

Reconstructionism

- ✚ Strengths: focus on change and activism - Weaknesses: change is not always positive
- ✚ 2 major premises:
 - Society needs constant reconstruction or change
 - 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