



Changes Pestalozzi brought to Education (1)

LEVEL	Advanced
AIMS (Aspect of Pestalozzi)	Students learn about the changes Pestalozzi brought to education, by comparing the traditional approach of Pestalozzi's time with Pestalozzi's approach
FURTHER AIMS	<ul style="list-style-type: none">➤ Students practise discussion, debate and decision-making skills➤ Students learn to compare abstract concepts
MATERIALS NEEDED	One single-sided set (cut up and shuffled) of the 'Changes Pestalozzi Brought to Education' cards for every group of three students

(NB: The teacher should emphasise that the approaches listed under 'Traditional' which are matched against those under 'Pestalozzi' in this activity should not all be dismissed as wrong. Some of the traditional approaches are as valid as the modern approaches advocated by Pestalozzi and teaching should ideally combine the best of both.)

The teacher divides the students into groups of three. The teacher gives each group the full set (42 separate cards) of the 'Changes Pestalozzi Brought to Education' cards. *(NB: It is very important that these cards are cut up and shuffled before they are given to the students.)*

Each group sorts the cards into two equal-sized piles, with one pile of 21 cards describing the traditional approach to education in Pestalozzi's time and the other pile of 21 cards describing Pestalozzi's approach. Students are encouraged to discuss the approach described on each card as they sort them into piles.

Each group then forms matching pairs of cards, deciding which traditional approach matches which Pestalozzi approach. This should again involve discussion and is likely to involve some debate and decision-making.

The teacher asks students from different groups for feedback on one pair of cards from each group, going round the groups until all 21 matching pairs of cards have been covered. This process should also involve some discussion.

Changes Pestalozzi brought to Education

Traditional

Pestalozzi

<p>A good education is only provided for the rich and is usually only for boys. There is no provision of education for disabled children</p>	<p>Education is for everybody, whatever their background, gender or ability</p>
<p>Teachers are not qualified and may even be only semi-literate. They have learnt no teaching methods and are often conservative and bigoted</p>	<p>Teachers are well-educated and are trained in pedagogy, they have plenty of techniques for teaching as well as knowledge of the subject matter and of the needs of the children</p>
<p>At best, there is only one classroom, with a lot of children uncomfortably crammed into it. It is usually dirty, with no proper furniture and is often in the teacher's house</p>	<p>Classrooms are clean and properly furnished and children have enough room to move around</p>

Changes Pestalozzi brought to Education

Traditional

Pestalozzi

<p>Teachers hit the children when they misbehave and keep discipline by making the children afraid of them. Otherwise they have very little authority over them</p>	<p>There is virtually no corporal punishment; any punishment given is as mild as possible and is appropriate to whatever wrong the child has committed. Discipline is based on love and the teachers' personal authority</p>
<p>Teachers do not explain their actions to the students and are very remote from them. They interact very little with the children</p>	<p>Teachers are facilitators, interacting with the children as equals, showing respect for them and explaining everything they do. They model themselves on the ideal parents</p>
<p>Teachers have no interest in their job, nor in the subject they teach nor in the children they are teaching.</p>	<p>Teachers love their job, they are interested in the subject and care deeply for the children they teach. The teachers love the children with disinterested love, involving complete understanding of, and empathy with, each child</p>

Changes Pestalozzi brought to Education

Traditional

Pestalozzi

<p>Children are kept indoors throughout the school day and are expected to sit still all day. They are very restricted</p>	<p>Outdoor activity, the natural environment and physical exercise are very important parts of a child's education. Children are encouraged to move around. They are given as much freedom as possible</p>
<p>The information the child is to learn is central; the child is forced to learn whatever information is considered necessary by the teacher</p>	<p>The child is at the centre of the educational process; every aspect of education is based on the needs of the child and the child helps initiate what he or she is taught</p>
<p>Children work individually and it is seen as cheating if children help each other</p>	<p>Children are encouraged to work together, to work co-operatively and to help each other. Peer teaching is important</p>

Changes Pestalozzi brought to Education

Traditional

Pestalozzi

<p>The child is seen as a 'tabula rasa' or blank sheet on which the teacher can 'write', or as an empty vessel to be filled up with facts. Education is a process which fills the child with knowledge</p>	<p>The child is seen as a self-active living organism, such as the seed of a tree, with the innate powers necessary for his or her development already present within. Education is therefore a process which develops something out of the child</p>
<p>Learning is passive; children study books and listen to the teacher. The first thing children learn is to read and write and they often do not understand what they read. They are often disengaged</p>	<p>Children first learn through active participation and 'sense-impression', in which understanding comes about through experience, observation and active engagement of as many of the children's senses as possible</p>
<p>Religion is often the only subject taught, with learning based on the bible and on the catechism</p>	<p>Children are taught many different subjects and learning is based first on what the children experience locally</p>

Changes Pestalozzi brought to Education

Traditional

Pestalozzi

<p>Children learn by rote, repeating things until they remember them. They are expected to memorise a lot of facts but often do so without understanding anything</p>	<p>Children learn out of interest. How they are taught and the abilities and skills they gain from the learning experience are important, rather than what information they gather</p>
<p>School bears no relationship to the children's homes or to their locality and the subjects taught do not connect with the children's everyday lives</p>	<p>School is as similar to the home as possible and the children first learn about what is local to them. The subjects they are taught relate closely to their everyday experience</p>
<p>Children are first taught about abstract things and there is no particular method to what the children are taught</p>	<p>Children are taught about abstract things once they have fully understood things through concrete engagement and 'sense-impression'. Education progresses methodically from near to far, from familiar to unfamiliar and from concrete to abstract</p>

Changes Pestalozzi brought to Education

Traditional

Pestalozzi

<p>Education is very one-sided, concentrating on the academic and on theoretical knowledge</p>	<p>An all-round education of the head (mental and academic), the heart (moral) and the hands (practical) is provided. Love is seen as the most important aspect of education</p>
<p>Education is forced upon the child and does not suit the current needs of the child. The child is often not given enough time to learn properly</p>	<p>Education follows the 'course of nature'. The child is taught what he or she is ready to learn according to his or her nature. Each child is given the time he or she needs to learn</p>
<p>All children are seen as the same; there is no differentiation</p>	<p>Each child is seen as unique and education is tailored to suit the needs of every individual</p>

Changes Pestalozzi brought to Education

Traditional

Pestalozzi

<p>Children often feel miserable and confused and hate school and their teachers. The reason for punishment is often not explained and may be disproportionate to the wrong done. As a result children tend to disobey</p>	<p>Children enjoy school and respect and obey the teachers because the teachers ensure that the children understand the subject matter they are taught, the reasons for any activities they are involved in, and the reasons for any punishment</p>
<p>The child is always blamed for any lack of interest he or she feels or for disobedience</p>	<p>The teacher is seen as the most likely cause of a child's disobedience. It is seen as the teacher's responsibility to make sure that the child is interested, and therefore obedient</p>
<p>What children are taught is mostly useless to them in their future lives and useless to society</p>	<p>Children are taught things that will help them to be independent, earn their own living and be useful, humane members of society</p>