

Pedagogical Approach in Counsellor Education Through the Concepts and Perceptions of John Dewey

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Abstract

There is a dearth of literature on pedagogy in counsellor education. In this study, concepts and perceptions of John Dewey's educational theory were incorporated as well as counselling program were suited to pedagogical approach. In the context of counsellor education, we go into greater detail on the pattern of inquiry, issues of mind-body continuity, the roles of the teacher and student, the distinction between miseducative and educative experiential activities, and problem-based learning. A case illustration that contrasts a professor employing a typical teaching style with a professor using a Dewey-informed model serves as an example of these ideas.

Keywords: *Pedagogical Approach, Counsellor Education, Concepts, perceptions and Dawey.*

Introduction

A 10-year content analysis of articles published on pedagogy in Counsellor Education and Supervision revealed a significant gap in attention to pedagogical theory, along with a focus on teaching techniques. Barrio Minton et al. (2014) found that while there was an increase in the number of articles grounded in theory or research, nearly half of the articles published on pedagogy were still grounded in concepts like competency standards. These findings demonstrate the clear need for more attention to pedagogical theory in counsellor education. However, One topic was remarkably absent in the literature published in CES, a journal about counsellor education, is pedagogy," stated the current editor of Counsellor Education and Supervision, highlighting the dearth of research addressing pedagogy (Korcuska, 2016). Though developing a theory of pedagogy is crucial for counsellor educators, Different techniques to teaching course material in counsellor education programs have received a lot of attention. For instance, recommendations for integrating religion and spirituality have been made by Adams et al. (2015), teaching empathy has been made by Bayne & Jangha (2016), incorporating a social justice perspective has been made by Brubaker et al. (2010), grief and loss issues have been addressed by Doughty Horn et al. (2013), reflective thinking has been encouraged by Griffith & Frieden (2000), group leadership skills. There is a dearth of literature connecting these concepts to particular pedagogies, in contrast to the comparatively huge amount of views about how to teach or incorporate specific topics. Therefore, it should come as no surprise that participants in a recent qualitative research of PhD students pursuing counselling education stated that their doctoral coursework did not sufficiently prepare them for teaching (Waalkes et al., 2018). More particular, survey participants mentioned a paucity of pedagogical preparation.

While teachers would benefit from having appropriate strategies for teaching a range of topics in the counsellor education curriculum, they would also gain from having these tactics anchored in a pedagogical philosophy. Think about the comparison to the relationship between counselling theory and counselling techniques. Teaching counselling students particular treatments without assisting them in gaining any understanding of theory and how theory influences their counselling interventions would be analogous to using a range of instructional tactics without a deliberate pedagogical philosophy. Counsellors have an ethical duty to employ

procedures based on theory, even though students do need to master specific intervention techniques (ACA, 2014). In a similar vein, it is imperative that teachers base their classroom interventions on pedagogical theory. As a "understanding of counselling theory might help clinicians understand why specific techniques are appropriate, the integration of broader pedagogical concepts might help counsellor educators build intentional foundations rather than rely on "bags of tricks" articles to design instructional activities and assignments," according to Barrio Minton and colleagues (2014), highlighting this point. Instructors may be wary of an argument supporting a universal, monolithic theory for all various counsellor educators, just as there are many counselling theories and no one theory fits all counsellors or clients. But the educational theory that was upheld this is experimental and pluralistic enough to allay worries that no one pedagogical Theory is suitable for all students and instructors.

This study will give a succinct summary of John Dewey's educational philosophy, pedagogical theory, and methods of instruction that are consistent with it. We need to define our terminology in order to accomplish this. A comprehensive theoretical analysis of the nature, goals, and functions of education from both a macro and microcosmic perspective is called philosophy of education. In a macrocosmic sense, education philosophy tackles topics like the interaction between schools and society. Microcosmically, pedagogical theory a theoretical analysis of the nature of teaching and learning is approached by philosophy of education. We consider pedagogy itself at the most detailed level of analysis, which includes instructional strategies that are in line with and derived from a pedagogical theory. After presenting Dewey's educational philosophy via the lens of his seminal "Reflex Ark Concept in Psychology," we will provide concrete illustrations of how counsellor educators might incorporate Dewey's ideas into their instruction. We will also address implementation-related difficulties that teachers and students may encounter. A word about our methodology is in order. In the counselling exercise, we will regularly employ analogies to highlight the key ideas from Dewey's educational philosophy and pedagogical theory. In the end, we contend that counsellor educators should study John Dewey's educational philosophy, pedagogical theory, and related teaching methods in order to inform their instruction.

On the basis of multiple premises, we make this claim: first, Dewey's pedagogical theory takes into account the various needs of the diverse body of counsellor educators that we previously described; second, his experiential learning model upholds the principle of continuity in student experiences by coordinating the learning context with the practice context; and third, Dewey's pedagogical theory preserves the continuity between the embodied activity of learning and counselling and the mental inquiry that is a part of both. This article's assumption is that, despite our belief that Dewey's educational client and, in the case of the counsellor's education, between instructor and student, is necessary. Counselling is an embodied, transactive, and interpersonal activity. Philosophy is broadly applicable; counselling provides a unique educational scenario that demonstrates the effectiveness of Dewey's method. In order to maintain continuity in counselling, both between the counsellor and the client so also between teacher and students.

Objectives: To provide essentials about the comparison to the relationship between counselling theory, counselling techniques, attention to pedagogical theory in counsellor education, and also to determine the appropriate approach on the delivery of John Dewey's philosophy, concept and perceptions, as well as researcher's position for the benefits of teachers and practicing counsellors and to entire education stake holders.

Essential Ideas in John Dewey's Pedagogical Theory and Philosophy of Education

A thorough analysis of John Dewey's naturalist and instrumentalist philosophies is outside the purview of this article. Nonetheless, we can convey John Dewey's educational philosophy and,

more precisely, his pedagogical theory, through his reconstruction of the psychology notion known as the reflex arc. John Dewey's theory reinterpreted the psychological reflex arc by building on Charles Darwin's evolutionary naturalism (1896). At least as far back as René Descartes in the seventeenth century, the reflex arc's fundamental concept arose (Davidson, 2003). Descartes (1637) created a mechanical model in which an external stimulus from the surroundings, such as a prickly shrub prick to the skin of a bare leg, triggers a cord that then sends the signal to the brain. The reflex arc is then completed when the brain fires a second nerve that travels back to the leg. Building on the ideas presented by William James in *Principles of Psychology* (1890), Dewey (1896) believed that the mechanical model was inadequate because it was merely a collection of "jerks" and did not take into consideration the intricate interplay of circumstances and mechanisms that make up the learning process (Davidson, 2003).

We miss the larger context of the interaction, which includes the client's and counsellor's background experiences, race, ethnicity, gender identity, sexual orientation, socioeconomic status, and values, when we imagine the counsellor-client relationship mechanically, involving an external counsellor intervention as stimulus and a client reaction as response. The interaction's underlying theory, each participant's influence, their intents, and more are all disregarded by the mechanical model. According to Dewey, the learning arc starts with a stimulus that incorporates the learner's coordination of their motor and sensory acts as well as aspects of their circumstances. Dewey argued that rather than being a primary ingredient, the external stimulus was actually the result of analysis. Dewey took a more all-encompassing stance. He started with a scenario in which the student brings their past experiences, routines, and passions to the table. These influence how they interact with the social and natural environments, which leads to adaptations, novel behaviours, and more altered surroundings. The main argument made by Dewey against psychology's reaction arc is that human relationships are not just about a straightforward stimulus-response relationship. When it comes to counselling, this supports the notion that the client and counsellor don't react to each other in a vacuum. For instance, the client tells their counsellor that she is expecting a child. The disclosure, as a stimulus, does not elicit the same intervention or reaction. In several contexts, the therapist would need to consider the residual circumstances does the patient seem thrilled or inconsolable? What are the client's age and relationship status, in terms of the counsellor is aware of? Does the counsellor have any knowledge from past conversations about how the client feels having kids? Should the counsellor overlook these and other factors, their reaction to the revelation in their intervention may have been entirely inappropriate.

The Investigational Framework of Dewey (1938): A Generalized inquiry pattern that informed his education and conceptualized learning as an inquiry process. An unclear condition with uncertainties, queries, Uncertainties and discomforts are a prerequisite for investigation. The initial phase of the procedure for the goal of the investigation is to identify the previously unclear situation as problematic. The problematic situation's constitution is a phase in the investigation process, as there has been movement from relative ambiguity in identifying the components of a particular scenario, indicating potential fixes. After that, consideration is given to how an idea should be implemented to address the issue, through shifting the indeterminate circumstances in the direction of unification and resolution. Dewey's inquiry pattern can be used to navigate a variety of situations, such as a stroll through the woods, a morally challenging situation, or a complex social or natural scientific experiment. Examples of these scenarios include figuring out how to navigate a winding stream, identifying and sanctioning three distinct instances of academic dishonesty on student papers, or navigating an intricate social or natural scientific experiment. Still, a commonplace example of interpersonal communication sheds light on the pattern. You bump into a co-worker in the hallway and strike

up a quick discussion, but unlike most of your exchanges, their manner is cold and impersonal. Because the situation is ambiguous, you are feeling uneasy and apprehensive. After mentally going through a number of scenarios, you realize that they left you a voicemail the previous evening while you were preoccupied with your family. This leads you to start making assumptions about the reasons behind your uneasiness and discomfort. You didn't answer the call after listening to it late at night. The next step is to formulate a hypothesis for a fix. Which would be most appropriate a quick SMS, an email, or a visit to their office with an offer to grab coffee? After deciding on the best course of action, you pay them a visit in your next free time. Once there, you apologize and explain why you were unable to return the call. Later, over coffee, you talk about their need, which had triggered the message. In the direction of resolution and unification, the circumstances have been adjusted.

Mind-Body Coherence: Dewey's naturalistic explanation of the inquiry pattern led to the rejection of erroneous philosophical dichotomies. These include thinking and doing, subject and object, fact and value, theory and practice, and mind and body (Dewey, 1938). For example, the mind and body are not to be thought of as distinct entities. Rather, according to Dewey's school of thought, our lower, biological, and practical pursuits are inextricably linked to our higher cerebral activity. As demonstrated by Mark Johnson in 2007, a large portion of intellectual work is based on conceptual frameworks that we as humans have borrowed. When you inquire, "Do you see?" for example, you are asking a physical query about vision whose physical metaphor has been conceptually translated to a knowing action in the mind. We shall show below that instruction that disregards the embodied character of learning as inquiry causes the mind and body to be unnecessarily and negatively separated, which prevents students from developing the skills needed to become competent counsellors.

In *The Child and Curriculum* (1902), Dewey extended his search for the excluded middle between dichotomized conceptions to teaching. According to Dewey, curriculum-based teaching emphasizes the logical, orderly, expanding, and disciplined parts of learning, whereas child-centered teaching emphasizes the emotional, holistic, limited, and self-interested parts of learning. However, Dewey believed that the dichotomy was erroneous from the first. The curriculum needs to be viewed as the organic result of the interests of the students. Since the active in a student's learning comes before the passive, we must start with her interests. However, those interests hold the difficulties that she needs to be helped to answer by a methodical, structured, and disciplined investigation. Here are some instances of how the curriculum of a particular class session might be influenced by the interests and prior experiences of the students, which are a significant component of the learner's involved situation (the holistic classroom environment). Ignoring the interests and experiences of students has hazards. Presenting the lesson material as dead and inactive, as will be discussed below, can further impede the students' habituation to the abilities needed to be successful counsellors.

Teacher and Student Roles: A confrontation between a classic and progressive educational model was outlined by Dewey (1938). Under a traditional approach, educators are in charge of imparting knowledge to pupils in a context that differs greatly from their home or place of employment, which caters to their emotional, holistic, self-serving, and limited perspectives. Students should behave in a way that is expected of them in this logical and well-organized environment. The goal of traditional education is to apply structured learning in an emotive and holistic environment, thereby preparing pupils for success in the future. In order to achieve this goal, students learn knowledge and abilities from a teacher who assumes the role of an expert, and students assume the role of obedient and compliant learners. This is equivalent to the "banking concept" of education, which Paulo Freire (1993), albeit in a different context, referred to as the placement of dead and inert "facts" into students' container-minds. This, in

Dewey's opinion, is a warped conception of the learning process. This educational approach is criticized by Dewey (1938) as being "one of imposition from above and outside". Additionally, there is such a large disconnect between the learner and the subject matter that the instructor must impose the necessary knowledge. According to this approach, learning is the process of gaining the knowledge that is present in books and the instructor's thoughts. Instead of being dynamic, an organic by-product of student experiences, and continuous, what is learned is rigid, ordered, and comprehensive. When counsellor trainees are seated across from a client who is experiencing distress, a static approach to learning will not be helpful. To comprehend both how learning is an embodied action and how the active comes before the passive in learning, think of an example to learning how to fish. The art of fishing cannot be learned by a lecture and test on baiting a hook, throwing a line, and landing a fish. However, conducting an intake on a new client or, for that matter, instructing a counselling class are not more distinctively embodied than fishing. Furthermore, according to Dewey, some of the same traits that make up unsuccessful counselling also make up ineffective teaching. For instance, counsellors are taught to collaborate with their clients, approach them from an egalitarian position, and work with them rather than against them. Dewey also disapproved of a top-down strategy in which the student is treated as a passive recipient of the teacher's extensive knowledge and the teacher is seen as the expert. Because of this, the traditional model not only views the teacher as an authoritative figure and the student as a passive, empty vessel, but it also unnecessarily splits the mind from its embodiment, which makes it more difficult for embodiment to contribute to the process of becoming proficient at a skill. Counselling is a distinctively embodied activity, as we will show below, and educational experiential activities in counselling should occur in settings that closely match its

Knowledgeable versus Ignorant Experiences: Dewey's description of experiential learning was both accepted and misrepresented by progressive educational approaches. Although Dewey (1938) promoted hands-on learning and his Progressive educational theorists were those who classified pedagogical theory as such. Promoting experiential learning and "progressive" education helped to establish their "progressive" pedagogy as a simple response to the antiquated, conventional methods of instruction. A crucial criticism Dewey made of the progressive education movement's inability to distinguish between instructional and depressing encounters. Dewey acknowledged that not all experiencing activities are educational, even though he was an advocate of experiential learning methodologies. As a result, he disapproved of the overly dramatic student-centered approach, which forms experiential events by blindly following the student's ignorant inclinations. Experiences may be ill-defined or of low calibre. Experiences that become habitual and lead to repetitive performance of the skill which may not be sensitive enough to context and subtleties or experiences that are too disjointed to foster future development are examples of miseducative experiences. Dewey felt compelled to develop an experience theory in order to help educators differentiate between experiences that are miseducative and those that are educational. In 1938, Dewey presented a theory of experience based on the ideas of interaction and continuity. According to continuity, every experience from the past has an effect on us now, and every experience from the present has an impact on us going forward. Interaction implies that the environment impacts the experience and that the circumstance influences the experience. Stated differently, a student's experience with a lesson will be shaped by a variety of factors, including prior knowledge, guiding interests, the variety of approaches they use to problem-solving, the special setting in which inquiry takes place, and contact with the teacher. Thus, having high-quality experiential learning activities is just as important as having experience learning in the classroom (Dewey, 1938). In addition to making the student feel good about themselves right now, a high-quality experience inspires them to be creative in the future. High-quality encounters stimulate curiosity and initiative and help form habits that lead to progress. In 1938, Dewey cautioned

educators that "learning to read and compute will not necessarily prepare one for using those skills correctly and effectively in situations that are very different from their familiar ones.

As a result, educational experiential activities closely mimic the environment in which students will use the knowledge or skill they are currently studying. The continuity of experiential learning is seen in the striking similarity between learning and practice situations. We demonstrate below how this continuity of experience influences counsellor education in particular ways. Dewey would classify, for instance, giving counselling students practice reading a generic statement off of paper to get initial informed consent as a miseducative experience, even though this is actually an experienced activity. The counsellor educator would advise students to practice getting informed consent in a more nuanced manner, which would entail taking into account the situation in which the counsellor trainee is working, in order to make this activity more educational.

Problem-Based Education: Issue-based or problem-based learning is one instructional strategy that draws on Dewey's pattern of inquiry and the pedagogical philosophy that is covered below (Koschmann, 2001). Teachers nudge pupils with uncertain circumstances, in which they must make assumptions, define a problem, and provide a solution. We'll use this paradigm to teach counsellors below. The design is especially suitable for Counsellor education is necessary since licensed professionals work with clients who conceal their issues. In a pre-fabricated manner. Counsellors and clients must define problems through an investigative process since the counsellor-client relationship frequently starts in uncertainty. It is rare for a client to attend counselling knowing exactly what the issue is and merely looking for assistance to resolve it; instead, clients and counsellors usually need to first pinpoint the issue. Take the customer who makes an appointment because their mood is getting worse, for instance. They clarify that nothing has happened recently to cause them to be depressed, and they are perplexed as to why they are feeling hopeless, teary-eyed, and depressed in general. The counsellor is going through an unclear circumstance as the client informs them of situation. It is the counsellor's responsibility to start an investigation process in order to learn more about potential causes of the client's feelings. The client's history of mood disorders, recent life transitions like changing careers or relationships, past or present drug use, and traumatic experiences may all be questioned by the counsellor. Through this investigative process, the counsellor learns that the client is approaching the ten-year anniversary of their father's passing, which may be influencing their current state of mind. Here, we contend that this pattern of inquiry should apply just as effectively to counsellor educator-student interactions as it does to counsellor-client interactions. The understanding that learning is an active process of creating challenges in unpredictable circumstances and figuring out answers via experimentation and experience is fundamental to Dewey's pedagogical theory. Furthermore, Shmidt and Norman (1992), discovered that problem-based learning enhances more self-directed learning abilities as well as intrinsic interest in the subject matter. Students studying counselling benefit from problem-based learning in two ways. First, instructors assist counselling students in developing an active process of problem identification and solution hypothesising through the use of problem-based learning in the classroom. This is a skill that counsellors will require throughout their careers. Furthermore, a profession in counselling is best suited for a job in on-going education. It is therefore essential to assist counselling students in developing a habit of self-directed learning.

Demonstration, Example of a Case: This semester, Professor A is giving a course on psychopathology. In all of their classes, Professor A typically employs a standard educational model. Professor A is going to be lecturing her class tonight on depressions. Professor A has assigned readings for the chapter on depression in the DSM 5 and the related chapter in a textbook on psychopathology for students to study before class. The instructor kicks off class

with a comprehensive presentation that covers the diagnostic standards of the various depression disorders and includes overhead slides. Demonstration when further as follows, Professor A recognizes the value of experiential learning, so they utilize the final part of the class to work on a written case study in which students must identify the symptoms the case study client is describing and develop a fictitious diagnosis based on those symptoms. This semester, Professor B is also teaching psychopathology. Professor B is attempting to use a Deweyan approach to their teaching and has been reading more about theories of education. Professor B also assigns readings from the textbook and the DSM 5 chapter on depression disorders for students to read in advance of class. But Professor B doesn't begin class with the customary lecture and accompanying slides. Rather, Professor B makes advantage of the first portion of class to embody a fiction client beginning with a brief narrative the narrative does not offer the students ready-made problem. At first, the situation is unclear. For instance, rather of outlining specific symptoms of a depressive disorder, the professor/client talks about general discomfort, subpar performance at work, and discontent with interpersonal connections. First, the pupils are urged to determine the main issue or issues that the client or lecturer appears to be going through. After then, pupils are urged to ask clarifying queries and to determine what more data they would require from the instructor or client in order to make an educated choice on a diagnosis. Lastly, a diagnosis must be identified by the pupils. According to the instructor's response to their inquiries for clarification. Following this task, the instructor poses follow-up questions to the pupils. For instance, what about this practice did you find most difficult? What prior understanding did you utilize to finish the task? Furthermore, how do you think working with this client would feel? If the issue was one of depression, the teacher may inquire about the students' past experiences with these mood illnesses, including any required reading and real-world events that influenced their research, and she could also extend an invitation to the students to ask further questions. Professor B sets up role-plays for the pupils during the second part of the lesson. Every student gets the chance to assume the roles of the counsellor and the client, with the counsellor attempting to determine a suitable functioning diagnosis. Students have studied anxiety disorders, bipolar disorders, trauma disorders, and depressive disorders thus far this semester. Students who are acting out the client are therefore told that they can report symptoms of any diagnosis that has been discussed in class thus far. It is advised that the student acting as the counsellor approach the role play as though it were an intake meeting, with the selection of a suitable working diagnosis being one of the objectives.

The last step in the exercise is for the student counsellor to practice having a discussion about goals with the client after coming together to discuss symptoms presented by their clients and the working diagnosis the student role playing the counsellor came up with. Following this, the student counsellor will write a sample treatment plan using the counsellor's chosen theoretical orientation. Professor B's method of teaching is a multifaceted example of a Deweyan approach, whereas Professor A's method is more conventional. First, Professor A supports the idea of the teacher as a competent expert and the student as a passive recipient of the instructor's information by utilizing a lecture/presentation style. Furthermore, according to this paradigm, which is based on the banking notion (Freire, 1993), all students need to do to access the content their instructors have stored in their brains at a later time is open their minds and retrieve it. While it is undoubtedly beneficial in the present instance to be able to recollect particular criteria for a diagnosis of Understanding these criteria for a Depressive Disorder does not equate to being able to identify every possible way in which a client might exhibit symptoms of the disorder, nor does it equate to being able to successfully collect data about client symptoms during an intake interview. On the other hand, Professor B effectively exemplifies a number of Deweyan ideas. Professor B initiates a process of inquiry with the class by presenting the client narrative. This prompts students to identify the most important details in

the process of formulating a hypothesis about the problem, explain the details that are missing in order to formulate a solution, and ultimately come up with a solution.

Professor B demands that students take an active role in their learning by eschewing the lecture/presentation approach. This helps to dispel the myth that teachers exist merely to impart knowledge that students can access at a later date. Furthermore, this exemplifies an inquiry pattern that the students will have to duplicate in their counselling practice. Furthermore, through the students' inquiries and class discussions, Professor B promotes continuity for the students. This helps the teacher to find out what kinds of interests, biases, and problem-solving strategies pupils bring to the classroom, as well as how these past experiences, which are connected to the lesson of the day, will support, enhance, or contradict the day's investigation. For instance, they learn that most students think of depression as essentially being sadness through the conversation that Professor B leads at the start of class. For the purpose of offering experiences that expand students' schema of depression to include symptoms like low motivation, anhedonia, sleep disruption, and irritability, Professor B must be cognizant of this frame for students. Both of the teachers used an experience method in the example above. However, Dewey's pedagogical theory informs Professor B's strategy. Professor A employs a case study as an experiential activity in the example above, but it is not very educational because it does not reflect the setting in which the diagnosing abilities would probably be applied in the future. It is improbable that counselling students would be frequently requested to write down a client's diagnosis.

Furthermore, students are not as involved in a written case study as they are in an active role play. Because it does not encourage students to exercise the abilities that contribute to their own progress, the paper case study is not as high-quality as it could be. Moreover, the learning environment does not closely mirror the practice and application environments. Professor B demands that both students participate in the role play by using it. Although the counselor is doing the most of the work in the role play, the student acting as the client must also think about the symptoms they wish to present and how these will help with the diagnosis. Secondly, by enabling the student assuming the position of the client to validate symptoms associated with any of the diagnoses covered thus far in the semester, the concept of continuity is strengthened (Dewey, 1938). Treating the role play as an intake, where students are concurrently practicing their foundational counselling abilities, reinforces continuity at a broader, curriculum level. One further way to reinforce curriculum continuity is to have student's practice. Unlike the case study published in a paper, Because of the role play's structure, student counsellors can start practicing diagnosing habits, intake techniques, and creating treatment plans that are based on theory. to expansion. Dewey (1938) finally questioned commonly accepted dichotomies, such as knowing and carrying out. He would contend that action speaks louder than knowledge, and role-playing is one way to demonstrate this

Cultural Aspects to Take into Account: Teachers must employ a pedagogical theory that will be successful in working with a variety of learners, much as counsellors strive to embody a theoretical orientation that adjusts with varied populations (Kleist, 2016). Dewey did talk about the difficulties of instructing a cross-cultural group of students. He worked with the presumption that students had a variety of backgrounds and multiple values as they approach their queries. Deweyan pedagogy provides the means to address multicultural concerns in the classroom by emphasizing the holistic learner and encouraging teachers to comprehend how each student's experiences, frameworks, prejudices, and biases effect their experience of a given lesson. According to Leonard Waks (2007). The phrase "multiculturalism" refers to situations in which specific ethno-cultural minorities exist inside the political system, whether in their home countries, in immigrant communities, or among the general populace, while

asserting culture and political acknowledgement. The phrase, in its normative form, indicates acknowledgment of the individual identities and allegiances to these subgroups, as well as their assertions of distinct identities rights, including rights to distinct education. Dewey (1916) was well aware that students frequently associate primarily with their ethnic communities or families. Diverse student groups from various backgrounds come together in schools, particularly higher education establishments, to share their unique perspectives. According to Dewey (1916), any educational philosophy that ignores these fundamental connections which frequently include deeply ingrained learning patterns is inferior. Rather, Dewey emphasized that education "inscribes not upon a tabula rasa, but upon these deeply habituated perspectives," as Waks (2007) pointed out (p. 33). Consequently, a Deweyan approach in the classroom would involve counsellor educators taking into account the worldviews of their students in a manner akin to how counsellors take into account the worldviews of their clients. Moreover, Dewey maintained that one of the main advantages of having a varied classroom is that it forces pupils to broaden their perspectives through debates and group problem-solving activities. As Waks (2007) noted, from a Deweyan perspective, "the fusion of the learners' horizons their formation of capacities to shape common interests, project common ends, and converge upon common means is a primary educational goal" (p. 34). This aligns with the work that counsellor educators prepare their students to perform with clients. It is hoped that despite a wide range of disagreements with their clients, counsellors will be able to work together to find a solution.

Challenges

Difficulties Regarding the Teacher: There are difficulties in using John Dewey's pedagogical theory as a foundation for difficult educational challenges that affect both the teacher and the student. The instructor must deal with the fact that students must pass standardized tests in order to obtain their license, and the pressure that comes with expecting them to have a "container" of information. The sheer intentionality required to implement a Deweyan strategy in the classroom presents another difficulty. It takes skill to ensure that experiential learning activities are instructive, to take continuity in the classroom into account, and to modify the course each semester to meet students where they are depending on their prior experiences.

Regarding the Learner

Difficulties regarding students: a Deweyan form of instruction will feel very different to a student who is used to going to class and sitting in the back row as the teacher tries to pour knowledge into their metaphorical cup. While the majority of students hopefully will be eager to participate more actively in their education, some could find it challenging to adjust to life without the familiar routine. It may also be difficult for students who are accustomed to a passive teaching style to be required to participate in an inquiry process where they are urged to pose important questions and seek out answers.

Implication: Consequences of developing physicians who are more equipped for their clinical practice is the aim of using a Deweyan approach in the classroom. Deweyan pedagogy informs classrooms where students actively participate in their education, practice working with initially vague clinical situations that will resemble their work in the field, engage in experiential learning activities that closely resemble the settings in which they will practice the skills they are learning, integrate prior knowledge and experiences into the present lesson, and follow Dewey's pattern of inquiry for learning. We believe that in this type of environment, students develop practical counselling habits that are more congruent with their clinical practice outside of the classroom.

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