

## **Philosophy of Education**

My educational philosophy is that students should be taught knowledge. They should also be mentored in how to function in society, adhere to rules, and obey authority figures. This way of thinking is supported by Arthur W. Foshay in "The Curriculum Matrix: Transcendence and Mathematics" (Foshay, 1991). Teachers provide children with insights to shape our world. I need to combine every educational framework's aspects into my instruction. The ones that stand out to me, however, are Information Processing, Constructivism, and Humanism. This is because I scored the highest in these frameworks while answering the Educational Philosophies Self-Assessment.

Instructing kids in reading, writing, history, math, science, and other subjects, as well as coaching them on how to live their lives go hand in hand. Elementary school-aged children need to be taught life skills such as holding a pencil, collaborating with their peers, using computers, and ensuring their safety. In middle school, they are instructed in using sewing techniques and preparing food. At the high school level, they must be mentored in maintaining finances and driving a vehicle.

In Information Processing theory, the mind's inner operations are emphasized, as well as how to learn information (Cohen, *Educational Philosophies Self-Assessment Scoring Guide* 1999). This is the most important framework to me since children have many biological traits and experiences. They also have different personalities and learning behaviors. For instance, my students could range from gifted to cognitively impaired, and might have psychological disorders. Therefore, their behaviors and motivations vary and it is important for me to have an understanding of how diverse children learn.

According to Cognitivism/Constructivism theorists, people attain an education socially and actively, develop their minds using preexisting knowledge, gain comprehension of related concepts, and require motivation (Western Governors University, *What Is Constructivism?* 2020).

A student's knowledge will always expand with new information. Since concepts can be related to one another, children will inevitably further their understanding in multiple content areas at once. I will promote education as a social activity with group discussions and collaboration within schools. I don't believe the exact reason for someone's ambition is as important as its existence. It could derive from a desire to improve understanding, obtain

praise, or secure a materialistic reward (e.g., the ability to earn money or acceptance into a prestigious university). Accordingly, I will seek to understand each student's motivators and assist them in attaining the outcomes they desire.

Humanists state that students' choices influence their achievements (Cohen, *Educational Philosophies Self-Assessment Scoring Guide* 1999).

As a humanist, I strongly support encouraging children to reach their maximum potential. In my life, I have seen ambitious people do incredible things. Consequently, I will ensure my students are driven and not place a limit on human capabilities.

## References

- Cohen, L. M. (1999). *Educational Philosophies Self-Assessment Scoring Guide*. Oregon State University. <http://oregonstate.edu/instruct/ed416/scoringguide.html>.
- Foshay, A. W. (1991). The Curriculum Matrix: Transcendence and Mathematics. *Journal of Curriculum and Supervision*, 6(4), 277–293.
- Western Governors University. (2020, May 27). *What Is Constructivism?*. Western Governors University. <https://www.wgu.edu/blog/what-constructivism2005.html>