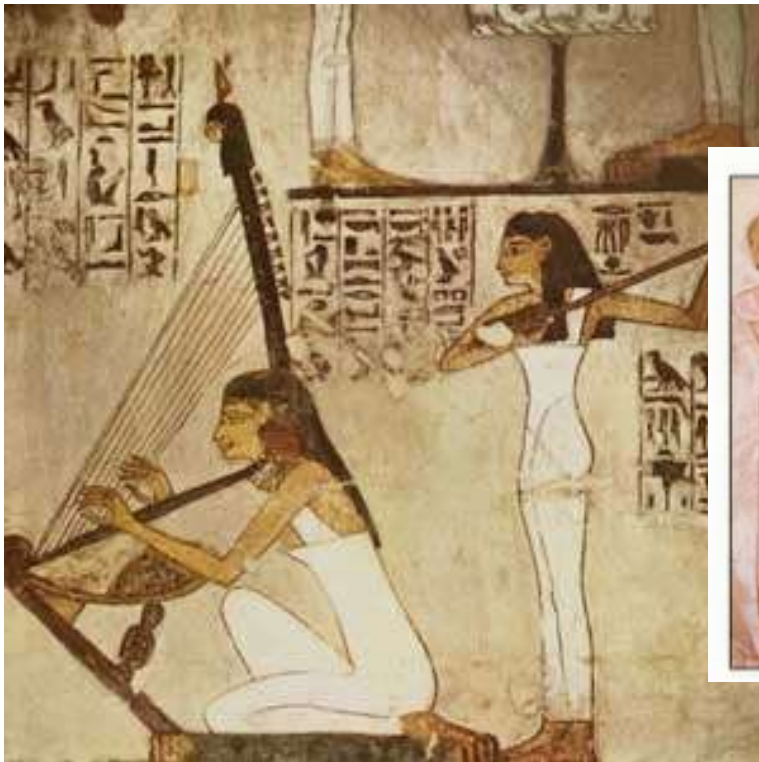


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Egyptian Education was both cultural to preserve and perpetuate culture and utilitarian to transfer skills from father to son. Education for women was vocational and the boys were trained by scribes who taught them how to read and write.





Greek Education

was training for powerful body of soldiers (Spartan) and individual excellence (Athenian). Content of education was reading, writing, music, poetry and dancing.



Roman Education was the development of good citizen, good soldier and good worker. Contents of education were laws of the Twelve Tables, Roman history, procedures of court and the senate, conduct of war, business, agriculture, sports and use of weapons. Girls were taught for domestic life and religious functions. Methodology is memorization and imitation.



Medieval Education was more on the teaching of teaching of Jesus Christ which is universal and democratic. Methods of teaching were conversational method, and gnomonic or the used of the proverbs and parable.



Renaissance to Naturalism in Education includes literary and aesthetic, religious, moral and social education. Methods include reading, studying each pupil individually, inductive teaching and reasoning.



IMPLICATION:

Education developed as years went by. Methods of instruction and content were revised and updated so that education adjusted to the development of time.



THANK YOU AND
HAVE A GOOD
DAY!

