

John Dewey's Theory

Dewey's educational philosophy emphasized progressive education, going so far as to express that students should interact with their environment to adapt and learn (Sikandar, 2016). That learning should be determined by curiosity. He believed that developing practical life skills and learning through doing was essential for a student's education. The democratic and practical approach of Dewey was inherently student-centred, as it stressed the interests and needs of learners (De Castell & Luke, 1983). Dewey also proposed that educators should follow an interdisciplinary curriculum to apply to the learners' lives.

To achieve the required levels of practice, Dewey advocated for tools that recreated the natural world's experience in an experiential learning environment (Hickman, 2016). Dewey's education perspective focuses on classroom democracy, which encourages participation and meaningful activity in learning by having students learn to co-operate within a community. The progressive education replaced rote learning and teacher's authoritarianism (Sikandar, 2016). The all-knowing teacher's traditional role is to deliver information and then assess rote learning using a written test (Sikandar, 2016). Except the progressive and democratic the approach of Dewey, an educator, works as a facilitator and encourage students to interact and collaborate in groups (De Castell & Luke, 1983). Although with Dewey room is still left for students' evaluation to be done using written tests, learners are also assessed using other presentations or projects. With Dewey, education is a process of growth to prepare you for an unknown future.

