

Exam 2 – Philosophy

- **Lumpkin handout and Ga. Code of Ethics for Teachers**
- **PowerPoint notes**

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Philosophy

- What is philosophy?
- Webster: "The love of wisdom; Pursuit of truth"; "A search for facts & values that are studied without any bias/prejudice"
- Barrow: "the study of the truth or principles underlying all knowledge"; "a system for guiding life"

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Philosophy

- When compared to "science" - philosophy attempts to examine what cannot be proven by physical evidence
- Philosophy tries to go beyond science and examines more than facts - goes into the area that can probably never be proven (e.g. religion & art).
- Some view sport as a religious experience or an artistic expression

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Some "Why's?"

- Able to question the "why" of something that is done
- Why take physical education classes?
- Why learn a lifetime skill?
- Why not take drugs to enhance performance?
- Why not play a student with a low GPA?

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Why develop a personal philosophy?

- Can improve your teaching effectiveness
- Can influence your behavior
- Can contribute to society's awareness of the value of activity
- Encourage feeling of commonality
- Able to provide direction in program development

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Branches of Philosophy

- AXIOLOGY
 - **Ethics**
 - Aesthetics
- METAPHYSICS
 - Cosmology
 - Theology
- EPISTEMOLOGY
 - Knowledge
 - Understanding
- LOGIC

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Branches of Philosophy - Axiology

- Concerned with the study of values
- Subdivisions: 1) **ETHICS** (questions or actions of right or wrong; the morals or conduct of one's actions)
- 2) **AESTHETICS** (the nature of beauty) - a theory or philosophy of "taste". What does or does not constitute "beauty"?

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Branches of Philosophy Axiology (Aesthetics)

- **ATTITUDE:** Generalized, emotionalized feeling about anything - characterized by intensity + or -
- **APPRECIATION:** Emotionalized feelings about the aesthetic qualities of anything

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How are Attitudes Acquired?

- Through long exposure to cumulative experiences which influence the individual (Learn to dance early = + attitude)
- Through an analysis of a variety of experiences & differentiating among them (middle school PE)
- Through traumatic or strong experience involving great pain or pleasure (see someone drown; win a prize for running)
- Through emulation of person or institution (Parent; Big Orange)
- Through association of all conditions of a + or - experience (Fear of water).

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Branches of Philosophy - METAPHYSICS

- Answers questions about reality
- What is the nature of reality?
- Concerned with questions of reality that cannot be answered scientifically about what is real & what really exists
- Subdivisions: 1) **COSMOLOGY** (Origins of the cosmos)
- 2) **THEOLOGY** (The reality of a divine entity, God, soul?)

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Branches of Philosophy - EPISTEMOLOGY

- Study of the theory of knowledge
- How to obtain knowledge (Street smarts Vs. book smarts)
- How do we view things (Glass half empty or half full?)
- Knowledge Vs. Understanding

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Branches of Philosophy - EPISTEMOLOGY

- KNOWLEDGE:
 - Information which an individual acquires
- UNDERSTANDING:
 - Functional comprehension of information

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Branches of Philosophy - LOGIC

- How ideas and arguments are related to each other
- Sequential steps used to reach a final conclusion

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Branches of Philosophy - LOGIC - Levels of Discussion

- 1) Emotional - lowest level Arguments given only on personal experiences - based on emotional feelings/personal prejudices - "I think that ...; I feel that ..."
- 2) Factual or Informational - One uses facts to support/prove arguments. Some use "selective facts" to prove points.

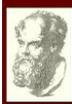
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Branches of Philosophy LOGIC - Levels of Discussion

- 3) Theoretical or explanatory level - Facts are organized for proof to substantiate a theory (e.g. how things should be taught). Sometimes blinded at this level because "it's always been done this way."
- 4) Philosophical level - highest level - Concerned with questions of a general or philosophical level.

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Basic Philosophies: IDEALISM

- Advocates: Plato  Socrates 
- Centers on the mind as critical to understanding
- Only through reasoning & mental processes can the truth emerge
- The ultimate reality = never changing ideals

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Basic Philosophies: IDEALISM

- Ideals, truths are universal & will remain the same regardless of individual interpretations
- Development of total person is important, but should be nurtured through development of the mind & thought processes
- Reality is mental

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Basic Philosophies: IDEALISM

- Activity is secondary
- The curriculum focus is on ideas
- The teacher is important; a role model; can use anything (method) to help students achieve optimal levels of personality & character development
- Affective domain: creativity & sportsmanship are emphasized

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Basic Philosophies: REALISM



- Advocate: Aristotle
- Use one's senses to discover interpret the truth
- Laws of nature are in control
- Knowledge originates in the physical world
- Need to train students to discover & interpret the real things in life

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Basic Philosophies: REALISM

- Phys. Educ. contributes in real ways to one's life
- Curriculum has experiences to allow students to understand the laws of the physical world - use one's senses
- Drills give knowledge
- Objective standards used for everything
- Heavy emphasis on mastery of content

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Basic Philosophies: PRAGMATISM



- Advocate: John Dewey
- Learn through experience or experiments (Experimentalism) - '60's commune's philosophy
- Learn by doing (Dewey)
- Only thing that is important is success
- Success is the judge of a truth; if it is true it can be proved
- Emphasis is on the student; social relations

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Basic Philosophies: PRAGMATISM

- **Problem solving is its basic educational method (e.g. Project Adventure activities; Mvt. Educ. - How many ways can you...?)**
- **Emphasis is on development of total person: body, mind, & soul**
- **Phys. Educ. is impt. for social values - Teaches people how to act with others**
- **Curriculum based on needs/interests of students**
- **May not provide clear answers to students' questions**
- **Philosophy of most middle schools**

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Basic Philosophies: EXISTENTIALISM



- Advocate: Jean-Paul Sartre
- Human experience determines reality
- The individual is most important (a strength & a weakness)
- Reality is effected by the choices made by the individual
- Phys. Educ. has many individual activities to foster creativity; self-awareness; self-responsibility

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Basic Philosophies: EXISTENTIALISM

- Teacher raises questions, but lets students make own choices
- Need to accept the responsibility for one's actions/choices
- Philosophy of the 1980's - "Me" generation
- eg. movie *Wall Street* - Michael Douglas' character gives a speech about how "Greed is Good"

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Basic Philosophies: Naturalism



- Advocate: Jean Jacques Rousseau
- One of the oldest of the philosophies - lost popularity, but the "back to basics" movement may have a positive impact
- Believes in things that exist within the physical realm of nature
- The individual is more important than society; education must use natural methods - nature does the teaching

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Basic Philosophies: Naturalism

- Laws of Nature dictate to the teacher (serves as a guide) to enable the student to draw their own conclusion through inductive reasoning
- Student will learn when they are ready (e.g. bike riding, swimming)
- Individualized learning is important through self-education, self-activity; learning about one's self
- Children learn through play about themselves & their skills (strengths & fears)

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Basic Philosophies: Naturalism

- Physical Educators should seek to develop the whole person - not just the PHYSICAL
- Promote learning through the use of natural means - no artificial aids used

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Basic Philosophies: Humanism

- **Advocate(s): Charles Bucher, Don Hellison**
- **Humanism - a concern for man's welfare - should work out his own destiny**
- **Every human being is an individual and should be treated that way - A revolt against being treated as a number - a part of a larger group**
- **Tries to counter the impersonal aspect of our crowded society (Avoid treatment as a number)**
- **Education returns to a concern for each person - tries to maximize the student's potential contribution to society & develop maximum self-respect.**

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Basic Philosophies: Eclecticism

- The practice of combining a variety of theories from different philosophies into a body of fairly compatible beliefs
- Zeigler - comments: "immature approach to philosophy" - but until you can develop your own beliefs - choose something that may help answer your personal search for truth

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Sport Philosophy

- Relatively new discipline of study (1960's)
- Need for Physical Educators to think about the "what" & "why" that they were doing
- Seeks to answer the basic questions about what we do - Instrumental in defining the basic terms we took for granted (e.g. play, games, sport, & the **sport experience**, etc.)

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Sport Experience

- Three basic characteristics of the sport experience:
 - 1) **Emotional**: this can apply to both the participant & spectator (e.g. World Cup fans) - can lead to increased competition & aggressiveness
 - 2) **Personal**: Individual's decision (reasons) for one's participation
 - 3) **Situational**: What sets the experience apart & makes it meaningful to an individual

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Sport Experience

- 5 additional characteristics of sport experience
 - 1) Can be a **social** experience - look for the sharing experience (individual Vs. team sports)
 - 2) May mean winning is most important aspect - society values winners - don't remember who lost a Super Bowl or World Series or State Championship
 - 3) Have to experience losing & how to deal with it.

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Sport Experience

- 4) **Not able to be prescribed or structured - no two people react the same way**
- 5) **Need to remember that sport is not sacred - it is just a game**
- **Where/When might the sport experience occur?**
 - 1) **Memorable sport experience: the "perfect" moment - usually victory , but doesn't have to be**
 - 2) **Involvement in a sporting classic - either as participant, spectator, or coach**

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Sport Experience

- 3) The atmosphere of the event - What do you "feel"? Good/bad?
- 4) Elements of perfection - a no-hitter; a hole in one; being in the "zone"
- 5) The team experience - making the team; some special team
- 6) Lifetime enjoyment through sport
- 7) Just "playing" - cycling back to the beginning

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Sport Philosophy

- What is the nature of sport? (Def.: Organized competitive form of play)
- What is a sport? What are the common elements?
- Look for common characteristics: similar elements: teams or individual; goals to win; implements used (balls, bats, racquets); implements standardized; non-human participants (autos, horses, dogs)

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Sport Philosophy

- Plato viewed the body negatively, but sport positively
- Why has sport gotten a bad reputation?
- Some feel sport is on a continuum from child's play (paidia) to adult play (ludus) - from play to games to sports (intramurals) to athletics
- From where do athletes come? Where are students getting their training?
- Some feel there is only one model for sport but it changes with the group setting the standard

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Sport Philosophy

- Olympic standards set by IOC; amateur Vs professional not allowed in early years
- Who is an amateur? (love of sport); Business standard = \$\$; social class standard = gentlemen amateurs Vs professionals; educational standard: scholarship VS pay
- Baseball is played from youth leagues to professionals - with different goals at each level - but are the professional goals working their way downward?
- Certain attitudes (sportsmanship, fun, character development) are inherent in the game? Is this true?

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Sport Philosophy

- Look to ethics to do the right thing - but who determines what is right/wrong?
- Use own personal values to reach a decision
- Are there any really objective standards?
- Tend to follow the examples as you were taught or influenced
- Problems throughout society - ethics are necessary - Need a standard by which we live

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Sport Philosophy

- Greeks spoke of the development of character as most important concern of education
- Now have to deal with students caught up in the intensity of action (teen shootings on the rise)
- What are their values? Where were they learned?
- Should ethics be taught in school? How?
- One's daily actions show their ethical beliefs (used car salesman; politicians; clergy; teachers?)

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Sport Philosophy

- Is the school the place to teach ethics?
- What about the religious connotation? The role/responsibility of the parent(s)?
- How will children act if left to themselves? (Lord of the Flies - Wm. Golding 1991)
- Sport's reputation - now a business & business has its own problems
- Pressure now at all levels to WIN at any cost

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Sport Philosophy

- What are your standards for the grades you give?
- Would you talk to a teacher about a grade for a student?
- May want to discourage the following:
- Stressing the supreme importance of VICTORY
- Is winning the only positive outcome?
- Lessen the AGONY (suffering) of defeat - do we promote this in our teaching?

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Sport Philosophy

- Sportsmanship: No hard evidence to support its development unless planned for in a lesson - but we can inhibit it by our actions
- Lack of Joy of Sport - We may be driving students away from what we want - active lifestyles & enjoying the sport experience
- What takes the joy out of sport for you?
- Cheaters; loud players; those who need to win at any cost (e.g. Golfers; tennis players)

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Sport Philosophy

- **What is the place of the educator in sport & teaching?**
- **Role conflict between teacher & coach - who wins out?**
- **The role of \$\$\$ in sport - biggest corruption factor today - "How can we get around the rules?" Some rules make criminals of people.**
- **Lack of respect for the profession? Paying for the sins of past times when Physical Education was the domain of the "dumb jock". Not true today!**
- **Need to become active in the total life of the school**

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Sport Philosophy

- What DO we teach VS what SHOULD we teach?
- Our actions convey our beliefs - students are able to read between the lines - know the untruths
- What should we teach?
- Justice & equality - fair treatment is desired by all - treat all the same - become color blind & gender blind

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Sport Philosophy

- Teach self-respect: Most important factor in success is the belief in one's self - Emphasize praise (when appropriate) and constant examination of expectations for the students
- High expectations at KSU result in Outstanding Majors Club & Major's Award; 90% placement rate for graduates
- Problem with today's youth is a lack of a positive self image & then turn to drugs to solve a problem

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Sport Philosophy

- Stress personal records - a Records Day for the School
- Teach Respect & consideration for others: Need to treat others with the respect we want
- Some taught to abuse opponents - lessens the value of life
- Teach respect for rules & authority: Teach the students to follow the rules but do not "over" rule the students with an absurd list

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Sport Philosophy

- **What about the *spirit* of the law VS the *letter* of the law? Is looking for loopholes a positive act?**
- **What are the relative values we seek to promote?**
- **How important is sport?**
- **What will be the relationship of sport & physical education in your professional lives?**
- **How necessary is winning?**
- **What is our academic integrity? Can we live with ourselves?**
- **Will you be remembered as an influential person in the life of your students?**

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