

# Study Guide for *Philosophy of Education*

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## Lecture One

- What is the difference between education and schooling and learning more broadly?
- Why must education be systematic?
- Why must a proper education be in certain terms general and not specific?
- List and differentiate the five main theories of education.
- Why are the positives and negatives of each of the five theories?
- How can the theories of education be categorized as direct or indirect?
- Why is any theory of education dependent on a theory of cognition?
- Using the three theories of cognition, explain their approaches to education.
- How might these theories intersect with the five purposes of education?
- Provide the complete definition of education.
- What are the two main questions that arise from the definition of education?

## Lecture Two

- Why can't you teach a course for children on thinking methods by teaching thinking methods?
- How does a child properly pick up new thinking methods in the process of education?
- Why is motivation a precondition of education?
- Pick a short topic for instruction and provide what might be motivation for an age-appropriate audience.
- How do the three theories of cognition approach the question of motivation differently? When during instruction is it appropriate to provide motivation?
- Beyond cognitive content, what other elements can be used for motivation?
- How can an instructor achieve the purpose of integration in teaching?
- What means or tools can teachers use to help students integrate?
- Give three examples of integration in different topics.
- What is the role of memory in education?

## Lecture Three

- Why must education have a structure imposed by the teacher?
- Should student interest in a topic guide his learning of that topic?
- Where should the logical sequence of a topic be used in structuring instructional material?
- How does reducing the units of instruction help to essentialize information?
- When is optionality possible in choosing a structure for presentation of material?

## Lecture Four

- What factors determine what to include in a proper educational curriculum?
- Explain why the trade-off between depth and breadth is not an optional issue.
- What is the proper approach to writing instruction?
- How does mathematics instruction apply beyond purely quantitative reasoning?
- Why must history be taught before other fields of the humanities?
- What should be the main focus of studying history?
- Are there any higher level cognitive benefits that come from understanding history?
- How should science be included in the curriculum?
- Why is literature preferred as the one field of fine arts to include in education?
- How does literature prepare the mind for philosophy?
- How should children acquire proficiency in practical fields?
- Does a rational curriculum teach values? How?

## Lecture Five

- What are the values and weaknesses of the lecture method?
- What are the values and weaknesses of the discussion method?
- Are these two methods actually mutually exclusive?
- What purposes can be accomplished by delimited discussions within a lecture?
- What subjects are absolutely necessary to teach new teachers?
- What is the role of psychology in training teachers?
- How should teachers be trained in varying methodologies?
- Why does rational education presuppose a free society?
- Why does a statist society necessitate an anti-conceptual education?