

- There has to be a balance between the structure of the traditional school and the freedom's associated with progressive schools
- Traditional schools
 - Student behavior is managed by the teacher – with a focus on obedience
 - We try to impose adult concepts onto the minds of younger people
 - Teachers are the conduit for learning and enforcing rules

Key Point #1

Progressive schools

- Progressive schools center on:
 - Individuality
 - Learning from experience (not teachers)
- Dewey advocates that school should be relevant to the individual
 - Linking adult and child in a humanistic approach

Experience theory

- Figuring out which experiences are worthy and which ones are not can be tough
- Experiences are better when there are connections to individual freedom, decency and add to the value of human relationships
- Habits contribute to experiences also
 - Habits modifies the person in the experience in some way
 - Habits also impact all future experiences
 - This all connects to the formation of attitudes and sensitivity to new and future experiences



Education is seen by the growth of the student



Growth is multidirectional

Does the growth promote or hold back future growth?
Dewey says that growth can only be identified if it leads to other growth opportunities



Every experience adds to the attitudes we have toward future experiences

Some are transformational

Growth and Continuity



Problems with Progressive Schools

- Sometimes they do not do a good job of organizing the subject matter
 - Lessens the importance of traditional schools
- There is a greater degree of freedom for students
 - Freedom is difficult to define and replicate
- Connections between experiences and organized subject matter could be missed

MORE ON CONTROL

- TEACHERS USUALLY LIKE TO MINIMIZE THE NUMBER OF TIMES THEY HAVE TO EXERT CONTROL
 - GETS REPETITIVE AND CREATES A POOR CLASSROOM ENVIRONMENT
- CHILDREN ARE AWARE WHEN PEOPLE EXERT CONTROL TOO OFTEN
 - “TOO BOSSY”
- TRADITIONAL SCHOOLS WERE VERY GOOD AT KEEPING ORDER
 - OFTEN AT THE EXPENSE OF INDIVIDUAL FREEDOM

- A series of experiences can impact the individual
 - Example – a spoiled child becomes incompetent and lazy as an adult
 - Sets them up for a lower plane of development
 - Example – experiences can make a person be more curious for more learning
 - Teachers can see the long-term benefit that sometimes student cannot
- Teachers have to be on alert to both attitudes and habits
 - And teachers have to know the learning processes for their individual students

Building on Experiences

LAST PARTS OF DEWEY (ABBREVIATED)

- SCHOOLS HAVE ALWAYS BEEN INVOLVED IN SOCIAL CONTROL
 - CLASSROOM MANAGEMENT IS ALWAYS ONE CHALLENGE FOR NEW TEACHERS
- CHILDREN ACTUALLY CONNECT WELL TO RULES AND STRUCTURED CONTROL
 - EXAMPLE: GAMES OUT ON THE PLAYGROUND
- CONTROL IS A SOCIAL CONSTRUCT
 - WE FOLLOW THE RULES FOR THE GOOD OF THE GROUP/SOCIETY

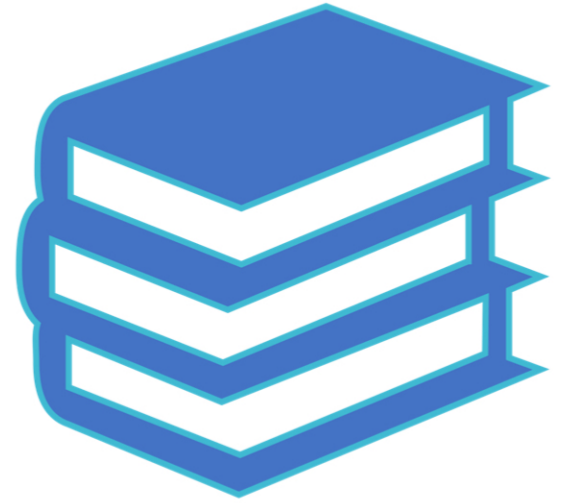


CONTROLLING STUDENTS

- LACK OF PLANNING RESULTS IN ADDITIONAL FOCUS ON CONTROL
 - GOOD SCHOOLS ALLOW INDIVIDUAL FREEDOM
 - GOOD SCHOOLS ALSO HAVE RULES AND EXPECTATIONS THAT MODERATE BEHAVIOR
 - LACK OF CONTROL CAN BE USEFUL, OR DETRIMENTAL
 - SCHOOL SAFETY OFTEN IS USED AS AN EXCUSE FOR ADDITIONAL CONTROL
- 

Experiences and education

- Dewey believes that all education comes through experiences
 - Sometimes you learn from good experiences, sometimes from bad
- Characteristics of experiences
 - Some experiences work against education (making one dimmer)
 - Some experiences can result in student apathy
 - It is sometimes hard to effectively connect experiences
 - Leads to a scattered learning experience





Other things that impact experiences

- Technological development impacts student experiences
- Our society is built upon what past generations have experienced
- Learning experiences should be culturally relevant
 - Traditional education did not deal with cultural relevancy
- Interactions must be structures to make them most effective
 - Interactions are based on situations (and vice-versa)

FREEDOM

- DEWEY TALKS ABOUT FREEDOM BOTH PHYSICALLY AND INTELLECTUALLY
 - TRADITIONAL SCHOOLS TOOK AWAY FROM MORAL AND INTELLECTUAL FREEDOM
- OUTWARD FREEDOM
 - THE FOCUS ON THE OUTWARD APPEARANCE OF ORDER
 - WITH OUTWARD FREEDOM – STUDENTS ARE FREQUENTLY QUIET AND PASSIVE
 - WITHOUT OUTWARD FREEDOM – STUDENTS BECOME ACTIVE LEARNERS
- IMPULSES
 - ONE ASPECT OF FREEDOM THAT DEWEY LOOKS TO CONTROL
 - SELF-CONTROL IS AN AIM OF EDUCATION ACCORDING TO DEWEY

- Traditional schools also had experiences
 - Many worked against student interest and engagement
 - Memorization was overused; reading was boring and school was drudgery
- Everything depends on the quality of the experience
 - Is the experience interesting and agreeable?
 - Does the experience build upon or become a foundation for other experiences?

More on
experiences

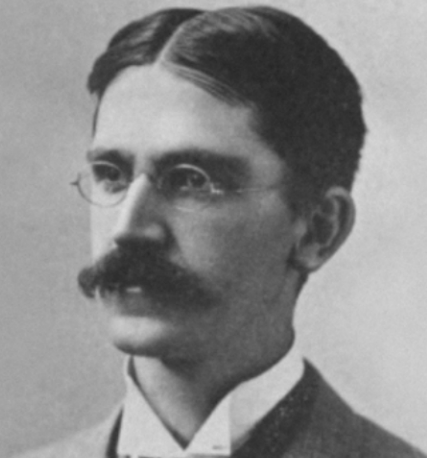
PURPOSE

- TRADITIONAL EDUCATION FAILS TO GET BUY-IN ON THE PURPOSE OF EDUCATION
- PURPOSE STARTS WITH A CONTROLLED IMPULSE
- TO GET TO PURPOSE, YOU HAVE TO:
 - OBSERVE YOUR SURROUNDINGS
 - UNDERSTAND WHAT HAS HAPPENED IN THE PAST
 - PUT SOME JUDGEMENT ABOUT WHAT HAS BEEN OBSERVED AND WHAT IT SIGNIFIES

IMPORTANCE OF EDUCATION

*"Education is not preparation
for life; education is life itself."*

John Dewey



- Education has to have a plan – what is going to be done and how
- Progressive schools have to have a plan to move forward
 - With a lack of history it is hard to figure out how they should be structures
- Connecting the philosophy of education to the implementation of experience is tricky

Dewey's philosophy of education

Educator Interview Rubric

Criteria	Ratings			Pts
Interview Scheduling and Management	20.0 to >17.0 pts Excellent Interview is established and completed with an appropriate educator. Questions were clearly well defined and planned. Thoughtful connection to Dewey from the outset.	17.0 to >10.0 pts Fair Interview is established and completed with an appropriate educator. Questions were mostly well defined and planned. Some connection to Dewey within the initial planning.	10.0 to >0 pts Poor Paper is missing or Interview is partially completed with an educator. Questions were not well defined or planned. No connection to Dewey within the initial planning.	20.0 pts
Connection to Dewey	30.0 to >26.0 pts Excellent The paper makes a clear and well-developed connection to Dewey's thoughts on education and pedagogy. Clear connections established.	26.0 to >15.0 pts Fair The paper makes a few connections to Dewey's thoughts on education and pedagogy. Some connections could be made a bit clearer.	15.0 to >0 pts Poor Paper is missing or there is no connection to Dewey's commentary on education and pedagogy and/or the connections are limited or not comprehensible.	30.0 pts
Connection to Current Issues	25.0 to >22.0 pts Excellent The paper makes strong and detailed connections between the educator's thoughts and viewpoints and Dewey's analysis. Several current educational issues are discussed in depth.	22.0 to >12.0 pts Fair The paper makes some connections between the educator's thoughts and Dewey's book regarding contemporary issues impacting American education. Some areas could be expanded upon.	12.0 to >0 pts Poor Paper is missing or there is no connection established between the interview, Dewey's writings and contemporary educational issues.	25.0 pts

Connection to Class	15.0 to >12.0 pts Excellent The paper does a very good job at connecting thoughts to materials and discussions within class. Linkage to further learning and concepts is well defined and developed.	12.0 to >8.0 pts Fair The paper connects in places to ongoing class discussions and other reading materials –but it is limited in scope.	8.0 to >0 pts Poor Paper is missing or there is no attempt to connect to class discussions or other course materials is attempted or achieved. Limited effort in bringing in “big picture” thoughts regarding education and pedagogy.	15.0 pts
Format	10.0 to >8.0 pts Excellent Paper is well written, uses correct grammar and spelling and links concepts through adequate transitions and fluid writing techniques.	8.0 to >6.0 pts Fair Paper is mostly free of grammatical, spelling and punctuation issues. Limited use of transition to link concepts and ideas.	6.0 to >0 pts Poor Paper is missing or paper has significant spelling, structure and grammatical issues that detract from the paper’s focus.	10.0 pts
Total Points: 100.0				