Reconstructionism

Strengths: focus on change and activism - Weaknesses: change is not always positive

2 major premises:
  o Society needs constant reconstruction or change
  o Such social change involves a reconstruction of education and the use of education in reconstructing society (education is the change agent for societal renewal)

Does not seek to make detailed epistemological or logical studies, more concerned with a broad social and cultural fabric in which humans exist, change is necessary for humans to grow as a species

Theory and practice go together (praxis)

➢ Schools should be more than just teaching knowledge, education is more than just learning in one building
➢ Education should be an instrument for radical social change should promote students to become agents of change (global view)
➢ Schools should not be neutral and we should rethink what schools do
➢ Today the rate of change is rapid, yet education systems deal with the world as a static system
➢ Schools themselves might be obsolete and unnecessary
➢ Critical of current methods and curriculum, curriculum should arouse interest in public activism, get out as much as possible in society where students can apply learning
➢ Teacher as a social activist; someone who keeps up with things happening in the world and is concerned with important problems

Thoreau:

❖ Strongly inclined toward a utopian or futuristic thinking
❖ Planning and thinking about the future is a good way of providing alternative societies for people to consider and believe that this kind of thinking should be promoted in schools where teachers can encourage students to become future-oriented persons
❖ People can’t cope with the radical changes today (future shock)

Illich:

❖ Education should be spread throughout society rather than only being conducted in schools
❖ “learning webs” – no schools needed
❖ Role of schools and education needs to be reassessed – how effective are schools in seeing the complete student; as well as the needs of humanity. Schools don’t serve a just and moral society
❖ Need to fit the children’s interest and productive to shape that society, see people with concern and as individuals

Chardin:

❖ Unification of science and religion through technology (this was an advanced view for his time)
❖ Theory that no straight lines or perfect symmetry is found in nature, yet humans operate on the assumption of symmetry and predictability in their daily lives

Counts:

❖ Education must now be used as a positive force for establishing new cultural patterns for eliminating social evils, educators should be taking on this difficult task
❖ School should take responsibility for social renewal (he was criticised for this)

Brameld:

❖ Humanity at a crossroads; one road to destruction and one to salvation (was not sure what we would take)
❖ We are in crisis and need to come together to create peace
❖ Students need to be exposed to controversial ideas and they need to act on behalf of their beliefs