

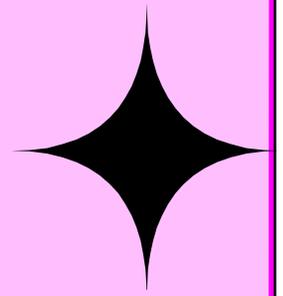
Five Traditional Philosophies

IDEALISM

- **Develop personality and mind**
- **subject matter is important**
- **methods: QA, lecture, discussions**
- **teacher is more important than process**

IDEALISM

- **student developed as a whole person**
- **evaluation is subjective/qualitative**
- **resistant to change; physical is not as important as the mind.**

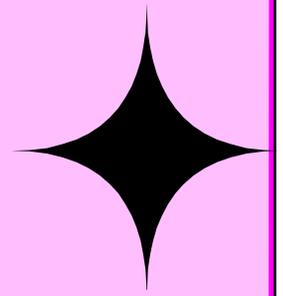


REALISM

- **trains students for life**
- **subject is the focus of learning**
- **drills, projects**
- **teacher selects knowledge to learn**

REALISM

- **student develops as a whole person**
- **evaluation is quantitative/scientific means**
- **often too narrow viewpoint**

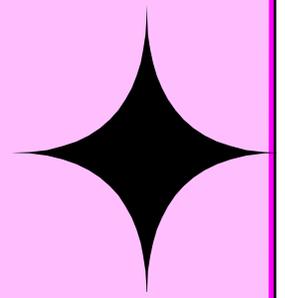


PRAGMATISM

- **Helps student to function in society**
- **wide variety of subject matter**
- **problem-solving is used**
- **teacher is a guide**

PRAGMATISM

- **student learns about moral self**
- **evaluation is subjective or self-evaluation**
- **fails to give students stability**

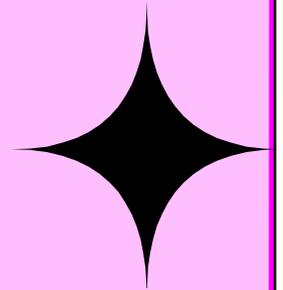


NATURALISM

- **Development of whole person**
- **subject matter is play-oriented, individualized**
- **problem-solving, informal methods**

NATURALISM

- **teacher is a guide, secondary to nature**
- **individualized rate of learning**
- **evaluation is based on individual goals**
- **too simple for complex world**



EXISTENTIALISM

- **Self-actualization**
- **wide selection of alternatives**
- **freedom of action encouraged by teacher**

EXISTENTIALISM

- **teacher is a guide**
- **focus on self-realization**
- **evaluation is not important**
- **lack of preparation for social life**

