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George counts social reconstructionism

What is social reconstructionism. This content was copied from BrainMass.com - View the original and get the solution already completed here! Concepts of different points of view on which training is: the philosophical theories of education as individuals acquire knowledge, the world changes. Sometimes these changes can be advantageous for society and sometimes they are not. Think of three ways in which technology in our society would be different if education was limited only to the rich and impact they would have on technology in the United States. Subsequently, use the reading below Thomas Peterson and compares and compares the following: Idealism for reconstructivism essentialism to progressive How to develop a philosophy of education? We must first start by examining the various schools of philosophy. For this class we will consider four main schools, which is approaching your convictions? Do you agree more than one? Can you be attached in various ways for some or all? Secondly, we must examine these philosophy schools has an impact on every facet of education; From the development of the curriculum to teaching methods and class management to evaluation techniques. Each of these philosophy schools determines the decisions we will be called to carry out daily. Finally, we must be able to explain how we will personally respond to educational problems. It also gives us a way of investigating, interpreting and clarifying educational issues. So we need to develop our education philosophy (or education theory) driving our decision-making process. Our theory also allows us to explain what we are doing and why. George F. Kneller says this of the teacher with an education to their roots in philosophy, the teacher sees these Problems in the amplified perspective. Thinking of philosophically, it applies its mind systematically to matters of importance that have been clarified and refined ". (p. 128) I'm also listing for you 5 philosophical education theories that include the main educational answers to the prevalent social and educational climate of time. The first three (perenniality, essential and behaviorism) can generally be classified as a classic or traditional nature in nature while the last two (progressive and reconstruction) represents an answer or protest for the prevailing social and educational climate of the time. While we examine and review every educational theory, we must not only keep in mind the similarities and differences between theories, but the reasons or rationals behind the protests. The development of the idealism of t Agostino (354-430) 4.Rene Descartes (1596-1650) 5.George Berkeley (1685-1753) 6.Immanuel Kant (1724-1804) 7.Friedrich Hegel (1770-1831) 8. Josiah Royce (1855-1916) The epistemology of Plato, or the theory of knowledge, is based on the concept of Reminiscence or memory with which human beings remembers the truths that are contoured but unconsciously present in their minds. Reminiscence implies that every human being has a soul, which before the birth lived in a spiritual world of perfect forms or ideals. The soul once had a real knowledge, but he lost it to be placed in a material body that distorted and corrupted that knowledge. The man The arduous task of trying to remember what he knew once. It's like giving birth to the ideas that they never knew they had. Knowing requires effort, however. The student must be ready and willing to a To discard the false opinion, and needs to look for truth in a deliberate and conscious way. Idealism keeps the truth in the consistency of ideas and that the bontà is an ideal state to strive to reach. In fact, you can say that the ideas of truth, bontea, justice and beauty are the only real reality because they never change. The matter or the natural world is characterized by changes, instability and uncertainty while ideas are lasting and immutable. The truth cannot be found in the world of matter. You could find in the conceptual data world rather than in the perceptive of the data of the sense. Idealism can be defined as a view that it is that reality is a world within a person's mind. As teachers we should mainly worry about the search for truth - that in ancient times eventually meant a search for God. To discover the truth, the idealists have put a huge amount of weight (some would call it faith) on the Socratic method that discusses ideas. Truth always emerges through dialogue (dialogical). Realism and educational theory of extrismism and perennitious development of realistic contributors of thought include: 1. Aristotle (384-332 AC) 2. Thomas Aquino (1225-1274) 3. Francis Bacon (1561-1626) 4. John Locke (1632-1704) 5. Alfred N. Whitehead (1861-1947) 6. Bertrand Russell (1872-1970) 7. Hilary Putnam (1926-) 8. John R. Searle (1932-) The main educational supporters include: William C. Battle, Arthur E. Bestor, Herman Horne, Hyman G. Rickover, A. Graham Down, Ed Hirsh, Jr., William J. Bennett. Aristotle believed that all things possess an essence of nature, everything in that natural world or created by human agencies is unique as everyone is to fight towards a fine consistent with the nature or essence of him. The defined characteristic of human beings is their ability to ask general questions and seek responses to them through observation and analysis. For example, we can observe in each acorn a natural inclination depending on the conditions to become an oak. Realism believes in the world as well as. It is based on the vision that reality is what we observe. He believes that the truth is what we perceive and observe and that the Bontã is in the order of the laws of nature. The truth can be discovered through observation and logic (inductive). The scientific method of Discovery is a first example of how a realist will find out what is real and good. As a result, there are schools to reveal the order of the world and the universe. Students have taught factual information ... facts that can be verified, measured and observed. Essentialism has developed in a conservative education was to teach fundamental or essential abilities. They also stressed that the best preparation of life is the learning of the cultures and traditions of the 1930s - William Baggleley 2. The academic critics of the 1950s, 3. "returns to the foundations" of the 1970s, 4. neoconservatism of the 1980s as highlighted in a nation at risk in which the requirements Main for school students require a curriculum based on intellectual disciplines. Estrismism Educational Theory of essentialism is, such as perennitivity, based in the philosophical thoughts of idealism and realism. The essentialism is, such as perennitivity, based in the philosophical thoughts of idealism and realism. based Abilities and carefully selected and well-defined subjects, (3) The teacher should be directed by a teacher. Unlike pennility, however, essentialism has begun as an educational movement rather than a philosophical movement. Essentialism has begun as an educational movement rather than a philosophical movement. in opposition to A education. With regularity, various movements in education have called for a return to "fundamental education" throughout the history of American education, contemporary American education has witnessed, according to Gutex (1992) four important movements: (1) the essentiality of the 1930s. (2) academic critics of the 1950s, (3) the "Back to the Foundations" of the 1970s until the 1990s, and (4) the neo-conservatism of the 1980s as highlighted in A Nation at Risk where the basic requirements for high school students require a curriculum based on intellectual disciplines. Basically, essentiality underlines the authority of the teacher and the value of the subject matter curriculum. Ornstein (1989) notes that for the essentialists, "education involves learning basic skills, arts and sciences that have been developed in the past. The mastery of these skills and subjects prepares the student to function as a member of a civil society. In addition, the student should also acquire the behavior necessary to live successful. Learning the essential curriculum requires discipline and hard work." (Ornstein p.213) According to Gutek (1992) "The term Essentialist was used to identify a group of educators who organized the Essential Committee for the advancement of American education in 1938. The committee's main spokesman was William C. Bagley, who wrote the "Piattaforma Essentialist criticism has attacked trends in American education which have been considered as weakening the academic standards of schools. Among the essential criticisms were the following: (1) The standards for the realization of American students in basic skills and subjects were functionally illiterate due to read shortcomings, (3) many school systems had abandoned strict schoolbuilding standards for promotion and simply exceeded students in higher classes, (4) progressive educators had weakened education by replacing demanding subjects with poorly defined projects and activities. It is the task of school to channel the accumulated experience of humanity into organized, coherent and differentiated disciplines. Only after learning these basic disciplines, the student can be required to use them to solve personal, social and civic issues. Currently, neo-essentialists severely criticize educators who reject or ignore the school's mission to convey the nation's cultural heritage, especially as it is found in history and literature. They attack educators who emphasize the process on content. They argue that history should be revitalized as the study of literature and not submerged in poorly defined social studies. In addition, English should be revitalized as the study of literature and not watered in the language arts. Some common themes that are found in all the variants of the essentialist positions are: 1. Americans have largely lost sight of the true purpose of education, which is intellectual training. With the rigour of our educational programs and teaching methods (discipline, respect for the legitimate authority,) constantly fallingDecades, 2. Elementary school curriculum should aim to cultivate the basic skills of the tools that contribute to alphabetization and mastery of arithmetic calculations; And 3. The secondary curriculum should anticipate skills in mathematics, science, history, English and foreign languages. 4. We must teach our students that intellectual success requires hard work and disciplined attention. 5. Like the perennialists, realists and essential believe that the best preparation of life is learning about the cultures and traditions of the past. Essentialism influences educational thinking in the following ways: 1. Schools should be academic rather than social agencies, 2. Curricular organizations should be academic rather than social agencies, 3. The teacher should be a figure of authority, 4. Teached as separate subjects, 5. Learning should be directed by a teacher, 6. Use of the scientific approach - inductive logic, 7. Emphasize the content on the process, 8. Excellence in education is based on external criteria, 9. Basic approach made or base or objective to knowledge, 10. Divorced from personal experience (emotion, passion, feelings, etc.) - Anti-final reality by external sense 11. Antiphilosophical - Discourage Search wisdom. This is a conservative educational theory of perennialism sees the truth as immutable, or perennial. Views Nature and, in particular human nature as constant, as submitted to a small change. Under the superficial differences from a century or the decade to the next, the rules governing the world and the characteristics that make up human nature remain the same. It is a focus based on the need to return to the past, namely, for universal truth and such absolutes such as reason and faith. "The perennialists believe that the western society perseciated via several centuries ago. They decnay what they see how a tendency to count too much about science and experimental technology and therefore ignore lasting truths. They claim that the growing status of scientific experimentation has led to a denial. of power and importance of human reason. The perennialists favor schools that develop the intellect of all students and prepare them for life. This preparation is better accomplished when individuals have mastered the truths discovered through the centuries. Such Wisdom is an important view regardless of your career or vocation An individual finally chooses to follow. "(Armstrong 1993)" The perennialists see education as the research and dissemination of the truth. Because the truth is universal and constant. The school curriculum should stress the recurring themes D She Human waist. It should contain cognitive subjects that cultivate the rationality and study of moral, aesthetic and religious principles to cultivate the aptitude dimension. As idealists and realists, perennialists prefer a curriculum argument. The perennialist curriculum includes history, language, mathematics, logic, literature, humanity and science. The content of these subjects should come from the classical procedures of literature and art. Mastering the topic of these learned disciplines is considered essential for the formation of the intellect ". (Ornstein 1989)" since the perennialist opinions of knowledge made up of unified and immutable principles, the emphasis of essentialism on separate subjects and on the Learning and retention of factual information are solid condemned. The separate subjects that the perennialist could argue are those They are those that are generally defined as the classic liberal arts. The perennialist stresses that what the essential manages the risk of teaching the information of the students who, in time, will have little relevant for their lives. "Screw." 1993) Pernistically are particularly vocal in their opposition to vocational training in schools. They believe that professional education represents a sale of the true education at the narrow interests of business and government. This concern is directed not only to public schools, but also college and university. The pernnists believe that higher education has developed an emphasis of everything inappropriate on the development of student research capabilities and to preparation for future career. In the eyes of perennists, the courses with these emphasis distract students from a "genuine education" that emphasizes a mastery of lasting truth. If they could, pernennists prohibit any research and training from college and university and rely on technical institutes. The perennist shares the idea that the primary objective of education with the essentialist is to develop the intellect. However, in the pernnist should pursue truth about their own account, not because it is useful for a certain vocation. This search for the truth can best be performed through the study of the great literary works of the civilization. The perennists are particularly attracted to humanity courses and literature. as when they were written. In summary and according to George F. Kneller, the perennists have six fundamental principles: 1. Despite the different environments, human nature remains the same everywhere; Therefore, the instruction should be the same for everyone. 2. Since the rationality is the highest attribute of man, it must use it to direct its instinctive nature in accordance with the purposes deliberately chosen. 3. The task of education to import the knowledge of the eternal truth. 4. Education is not an imitation of life, but a preparation for it. 5. The student must be taught to certain basic subjects who will know him with the permanences of the world. 6. Students should study the great works of literature, philosophy, history and science in which men through the eras have revealed their largest aspirations and achievements. (pp. 42-45) Among the main supporters of education are: Aristotle, Thomas Aquinas, Jacques Martain, Robert M. Hutchins, Mortimer J. Adler and Allan Bloom. Educational theory of behavior rooted in philosophical schools of realism, behaviorist or be socially acceptable way through the provision of learning conditions. For behaviorist, predicting and the Control of human behavior are fundamental principles of the theory of behavior are the following: 1. All behaviors are objective and observable. 2. All behaviors are Caused. 3. As natural organisms we are looking for positive reinforcement and avoid punishment. 4. The teacher should organize the conditions in which learning can occur. 5. Technology makes it possible to teacher should organize the conditions in which learning can occur. 5. the use of carefully planned programs of Reinforcement. There are two main types of behaviorism: (1) Classic conditioning or reaction operating reinforcement behavior (Phillips & Soltis, 1985). Conditioning based on the work of Russian physiologist Ivan Pavlov (1849-1936) and American experimental psychologist John B. Watson (1878-1958), shows that a natural stimulus that produces a certain type of response can beFrom a conditioned stimulus. For example, Pavlov matched the natural stimulus (food) with a conditioned stimulus (bell), he discovered that in the end the conditioning model to explain all human learning. The operating conditioning model can be better described by the work of the psychologist E.L. Thorndike (1874-1949) and B. F. Skinner (1904-1990). Both Thordiike and Skinner suggested that any response to any stimulus can be conditioned with reinforcement or immediate reward. Skinner detected that random reward or intermittent reinforcement was a more effective method for learning continuous reward. Skinner also found that behavior could be modeled by the appropriate use of prizes. As education theory, behaviorism was a protest against importance on mental processes that could not be observed (for example, thought or motivation). Today, behaviorism was a protest against importance on mental processes that could not be observed (for example, thought or motivation). adopted a cognitive-behavioral approach that tries to modify the knowledge or perceptions of the individual of the world and its own. Measurements and evaluation are fundamental for behavior objectives (for example, behaviors or knowledge that students should prove or learn) serve not only as guides to learn for the student but as a standard for evaluating the learning process of teaching. For behaviorist, only aspects of observable and preferably measurable behavioral goals claim that if the teachers know exactly what they want the students learn and how they want they learn, using behavioral goals can be an efficient method to evaluate the amount of learning. The measurement and evaluation also provide a method to obtain the responsibility from the teachers since they are (behavior believers) can be powed to the learning process. "(L.Dean Webb Pp. 210.212) The main educational supporters include: Ivan Pavlov, John B. Watson, El Thordike, BF Skinner, and David Precack. Pragmatism and the Educational Theory of Pragmatism Progressistism - Greek meaning is work "And it can also mean" practical ". He tries to examine the traditional ways of thinking and doing, and where possible and desirable, to reconstruct our approach to the more in line with the human needs of today. Pragmatism was influenced by the "Scientific revolution" and American philosophers of the twentieth century. Background - Francis Bacon, John Locke, Rousseau and Charles Darwin. As a philosophy - Charles Sanders Peirce, William James, George Herbert Mead and John Dewey. The experience is central to the Pragmatic. It can be defined as the interaction of the human organism with its environment. And Xperience and nature are not two different things separated from each other, but rather experience from nature. Includes stones, plants, diseases, social conditions, enjoyment and suffering. Genuine thinking begins with a "problematic situation", a block or an attack towards the continuous flow of experience. In finding these blocks, consciousness is taken over, and one is made more acutely aware of the situation. These are these real problems that creative intelligence is able to develop. There is seen as always changing or in transition. Knowing is a transaction where the person will always interact with an evolving environment. So we never get to the truth, but we change in constant change, because the person is changing, the environment is changing, and the experience between them is changing. Reality then is always alwayshow to be open, in process, without fixed end. This means that we cannot expect to find lasting solutions for each problem as it comes. Education and the storage of irrelevant facts. The primary concern of progressivism Pr required a method of systematically thinking things clearly. The progressive education that has grown of pragmatic thought must be understood both as a general movement to reform American life (was "progressive" politics 1900-1920) and as education. Progress is often associated with reconstructionism (in the broad sense) and more specifically with John Dewey's pragmatism and experimentalism. Radiated in the philosophical school of pragmatism, progressive educator, the child should be the focal point of the school, and therefore the curriculum and teaching methodology should cover the interests and needs of students. Moreover, progressivism claims that children want to learn if they are not frustrated by adults; Therefore, teachers should simply act as guides to student learning and, in order to respond to different requests for knowledge, must possess significant knowledge and experiences." (Reato 1992 p 219) The metaphor of the "teacher as facilitator", "director of learning", or "coach" could best describe the progressive teacher. Such a teacher is not considered the authority or the litter of knowledge or truth as the perennialist or essentialist teacher. Such a teacher is not considered the authority or the litter of knowledge or truth as the perennialist or essentialist teacher. Rather, he or she serves more as a guide or supervisor that facilitates learning by helping the student to experience direct experiences. Although the teacher is always interested in the individual development of each student, the progressive instructor would have imagined his role as concentrating beyond the individual. Progress by its very nature is socially oriented; Therefore the teacher would be a collaborative partner in making group discussions, keeping in mind their consequences for students." (Webb, 1992, p 208) "The school, according to the progressive movement, is a microcosm of society; should not be artificially divided into time, space and content. Studies in English and social, for example, should be integrated and focused on troubleshooting rather than simply storing content. According to the progressive, education is part of life itself, not a preparation for life; This is the exact opposite of the perennialist's viewpoint. Therefore, learning should be cooperative as it is in a democratic environment. Teachers and students should be involved in the functioning of the school. Teachers should take part in things such as curriculum planning and student allocation to groups. According to George F. Kneller, the fundamental principles of progressivism include: 1. Learning should be active and related to the interests of the child. 2. Individuals manage the complexity of life more effectively if you break down experiences down into specific issues. Therefore, learning should lead to problem solving rather than a preparation for life. 4. Since the interests of the child are central to what is taught, the teacher should act asrather than as a figure of authority. 5. Individuals get more when working with others than when they compete. Therefore, schools should encourage cooperative learning practices. 6. To grow individuals need the interaction of ideas and personalities. Since this is better achieved in a democratic system, schoolworking within the principles of a democracy. The progressive was an attempt to reform the essentialist and perennial opinions of the school at the end of the 19th and early 20th century. In 1870, educator Colonel Francis W. Parker was one of the first to argue that schools were too authorized, they relied too heavily on textbooks and passive learning and isolated learning from social reality. In tomorrow's schools (1915) John Dewey explained his pragmatic philosophy by explaining how progressive education include manipulators in science and mathematics, field trips, projects relating to the study of Community issues and classroom shops and kitchens. During the years of the Great Depression and those immediately after, progressives have strayed from the emphasis on the individual child towards the emphasis on the emphasis on the individual child towards the emphasis on the emphasis of the emphasis on the emphasis of issues of society. Progressives take the pragmatic view that change is the essence of reality, and therefore education is always about to change; It is a reconstructionists. "(Reed, Pp.219.220) The main educational supporters include: Jane Addams, John Dewey, William H. Kilpatrick, Harold Rugg, George S. Conta, and John Childs. Other Educational Reformers include: Comenius, Rousseau, Sigmund, Freud Pestalozzi, Frebel, Marietta Pierce Johnson (1864-1938 in Fairhope, Alabama), Francis W. Parker (1837-1902 Chicago Normal School) and Harold Rugg and Caroline Pratt (1867-1954, both developed the concept of artist-teacher). The educational theory of reconstruction or social reconstruction or social reconstruction by Theodore Brameld. Before the 1930s, the progressive movement of education had made some progress beyond essentialism in the relations of teachers-pupillas and in the methodology of teaching and on the basis of reconstitutists have accused that progressives had not developed long-range and convincing goals for a society that, at the moment, was undergoing great social, political and economic transformations. The crisis that gave rise to urgency has grown from the Great Depression of the term "reconstruction" of the title of his book, reconstruction in philosophy (1920). During this period some progressives, such as George S. counts, believed that progressive education should try to create a cooperative society in which wealth would be shared more balancedly. The call of counts "Building a new social order" attracted adherents from the ranks of progressive educators. Finally, social reconstruction developed into a distinctive educational ideology that contained both an analysis of society and a plan for social reform. They argued that civilization is in a state of deep cultural crisis. If schools must continue to reflect the social status quo, then schooling will simply transmit social mimetics and injustice. Schools, therefore, would really train children to play the roles required in an archaic and self-destructive society. Rather than relying on metaphysics as a theoretical logic, reconstructionists haveThe results and methods of social sciences such as the economy, anthropology, sociology and psychology to provide the basis for their social reform plans. They want to use education as a means to design policies that will take a new company. This education claim, cannot be neutral; it it be committed to provoking deliberate social change. It must prepare future generations to be social engineers who can use science and technology to create a new and better world society. According to Gerald Gutek (1992) Constructors educators, teachers, students and schools should: 1. Identify the main social problems by critically examining the current condition of society. 2. Analyze social problems, issues and disputes with the aim of solving them in ways that improve human growth and development. 3. Be committed to making social changes and constructive reforms. 4. Cultivate a planning attitude among students who will be transported into adult citizenship activities. 5. Sign up to promote defined programmes of social, educational, political and economic reforms. Gutek also believe that "social reconstitutists believe that a new society can only be created as education and schooling and start a carefully planned change that will lead to social reform. Because social sciences such as anthropology, economics, sociology, political science and psychology is useful in providing the background and methods for planned social change, should be emphasised in the curriculum. Education should awaken students' awareness of social problems by encouraging them to question the status quo and to examine the problems faced in religion, society, economics, politics and education. Examined rather than ignore controversial issues, reconstruction should encourage and respect the divergent thinking by students. Diverging thought should not be purely intellectual but should be used instrumentally to create a world order in which people plan their future. It should be future rather than past oriented. Reconstitutists argue that traditional school is based on past negligence of the future. If people need to check their own destinies, it is important that schools include futuristic studies in the curriculum. Reconstitutists insist that teachers quide students to critically examine their culture. They should identify the main areas of controversy, conflicts and inconsistent and try to resolve them For example, the curriculum should include units on such issues as overpopulation, environmental pollution, world poverty, violence and try to solve them so that people can improve the quality of life on the planet. Reconstructors believe that technology has created an interdependent world. Events in a region of the earth will have an impact in other regions. The new education must emphasize the reality of an interdependent and international world. Reconstitutists try to international world. Reconstitutists try to international world. Reconstitutists try to international supporters include: Plato. Augustine, Karl Marx, John Dewey, George S. counts, Theodore Brameld, William O. Stanley, Alvin Toffler, Harold Ropper, John Childs, William H. Kilpatrick, Ivan Illich, and Paulo Freire. Existentialism The fundamental principles of the movement of nineteenth and 20thcenturies existentialism have become prominent after World War II existentialism. is a philosophical perspective or a philosophical perspective or a philosophical thought that emphasizes the importance of individual responsibility. The student should live his life here and now - not in the future. The student must be "faithful to him/her. The search for existential education is to cultivate an authentic person who is aware of freedom and that every choice is made withthe whole true life is relational jean paul sartre, an existential philosopher, said: "the existing conceptions of freedom and value arise from their individual vision. Since we are all ultimately isolated islands of subjectivity in an objective world, we have absolute freedom on our internal nature, and the source of our value can only be internal," (2000).) the description of sartre existentialism is focused on the individual student. Moreover, it is attentive to the spiritual growth of every individual. allows "students freedom of choice and to provide their experiences that will help them find meaning in their lives," (parkay and stanford, 1998.) fundamental to existentialism is the belief that true reality is forming loving relationship with it/he/she/it. martin buber best describes these relationships as i and it and e thou. students in an existential classroom are allowed to question their existence and subject matter is secondary to their interrogation. students conduct themselves in ways that reflect many of the students of aristotle, conduct their investigations and translate their conclusions, knowledge that students inherit in an existential class is not like any other school of education, the subject in this type of classroom is unique to every individual who allows them to learn how to accept and appreciate themselves, had detto: "everything has been understood, except as living," (, 1998.) existentialist view of education and knowledge as what we learn through personal investigations and relationships. discovering who we are and why we are here will help us grow physically, emotionally, spiritually and intellectually. the development of existential thought contributors include: karl barth, simone de beauvoir, samuel beckett, william blake, martin buber, albert camus, e. m. Iran, fyodor dostoyevsky, ralph waldo emerson, johann wolfgang von goethe, martin beidegger, william james, karl jaspers, franz kafke since the cost has dropped and the prevalence of devices has increased has been available for more people. in some ways it is still limited to some populations and limited to others. While technology is available for most libraries, low-income people still need to get to the library and be a limit of new ideas (diversity is important on a basis of information) and an dependence on those who might

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