



# Introduction to Philosophy of Education

## KPD/ZFV, KZfV in English (IP project 2021)

Guarantor, teacher

**PhDr. Bc. Zuzana Svobodová, Ph.D.**

**office:** TF JU, Kněžská 8, room: 4.26  
**e-mail:** svobodz@tf.jcu.cz  
**tel.:** +420 389 033 529  
**web:** <http://filosofie-vychovy.cz>,  
<https://sites.google.com/site/nelhostejnost>  
**other contacts:** [info@filosofie-vychovy.cz](mailto:info@filosofie-vychovy.cz),  
<http://www.facebook.com/zuzana.svobodova.92754>

### Teacher

**Stuart Nicolson, M.A.**

**office:** TF JU, Kněžská 8, room: 216c  
**e-mail:** [snicolson@tf.jcu.cz](mailto:snicolson@tf.jcu.cz)

### Course objectives

- Understanding the education profession from the philosophical point of view
- Characterising various tendencies in education
- Analysing the importance and trends of various education systems
- Making informed choices as regards the most pertinent education methods

**Prerequisites – other information about course preconditions:** None

**Accredited / Credits:** Yes, 4

**Semester:** Summer semester

### Requirements on student

to prepare: presentation (with minimum 6 slides), essay: 4 pages – on the same topic as presentation, send by e-mail

### Literature

Basic:

- *E-learning support to the subject (Svobodová, Zuzana)*
- *Study materials to the subject (Svobodová, Zuzana)*
- Steel, Sean. *The Pursuit of Wisdom and Happiness in Education*. New York, 2014. ISBN 978-1-4384-5213-5.
- *Website of the subject (Svobodová, Zuzana)*
- *An Invitation to Philosophizing: On the Challenges of Philosophy of Education Instruction in B.Ed. Programs (Steel, Sean)*

### Recommended:

- Augustine of Hippo: <https://augustinus.de/einfuehrung/uebersetzungen-im-www>
- Augustine on the impossibility of teaching (King, Peter)
- Augustine. *Confessions*. Audiobook: 01 - Book 01, Chapters 01-10 by Augustine: <https://www.sermonindex.net/modules/mydownloads/viewcat.php?cid=1481&min=0&orderby=titleA&show=20>
- Ballauff, Theodor. *Die Idee der Paideia: Eine Studie zu Platons "Höhlengleichnis" und Parmenides' "Lehrgedicht"*. Meisenheim/Glan: Westkulturverl, 1952.
- Ballauff, Theodor. *Pädagogik als Bildungslehre*. Frankfurt am Main: Haag und Herchen, 1986. ISBN 3-89228-051-7.
- Ballauff, Theodor. *Philosophische Begründungen der Pädagogik: Die Frage nach Ursprung u. Mass d. Bildung*. Berlin: Duncker u. Humblot, 1966.
- Beck, H., Ballauff, T. *Philosophie der Erziehung*. Freiburg im Breisgau, Basel, Wien: Herder, 1979. ISBN 3-451-16967-3.
- De magistro / On the Teacher (Augustine of Hippo)
- Havlíček, Aleš; Kurfík, Filip. *Plato's Protagoras: proceedings of the third symposium Platonicum Pragense*. Praha: OIKOYMENH, 2003. ISBN 80-7298-092-0.
- Kernan, Alvin B. *In Plato's cave*. New Haven: Yale University Press, 1999. ISBN 0-300-08267-3.
- Literature to the subject: Paideia / Bibliography to Philosophy of Education (Svobodová, Zuzana)
- Maritain, Jacques. *Education at the Crossroads*. New Haven: Yale University Press, 1942.
- Maritain, Jacques. *Education of Man: The Educational Philosophy of Jacques Maritain*. University of Notre Dame, 1967.
- Oil and Water? Assessment and the Pursuit of Wisdom in Education (Steel, Sean)
- On Man's Perfection in Righteousness (Augustine)
- Philosophy of Education – HISTORICAL OVERVIEW, CURRENT TRENDS (Frankena W. K., Burbules N.C., Raybeck N.)
- Plato. *The Republic* – book VII: <http://data.perseus.org/citations/urn:cts:greekLit:tlg0059.tlg030.perseus-eng1:7.514a>
- Plato. *The Republic* (audiobook): [https://librivox.org/platos\\_republic/](https://librivox.org/platos_republic/)
- Politics (Aristotle) – book VII, VIII: <http://classics.mit.edu/Aristotle/politics.7.seven.html>, <http://classics.mit.edu/Aristotle/politics.8.eight.html>
- Schaller, Klaus. *Studien zur systematischen Pädagogik*
- Schooling for "Deep-Knowing" (Steel, Sean)
- Steel, Sean. *Teacher Education and the Pursuit of Wisdom*. New York, Bern, Berlin, Bruxelles, Frankfurt am Main, Oxford, Wien, 2018. ISBN 978-1-4331-4541-4.
- Teaching and Learning: An Augustinian Perspective (Canning, Raymond)
- The Instructor. [Paedagogus.] (Clement of Alexandria)
- Thorsby, Mark. *Augustine's The Teacher* (video lecture): [https://www.youtube.com/watch?v=5lTt1\\_s\\_OoA](https://www.youtube.com/watch?v=5lTt1_s_OoA)

### Other study materials:

<http://filosofie-vychovy.cz>

### Form of course completion: exam

Written exam – presentation (with minimum six slides) + essay (4 pages – on the same topic as the presentation), to send by e-mail. In your essay, you should try to answer these questions: What is philosophy? What is education? What is "philosophy of education"? (These questions should be like a background in the essay. Choose the topic of the essay from the content or from the examples of themes below. There should be a minimum of one source from the basic or recommended bibliography in the essay – see section "Literature" above.)

### Content

1. What is philosophy?
2. What is education?
3. What is Philosophy of Education?
4. What is the role of a teacher?
5. What is the role of a student?
6. Why to study?
7. Why to teach?
8. The relationship between teacher and student
9. The history and purposes of education (the why and the how)
10. Sources of learning
11. Educational styles (practical applications of different philosophies)
12. Educational freedom and the development of education

### Examples of topics for presentation/essay:

- Philosophy and Education
- FILIA, SOFIA, PAIDEIA, THEORIA, POLIS, AGOGÉ
- Modern and post-modern movements in education
- Ontology of Education
- Epistemology of Education
- Methodology vis-à-vis education
- The notion of SCHOLÉ through history
- POLIS – the political context of education
- Philosophy and theology in education
- Theology of Education
- Current Philosophy of Education – challenges

### Competences acquired

- To demonstrate the understanding of the education profession from the philosophical point of view
- To characterise various tendencies in education
- To analyse the importance and trends of various education systems
- To make informed choices as regards the most pertinent education methods

## 1. What is philosophy?

### Key questions

- I. What is the meaning of the word "philosophy"?
- II. What is the meaning of philosophy?
- III. What are the essential questions of philosophy?
- IV. What is "liberal education"?

### Commentary

Philosophy of Education is a part of philosophy. It means that the Philosophy of Education is also a liberal education.

If you want to understand the meaning of the Philosophy of Education, you should reflect on the purpose and importance of philosophy. Regarding studying the liberal arts, try to answer this question: Why were the "liberal arts" called liberal?

### Study materials related to the theme

Study one selected text of literature below.

#### Extended:

video materials on the topic:

<https://youtu.be/zhnglxhzh7Y>

<https://youtu.be/ZqOmPbats6w>

#### Literature:

Maritain, Jacques. *Education of Man: The Educational Philosophy of Jacques Maritain*. University of Notre Dame, 1967, p. 69–75, 90–100.

Maritain, Jacques. *Education at the Crossroads*. New Haven: Yale University Press, 1960, p. 42–45, 64, 90–92.

Steel, Sean. *Oil and Water? Assessment and the Pursuit of Wisdom in Education*:

<https://voegelinview.com/oil-and-water-assessment-and-the-pursuit-of-wisdom-in-education/>

### Formative assessment questions

1. How can we understand the word "philosophy"? Write three sentences about it.
2. What are the most important philosophical questions? Write three of them.

## 2. What is education?

### Key questions

- V. What exactly is the meaning of the word "education"?
- VI. What is the meaning of the "educated soul" in Plato: Republic, VIII, 514a–520a?
- VII. What is the meaning of the "uneducated soul" in Plato: Republic, VIII, 514a–520a?
- VIII. What is man?
- IX. What does "humanity" mean?

### Commentary

According to Plato's witnessing, the most important activity of man was for Socrates *EPIMELEIA TÉS PSYCHÉS*, care of the soul. Education is this caring about the key of life, about the principle of living (the soul is the vital dynamism of life).

Personality and education: Personality and individuality, Boëthius was the first thinker who developed a definition of the Latin word for personality, *persona*: "*Persona est naturae rationabilis individua substantia.*"

### Study materials related to the theme

Study the text: Plato. *The Republic* – book VII:

<http://data.perseus.org/citations/urn:cts:greekLit:tlg0059.tlg030.perseus-eng1:7.514a>

Or: listen in Plato. *The Republic* (audiobook): [https://librivox.org/platos\\_republic/](https://librivox.org/platos_republic/)

### Formative assessment questions

- 3. Draw the scene from the myth of the cave.
- 4. What is the nature of man?
- 5. What is the aim of education?

### 3. What is Philosophy of Education?

#### Key questions

- X. What are the most problematic misconceptions of education? Scholé and ascholia.
- XI. What are essential aims in the historical line: PAIDEIA – *educatio* – *humanitas*?
- XII. What is the most crucial difference between "pedagogy" and "philosophy of education"?

#### Commentary

Jan Patočka, a Czech philosopher, described human existence as three basic movements of life. These movements represent his unique contribution to the Philosophy of Education. Patočka, in this philosophical thinking, is also a follower of Jan Amos Comenius (1592–1670). Another philosopher from the 20<sup>th</sup> century, Jacques Maritain, a French philosopher, who worked several years also in the US, may be regarded as one of the most eminent Catholic philosophers in the 20<sup>th</sup> century. Jacques Maritain is also the last person described among the philosophers inspiring theories and practices of education throughout history in Sean Steel's book: *Teacher Education and the Pursuit of Wisdom*. New York, Bern, Berlin, Bruxelles, Frankfurt am Main, Oxford, Wien, 2018. ISBN 978-1-4331-4541-4.

#### Study materials related to the theme

<https://voegelinview.com/an-invitation-to-philosophizing-on-the-challenges-of-philosophy-of-education-instruction-in-b-ed-programs/> Study Sean Steel's

article *An Invitation to Philosophizing: On the Challenges of Philosophy of Education Instruction in B.Ed. Programs* about Philosophy of Education: <https://voegelinview.com/an-invitation-to-philosophizing-on-the-challenges-of-philosophy-of-education-instruction-in-b-ed-programs/>

Study Patočka's theory of three movements of life: the movement of rooting (anchoring), work, and finding oneself:

[https://forumphilosophicum.ignatianum.edu.pl/docannexe/file/3680/6.\\_svobodova.pdf](https://forumphilosophicum.ignatianum.edu.pl/docannexe/file/3680/6._svobodova.pdf)

#### Formative assessment questions

- 6. Describe each of the life movements or movements of the soul according to Patočka's theory.
- 7. Try to interpret the role of "logos" in education. Elucidate why "logos" is essential in education.

## 4. What is the role of a teacher?

### Key questions

- XIII. Should a teacher form pupils or students? What does it mean "to form" in a teacher's work?
- XIV. What is essential in the activity of a teacher?
- XV. Who is a teacher? What does it mean to be a teacher?
- XVI. What is "verbalism"?

### Commentary

Consider the role of a teacher. What are the critical factors of teaching as a true profession (from Latin: "professio," – literally: "I confess" – also: "professio fidei")? How could it be possible to avoid the verbalism of values throughout education?

### Study materials related to the theme

Read again about ten conundrums for assessors concerning wisdom in Steel, Sean. *Oil and Water? Assessment and the Pursuit of Wisdom in Education*: <<https://voegelinview.com/oil-and-water-assessment-and-the-pursuit-of-wisdom-in-education/>>.

### Formative assessment questions

- 8. What are the biggest mistakes in pursuing wisdom in education?
- 9. What are the fundamental values that make a good teacher?
- 10. What is the most severe difficulty with teaching?
- 11. What could help to improve the practice of teaching?

## 5. What is the role of a student?

### Key questions

- XVII. What is essential in the role of a student?
- XVIII. What does it mean "to study" and "to learn"?

### Commentary

Read the texts below and think about the essential characteristics of a student. What is the most important for a good student?

### Study materials related to the theme

Study the sermons of St Augustine on Luke 10:38 about Martha and Mary:

Source: Augustine: Sermon 53, 54 on the New Testament. Translated by R.G. MacMullen. From *Nicene and Post-Nicene Fathers*, First Series, Vol. 6. Edited by Philip Schaff. (Buffalo, NY: Christian Literature Publishing Co., 1888.) Revised and edited for New Advent by Kevin Knight. Available at: <<http://www.newadvent.org/fathers/160353.htm>>, <<http://www.newadvent.org/fathers/160354.htm>>.

Or: Augustine. *Martha and Mary: The two lives*. De Martha et Maria: significantibus duas vitas. Tractatus inediti. XXIX. Ed. Dom Morin. Translated by E. J. B. Fry. Available at: <<https://www.jstor.org/stable/43702382>>.

Or: Augustine. *Confessions*. Audiobook: 01 - Book 01, Chapters 01-10 by Augustine: <https://www.sermonindex.net/modules/mydownloads/viewcat.php?cid=1481&min=0&orderby=titleA&show=20>

### Formative assessment questions

- 12. What is crucial for your studying?
- 13. Why do we speak about studying as a learning process? What is essential for a processuality of learning?



## 6. Why to study?

### Key questions

- XIX. Why do we study?  
XX. What does it mean "to make a decision"? What is crucial to decide *humanly*?

### Commentary

In the 17<sup>th</sup> century, J. A. Comenius described ethics or morals in his famous book *Orbis sensualium pictus*. Consider how you could connect this description with your own life.

### Study materials related to the theme

Study what Comenius wrote about ethics in *Orbis sensualium pictus*. See also the accompanying picture and think through with the text:

**"Morals.** Our life is a path with a parting in the form of letter Y, the left-hand branch (1) of which is broad, the right-hand branch narrow (2). The broad path is the way of depravity (3) and vice, the narrow path is the way of virtue (4). Mind my words, young man (5)! Follow Hercules. Do not take the left-hand path. Avoid vice. The left-hand path invariably has a pleasant start (6) but an unhappy end (7). Take the right path even though it may be thorny (8). For virtue no way is inaccessible. Follow virtue wherever it may guide you, through hardships to freedom and the gate of glory (9). Do not stray from the golden mean and the right path; this will give you safety. Put a good bridle (10) on the wild horse (11) of your passions (12) lest you should come off. Avoid treading the left-hand (13) path out of sheer laziness (14), but keep on heading for the goal. So you will find virtue (15)."



### Formative assessment questions

14. What were essential crossroads in your own life? What was crucial for your decision?  
15. Does studying help you to make better decisions? Why yes or no?

## 7. Why to teach?

### Key questions

- XXI. What are the essential purposes of teaching?
- XXII. Is teaching only for human beings?
- XXIII. Is culture and care of the culture crucial for living humanly?

### Commentary

Consider again what it means to take care of the soul again (see the second topic in this material). Culture is possible only when human beings care about it. Animals do not have a culture. If the soul is essential vital dynamism for our life, then to take care of the soul means caring of living humanly. Is this connected with the essential purposes of teaching?

### Study materials related to the theme

Study Plato's text in *Republic*, 423e-425 and study also commentary of this text:

Text:

<http://www.perseus.tufts.edu/hopper/text?doc=Perseus%3Atext%3A1999.01.0168%3Abook%3D4%3Asection%3D423e>  
<http://www.perseus.tufts.edu/hopper/text?doc=Perseus%3Atext%3A1999.01.0168%3Abook%3D4%3Asection%3D424a>  
<http://www.perseus.tufts.edu/hopper/text?doc=Perseus%3Atext%3A1999.01.0168%3Abook%3D4%3Asection%3D424b>  
<http://www.perseus.tufts.edu/hopper/text?doc=Perseus%3Atext%3A1999.01.0168%3Abook%3D4%3Asection%3D424c>  
<http://www.perseus.tufts.edu/hopper/text?doc=Perseus%3Atext%3A1999.01.0168%3Abook%3D4%3Asection%3D424d>  
<http://www.perseus.tufts.edu/hopper/text?doc=Perseus%3Atext%3A1999.01.0168%3Abook%3D4%3Asection%3D424e>  
<http://www.perseus.tufts.edu/hopper/text?doc=Perseus%3Atext%3A1999.01.0168%3Abook%3D4%3Asection%3D425a>

Commentary:

<http://www.perseus.tufts.edu/hopper/text?doc=Perseus%3Atext%3A1999.04.0094%3Abook%3D4%3Asection%3D423E>  
<http://www.perseus.tufts.edu/hopper/text?doc=Perseus%3Atext%3A1999.04.0094%3Abook%3D4%3Asection%3D424A>  
<http://www.perseus.tufts.edu/hopper/text?doc=Perseus%3Atext%3A1999.04.0094%3Abook%3D4%3Asection%3D424B>  
<http://www.perseus.tufts.edu/hopper/text?doc=Perseus%3Atext%3A1999.04.0094%3Abook%3D4%3Asection%3D424C>  
<http://www.perseus.tufts.edu/hopper/text?doc=Perseus%3Atext%3A1999.04.0094%3Abook%3D4%3Asection%3D424D>  
<http://www.perseus.tufts.edu/hopper/text?doc=Perseus%3Atext%3A1999.04.0094%3Abook%3D4%3Asection%3D424E>  
<http://www.perseus.tufts.edu/hopper/text?doc=Perseus%3Atext%3A1999.04.0094%3Abook%3D4%3Asection%3D425A>

You can also listen to this part at Plato. *The Republic* (audiobook): [https://librivox.org/platos\\_republic/](https://librivox.org/platos_republic/), this part is by the end of this recording (from circa 13:00):

[https://ia600201.us.archive.org/23/items/platos\\_republic\\_0902\\_librivox1/republic\\_15\\_plato.mp3](https://ia600201.us.archive.org/23/items/platos_republic_0902_librivox1/republic_15_plato.mp3)

### Formative assessment questions

- 16. "[A]mong friends everything is common property." – What could Plato's sentence mean?
- 17. Should there be something stable in teaching? If not, why not? If yes, why and what?

## 8. The relationship between teacher and student

### Key questions

- XXIV. What is essential for a good relationship between teacher and student?
- XXV. How could a teacher care about a good relationship between teacher and student?
- XXVI. How could students care about a good relationship between teacher and student?

### Commentary

A human being lives in relationships. The student-teacher relationship is one of the most important relationships that shape the character of a student. Consider your relationships with teachers and think about how they shape your character. Study an Augustinian perspective on the topic. Compare your point of view and Augustinian on the topic.

### Study materials related to the theme

Read and consider the following texts:

*Teaching and Learning: An Augustinian Perspective* (Canning, Raymond):

[http://aejt.com.au/data/assets/pdf\\_file/0007/395647/AEJT\\_3.4\\_Canning.pdf](http://aejt.com.au/data/assets/pdf_file/0007/395647/AEJT_3.4_Canning.pdf)

*Augustine on the impossibility of teaching* (King, Peter):

[http://individual.utoronto.ca/pking/articles/Augustine\\_on\\_Teaching.pdf](http://individual.utoronto.ca/pking/articles/Augustine_on_Teaching.pdf)

*De magistro / On the Teacher* (Augustine of Hippo):

<http://www.augnet.org/default.asp?ipageid=279>

About Augustine's *De magistro*: Thorsby, Mark. *Augustine's The Teacher* (video lecture):

[https://www.youtube.com/watch?v=5ITt1\\_s\\_OoA](https://www.youtube.com/watch?v=5ITt1_s_OoA)

### Formative assessment questions

- 18. What is crucial for you in the relationship between teacher and student?
- 19. What was crucial for Augustine in the teacher-student relationship?

## 9. The history and purposes of education (the why and the how)

### Key questions

- XXVII. What are the goals of education?
- XXVIII. How can the goals of education be achieved in society?
- XXIX. How can education be designed to achieve these goals
- XXX. How has education changed over time and place?

### Commentary

Education is a major building block of the future of individuals, communities, and societies. This means it both reflects the ideas held as important by those with authority and/or responsibility and also is designed to encourage or even enforce certain ways of thinking. At times, the educated and well-formed individual has been the goal, leading to certain styles of development being used including the Trivium. At other times, the goal has been economically or socio-politically trained workforces, which means that education is limited in both space and content. This session will consider the perceived needs of the times and how education styles and content have been framed from Mediaeval times to present day.

### Study materials related to the theme

Read the following texts and consider the different approaches to / purposes of education:

Devitt, Rebecca, *What is the Trivium in Classical Education?*,

<https://howdoihomeschool.com/classical-homeschooling/trivium-classical-education/>

Dorothy L. Sayers, *The Lost Tools of Learning*, <https://www.pccs.org/wp-content/uploads/2016/06/LostToolsOfLearning-DorothySayers.pdf>

Improve K-12 Education, *Welcome to the Classical Trivium*, <https://www.improvek-12education.org/userfiles/files/WelcometotheClassicalTrivium%2876%29.pdf>

Rose, Joel, *How to Break Free of Our 19th-Century Factory-Model Education System*,

<https://www.theatlantic.com/business/archive/2012/05/how-to-break-free-of-our-19th-century-factory-model-education-system/256881/>

Sumper, Jesse, *Dorothy Sayers Is the Answer to John Dewey*,

<https://theimaginativeconservative.org/2018/09/dorothy-sayers-is-answer-john-dewey-jesse-sumpter.html>

Tim Lambert, *A History of Education*, <https://localhistories.org/a-history-of-education/>

Scanlon, David G., *Europe in the Middle Ages* [within the theme of 'education'],

<https://www.britannica.com/topic/education/Europe-in-the-Middle-Ages>

### Formative assessment questions

- 20. What are the two general types of education style/outcome?
- 21. How has the style and outcome of education changed over the centuries?
- 22. What is more important – the individual or society regarding education?

## 10. Sources of learning

### Key questions

- XXXI. How do people learn?
- XXXII. What are the main sources of learning?
- XXXIII. Which sources are good, bad, or indifferent?
- XXXIV. Which sources of learning should we allow or encourage, and who should decide this?

### Commentary

Looking at education as the formation of a person, we can consider it from the position of the learner. Humans learn from the earliest stages from a variety of sources, of which 'education' is just one. The standard ones today are the home, school, carers, and peers, followed by wider groups such as religions, media, entertainment, social media, political figures, etc. Adults, and increasingly older children, need to decide which sources should be allowed or avoided, encouraged or discouraged. Additionally, commentators, state authorities, and 'influencers' have varying degrees of ability to decide the content and source of education of children and adults, which can be positive, negative, or even highly problematic. Some argue that it is the parents' responsibility to decide on the type of education of children, while others regard this to be the decision of the state.

### Study materials related to the theme

Read the following texts and think about the purposes of learning and what the sources of learning are. Consider how people are formed, what affects this process, and how we can evaluate these sources.

Second Vatican Council, *Gravissimum educationis*,

[https://www.vatican.va/archive/hist\\_councils/ii\\_vatican\\_council/documents/vat-ii\\_decl\\_19651028\\_gravissimum-educationis\\_en.html](https://www.vatican.va/archive/hist_councils/ii_vatican_council/documents/vat-ii_decl_19651028_gravissimum-educationis_en.html)

Right to Education, *Understanding education as a right*, <https://www.right-to-education.org/page/understanding-education-right>

Gray, Peter, *A Brief History of Education*,

<https://www.psychologytoday.com/us/blog/freedom-learn/200808/brief-history-education>

### Formative assessment questions

- 23. What are the sources of education and how can we evaluate them?
- 24. Who has the authority to decide on the sources of education of a child and why?

## 11. Educational styles (practical applications of different philosophies)

### Key questions

- XXXV. How can a teacher teach a learner?
- XXXVI. How important is the educational environment?
- XXXVII. How can we know what a learner has learnt?
- XXXVIII. To what extent is a teacher or structure necessary in education?

### Commentary

Teaching can take place anywhere by anyone. It is a process of the teacher giving opportunities for learners to learn. Certain systems and environments are favoured in specific situations, some of which are highly manufactured, while others are more natural. Education can be highly structured or it can be free learning. The teacher can take a didactic approach or allow the learner to drive the education taking place, or use many possibilities in-between. Assessment of learning can take place using many methods and this differs from formal to informal methods, and these suit both teachers and learners in different ways. In certain ways, learning without a teacher can be effective, but the learner must be able to structure the learning and seek out sources of information independently, which usually limits the learning in some way. The reason for learning is important, for example, whether there is a target or purpose affects the teaching and learning.

### Study materials related to the theme

Read the following and consider how teacher, educational environment, structure, and purpose affect how the education occurs.

Gray, Peter, *A Brief History of Education*,

<https://www.psychologytoday.com/us/blog/freedom-learn/200808/brief-history-education>

Berquist, Laura M., *Designing Your Own Classical Curriculum: A Guide to Catholic Home Education*,

[https://books.google.nl/books?id=syWgMmq6nTcC&printsec=frontcover&hl=nl&source=gbs\\_ge\\_summary\\_r&cad=0#v=onepage&q&f=false](https://books.google.nl/books?id=syWgMmq6nTcC&printsec=frontcover&hl=nl&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false)

Wikipedia, *Education in England*, [http://en.wikipedia.org/wiki/Education\\_in\\_England](http://en.wikipedia.org/wiki/Education_in_England)

Rose, Joel, *How to Break Free of Our 19th-Century Factory-Model Education System*,

<https://www.theatlantic.com/business/archive/2012/05/how-to-break-free-of-our-19th-century-factory-model-education-system/256881/>

Nicolson, Stuart and Richard Macku, *Dotyk moci nebo authority?*, pp 49-54,

<https://gymnasion.org/wp-content/uploads/2016/12/G19-WEB-2.pdf> (En version available on request)

### Formative assessment questions

- 25. What basic structures of education are there in different places and situations?
- 26. What are the benefits and problems with a structured learning environment?
- 27. What role should teachers play in education?

## 12. Educational freedom and the development of education

### Key questions

- XXXIX. Whose responsibility is it to educate?
- XL. What choices are there over education for families, societies?
- XLI. How can we develop education?

### Commentary

There are debates over whose responsibility it is to educate, and who decides such matters. How children and adults are educated is also an important matter. There are many styles of education as well as styles of teaching, learning, assessing, and improving effectiveness. Teachers should be evaluated by themselves as well as by colleagues and experts where possible. Different societies allow varying amounts of freedom of education for children. The more freedom societies allow educators – both professional and particular – the more possibilities for education. The more possibilities, the more responsibility is needed. With less freedom, educators are restricted, whether they know it or not, and learners are less catered for as individuals and more trained to fit a specific model. By different types of educators working together wherever possible, education can develop and become more effective and explorative, and develop in quality, leading to better educated individuals who are able to contribute to society responsibly.

### Study materials related to the theme

The following text opens up some of the opportunities that homeschooling offers and includes how this can even feed back benefits to the education system. Consider how a less rigid approach to education help develop education as a whole.

Nicolson, Stuart, *Homeschooling as an Alternative Option in Light of the Virus Restrictions*  
<https://www.caritasetveritas.cz/pdfs/cev/2021/01/19.pdf>

### Formative assessment questions

- 28. What choices can society and parents make regarding the education of children?
- 29. How can teaching develop?
- 30. How can education develop?