

PHILOSOPHY OF EDUCATION

Course Code: EDUB302

Credit Hours: 3

Course Description

This course will help student teachers to understand various philosophical assumptions and approaches involved in educational process. It will help them to formulate and reflect on their own philosophy of education and help them to see how it influences their beliefs and practices about teaching and learning process.

Learning Outcomes

At the end of the course students will be able to:

1. Comprehend the meaning and Scope of Philosophy
2. Understand the subdivisions of philosophy and their relevance to educational process
3. Analyze the leading Western Philosophies and Theories of Education
4. Contextualize how these philosophies help prospective teachers examine their beliefs about knowledge, their practice of ethical values in the school and class room as reflective practitioners
5. Analyze how philosophies and theories of education influence curriculum and teaching and learning in schools
6. Critically apply the theories of educational thinkers to reform educational policy and practice in Pakistan

Contents

1. Introduction to Philosophy

- 1.1.1. Definition and scope of Philosophy
- 1.1.2. Branches of Philosophy: Metaphysics, Epistemology, Axiology
- 1.1.3. Relationship of Education and Philosophy
- 1.1.4. Role of Philosophy in educational policy and practice

2. Classical & Modern Philosophical Perspectives on Education

- 2.1.1. Idealism: Its Metaphysics, Epistemology, Axiology and educational implications
Proponents: Plato
- 2.1.2. Realism: Its Metaphysics, Epistemology, Axiology, and educational implications
Proponents: Aquinas, Aristotle, Bacon, Locke
- 2.1.3. Naturalism: Its Metaphysics, Epistemology, Axiology and educational implications
Proponents: Rousseau
- 2.1.4. Pragmatism: (Experimentalism: Its metaphysics, epistemology, axiology and educational implications. Proponents: John Dewey,
- 2.1.5. Existentialism: Its Metaphysics, Epistemology, Axiology and educational implications. Proponents: Kierkegaard, Jean-Paul Sartre

3. Sources of Knowledge

- 3.1.1. Revealed
- 3.1.2. Intuition
- 3.1.3. Authority
- 3.1.4. Rational
- 3.1.5. Empirical

4. Concept of Education

- 4.1 Greek Philosophers' Perspective on Education
 - 4.1.1. Socrates
 - 4.1.2. Plato
 - 4.1.3. Aristotle
- 4.2 Western Philosophers' Perspective on Education
 - 4.2.1. John Lock
 - 4.2.2. John Dewey
 - 4.2.3. Herbart

5. Muslim Philosophers' Perspective on Education

- 5.1.1. Imam Ghazali
- 5.1.2. Ibne-Khaldun
- 5.1.3. Ibn-e-Miskawayh
- 5.1.4. Al Farabi
- 5.1.5. Allama Muhammad Iqbal

6. Contemporary Philosophies and Curriculum Development

- 6.1.1. Perennialism
- 6.1.2. Progressivism
- 6.2. Essentialism
- 6.3. Deconstructionism
- 6.4. Pragmatism
- 6.5. Existentialism

7. Thinkers in Early Childhood Education

- 7.1. Maria Montessori
 - 7.1.1. Froebel
 - 7.1.2. Helen Parkhurst (Dolton Plan)
 - 7.1.3. Paulo Freire (Critical Pedagogy)

Teaching-learning Strategies

The instructional strategies will focus on constructionist learning approach. These strategies will be diverse in line with the Contents. Therefore, these strategies will include but not limited to demonstration, cooperative learning, collaborative learning, teacher and student-led discussion, individual and group presentations, reflective practices and classroom activities.

Assessment and Examinations

The students will be assessed according to the following criteria

| Examination | Marks Distribution |
|----------------|--------------------|
| Sessional Work | 25% |
| Mid-Semester | 35% |
| Final Semester | 40% |

Suggested Readings

- Dewey, J. (1902). *The child and the curriculum including, the school and society*. New York: Cosimo, Inc.
- Heyting, F., Lenzen, D., & White, J. (Eds.).(2002). *Methods in philosophy of education*. New York: Routledge.
- Noddings, N. (2015). *Philosophy of education*(4thed.). UK: Hachette.
- Ornstein, A. C. (2006). *Foundations of education*. NewYork: Houghton Mifflin Company.
- Power, E. J. (1990).*Philosophy of education: Studies in philosophies, schooling, and educational policies*. University of Virginia: Waveland Press.
- Zilversmit, A. (1993). *Changing schools: Progressive education theory and practice, 1930-1960*.Chicago: University of Chicago Press.