

Trends in Philosophy of Education

This course is a mix of themes plus thinkers. Backing on thinkers given in each section, we can ask conceptual questions pertaining to education and learning and their consequent import on contemporary scenario. Some major themes are outlined below each trend alongwith the primary figures associated with those trends and themes. From their original texts, selected excerpts, can be used as reading material. The list can be revised any time.

Idealist trends:

- Knowledge, Education and Learning
- State's role in education

Plato: Learning as recollection

[*Republic, Meno, Theatetus*]

Descartes: Methodical doubt, reasoning

[*Meditations, Discourse*]

Kant: character formation, moralization

[*On Education*]

Realist trends

- Practice, Observation,
- Empirical verification of knowledge claims
- Role of science and experimentation
- "Back to nature"

Aristotle: learning by doing

[*Nico. Ethics, Politics*]

Bacon: empiricism, inductive reasoning

Locke: Mind as 'tabula rasa', empiricism

[*Essay, Some Thoughts Concerning Education*]

Rousseau: Back to nature

[*Emile*]

Existentialist trends

- Peculiarity of individual experiences
 - Role of situations and choices
 - Creativity and imagination
- Heidegger: Teaching as letting learn

[*What is called Thinking*]

Pragmatic trends

- Role of society and culture
- Role of play in children's learning activities
- Implications for education: aims and outcomes

Dewey: Role of experience in education

[*Education and Experience*]

Mead: social character of education

[*Philosophy of Education*]

Contemporary Cognitive trends:

- Learning and cognition
 - o Learning as transfer
 - o Learning as construction
 - o Learning as legitimate peripheral participation

Lave: situated cognition

[*Cognition in Practice*]

Lave and Wenger: legitimate peri. Part.

[*Communities of practice*]

Primary texts

Plato: Learning as Recollection = Meno 70a-85d, 96-100 (knowledge vs opinion)

Phaedo 72e-78b

Theory of knowledge: knowledge vs opinion (Book5), innate ideas, divided line (Book 6 509d-511e), allegory of the cave (book 7, 514a-520a)

Theatetus: Knowledge as perception (151e-187a)

Knowledge as judgment (187b-201c)

Knowledge as true judgment (201d-210a)

Republic – Books 5, 6 and 7

Meno: 70-100

Theatetus: 151 – 210

Descartes: methodical doubt, reasoning

Meditations – 1 (perceptual illusion, dreams, deceiving god)

Meditations – 2 (cogito ergo sum)

Discourses – part 2

Kant

On education: Chapters 3 and 4

Aristotle:

Nicomachean Ethics: Book 1, 6. Politics: Book 1, 7, 8

Bacon

Inductive reasoning: New Organon IV

Locke

Essay: Book 2 (1-3, 6-10)

Some thoughts concerning education: Intro (xlvi, Sections 29-58, 158-190)

Rousseau

Emile: Books 3, 4, 5

Heidegger

What is called thinking? = Lecture 1, 2

Dewey

Education and Experience: Chapters 1-4, 8

Mead

Philosophy of education: Lectures 1, 18-21, 27-34

Lave

Cognition in practice: Chapters 2-3, 6-7

Communities of practice: Intro., Chapters 1, 3, Epilogue

Supplementary reading material

---- Will be updated simultaneously to the course---