**Dewey: My Pedagogic Creed**

🡪**Main Ideas:**

What Education is:

* Educational process has two sides – one psychological and one sociological – psychological is the basis
* The psychological and social sides are organically related.
* It is impossible to train a child for any “precise set of conditions”. Therefore to prepare him for the future, allow him to have command of himself and to train him so that he will have full use of his capacities.
* Society as a living thing – an individual that is to be educated is a social individual.

What the School is:

* School must be as lively as real life
* School life grows out of home life – some parents are going to be more involved than others and therefore some “home life” will be good and others, not so good.
* Learning is directed purposely.
* Home is less structured – school is the form of community life. It is a place where certain habits are to be formed.
* Teacher is not in school to impose certain ideas but is a member of the community to selected the influences, which will affect the child and shape his/her ideas.

The Subject Matter of Education:

* The social life of the child is the basis of concentration.
* Constructive activities: cooking, sewing, and building things.
* Little kids learn by making and doing – remember Tate’s sweater story\*
* “Education must be conceived as a continuing reconstruction of experience; that the process and the goal of education are one and the same thing” – one of Dewey’s most famous quotes.
* Brain makes knowledge.

The Nature of Method:

* Process and goal that are one in the same: The journey and process are the same as a goal.
* Object of learning is doing.
* Lifelong learning is the goal to keep learning.
* “Next to deadness and dullness, formalism and routine our education is threatened with no greater evil than sentimentalism.” Dewey says schooling is not the same thing as loving – might be motivation but should not be basis. Intellectual portion is important.
* The community’s duty to education is moral duty – Aristotle says the same thing.

**Dewey: The Child and the Curriculum**

**🡪 Main Ideas:**

* Dewey – If we do this education right, this is going to be a good society b/c full of great people.
* Metaphors used: tasking, spiritual food, digesting (working power), organic growth, embryonic, flickering light

**Dichotomies:**

|  |  |
| --- | --- |
| **Child** | **Curriculum** |
| immature | mature |
| practical | abstract |
| unity | classification |
| fluid/fluent | fragmented |
| emotional | logical |
| impulsive | law abiding |
| personal experience | its own (self-containdedness) |
| interest | alienating |
| spontaneous | directed |
| individual nature | social culture |
| unexplored country | finished map |
| self-subjective | objective - universal |

* Have experience, reflect, make progress, and learn.
* Teacher = the guide
* Organized curriculum is the student explorer who can make the map better.
* “We get used to the chains we wear, and we miss them when removed” – it’s hard to give up what we are used to.
* How to solve dichotomy? – 1) Continuum, 2) Psychologizing (how to deal w/ gap), 3) Interpretation and Guidance