

Educational Philosophies Self-Assessment

This questionnaire will help you recognize and name your own educational philosophy. Respond to the given statements on a scale from 1, "Strongly Disagree," to 5, "Strongly Agree." Record the number of your answer along with the question number for scoring.

1. The curriculum should be universal; a given body of information about western civilization should be taught through discussion and lecture. 1 2 3 4 5
2. Students are makers of meaning and construct their understandings from active experience, rather than through transmission from teachers. 1 2 3 4 5
3. Education should emphasize personal growth through solving problems that are real to students. 1 2 3 4 5
4. Curriculum should not be predetermined; rather, it should spring from students' interests and needs. 1 2 3 4 5
5. It is necessary and good that schools instill traditional values in students. 1 2 3 4 5
6. Representing information as symbols in the mind is an important part of learning. 1 2 3 4 5
7. Schools exist to provide practical preparation for work and life, not to nourish personal development. 1 2 3 4 5
8. Teaching the great works of literature is less important than involving students in activities to criticize and shape society. 1 2 3 4 5
9. Teachers, rather than imparting knowledge, are facilitators of conditions and experiences so students can construct their own understandings. 1 2 3 4 5
10. The aim of education should remain constant regardless of differences in era or society, it should not vary from one teacher to another. 1 2 3 4 5
11. Schools should encourage student involvement in social change to aid in societal reform. 1 2 3 4 5
12. The emphasis in schools should be hard work, respect for authority, and discipline, rather than encouraging free choice. 1 2 3 4 5
13. If encouraging and nourishing environments are provided, learning will flourish naturally because people have an inherent tendency to learn. 1 2 3 4 5
14. Students, like computers, are information processors who must make sense of events and objects in their environments. 1 2 3 4 5
15. Schools should guide society towards significant social change rather than merely passing on traditional values. 1 2 3 4 5
16. Teachers should concentrate on conveying a common core of 1 2 3 4 5

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knowledge rather than experimenting with modifying curriculum.

17. The curriculum should focus on basic skills instead of students' individual interests. 1 2 **3** 4 5
18. Students must learn to make good choices and to be responsible for their behavior. 1 2 3 4 **5**
19. Conflicts to current understandings trigger the need to learn and to make meaning. 1 2 3 **4** 5
20. Rewards controlled by the external environment lead to and result in all learning. 1 2 **3** 4 5
21. Transmitting traditional values is less important than helping students to develop personal values. 1 2 **3** 4 5
22. The heart of understanding learning is concerned with how information is encoded, processed, remembered, and retrieved. 1 2 **3** 4 5
23. Advocating the permanency of the classics is a vital part of teaching. **1** 2 3 4 5
24. Perceptions centered in experience should be emphasized, as well as the freedom and responsibility to achieve one's potential. 1 2 3 **4** 5
25. Education should help drive society to better itself, rather than restricting itself to essential skills. 1 2 3 4 **5**
26. Teachers should encourage democratic, project-based classrooms that emphasize interdisciplinary subject matter. 1 2 3 **4** 5
27. A knowledgeable individual facilitates or scaffolds learning for a novice based on understanding the learner's developmental level and the content to be learned. 1 2 3 **4** 5
28. The role of the teacher is help create a nurturing atmosphere for students and to promote the growth of the whole person. 1 2 3 4 **5**
29. Teaching involves the support of memory storage and retrieval. 1 2 **3** 4 5
30. Successful teaching creates an environment that controls student behavior and assesses learning of prescribed outcomes. 1 2 3 4 **5**
31. The greatest education centers mainly around the student's exposure to great achievements in subjects such as arts and literature. **1** 2 3 4 5
32. Learning requires modifying internal knowing structures in order to assimilate and accommodate new information. 1 2 3 **4** 5
33. The role of the teacher is to create an atmosphere that rewards desired behavior toward achieving goals and extinguishes undesirable behavior. 1 2 3 4 **5**
34. The primary goal for educators is to establish environments where 1 2 **3** 4 5

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students can learn independently through purposeful reflection about their experiences.

35. Principles of reinforcement (anything that will increase the likelihood that an event will be repeated) and contiguity (how close two events must be chronologically for a bond to be created) are pivotal to explaining learning. 1 2 3 4 5
36. Students' involvement in choosing how and what they should learn is central to education. 1 2 3 4 5
37. Students need to develop declarative, procedural, and conditional knowledge. 1 2 3 4 5
38. One's behavior is shaped by one's environment; elements within that environment (rather than the individual learner) determine what is learned. 1 2 3 4 5
39. The most distinctive quality of human nature is the ability to reason; for this reason, the focus of education should be on developing intellect. 1 2 3 4 5
40. Learning should guide students to active participation in social reform. 1 2 3 4 5