

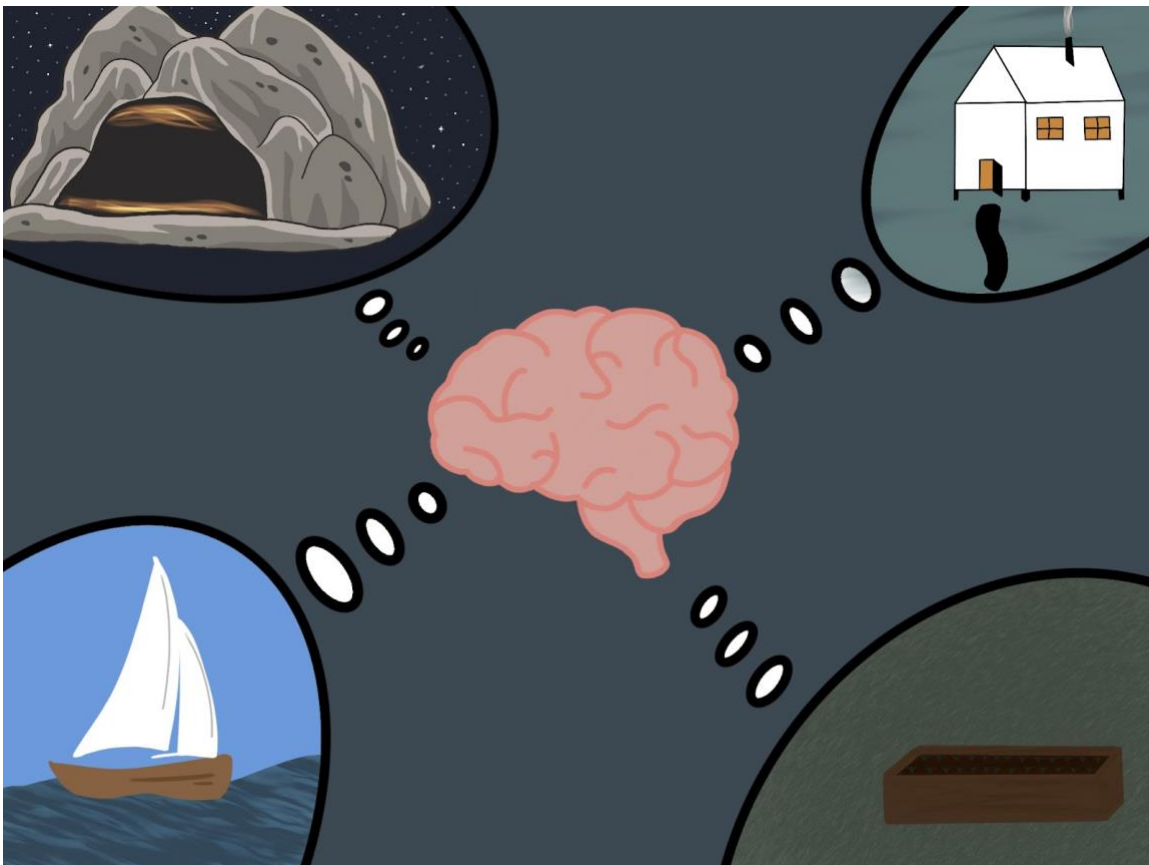
# Why the Foundations of Education Matter?

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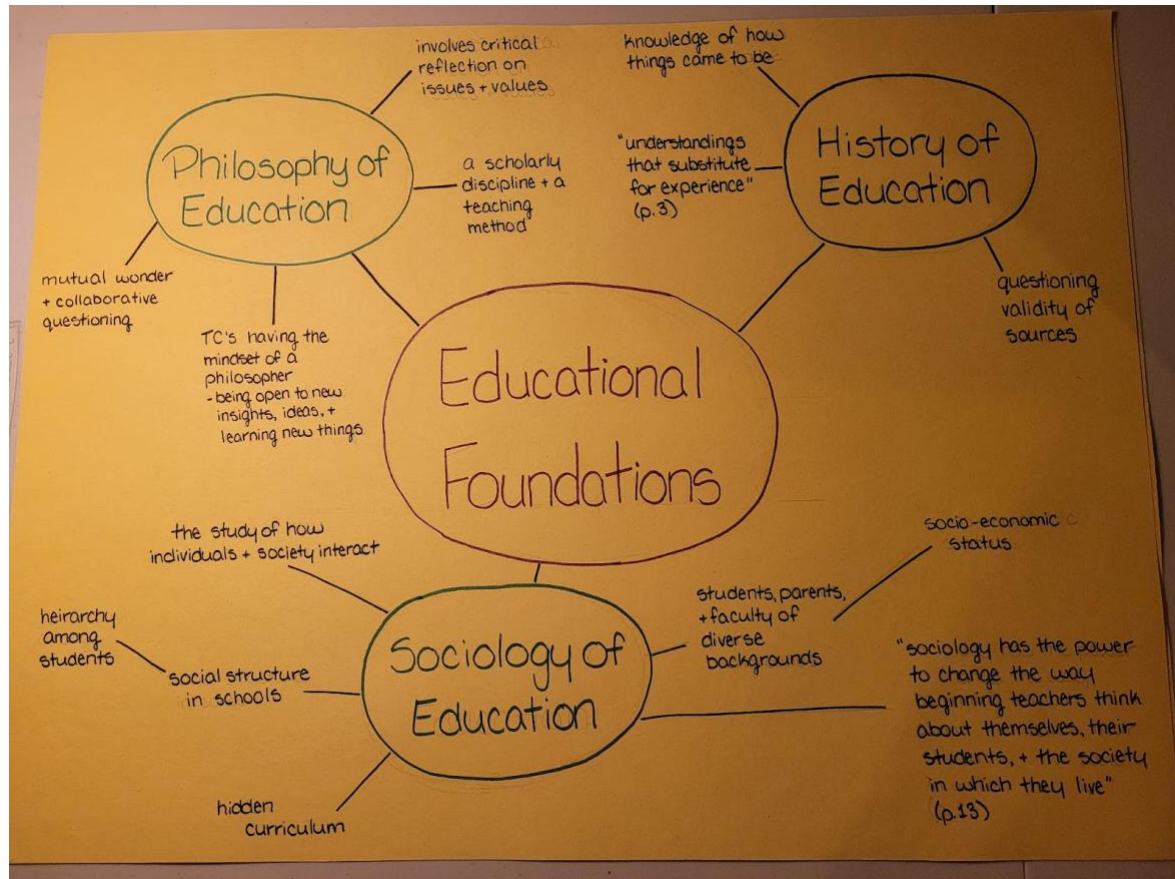
## Summary

This broad chapter is broken down into three sections: the history of education, the philosophy of education, and the sociology of education. Starting with the history of education, this reading discusses the concept of historical mindedness, the act of looking at history at large with the world. The author states that the history of education matters because it allows for the development of multiple kinds of knowledge and can help understand concept and the works of a classroom (Hasinoff et al., 2015). For the philosophy of education, it matters because it sparks wonder in students and allows for questions to be asked that may be confusing for both students and teachers. While it may be a longer process the author states that “the longest way round is the shortest way home” (Hasinoff et al., 2015). For the sociology of education, it helps to develop critical thinking skills, which can help for more realistic goals within schools rather than the generic statements that are more regularly made “can meet every child’s needs” (Hasinoff et al., 2015).

## Visualization



## Webber



## Questioner

### **How can we as future teachers teach students to have a philosophical mindset?**

Philosophy itself involves critical thinking. If we as teachers model the behaviour we want to see from students, students may follow along; in a monkey see monkey sort of way. Another way we can teach this to students is to make our topics that we teach relevant and interesting to them. If our topics make students want to talk and wonder about them, then we have put them in a philosophical mindset. Developing confidence in students goes a long way as well and creating that safe space for students to be able to share their own thoughts free of judgements.

### **How can we as future teachers use sociology and societal structures to enhance students' learning?**

Since sociology is the study of how society and individuals interact, we are able to watch and teach our students about different societal structures. We can confront various myths that may circulate, help students that are confused about various situations, and help with moral panics. From my last practicum, I was placed in a grade seven classroom, and they enjoyed when we were able to share bits of who we were, and we were able to share our own quirks. This can also help with students who don't feel like they quite belong or fit into the status quo.

### **Actualizer**

#### **Game: "We are ALL HISTORIANS"**

1. The objective of the game is to brainstorm the definition of what it means to be a historian and to use each other's ideas to solidify the main idea.
2. I'm then going to ask the class to sign into the link, and to type on a sticky note of what they think it means to be a historian. (First time using the jam board, so I hope it all goes well). (~5-7 mins)
3. I'm then going to ask students to get into groups of three or four with classmates beside them. Talk to each other, come up with their top two answers of what they think a historian is. They are then going to use the new board to type in a new sticky note their best collaborative Ideas. (~5 mins)
4. Once everyone is done sharing, I am then going to get them to read each other's ideas. As this is happening, I will hand out a passage to each group and ask the class to break down the passage as if they are the historians themselves. I am going to ask them to take notes on the back of the page (5-10 mins).
5. Hopefully through collaboration the class was able to learn something new by doing this activity, and that they have a better understanding of what it means to be a historian.

\*\* The most important task of a historian is to establish what is true or accurate. Not everyone can see the world as it really is (Hasinoff, S., & Mandzuk, D).

Ex. Students may have a tough time comprehending new information if they already have a strong idea about a concept that they are familiar with.

### **References:**

Hasinoff, S., & Mandzuk, D. (2015). Why the Foundations of Education Matter? In *Case studies in educational foundations: Canadian perspectives* (pp. 1–17). essay, Oxford University Press.