

## CURRENT FILE

## Midterm

## Edu601

## EFFORT BY ASHAM + MAAH WARRIORS

**1. Relationship between basic and higher knowledge 5****♥ Basic knowledge:**

The school's task is to teach basic knowledge. Basic subject matters should be mastered at the elementary and secondary school levels to eliminate illiteracy at the college level.

**♥ Higher Knowledge:**

Defining words and concepts - Concepts of beliefs, use of logic - Wisdom and goodness of gods is derived from human logic & natural scepticism

**2. Write 5 characteristics of platonic idealism? 16**

- ♥ The search for absolute (universal) truth in all fields of life
- ♥ Truth is perfect and eternal.
- ♥ Dialectic (Means a two sided conversation. In dialectic, two persons will talk from their perspectives and when they bring up their knowledge, they create a new knowledge by the end of the time.)
- ♥ Humans have lost the knowledge that souls possess.
- ♥ It is the responsibility of humans to search for that knowledge and truth in order to lead a good and virtuous life.

**3. Five characteristics of dialectics method of plato 20**

- ♥ People can free themselves of the concerns of the material world through the use of the dialectic method
- ♥ The dialectic helps one move from mere opinion to true knowledge.
- ♥ The dialectic consists of arguments and discussions.
- ♥ Dialectic looks at both points of view and tries reaching a consensus.
- ♥ It may help alter the views of one side, or to help them advance their own argument.
- ♥ The question and answer session stimulates the brain, engages the learner, and can bring new ideas to life.

**4. Platonic curriculum 29-30**

Curriculum that Plato suggested has three aspects:

**♥ Depth:**

Studies must not be limited to subjects that are new or meet occupational needs. - Most contemporary problems have solutions in the great literature of the past. - Philosophers have debated issues such as individual, society & their relationship since the beginning of thought. - Studying such philosophers in-depth constitutes a quality education.

**♥ Holistic learning:**

Specialized learning is useless. - Students must see the whole instead of the partial. - 'Important' subjects such as the natural sciences are of maximum value only when they help us see the whole picture. - Dialectic aims at achieving holistic learning. - Holistic learning requires a critical attitude, background in mathematics, and extended study.

**♥ Self-directed:**

A student should learn with interest and through self-motivation. - An educational direction given by another does not have the same affects as self-directed studies.

**5. Role of teacher according to Plato 33**

Idealists have given considerable attention not only to the search for truth, but also to the persons involved in it. - Teacher is in a unique and important person. - Creators of methods. - Teacher must be philosophically oriented and must assist students in choosing important material, and infuse them with a desire to improve their thinking in the deepest possible way. - A torch bearer who leads a man lying in the dark, out of the darkness, into the bright light of the outside world. - Constant guide of the students. - Person of high integrity - Possessor of high self-worth - Deeply committed to his/her profession. - High sense of responsibility - True role model - Should lead a true moral life - Pleasing personality - In-depth knowledge - Professional training - Must lead a moral life

**6. Why state should take over the educational system? 36**

For the sake of the common good. - For the society as a whole. - State needs to provide rulers who are wise and well educated enough to make rational and informed political decisions for the good of the state.

**7. Why plato philosophy is critisized, write any three philosopher's influence. 39****♥ Little education for productive classes:**

Productive classes are only granted primary education, while higher education is reserved for soldiers & governing classes, imply that the labour class has no need for education.

**♥ No individual differences:**

Plato suggested a uniform curriculum which would lead to the creation of only one kind of citizen leading to lack of variety and static monotony.

**♥ Neglect of literary education:**

Plato's curriculum neglects training in literature by stressing the importance in mathematics.

**♥ Stress on Philosophy:**

Some critics feel that Plato's instance on philosophy is exaggerated which can lead to an increase in the number of contemplative individuals at the expense of more practical members.

**8. How Kant define specialized knowledge in child 44****♥ Concern for child development & learning through activities****♥ "Children ought to be educated, not for the present, but for a possibly improved condition of man in the future; that is, in a manner which is adopted to the idea of humanity and the whole destiny of man." Kant – Thoughts on Education****9. Obedience and types of obedience. 50**

"Adopting a particular course of action from a sense of duty means obeying the dictates of reason"

**Types of Obedience:****Absolute Obedience:****♥ Obedience without question****♥ Necessary to prepare the child for the fulfilment of laws that he will have to obey later, as a citizen, even though he may not like them****Voluntary Obedience:****♥ Obeying what feels good and reasonable and moral.**

**10.kant law of necessity 52**

If children sense preferential treatment towards any other student, they would take it as a cue to be disobedient.

- ♥ “The moral law must carry with it absolute necessity.”
- ♥ “Duty is necessity of action from respect for law.”

**11.Basic duty for children 53**

Kant makes a plea for the inclination of the sense of duty in children. - Doing by inclination is better than doing by duty but in some instances it is important to teach a child about duty as it will be of great use to him throughout the rest of his life.

**Concept of duty:**

Even though a child should not be able to see the reason of a duty, it is better that certain things should be prescribed to him in this way, for after all a child will always be able to see that he has certain duties as a human being

**12.What is sociableness? How can we promote sociableness? 60-61**

Being fond of company of others. When we talk of school going children, their desire to meet with other children is said to be their Sociableness.

- ♥ Release from the narrow constraints of school.
- ♥ Important to maintain their natural joyousness
- ♥ Games played while enjoying perfect freedom would help make the young minds bright and cheerful again after the dullness of school.

**13.Five reasons of kant highlights about age-suited 63**

- ♥ A child must be taught as a child and not as an adult.
- ♥ Instruction for a child must be different from instruction for an adult.
- ♥ Parents and teachers must discourage over cleverness and mimicry of adults.
- ♥ Children should remain children and must not act like monkeys imitating humans.
- ♥ A child must only have the ‘understanding’ of a child and must not seek to display it too early.
- ♥ A precocious child will never become a man of insight and clear understanding.
- ♥ It is out of place for a child to follow adult example to the point the child eventually becomes a miniature version of his or her mother or father.

**14.Problems of education according to Kant. 64**

- ♥ Compulsion in education
- ♥ Learning methods
- ♥ Notion of duty
- ♥ The issue of ‘compulsion in education’ arises because it is important for a responsible citizen to obey the legal and social constraints, while at the same time the individual must be allowed the use of his personal freedom.
- ♥ Child must be educated to acquire an enlightened universal reason which would promote the cause of peace.
- ♥ Individual and society’s interests must be safeguarded side by side.
- ♥ Kant advocates the ‘judicious’ further development of the ‘art of education or pedagogics’ in order that it may be ‘transformed into a science.’
- ♥ Kant proposed three pedagogical rules of conduct for the progressive development of freedom as a way of resolving this central issue of compulsion in education.



**15.Kant moral paradox about autonomy 74**

Education must teach an individual to act in such a way that his will may at all times also serve as the principle of a general law. - Kant believed that nature and morality existed in two separate spheres, and that education was a way of linking the two, thus achieving moral and rational autonomy. - Education is meant to lead the child from a state of compulsion by natural desire to a state of being able to perform the right act simply through an understanding that it is right to act

**16.Explain the universality of maxims? Give an example 75**

Kant's theory of morality rests on the assumption that all maxims are universal, however critics point out that it is not so. - Speaking the truth is a maxim of the moral law; however, our 'moral intuition' may at certain times stop us from speaking the truth.

If, for instance you have a mad psychotic killer inquiring about a friend of yours with the intention of murder, you will lie, and not speak the truth according to your moral intuition

**17.Scientific realism 77**

Scientific realism employs the scientific method, and asserts that the objects of scientific knowledge exist independently of the minds or acts of scientists and that scientific theory are true of that objective (mind-independent) world.

**18.Write five points about Aims of education in realism 78**

- ♥ The real world exists independently of any experience to it.
- ♥ Propositions are true only if they can correspond with the known facts, laws & principles of the objective world external to us.
- ♥ The universe is composed of matter in motion
- ♥ It is the physical world in which we live that makes up reality. We can, on the basis of our experiences recognize certain regularities in it which we generalize about and call laws.
- ♥ The vast cosmos rolls on despite man. Matter continues in motion whether man concerns himself with it or not.
- ♥ The orderly nature and composition of the world exist independent of consciousness, but which man has come to know a great deal about

**19.Aristotle educational opportunities 87****♥ Class Inequality:**

Aristotle was primarily concerned with the education of the rich aristocrats, maintaining that craftsmen and labourers did not 'need' higher education. - There is confusion regarding Aristotle's philosophy as he also states that ones who are of a keen mind should pursue higher education, thus becoming a part of the aristocratic class.

**♥ Gender Inequality:**

Aristotle was exclusively concerned with the education of boys as responsible citizens of the state, claiming that women belonged to the sphere of family & did not need higher education.

**♥ Physical Competence:**

Aristotle maintained that state must assume responsibility of educating children even before birth & interject in matters such as matrimony & the resulting fitness of children born.

**♥ Child birth:**

State limits the number of children and sees to the destruction or exposure of defectives & those born in excess of the quota

**20.Difference between deductive and inductive methods? 94**

### ♥ Inductive Reasoning:

Establish general conclusions on the basis of facts gathered through direct observation. - Obtaining knowledge requires that the thinker observes nature itself, gathers particular facts, and formulates generalizations from these findings.

### ♥ Deductive Reasoning:

A thinking process in which you proceed from general to specific statements using prescribed rules of logic. You go from general knowledge to specific knowledge through logical argument.

## 21. What is the psychological significance of nature defined by Emile? 101

- ♥ Nature has also been defined as the instinctive judgments, primitive emotions and natural instincts of man.
- ♥ These instincts, emotions & judgments are what human action should be based upon.
- ♥ To understand the nature of these instincts, judgments & emotions, one must delve into the psychology behind it.
- ♥ This psychology or psychological nature is of more significance than the social interactions one has with his or her peers.

## 22. Rousseau about women education 103

Rousseau talks about women education at the very end of Emile'. - Rousseau only talks of women education, as he believes that the man that Emile' has become after being educated needs an educated wife.

### ♥ Women Training:

Women should be given adequate bodily training for the sake of physical charm & for producing vigorous offspring. - Women should be taught sewing, embroidery, lace-work, and designing. - Women should be taught obedience and industriousness. - They should be taught singing, dancing & other such traits.

## 23. Primary sources of education according to Rousseau. 106

- ♥ Education from nature
- ♥ Education given by men
- ♥ Education from things or circumstances

## 24. Why negative education should be taught 107

Rather than teaching virtue & goodness, a child must first be taught to fight the negative influences.

- ♥ Followed logically from the principle that human nature is good.
- ♥ Goodness unfolds by the virtue of inner compulsion.
- ♥ The entire education of the child was to come from the free development of his own nature, his own powers, and his own natural inclinations, therefore the initial negative education is compulsory.

## 25. Emergence of reason 114

- ♥ The most important characteristic of the Age of Reason
- ♥ Rise of self-consciousness
- ♥ Self-preservation Behaviour is focused toward individual well-being
- ♥ The excessive power beyond the satisfaction of needs is what causes reason to emerge.
- ♥ is the fundamental urge of life
- ♥ First impulses are usually self-ward

## 26. Define Paideia? And Paideia proposal? 123

Paideia is a word used for education in Greek. Paideia means (in ancient Greece) a system of broad cultural education.

**Paideia Proposal:** was an Educational Manifesto signed in 1982. Formed on behalf of Paideia Group. K-12 educational reform, System of liberal education. One-track system of schooling - Equal educational opportunity despite the inequality of students as individuals, & their varying home environments. Preschool to 12, the most important educational years. Basic schooling must therefore be made available to all children. Introduction of the Socratic method alongside the didactic & skills instruction modes of teaching.

## 27. Relationship between society and nature of man

The relationship between society and the nature of man is a deeply interconnected one, with each shaping the other in various ways.

**\*Influence of Society on Man\*:** Society molds the nature of man, setting rules, norms, and values that shape behavior, attitudes, and thoughts. For example, societal expectations might teach a person to value cooperation, leading to prosocial behaviors.

**\*Influence of Man on Society\*:** Conversely, the nature of man can also shape society. The beliefs, actions, and innovations of individuals can influence societal structures and cultural norms. For example, a person's innovative ideas could lead to societal advancements in technology or changes in policy.

**\*Nature as a Common Ground\*:** Lastly, the natural environment forms a shared context for both society and man. Environmental factors can influence societal development (like how a society's agricultural practices are shaped by the local climate), and man's actions can in turn impact the environment (like deforestation or pollution). Thus, nature is an important component in the relationship between man and society.

## 28. Main theme of idealisms

The main theme of idealism can be summarized as follows:

1. Reality as Mental Construction: Idealism suggests that reality is fundamentally shaped by the mind or consciousness. It emphasizes the importance of ideas, thoughts, and perceptions in constructing and interpreting the world.
2. Primacy of Ideas: Idealism places a strong emphasis on the power and significance of ideas. It argues that ideas and concepts have a greater impact on reality than material objects or external factors. Ideas are seen as the driving force behind change and progress.
3. Universal Mind or Spirit: Idealism often posits the existence of a universal mind or spirit that underlies and connects all individual minds. This universal mind is believed to be the source of knowledge, values, and ultimate reality.

In essence, idealism emphasizes the role of the mind, the power of ideas, and the interconnectedness of consciousness in understanding and shaping reality.

## 29. Explain Aristotle's theory of value? 4

Theory of Value Socrates believed that knowledge and skills are of two types:

- ♥ **Trivial knowledge:** The word 'trivial' means unimportant. Socrates believed that almost everyone possesses this knowledge.
- ♥ **Important knowledge:** Skills and crafts possessed by craftsmen. But then Socrates also believed that this knowledge is not the ultimate knowledge.

## 30. Explain Aristotle's education equalities? 10

Socrates wanted to educate everyone not just the aristocrats. He believed that women's education was as important as men's education