



Republic of the Philippines  
**PHILIPPINE NORMAL UNIVERSITY**  
*The National Center for Teacher Education*  
**FACULTY OF EDUCATION AND INFORMATION SCIENCES**  
 Manila



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<b>Section:</b>	I-23	<b>Schedule:</b>	M/TH – 3PM-5PM

**WORKSHEET NO. 2**  
**MATRIX COMPLETION**

You are tasked to **critically analyze the different historical periods of education worldwide** by completing the matrix provided below. In your analysis, focus on how education has evolved over time and its influence on modern practices. When filling out the matrix, make sure to include the following for each historical period

1. **Aims/Goals** – What were the main objectives or purposes of education during this period?
2. **Content/Curriculum** – What knowledge, skills, or subjects were emphasized?
3. **Methods of Instruction** – How was teaching and learning carried out? (e.g., oral tradition, apprenticeship, formal schooling, etc.)
4. **Contribution to Education** – What lasting impact or legacy did this period leave on the development of education worldwide?

Use the resources provided in LMS and/or you may do research on your own. Be critical and reflective in your responses. **DO NOT USE ARTIFICIAL INTELLIGENCE (such as ChatGPT or any other AI model platforms)**

Historical Group/ Period	Aims/ Goals	Content/Curriculum	Methods of Instruction	Contribution to Education
<b>EDUCATION DURING THE ANCIENT TIMES</b>				
Preliterate societies (7000 BCE-5000 BCE)	The main goal of the people was to provide security and preservation of their culture.	It is very predicative on them to learn how to survive and defend their tribe.	They mostly focused on the practical and theoretical aspect of the instruction rather than formal approach.	The era laid the foundation for the future methods of education. This is the seedling of education.
CHINA 3000 BC – 1900 AD	It was their goal to train aspired officials for servicing, to mainly infuse loyalty to the emperor/empress, and continue the confucian traditions.	Content is based on the concept of Confucianism, which is formal, rigid, and exam-oriented, and there are branches, namely: moral-ethical, political/administrative, literary/artistic, and military.	They mainly standardized the concept of memorization and discipline.	Fostered learning through oral teaching of the Vedas and Upanishads, establishing early universities and advancing fields like mathematics, astronomy, medicine, and philosophy (Tu, 2025; The Editors of Encyclopaedia Britannica, 2025).
INDIA 3000 BC to 300 BC	Indian ancient times focused on the self-realization and freedom. They also went to preserve the Vedas and other sacred texts. They also prioritize to build discipline, righteousness, and social duty.	Religious/philosophical (Vedas, Upanishads). Secular (math, medicine, astronomy, grammar). Arts (music, dance, architecture). Physical (yoga, martial arts, archery).	Oral learning, memorization, and discussion was the main methods of instruction in the era, mostly related to concept of the Chinese.	Passed down Hindu philosophy and early scientific ideas. Inspired later traditions in both religious and secular learning (Jain et al., 2021).
EGYPT 3000 BC – 300 BC	They mainly circle around training the scribes, priests, and state officials. To keep the religious and political order. And to preserve practical skills for farming, building, and medicine.	The content was focused on the religious myths and rituals. Hieroglyphic writing and record keeping. Engineering, medicine, and architecture. Sculpture and painting.	They established normal schools for scribes, apprenticeships for crafts, temple instruction for priests.	Developed early written records and formal schooling that shaped later Mediterranean cultures (Marrou et al., 2025).

GREEK 1600 BC – 300 BC	It prepare citizens for military and civic life. Build strong bodies and clear minds. Unlike the Egyptian where it focused on religious myths and rituals.	Physical education and military drill. Moral training. Reading and writing as a limited context. Philosophy and the arts in later periods.	Gymnasia, open discussions, Socratic questioning for philosophy (Chen et al., 2025).	Introduced democratic ideals, philosophy, and the liberal arts model (Chen et al., 2025).
ROMAN 750 BC – 450 AD	Form the “vir bonus,” the good man skilled in speaking. It prepares citizens for law, politics, and administration.	Practical training, Vocational education, Intellectual training.	Roman language became the instrument of commerce (McCormack, 2023).	Spread Latin as a language of culture and law. Shaped Western education with rhetoric and civic training (McCormack, 2023).
<b>EDUCATION DURING MIDDLE/MEDIEVAL AGES</b>				
Early Christian	The purpose was to spread the Christian faith. Prepare clergy. Build moral discipline.	Scriptures, theology, prayers. Christian ethics and virtues. Reading, writing, and Latin for Bible study.	Unlike the previous era focusing on surviving, it focuses on teaching by clergy, Bible study, sermons, small church schools (Murray, 1955).	Preserved literacy in Europe and kept classical texts alive through Church teaching (Murray, 1955).
Monasticism	Form devoted monks with deep spiritual discipline. Preserve religious and classical knowledge.	It contained theology, liturgy, Latin, philosophy. Farming, crafts, and manual labor.	During this part, strict life inside monasteries with prayer, study, and work was made (The Editors of Encyclopaedia Britannica, 2025).	Protected ancient manuscripts and kept learning alive through the Dark Ages (The Editors of Encyclopaedia Britannica, 2025).
Scholasticism	Reconcile faith and reason. Train theologians and philosophers. Develop logical thought.	Doctrine and Bible study. Logic, ethics. The seven liberal arts: grammar, logic, rhetoric, arithmetic, geometry, music, astronomy.	Emphasized logic, reasoning, and dialectics.	Created the university system and advanced critical thinking within a religious framework (Pieper, n.d.).
Chivalric Education	Train knights in war and loyalty. Teach courtesy and service to king and church.	Horse riding, swordsmanship, jousting. Loyalty, honor, discipline. Manners, music, poetry, and courtly love.	Training in noble households and on the battlefield, with moral guidance from tutors.	Linked military skills with codes of honor and influenced later concepts of gentlemanly conduct (Hartley, 1911).
Guild System	Produce skilled craftsmen and merchants. Maintain quality and fair trade. Provide economic stability.	Trade skills such as carpentry, weaving, and masonry. Accounting and basic business practice. Guild rules of honesty and loyalty.	Apprenticeship under master craftsmen inside workshops.	Gave rise to vocational training and set standards for professional learning (Richardson, 2008).
<b>EDUCATION DURING THE RENAISSANCE &amp; MODERN TIMES</b>				
Protestant Reformation	It enabled people to read and interpret the Bible. Spread Protestant beliefs. Promote literacy among common folk. Unlike before where they prioritized those with power.	Bible reading and catechism. Reading, writing, arithmetic. Moral discipline and personal responsibility.	Emphasized local language for the Bible reading and provided education for all genders via state and church schools.	Expanded schooling to boys and girls. Encouraged reading in local languages (Polyzoidou, 2021).
Catholic Counter-Reformation	It defended Catholic doctrine and renew faith. It also strengthen the moral and spiritual formation of Catholicism.	Catechism, theology, Church doctrine. Classical languages and philosophy. Missionary training and moral discipline.	Led by Jesuits and other religious orders, with strict discipline, memorization, and catechetical teaching (The Editors of Encyclopaedia Britannica, 2025).	Improved teacher training and helped shape modern Catholic education systems (The Editors of Encyclopaedia Britannica, 2025).
Formal Discipline	Strengthen mental powers and moral character through hard study (Kendler, 2023).	Mathematics, grammar, and other exercises to train memory and reasoning.	Focused on repetitive drills, mental exercises, and strict study habits (Kendler, 2023).	Supported the idea that the mind can be trained like a muscle, influencing early psychology and schooling practices (Kendler, 2023).
Rationalism	It relied on reason as the main source of knowledge than memorization (David and Francis, 2025).	Focuses on mathematics, logic, science, philosophy, ethics, and early social sciences (David and Francis, 2025).	Emphasizing the development of logic through logical deduction and reasoning (David and Francis, 2025).	Advanced the scientific method and promoted critical, logical thought in schools (David and Francis, 2025).

Naturalistic Conception of Education	Growth of the child's natural abilities and sense of goodness was the main aim. It prepared the learners for life through free and natural development.	Nature studies, life skills, outdoor play, and moral lessons drawn from real experience.	Learning by doing, direct contact with nature, gentle guidance from teachers.	Inspired child-centered approaches such as those of Jean-Jacques Rousseau and later progressive education movements (Johann Pestalozzi, n.d.).
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### RUBRIC FOR GRADING

Criteria	Excellent (4)	Proficient (3)	Developing (2)	Beginning (1)
<b>Completeness</b>	Matrix is fully completed with detailed entries in all categories (Aims, Content, Methods, Contributions).	Matrix is mostly completed with minor gaps in one category.	Matrix has several missing or incomplete entries.	Matrix is largely incomplete or missing.
<b>Accuracy of Content</b>	Information is historically accurate, relevant, and demonstrates strong understanding of each period.	Information is generally accurate with minor errors or misconceptions.	Contains some inaccuracies or vague/unclear information.	Information is largely inaccurate, irrelevant, or missing.
<b>Critical Analysis</b>	Provides insightful comparisons, meaningful connections, and thoughtful reflections on impact of each period.	Shows some analysis and connections between periods but lacks depth in reflection.	Limited analysis; mostly descriptive with minimal connections or reflections.	No critical analysis; purely descriptive or copied information.
<b>Organization &amp; Clarity</b>	Entries are well-structured, concise, and easy to follow; ideas are clearly expressed.	Entries are organized but may lack some clarity or conciseness.	Entries are somewhat disorganized or difficult to follow.	Entries are unclear, confusing, or poorly written.
<b>Presentation &amp; Effort</b>	Matrix is neat, well-formatted, and demonstrates effort and attention to detail.	Matrix is readable and organized but may lack polish in format or neatness.	Matrix shows minimal effort in formatting and organization.	Matrix is messy, poorly formatted, or shows little effort.

Notes:

1. Always submit using **pdf** format via ePNU
2. Save your file using the following filename format: **SURNAME\_SECTION\_Reflection No. 1** (example: **VILORIA\_I-9\_Reflection No. 1**)
3. Ensure you read thoroughly and cross-check your information from credible resources. This independent study worksheet is designed to help you build a strong foundation before we dive into lectures.