

An Examination of Conflicting Theoretical Perspectives in Learning & Teaching

Ronnie Goodwin

English Language and Linguistics Department
Gulf University for Science & Technology (GUST)
Kuwait

Abstract

The theoretical perspectives that inform educational policies are typically developed by lawmakers. However, the implementation of these legislative measures are seldom developed in conjunction with practicing educators. Thus, new paradigms are rooted on theoretically salient procedures as well as real-word applicability. This gap has created a significant number of educational practitioners that harbor conflicting theoretical perspectives regarding teaching and learning the curriculum as prescribed. However, many educators refrain from expressing their disagreement with existing policies. This research intends to highlight the presence of these conflicting perspectives as well as the underlying reasons prompting these disparaged notions. Through examination of existing literature, this study outlines the numerous educational theories that formulate the foundations of educational practice to create the theoretical framework used to analyze the data collected. A Likert-based survey was used to gather personal impressions from 415 in-service teachers in the U. S. of pre-kindergarten through 12th grade to determine the current theoretical perspectives shaping the curriculum. A majority of the respondents reported discord as it pertains to current policies and standards of practice.

Keywords: Conflicting educational theories, education, learning theories, teaching methods