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Evaluation of Scheffler's Rational Teaching Model from the Perspective of Tacit Knowledge and Proposing an Alternative Model Called Tacit Teaching

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Abstract

Scheffler has discussed the philosophical models of teaching in the study of the relationship between reason and teaching. Based on this, he has analyzed three teaching models with the titles of influence, insight, and rule and evaluated their strengths and weaknesses. His main thesis on education is the concept of a rational teaching model based on the special position of rationality and the development of theoretical and critical powers among students, which, along with a kind of respect for the judiciary and rational assessment of the reasons presented to the student. This attitude has been criticized largely, the most important of which will be mentioned.

But the important question is whether it is possible to teach in other ways than rational discussion and why should the role of rational justification be emphasized among the various ways that lead to learning. This research has investigated the dimensions of Scheffler's theory about the relationship between rationality and teaching with the method of conceptual analysis. This research aims to analyze and criticize Scheffler's viewpoint from the perspective of tacit knowledge and to propose the tacit teaching model as an alternative model. The findings of the research indicate that the rational model of teaching based on cognitive abilities has adopted a one-dimensional approach to student education. On the other hand, the implicit teaching model causes familiarity with values with its background and pattern-avoidance nature, instead of propositional knowledge and textbooks, and due to intuitive understanding and the use of implicit language, it creates a sense of empathy between teacher and student.

Keywords: Teaching, Influence, Insight, Rule-following, Tacit Knowledge

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