

The Conceptual Meaning of Experience in Dewey's Educational Philosophy

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John Dewey is the principal representative of pragmatism, the philosophical trend which holds that knowledge is linked to the action and produced by the experience [1]. According to Dewey, the human experience considered as a special type of interaction with the environment in which one side defines and shapes the other and simultaneously shaped by it. Knowledge does not come directly from experience but from the mental processing. Experience regarded as a process which associated with the dynamics of adaptation and human intervention in the environment. The experience associated with a process that opens up possibilities for new forms of dealing with situations and configuration activities [2]. By making these posts, Dewey tries to remove the division between subject and object, theory and practice of rationalism and empiricism. Dewey contrasts the traditional form of education with a more modern approach to the educational process, which incorporates a pervasive pattern of experience. The contrast between the two forms of education strongly emphasized by Dewey, who concludes that there is a close and necessary connection between education and experience. He defines learning as a process abstraction of meaning from experience and argues that reflection on experience is a key element of the learning process. The methodological principle of learning by doing is the essence of the educational reflection of Dewey, highlighting the experience as the dominant method of approximation of reality and knowledge of things. The aim of this paper is to illustrate the importance of experiential learning with the critical evaluation of Dewey's theoretical approaches. This paper attempts to highlight the concept of student's experiences in the center of educational process.



- 1: Fisch, M., (1951). Classic American Philosophers. United States of America: Prentice- Hall.
- 2: Dewey J., (1938). Experience and Education. New York: Macmillan Co.