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Goal 1—An introduction to John Dewey:

John Dewey wrote a Pedagogic Creed that provides the foundational elements to his philosophy of education. Let me state in the beginning, that the under current of John Dewey's theory centered upon God, "I believe that...the teacher always is the prophet of the true God and the usherer in of the true kingdom of God.

I chose the word philosophy over theorist because it is a better "fit" for John Dewey. His views on education were revolutionary and transforming. John Dewey's genius was his emphasizing the need to connect education with the changing culture of the American landscape. His theory (philosophy) became dominant as the industrial revolution was picking up steam.;

Dr. Dewey's views on education, whether formal or informal, stands firm on the principle that education, "...is a process of living and not a preparation for future living." (My Pedagogic Creed, 1897) Therefore, schools (and the teachers hired by the schools) need to make all education "connect" with the needs of society. In other words, he is the perfect example of a pragmatist.

According to Dewey, educators were responsible for the cultivation of young minds by, "stimulation of the child's powers by the demands of the *social situations* in which he finds himself." (Pedagogic Creed, 1897) His method for teaching involved tapping equally into psychological and sociological aspects of child development. Dewey states, "Of these two sides, the psychological is the basis. The child's own instincts and powers furnish the material and give the starting point of all education." In other words, education is birthed from the child's own reservoir of dormant knowledge.

Thus, Dewey's learning theory focus is that the instructor must see the brain trust of untapped potential, and then facilitate the connection between his interest and the needs/interest of the society. To find a "fit" for the student the student, he or she would participate in things that mattered to the student and society. Sooner or later the learner is bound to have a watershed moment that discovers their true meaning in life, "The interest is always the sign of some power below; the important thing is to discover this power." In other words, *Dewey's theory believed the need to experiment with experience.* To do this, Dewey believed the school would be vastly different than our present structure.

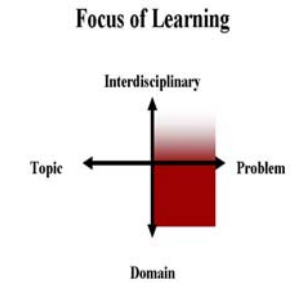
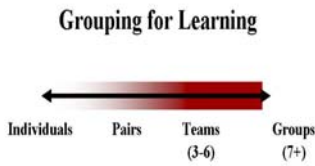
Dewey's model would bring together all the different kinds of learning (Business, Home, Rural, and University) so that everyone would come to appreciate the contributions of one another while learning to be special in their societal role or *calling*. This helps to bridge the gap between mid-level, old school types of education that were either technical or profession that created the problem of, "the division into "cultured" people and "workers," the separation of theory and practice." The institution would become a revolving door of going out and coming in so that educational process becomes the center of all life within society or community. Being teachable in one's place in society is the true meaning behind learning because you don't know how the Creator of all things will use everyone for the common good. (It is humanism at its best;)

Memorize Information	Apply Skills
Understand Relationships	Apply Generic Skills



Most important aspect of education is to find the right fit between student interest and social need.

It begins with the student's communicating their interests from inside the brain; the teachers then help by peaking their interest.

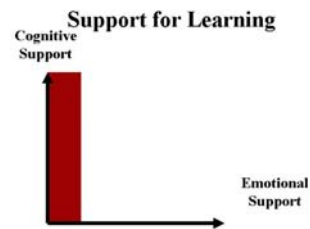


John Dewey's motto: From Jerry McGuire, "Help me help you, help ME help YOU!"

John Dewey's motto: *If you think you "can" you can, if you think you "can't" you can't.*

Interactions for Learning

Human	Nonhuman
Student-Student	Student-Student-Student
Teacher-Student	tools, information, environments, manipulative



John Dewey's motto: *"There is nothing you can't do if you put your mind to it...now tell me what IT is!!!"*

Teachers make connections with the unstructured interest/power of the pupils mind.

Goal 2—Theories that are closely related to Dewey’s understanding of learning

Information Pickup Theory (Gibson) & Dewey:

The **Information pickup Theory** emphasizes that our own curiosity and the need to investigate it (think “experience it”) will facilitate learning. The act of perception depends upon an interaction between humans and its environment, which is close to John Dewey’s belief about the learning process of life. The curiosity of the child would be the natural interest and sub-conscience power exercising its authority. According to Gibson, “Awareness of the environment derives from how it reacts to our movements.” According to Dewey, environment would be the social context of the individual.

Situated Learning Theory (Lave) & Dewey:

Lave is closely associated with Dewey regarding how people learn, i.e. that, “learning...is a function of the activity, context and culture in which it occurs (i.e., it is situated).” This aligns nicely with Dewey’s concept that the school needs to be reinvented so that it’s primarily in a social arena, which would facilitate for effective learning. Experiencing social interaction is another important component for both theorists. Lave states, “learners become involved in a ‘community of practice,’ which embodies certain beliefs and behaviors to be acquired.” In other words, a child could move through different stages of learning in society and finally becoming the expert for the community or society. Lave does not agree with Dewey in one key area of situated learning, though. Situated learning is usually unintentional while the educational process for Dewey is deliberate.

Social Development Theory (Vygotsky) & Dewey:

Vygotsky (1978) states: “Every function in the child’s cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological).” I have to say that this theory is the most closely aligned to Dewey’s belief about his favorite term, the “educational process.” Vygotsky also uses the concept Zone of Proximal Development (ZPD) that states more specifically what Dewey meant by believing that the teacher is a facilitator of the child’s learning, i.e. by seeing the child’s natural interests, developing appropriate goals, and then helping the child stay *safely* challenged. In other words, an instructor, in theory, would prevent knowing too much too soon. This, of course, is a fine line to walk.

Goal 3—3 Ways of Applying Dewey’s model in the real world:

- ODU Students: At ODU we are not preparing for the real world, this is the real world. The projects this semester, formative evaluation, is all the life-long educational process that never stops.
- Daughters decision about her meaning in life: She is “interested” in both the field of Psychology and Meteorology. While at school she counsels people using my phrases she has heard all her life (learning) and seeing if this is what she wants to do. Her advance classes in math sparks her “interest” to be a meteorologist. Now she has “learned” that she would rather be a Psychologist.
- The Chaplain Corps Chaplain Candidate Program that allows seminary students to come on active duty and experience the Chaplain Corps. Why? To see if the military ministry is a right fit for Candidate in the actual social context in which they would work and live.