Learning Outcome 8.1: Define and explain why an educational philosophy is important to teachers.

*INTASC Standard 1:* The teacher understands the central concepts, tools of inquiry, and structures of the subjects being taught and can create learning experiences that make these aspects of subject matter meaningful for students.

*INTASC Standard 4:* The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills.

*INTASC Standard 7:* The teacher plans instruction based on knowledge of subject matter, students, the community, and curriculum goals.

*INTASC Standard 9:* The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Assignments and Activities Title: Classroom Management

Assignment Introduction Text: Experts explain the role of active learning in classroom management. A teacher discusses how implementing active learning strategies engages his students while reducing classroom management problems. As you watch, consider the importance of educational philosophy, and how it impacts teachers' actions in the classrooms.

Video Asset: “Classroom Management”

Question 1 Text: What is active learning, as described in the video?
Question 1 Hint: Listen carefully as the first teacher in the video describes the concept of active learning.
Question 1 Feedback: Active learning is a model of teaching in which students are actively constructing meaning. This type of learning goes beyond the "pour-and-store" model of instruction.

Question 2 Text: Compare and contrast active learning with “pour-and-store” instruction, as described in the video.
**Question 2 Hint:** How does the teacher in this video define “pour-and-store”? How is this different from her definition of active learning?

**Question 2 Feedback:** In the “pour-and-store” model of instruction, the teacher is the giver of knowledge, and will “pour” that information into a student. The student will “pour” the information back on a quiz or exam. There is little or no construction of meaning, but rather an emphasis on memorization and repetition.

**Question 3 Text:** According to the video, what is constructivism? What does the teacher say about the implications of constructivist theory for teachers?

**Question 3 Hint:** How does the first teacher in the video define constructivism? What does she say about her role as teacher in regard to constructivist theory?

**Question 3 Feedback:** According to the teacher in the video, constructivists believe that we each construct meaning in our minds, and we need to manipulate this information and relate it to what we already know in order to make sense of it. For teachers, this means that we need to find ways to make connections between the material and prior learning for each student in the classroom.

**Question 4 Text:** According to the video, how does classroom management relate to this teacher’s educational philosophy?

**Question 4 Hint:** Listen to the two teachers at the end of the video as they discuss the impact of constructivist philosophy on classroom management.

**Question 4 Feedback:** The teachers in this video believe that classroom management is not as much of a problem in a setting in which students are interested and engaged. One example presented by the teachers is the way that technology is often used to interest and engage students. According to these teachers, if students are engaged, they do not feel a need to disrupt the class, and discipline problems are minimized.
Learning Outcome 8.2: Identify and define the four branches of philosophy.

INTASC Standard 1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

INTASC Standard 9: The teacher is a reflective practitioner who continually evaluates the effects of his her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Assignments and Activities Title: Philosophy in the Social Studies Classroom

Assignment Introduction Text: In this video, two high school teachers present very different lessons in social studies. As you watch, think about their choices as reflections of their philosophical beliefs.

Video Asset: “Philosophy in the Social Studies Classroom”

Question 1 Text: According to the narrator in the video, how does philosophy affect teaching and learning?
Question 1 Hint: Listen carefully at the beginning of the video when the narrator describes how personal philosophy affects teaching.
Question 1 Feedback: The narrator states that teachers' personal philosophies strongly influence the way they design and conduct lessons.

Question 2 Text: Epistemology is the branch of philosophy that examines how students come to know the ideas that they learn. How do the instructional goals and activities of each teacher in the video reflect their epistemological beliefs?
Question 2 Hint: Listen carefully as the narrator describes the outcomes and activities of both teachers. How do the goals and activities demonstrate each teacher’s beliefs about how students come to know the ideas that they learn?
Question 2 Feedback: The first teacher’s activities require students to work together to solve a problem. The students “construct” knowledge by working through the graphic organizer with a partner. The second teacher uses a lecture format to teach information to his students, demonstrating a belief that students learn by hearing.

Question 3 Text: Axiology is the branch of philosophy that considers what is valuable and ethical. How do the instructional goals and activities of each teacher in the video reflect his or her beliefs about what types and kinds of knowledge are valuable?
**Question 3 Hint:** What kinds of information are presented in each lesson? How does the type of information reflect each teacher’s axiological beliefs about what is valuable and worthwhile?

**Question 3 Feedback:** The first teacher focuses on relationships between variables and connections between parts of the graphic organizer. The second teacher focuses on specific facts related to a historical event (the Vietnam War).
Learning Outcome 8.3: Differentiate the prominent philosophies of education that affect teaching and learning.

**INTASC Standard 1**: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

**INTASC Standard 9**: The teacher is a reflective practitioner who continually evaluates the effects of his her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Assignments and Activities Title: Pledge of Allegiance

**Assignment Introduction Text**: In this artifact, you will see one young student’s attempt to write the Pledge of Allegiance from memory. Think about the teacher’s philosophical orientation to teaching as you examine the artifact.

**Artifact Asset**: http://www.courses.learnsomething.com/scripts2/getContent.aspx?src=xsl&o=f41f5b95-84a3-4279-9528-e6fb1e893635&p=bc90602-31f6-4c0d-bbee-abac604e945f&ph=042b9aaa-3068-4c3d-9e1b-0117f0d2288f&cn=f6dc134d-50cd-4fa1-8dac-9f709e5676e5&screenw=1440&screenh=900

**Question 1 Text**: The perennialist philosophy suggests that nature is constant, and that ideas are enduring. How would a perennialist teacher view the activity in this artifact?

**Question 1 Hint**: How does the activity in this artifact reflect an enduring idea or a constancy?

**Question 1 Feedback**: The Pledge of Allegiance is a historical document that has endured for hundreds of years.

**Question 2 Text**: Essentialist philosophy suggests that a critical core of knowledge and skills exists that all people should possess, particularly relating to reading, writing, and mathematics. How does the activity in this artifact reflect an essentialist point of view?

**Question 2 Hint**: Think about the emphasis of essentialism. How does the memorization and replication of the Pledge of Allegiance reflect an essentialist philosophy?

**Question 2 Feedback**: This activity emphasizes reading and writing skills, which are highly valued in the essentialist philosophy.
**Question 3 Text:** Progressivist philosophy emphasizes curriculum that focuses on real-world problem solving and individual development. How might an assignment related to the Pledge of Allegiance look different if it were developed by a teacher with a progressive educational philosophy?

**Question 3 Hint:** What do progressivists believe in relation to knowledge and how to transmit that knowledge?

**Question 3 Feedback:** A progressivist teacher might provide a number of options for students in order to ensure that they know the Pledge of Allegiance. They might allow students to perform the pledge in music and/or poetry, to video- or audiotape themselves, or to act out the pledge as part of a skit. Progressivist teachers might also approach the assignment from a different perspective, offering students options for researching the history and writing of the pledge, and connecting this to other areas of interest for students.
Outcome 8.4: Compare and contrast the psychological orientations that have influenced teaching philosophies.

Assignments and Activities Title: Philosophy in an Elementary Classroom

Assignment Introduction Text: In this video, you will see a second-grade teacher lead her class through a series of graphing activities. As you watch, think about how this teacher’s instructional strategies reflect her educational philosophy.

Video Asset: “Guiding Students’ Problem Solving: Graphing in Second Grade” [(Eggen & Kauchak, 8e, Ch 11)]

Question 1 Text: What is the overall outcome/goal of this activity, according to the narrator in this video?
Question 1 Hint: Listen carefully as the narrator identifies the goal and outcome of the lesson.
Question 1 Feedback: The overall goal of the activity is involving children in exercises in which they must gather and organize numerical data. Specifically, this teacher's outcome is to involve her students in a problem-solving activity.

Question 2 Text: Humanistic psychology is an orientation to teaching that emphasizes personal freedom, choice, awareness, and personal responsibility. Do the activities in this lesson reflect humanistic psychology? If so, how?
Question 2 Hint: What do the instructional choices made by the teacher say about her beliefs about learning and teaching?
Question 2 Feedback: The lesson in this video focuses on students engaging in the material and constructing their own understanding from the information. Students make choices and make informed decisions based on the experiment.

Question 3 Text: Behaviorists believe that teachers can elicit desired behaviors by: identifying the desired behaviors, establishing a procedure for recording the behaviors, identifying appropriate reinforcers, and ensuring students receive reinforcers quickly after exhibiting the desired behaviors. How might the lesson in this video differ if it were presented from a behaviorist perspective?
Question 3 Hint: What do behaviorists believe about learning and teaching? How does this translate into teaching?
Question 3 Feedback: A graphing lesson from a behaviorist perspective would include more scaffolding, in terms of presenting the desired behavior and response ahead of time. It would also include immediate positive and negative reinforcement for student responses, in an effort to shape and mold student behavior.
Outcome 8.5: Explain how to develop an educational philosophy.

Assignments and Activities Title: Developing a Philosophy of Education

Assignment Introduction Text: Several teachers discuss their own philosophies of education. It is pointed out that teachers should be revisiting and refining their philosophies of education throughout their careers.

Video Asset: “Developing a Philosophy of Education”

Question 1 Text: According to the expert in the video, what are the steps teachers should take in the process of developing their own educational philosophies?
Question 1 Hint: Listen carefully as the expert at the beginning of the video describes the steps for creating a philosophy statement.
Question 1 Feedback: The expert in this video provides a series of questions for teachers to consider when writing philosophy statements. These include:
- What is important to you?
- What do you value about other teachers?
- What are some past experiences that have impacted you?
The expert suggests that teachers compare this draft to examples of grounded philosophy statements and published expectations from reputable sources, such as professional organizations.

Question 2 Text: How does Joyce Madsen describe her teaching philosophy in the video?
Question 2 Hint: Listen carefully as Joyce talks about her beliefs concerning her role as teacher and about learning and students.
Question 2 Feedback: She states that her philosophy has changed over the years. She believes that instruction should be modified to meet the needs of her students, regardless of ability level.

Question 3 Text: How does Leonia Townsend describe her teaching philosophy in the video?
Question 3 Hint: Listen carefully as Leonia talks about her beliefs concerning her role as teacher and about learning and students.
Question 3 Feedback: Leonia believes that her role is to teach students to be lifelong learners, ready to be independent and to know how to survive in society.

Question 4 Text: How does Lynda Hootman describe her teaching philosophy in the video?
Question 4 Hint: Listen carefully as Lynda talks about her beliefs concerning her role as teacher and about learning and students.
Question 4 Feedback: Lynda believes that instruction should be student-directed and democratic in nature. It should be risk-free so that students are able to take chances. She also wants to give them skills they need to find information on their own and be able to solve problems.

Question 5 Text: Why is educational philosophy so important, according to the experts in this video?
Question 5 Hint: Listen carefully as the experts describe the importance of educational philosophy. Think about the ways that educational philosophy will impact your teaching in the future.
Question 5 Feedback: According to the experts in this video, educational philosophy undergirds everything we do in the classroom. Educational philosophy impacts everything we teach, how we teach, and what we think about how students learn.

Question 6 Text: According to the video, why is it important to revisit your educational philosophy throughout your career?
Question 6 Hint: Listen carefully as the experts describe the importance of revisiting an educational philosophy throughout the course of a career.
Question 6 Feedback: We need to keep abreast of changes in our field. We learn as we go, and our experience changes our perspective.

Assignments and Activities Title: Write a Subtraction Story

Assignment Introduction Text: In this artifact, you will examine a “subtraction story” that a young child wrote to show what she knows about numbers. As you look at the artifact, think about how it demonstrates what this teacher believes about teaching and learning, students, knowledge, and what knowledge is worth knowing.

Artifact Asset: Write a Subtraction Story
http://media.pearsoncmg.com/ab/ab_ab_myeducationlab_1/artifacts/artifact155/index.html

Question 1 Text: Using the artifact for support, describe how this activity reflects this teacher’s beliefs about what is important when teaching mathematics.
Question 1 Hint: What does this activity suggest about this teacher’s philosophy? How does this activity reflect a specific teaching philosophy?
Question 1 Feedback: The artifact shows a student constructing knowledge, demonstrating her understanding of a mathematical concept. The activity builds on prior knowledge and connects to the student’s learning.
**Question 2 Text:** Using the artifact for support, describe how the activity reflects this teacher’s beliefs about students.

**Question 2 Hint:** How does this activity reflect the teacher’s beliefs about what students are like and how they learn?

**Question 2 Feedback:** The activity requires students to create their own subtraction stories. The artifact presents positive reinforcement (stars, smileys) that is age-appropriate.

**Question 3 Text:** Using the artifact for support, describe the academic focus of the lesson. What does this tell you about this teacher’s beliefs about what is worth knowing and what is valuable in the curriculum?

**Question 3 Hint:** What is the goal of the activity? What does this tell you about the teacher’s philosophy?

**Question 3 Feedback:** The teacher places emphasis on both problem solving and mathematical computation (subtraction).