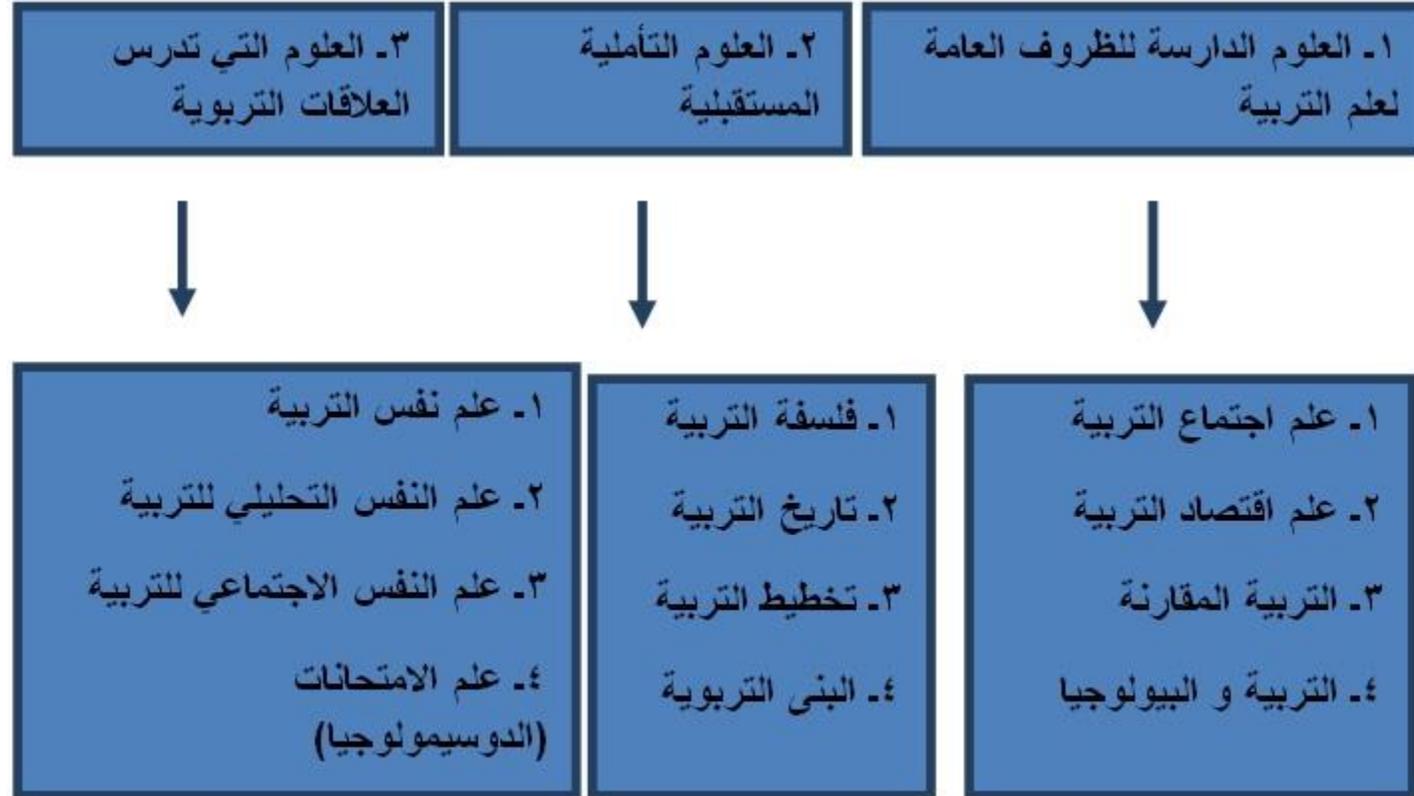
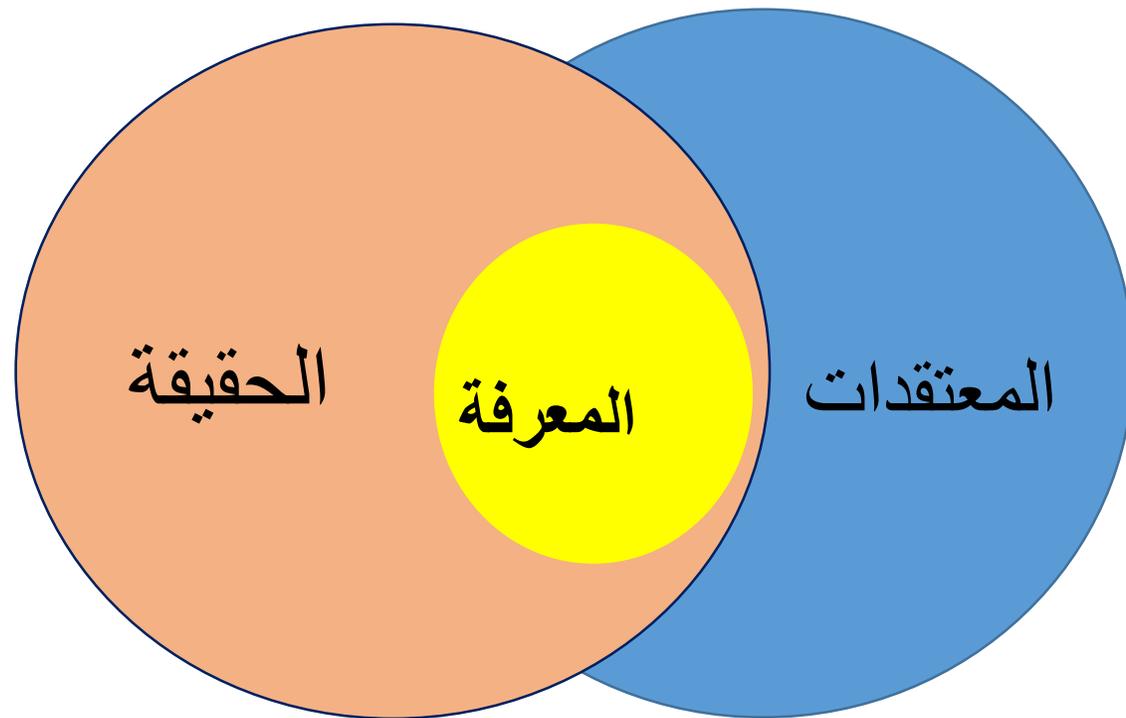


العلوم التربوية





Branch	Metaphysics: What is the nature of reality?	Epistemology: What is the nature of knowledge? How do we come to know?	Axiology: What values should one live by?
Educational Examples	<p>–Do you think human beings are basically good or evil?</p> <p>–What are conservative or liberal beliefs?</p>	<p>–How would an anthropologist look at this classroom? A political scientist? A biologist?</p> <p>–How do we know what a child knows?</p>	<p>–Is morality defined by our actions, or by what is in our hearts?</p> <p>–What values should be taught in character education?</p>
Sub-branches	<p>–Ontology What issues are related to nature, existence, or being?<i>Is a child inherently evil or good? How might your view determine your classroom management?</i></p> <p>–Cosmology What is the nature and origin of the cosmos or universe? <i>Is the world and universe orderly or is it marked by chaos? What would one or the other mean for a classroom?</i></p>	<p>Knowing based on:</p> <p>–Scientific Inquiry</p> <p>–Senses and Feelings</p> <p>–From authority or divinity</p> <p>–Empiricism (experience)</p> <p>–Intuition</p> <p>–Reasoning or Logic What reasoning processes yield valid conclusions?</p> <p>–Deductive: reasoning from the general to the particular <i>All children can learn. Bret is a fifth grader. He has a learning disability. Can Bret learn?</i></p> <p>–Inductive: reasoning from the specific to the general <i>After experimenting with plant growth under varied conditions, students conclude plants need water and light</i></p>	<p>–Ethics What is good and evil, right and wrong? <i>Is it ever right to take something that does not belong to you?</i></p> <p>–Aesthetics What is beautiful? <i>How do we recognize a great piece of music? Art? Can there be beauty in destruction?</i></p>

الحقل الإبيستيمولوجي تغير من مقولة الكينونة والوجود
إلى مقولة العلاقة