A Study of educational theory evolution from ancient until today

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Abstract

The main purpose of this article is the study of educational theory evolution from ancient until today. Educational theory plays an important role in education system; it prescribes guideline for determine of educational ends, aims, goals, content, method and etc. in other word its directs educational activity. The main problem of this article is, what is the educational theory evolution in different ages. In this study research method is analytical – descriptive one. Findings show that educational theory have three different ages: Aristotelian ages, Newton’s ages, Quantum ages. In Aristotelian ages educational theory emphasis on pluralism in method and have moral and social aspects and search for ultimately. In Newton’s ages educational theory have characteristics such as objectivism, causality, linear, quantitative based method, control and in sum is based on naturalism. In Quantum ages educational theory have emphasis on holism, subjectivity, un linearity, qualitative based method, contextuality and complexity.

1. Introduction

A theory is a set of related phenomena together that use for predict, control and explaining of affairs. In addition an educational theory is a set of concepts, perception and one conceptual framework that direct educational activity including goal setting, educational content, method, instrument, space, time, learning opportunity, teachers and student roles and finally the method of evaluation. In any age educational theory was based on dominant philosophical idea and has been dependent on situation and context and for this reason in each age make emphasis on different implications. (Moor, 1974) In this article the trend of theory evolution from ancient to now days are study the most important question are:

1-what is educational theory implications in Aristotelian ages?

2- what is educational theory implications in Newton’s ages

3- what is educational theory implications in Quantum ages

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We can say that science begin with Aristotle. He emphasis more on logic and review of relation between concepts base on induction and deduction. In Aristotle idea the proportion determine the relative between concept. Nature is dependent to causality law and the mind is dependent on reason and logic and final causality is very important . induction can increase science.in Aristotle philosophy the essence and nature of phenomena is very important and laws have second hand.(Kuhn,2004). Theory at first in Pythagoras view point consider as thinking and penetration .this view of theory assumed by Plato and Aristotle. in Aristotelian age  theory refer to eternal facts and didn’t have hypothetic essence . for example Plato believe we doesn’t begin with hypothesis but we should queried hypothesis . also Aristotle believe that theory and practice are the same. In sum the Plato and Aristotle held theory as a ultimate position and take consider knowledge as unity .

2. Theory educational and its evolutions

2.1. Aristotelian age

Educational theory in Aristotelian age means the supreme method of life style . in this age Educational theory seek facts for facts and for this reason fact have a universal meaning and related to social and natural aspects of life. in addition in this age Educational theory was and activity that itself was respectful and was not separate from moral and individual could develop theory that who reach to self control.

The aim of education in Aristotelian age was good life, happiness and finally the actualization of wisdom .the content of including liberal arts that in turn comprises trivium and quardivium also contain philosophy and teleology, mathematics, history and literature. teaching method were inductive and deductive including dialectic , discourse and observation. In sum in Aristotelian age was emphasis on pluralistic method.

2.2. Newton’s ages:

With emergence of Renaissance second age of science begin that called mechanical Newton’s ages science philosophy . the most important feature of this age was emphasis on mathematics and with different research of scientists such as copernicus and Galileo final causality replace with efficient causality and logic with mathematics specially with mechanical motion.(golshani,2001)

In Newton speculation the world is rational , predictable ,specified and have mechanical order and every phenomena is related to a special cause.( Mason,2008.b)

Features such as predictability ,causality , modeling, control, universality, linearity , continuity , constant and objectivity all help we see the world as machine in which the balance, instrumental rationality and an close system and controllable use for discovery of scientific laws.( Byrne,1998)

Newton Educational theory derived from scientific works such as Bacon, Hubs, Descartes and etc great works. in this age the methodology special scientific and technical one , criteria centered education ,utility centered education, applied theory , natural theory , hypothetical approach of science , fragmentation between theory and practice and finally rejection of ultimate centered education have sound value.

2.3 Quantum ages:

Third period of science begin with physic Quantum. In this age the thinkers and scientists such as Heisenberg ,Einstein, Kuhn, Popper, Foucault ,Derrida make play important role and figure new idea in the world of speculation.

In this age features such as anti- absolutism, uncertainty, relativism, complexity, un-linearity, false ability have great emphasis and assumed that one phenomena may have more than one consequence and cause. (golshani,2001)

Educational theory according to the teachings of this each was based on holism , interchange causality, pluralism, subjectivity, integration between, observation and theory , self-regulation, focus on relation between phenomena , discourse centered education, multi-dimension education, down –up education, local control, systematic research activity, gradual evolution , process centered education and synergy.
Conclusion:
According to above discussion it can be said that theory is dependent to situation and context and in turn educational theory is dependent on theory. Educational theory in each ages has been emphasis on certain principle and concepts. This study show that in Aristotelian age Educational theory considered as method of life style and seek facts for facts and was related to social and natural aspects of life. In Newton’s ages educational theory was related to separation between theory and practice and methodology have great value. In Quantum ages very features of educational theory related to Aristotelian and Newton’s ages has changed and features such as integration between theory and practice and pluralism and so on were dominant.

References: