

1.0 overview of historical and comparative studies

1.1 introduction to historical and comparative studies 1 hr

Meaning of historical foundation of education

What do you understand by the term history of education?

Historians as have defined history:

The record of all past human experience, showing how groups of people are and how they came to be. It is concerned with political, social, economic, scientific and technological factors and events, which have shaped the growth and development of mankind.

Education has been defined by some educationists as:

The total process by which human abilities and behaviour is developed; or the organized and continuous instruction aimed at imparting knowledge, skills, attitudes and understanding necessary for full participation in life. Education is also seen as a social process through which a member of a society achieves individual growth and development and social competence, carried out in selected and well-defined institutional settings.

History of Education could be defined as:

The study of the past development of educational systems, theories, practices and institutions within the general historical framework of political, social, economic, scientific, technological and cultural changes that different societies have gone through over time.

Today's education system did not get here by accident. In order to have an effective curriculum, it is important to try new ideas, take suggestions from others, and use new strategies. Throughout history, education has been tested and changed in accordance to what the data shows us. From the Colonial Period, to the Transitional, our nation's education has changed from decade to decade.

purpose of historical foundation of education

Through history of education, **we can learn how past societies, systems, ideologies, governments, cultures and technologies were built, how they operated, and how they have changed.** The rich history of the world helps us to paint a detailed picture of where we stand today

History of education helps one to draw comparisons of the origins and development of several different ideas, practices and theories of education in different societies. In that way it can help one to formulate better ideas, patterns and principles and provide a larger perspective.

History of Education will help you to understand how the past events shaped the present education systems, theories and related phenomenon in the area of teacher education in particular and education in general.

Secondly, it will enable you to appreciate the importance of education to mankind since time immemorial across the generations. By so doing, you are will be able to critically examine the fundamental part which education plays in the transformation of society. Note that as a teacher, you are a change agent so learning the history of education will prepare teachers in training to examine present trends and dynamics in education, draw practical lessons from the past, avoid possible mistakes, and initiate more viable plans for the benefit of Society.

The teaching and learning of History of Education is therefore justified for many reasons, some of these include the fact that it would enable teachers in training to have adequate knowledge of; what our educational policies are and what they are not; the philosophical ideas guiding OUR education; the contributions of the ancient nations and scholars to the development of the country's education and the major trends in the development of our education which may encourage them to be willing to contribute their own quota to the development of education in the country whenever they are in the position to do so

The most obvious function of history education is to pass on knowledge of the past. One possible reason for doing so is to encourage the development of cultural literacy – having the ‘traditional literate knowledge, the information, attitudes, and assumptions’ ([Hirsch, 1988](#), cited in [McDaniel, 2009](#): 202) required to understand the conversations of our communities. Cultural literacy is also sometimes seen as a tool for identity building, and even a necessary precondition for national belonging ([Anderson,](#)