

**DISSERTATION THESIS:**

**TEACHER'S SUBJECTIVE  
THEORIES ABOUT BIOPHILED  
ORIENTED EDUCATION WITHIN  
PRIMARY EDUCATION**

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10. - 13.4.2012

# INITIAL PARADIGM

## ◉ Anthropocentric approach

- We derive obligations towards people and from people, access of human globally, human dominates to nature

## ◉ Egocentrism

- It concerns about individual, subjective view of man to the world
- An individual is focused exclusively on himself, ignores happenings in the world or the surrounding issues, do not perceive his environment, is interested in phenomena related directly to himself

## ◉ Existentialism

- Importance: who the man is and what is his meaning to the relationship to the world that has no meaning because it exists a long time before us
- Two kinds of being - objective (physical) and subjective (time does not play a role, the subject is always present)
- Greater importance has subjective being, because they can recognize themselves and can decide for themselves, too
- It is also important in what position a person is, because in such a way the he perceives the world
- Jean-Paul Sartre: „ Man defines himself who he is.“

# ALTRUISM

- It seems the question, how to connect egocentric intention to the own perfection (in the sense of full personal fulfillment) with activist, altruistic intention to a good behavior.
- The fulfillment of this essence is the intention to surrender for the good of all life, that is someone else's benefit at the expense of personal interests, unselfish care, unselfish way of thinking, feeling and acting in favor of others (eg parent and child).
- Limitation of the needs of the individual will be beneficial to other beings.

# BIOCENTRISM

- Albert Schweitzer has created it as a „Philosophy of respect for life"
- The idea that life itself, as such, is a source of sense and values, a material well-being will not stand in the foreground
- 4 conviction:
  1. People are equal members of the community of all beings.
  2. Earth is a system of interdependencies.
  3. Each member of the biotic community has a value of his being, just for existing.
  4. Human superiority is just an expression of a human racism.

# MY OWN BASIS OF THE THESIS

- ◉ Sustaining such a sustainable way of life which does not exploit the nature, but also does not require a regression in the quality and standard of our being.
- ◉ Education such a generation that understand the natural evolution of the Earth and that will be able not to only solve problems but also prevent them.
- ◉ Learning in context emphasized on the impact in social, economic and environmental spheres.

# DESIGN OF DISSERTATION THESIS

## ◉ Aim of thesis

- Describe, how the teacher thematizes his subjective theories in the relationship of man-nature-culture?

## ◉ Research questions

- How does the teacher thematize his subjective theories in the relationship of man-nature-culture?
- How does the teacher think about the position of man in the world?

## ◉ Basis

- Biophilic orientation of education
- Teacher's subjective theory

## ○ Qualitative methodology

- Interview - semi-structured, based on the principles of biophilic orientation of education
- Technique of structuring concepts - based on the interview, teacher gives to relations the statements, which he said in previous interview
- Observation of teaching
- Triangulation - interpretation of data by another researcher
- 4 teachers, purposeful choice, primary schools in Brno

## ○ Analysis of results

- Interpretative category
  1. Education in context
  2. Understanding the natural evolution
  3. Education of environmentally responsible citizen
  4. Strengthening the evolutionary way of thinking, man is responsible for culture
- Coding - assigning the phenomena to categories, looking for relationships and connections between categories

THANK YOU FOR YOUR  
ATTENTION.