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There are a few points of view when it comes to how a child should be educated. It seems everyone has their own idea of the best way to help a child become a positive member of society. There were many examples of how to raise or educate a child in this unit. The common thread between all of the ideas is that everyone has the best interest of the child in mind. Dewey's ideas centered around the child and involved activities for learning. Rousseau was more romantic in his ideas. He wanted to control the environment of the child so they will become good citizens. Oakeshott's ideas were more about a student learning from a teacher. Robinson thinks schools kill creativity. Through all of the readings I have found some similarities and some differences in the way in which these philosophers feel about raising or teaching a child.

Throughout these readings I have found some conflicts in the way people conceive the nature of a child. Dewey has a lot to say about this topic. His philosophy of teaching is cooperative and centered around the child. In the article, "Experiencing Education" we learn about Dewey's Laboratory School. In this school the students that Dewey has are free to learn about their own interests and are challenged to use their creativity. The child, not the lesson is the center of the curriculum. Dewey felt that by introducing subjects as we know of them, we violate the child's nature. Dewey believed that to be a successful learner, students should experiment, they should be part of a social group and they should be challenged to use their creative side.

Ken Robinson's video about schools killing students' creativity also brought up the point that students should be able to express themselves in creative outlets. He believed that creativity is just as important as literacy. If students are able to express themselves creatively all of their other subject areas can improve. He believed that intelligence had to be "diverse, dynamic and distinct." He thought that students are not afraid to be wrong until adults tell them they are. We should allow the students to be creative, which Robinson defines as "original ideas that have value." Although Robinson's emphasis is on creativity similar to Dewey, Robinson believes the creativity should be incorporated into the already present curriculum.

Rousseau's philosophy on the nature of the child revolved around stages. He believed that there are certain stages every person goes through. The nature of the child, in Rousseau's mind, is inherently good and they only become corrupt by influences in society. His belief is that we can "make citizens good by training." Throughout the stages of life what a child learns should be controlled. In the article, "Nature, Wholeness, and Education," Rousseau states that the "real teachers are experience and emotion." An actual teacher does not need to be present in order for a child to learn. In order to be a successful learner a child should only be presented with experiences and emotions at specific time periods in their life.

Unlike many people in all of the readings who believe that the child does not necessarily need a teacher to guide them through learning, Oakeshott believes that a teacher must be present for learning. In "The Voice of a Liberal Learner," Oakeshott states that "Teaching is the deliberate and intentional initiation of a pupil into the world of human achievement." To be a successful learner, a student can learn on their own and make their own discoveries, but must be able to go to a teacher who already knows the answer. Oakeshott believes that the teacher is the "deliberate conveyor of knowledge."

From a child learning and discovering on their own to having a teacher present to guide the child's learning, there are many differing ideas on the nature of a child and what it takes to be a successful learner.