pedagogues highly value learners’ experiences and a student-centered approach for promoting democracy and humanism.

Dewey was a well-known American philosopher of education in the early twentieth century. He presented his educational theory in My Pedagogic Creed (1897), Democracy and Education (1916), and The School and Society (1900/1957), and advocated democracy and social reform in education. He believed that learning was a social, interactive process, and that a school was a place where students brought their experience and connected their experience to their studies.

In its concern for students’ experience, feminist pedagogy shares similar ideas with Dewey’s progressive educational theory. One feminist pedagogical theorist, Maher (1999, 2001), has pointed out that both feminist pedagogues and Dewey’s progressive educational theorists value the experiences of students and connections between students’ experiences and the academic disciplines. Maher (2001) mentioned that a key issue of Dewey’s progressive educational theory was “unity: the unity of the home and the school, the unity of the child’s experiences with the academic disciplines, and the unity of the heart and mind in the service of educating the whole child for the good of the whole community” (p. 19). Like Dewey and his followers, feminist educators emphasize personal experience, encourage students to bring their personal experience to their classroom, and help students make connections between the private and the public, between their personal lives and their studies, and between feeling and knowledge.