

Teaching Philosophy Cards for Card Sort Exercise

To supplement the teaching philosophy exercise by Joy Beatty, Jennifer Leigh, and Kathy Lund Dean (2009), Finding Our Roots: An Exercise For Creating A Personal Teaching Philosophy Statement, *Journal of Management Education*, 33(1): 115-130.

Directions: Print this MS Word document in double-sided mode so that the philosophy terms will be matched with the appropriate philosophy on the back of the sheet. You can confirm this matching process by making sure that the superscript numbers at the beginning of each term correspond with the number on the back.

Feedback: We would appreciate hearing your feedback, including how you used the exercise and the outcomes. Please email us at jebeatty@umd.umich.edu.

THIS PAGE IS INTENTIONALLY BLANK
CARDS BEGIN ON NEXT PAGE

1 Asking challenging questions

2 Civic education and citizenship

**3 Collaborative learning
Learning from others**

**4 Community
Learning environment
Community of learners**

**5 Competency testing and
assessment**

6 Competition

**7 Concrete to abstract, simple to
complex**

8 Conflict

9 Constantly changing universe

10 Critical examination of culture

² Locke

¹ Hutchins

⁴ Dewey and philosophy of pragmatism

³ Philosophy of progressivism

⁶ Spencer

⁵ Philosophy of realism; Boyer and AACSB standards

⁸ Wild card

⁷ Pestalozzi (following nature)

¹⁰ Philosophy of social reconstructionism

⁹ Philosophy of pragmatism

¹¹ Critical thinking

¹² Cultural heritage

¹³ Cultural relativism

¹⁴ Cumulative learning

¹⁵ Curiosity

¹⁶ Democratic

¹⁷ Developmental stages

¹⁸ Different learning styles

¹⁹ Dignity

²⁰ Direct experience

¹² Philosophies of idealism and realism

¹¹ *Many*
Hutchins, Philosophy of pragmatism
Bloom's taxonomy of learning

¹⁴ Locke, Comenius, Pestalozzi, Spencer

¹³ Philosophies of pragmatism,
progressivism, social reconstructionism, and
critical theory
ant. perennialism

¹⁶ Dewey

¹⁵ *Wild card*

¹⁸ Kolb

¹⁷ Learning cannot be forced
Rousseau, Piaget, Comenius

²⁰ Rousseau (as opposed to learning from
books)

¹⁹ Froebel

21 Discipline

22 Discussion and dialogue

23 Drill training

24 Effort and hard work

25 Emotional

26 Emotionally safe

27 Experience

28 Evil social influences

29 Focus on academic content

30 Focus on process

²² Illich, Friere
Constructionism

²¹ Philosophy of essentialism

²⁴ Philosophy of essentialism

²³ (For specific skills)
Illich (deschooling)

²⁶ Pestalozzi

²⁵ *Many foundations*
Ex: Goleman (emotional intelligence);
Gilligan (w.r.t. gender)

²⁸ Rousseau, Pestalozzi

²⁷ Dewey, Piaget

³⁰ Philosophy of pragmatism

²⁹ Philosophies of realism, idealism,
perennialism, essentialism
(To the exclusion of social, emotional, and
political objectives)

³¹ Fun

³² Individuality

³³ Individualized instruction

³⁴ Innately good

³⁵ Integrating

³⁶ Interdisciplinary

³⁷ Intrinsic motivation

³⁸ Humor

³⁹ Learning as social process

³² Montessori, according to her critics

³¹ *Wild card*

³⁴ Naturalistic educators, in contrast to earlier theories of child depravity; Comenius, Rousseau, Pestalozzi, Spencer

³³ Piaget (for developmental stages)

³⁶ **Pro:** Philosophy of pragmatism
Con: Idealism, realism, perennialism and essentialism (these prefer pure organization of subjects)

³⁵ *Many*

³⁸ *Wild card*

³⁷ Montessori

³⁹ Communities of practice

41 Learning by doing

42 Liberal, general education

43 Liberation

44 Listening

45 Maintaining high intellectual standards

46 Materials and props

47 Mental models

48 Moral and ethical development

49 Multiculturalism

50 Natural growth and development

⁴² **Pro:** philosophies of idealism, realism, perennialism; Hutchins, Adler
Con: Spencer

⁴¹ Locke (empirical method); Pestalozzi (observing environment); Spencer; Dewey (problematic encounters)

⁴⁴ *Wide application*
Ex: Kolb (2002) setting up conversational space

⁴³ Dewey, philosophies of pragmatism and progressivism; Friere

⁴⁶ Montessori

⁴⁵ Plato; philosophies of idealism and realism

⁴⁸ Herbart, Hutchins

⁴⁷ Constructivism; Piaget; Argyris

⁵⁰ Naturalistic educators - people learn when they are ready and should not be coerced or pressured

⁴⁹ Philosophies of pragmatism and critical theory

51 Objectivity

52 Practical

53 Problem solving

54 Rationality

55 Reflection

56 Relativity of values

57 Relational

58 Reliance on sensation

59 Repetition

**60 Role of nature and
natural objects**

⁵² **Syn:** Useful, competent
Locke; Spencer (“utilitarian”); theory of
essentialism

⁵¹ Philosophy of realism; Aristotle, Aquinas,
Whitehead

⁵⁴ Aristotle, Hutchins; theory of perennialism;
philosophy of realism

⁵³ **Syn:** Scientific method
Dewey, Spencer

⁵⁶ Philosophy of pragmatism

⁵⁵ Philosophy of existentialism

⁵⁸ Locke (empiricism); Rousseau (nature);
Pestalozzi (object lessons)

⁵⁷ *Wild card*

⁶⁰ Rousseau, Pestalozzi, Locke, Franklin,
Dewey

⁵⁹ Montessori

⁶¹ Self-assessment

⁶² Self-expression

⁶³ Self-directed

⁶⁴ Service learning

⁶⁵ Social critique

⁶⁶ Social reform and justice

⁶⁷ Socialization and social participation

⁶⁸ Speaking

⁶⁹ Spirituality

⁷⁰ Structure

⁶² Philosophy of existentialism

⁶¹ Constructionism

⁶⁴ Dewey, Zlotkowski

⁶³ Philosophies of pragmatism,
progressivism, and existentialism (personal
choices)

⁶⁶ Philosophies of progressivism, social
reconstructionism, and critical theory

⁶⁵ Philosophies of social reconstructionism
and critical theory

⁶⁸ *Wild card*

⁶⁷ Froebel, Dewey

⁷⁰ Many different approaches and attitudes
about this
Montessori; essentialism

⁶⁹ Froebel (to develop latent spiritual
essence)

71 Students' interests and needs

72 Systematic Inquiry

**73 *Tabula rasa*
"Blank Slate"**

74 Teacher as expert

75 Teacher as facilitator

76 Teacher as role model

77 Theory and abstraction

78 Understanding wholes

79 Universal truths

80 Values

⁷² Philosophy of realism

⁷¹ Rousseau; Philosophies of pragmatism and existentialism
Ant: Hutchins; perennialism

⁷⁴ Philosophy of realism

⁷³ “Blank slate”, Locke’s belief that at birth the human mind is a blank slate
Attacking Plato’s belief that ideas are present latently in the mind at birth.

⁷⁶ Plato, Hegel, Froebel; Philosophy of idealism

⁷⁵ Philosophies of pragmatism and progressivism

⁷⁸ Constructionism

⁷⁷ *Included in many*
Philosophy of realism; organizing and classifying knowledge hierarchically

⁸⁰ Many, with many different views on how values should be approached

⁷⁹ Aristotle, Hutchins; philosophies of idealism, realism, perennialism

81 Vocational and Professional

82 Writing

⁸² *Wild card*

⁸¹ Spencer