

Philosophy of Education

Course Code: EDU-707

Credit Hours: 3

Course Description:

This course will provide learners with an opportunity to consider a variety of educational issues from a philosophical perspective. The course will explore general questions such as: What is the ultimate goal of education? This course positions philosophy within various historical contexts and uses historical thinking tools to engage with philosophical thinking tools. The course introduces students to a wide range of philosophers and a wide range of philosophical schools of thought as they relate to education. This course provides a study of the educational implications of Idealism, Realism, NeoThomism, Experimentalism and Existentialism. Significant factors will include the curricula emphasis, preferred method, ethics, and aesthetics stressed by each philosophy. Attention is placed on the learner's ability to identify and describe his or her own philosophy of education.

Learning Outcomes:

- Understand the meaning of the term Philosophy
- Understand the subdivisions of philosophy, how they are defined, and
- How do they reflect their own beliefs and their teaching about truth and values?
- Understand the leading philosophies and theories of education
- Understand whether they (the teachers) have certain philosophies and
- Theories present in their educational experiences?

Outline

1. Philosophy

1.1. Definition and scope of philosophy

1.2. Metaphysics, Epistemology, Axiology, Logic: Deductive logic, Inductive logic

2. Western Philosophies of Education

2.1. Idealism: Its metaphysics, epistemology, axiology, educational implications.
Proponents: Plato.

2.2. Realism: Its metaphysics, epistemology, axiology, educational implications.
Proponents: Aquinas, Aristotle, Bacon, Locke.

2.3. Naturalism: Its metaphysics, epistemology, and axiology, educational implications
Proponents: Rousseau.

2.4. Pragmatism (Experimentalism: Its metaphysics, epistemology, axiology, educational implications. Proponents: Dewey

2.5. Postmodernism: Its metaphysics, epistemology, axiology, educational implications.
Proponents: Derrida, Foucault.

3. Muslim Philosophical Perspective on Education

3.1. Imam Ghazali

3.2. Ibne-Khaldun

3.3. Shah waliullah

3.4. Sir Syed Ahmed Khan

3.5. Allama Iqbal

4. Theories of Education:

- 4.1. Progressivism (rooted in pragmatism): Aims, Curriculum, and Educational Implications. Proponents: Dewey, Kilpatrick, Parker, Washburne.
- 4.2. Critical Theory rooted in neo Marxism and postmodernism): Aims, Curriculum, and Educational Implications. Proponents: McLaren, Giroux.
- 4.3. Perennialism (rooted in realism): Aims, Curriculum, and Educational Implications. Proponents: Adler, Bloom, Hutchins, Maritain.
- 4.4. Essentialism (rooted in idealism and realism): Aims, Curriculum, Educational implications. Proponents: Bagley, Bestor, Conant, Mor.

5. Role of Values in Education

- 5.1. Definition, meaning, and kinds
- 5.2. Identification and importance of social and moral values
- 5.3. Teaching of social and moral values through education
- 5.4. Role of religious values in individual and social life.

Suggested Readings:

- Ornstein, Allan C. (2006). *Foundations of Education*. Houghton Mifflin Company: New York.
- Gutek, Gerald L. *Philosophical and Ideological Perspectives on Education*, 2nd ed. (Boston, Allyn and Bacon, 1997).
- Dewey, John. *The Child and the Curriculum*. (New York: Macmillan, 1916)
- Arthur Zilversmith, *Changing Schools: Progressive Education Theory and Practice, 1030-1960* (Chicago: University of Chicago Press, 1993).
- Giroux, Henry A. and McLaren, Peter L. eds; *Critical Pedagogy, the State, and the Cultural Struggle*. (New York: State University of New York Press, 1989)
- William, E. Doll, Jr. *A Postmodern Perspective on Curriculum* (New York: Teachers College Press, 1993)
- Freire, Paulo: *Pedagogy of the oppressed*
- Canestrari, A. & Marlowe, B. A. (eds.) (2009). *Foundations of education: An anthology of critical readings*. New York: Sage Publications.
- Semel, S. F. (2010). *Foundation of education: The essential text*. New York: Routledge.
- Holt, L. C. & Kysilka, M. (2005). *Instructional patterns: Strategies for maximizing student learning*. New York: Sage Publications.
- Moore, R. (2004). *Education and society: Issues and explanation in the society of education*. Cambridge: Cambridge Press.
- Goldblatt, P. F. & Smith, D. (eds.) (2005). *Cases for teacher development: Preparing for the classroom*. Thousand Oaks, CA: Sage Publications.
- Murphy, D. (2005). *Foundations: Introduction to Teaching*. New York: Prentice Hall.
- Provenzo, E. F. (2005). *Critical issues in education: An anthology of reading*. New York: Sage Publications.

Web-based Resources

[Http://www.islamicity.com/mosque/ihame/Sec5.htm](http://www.islamicity.com/mosque/ihame/Sec5.htm) (09/25/2003)

www.utm.edu/research/iep

The Internet Encyclopedia of Philosophy

Siddiqui, B. H. (n.d.) Evolution of philosophical activity in Pakistan. Retrieved from Ø <http://www.allamaiqbal.com/publications/journals/review/apr89/9.htm>

Dewey, J. (1897). My pedagogic creed. *School Journal*, 54, 77–80. Retrieved from <http://dewey.pragmatism.org/creed.htm>

Book review: Saiyidain, K. G. (1977). Iqbal's educational philosophy. Retrieved from <http://education5.net/i/iqbal%E2%80%99s-educational-philosophy-e757>

Interview with Dr Ashfaque Ahmad. Retrieved from http://www.afed.itacec.org/document/aziz_kabani_and_somaiya_ayoob.pdf

Freire, P. (1993). Pedagogy of the oppressed. Chapter 2. New York: Continuum Books. Retrieved from <http://www.webster.edu/~corbetre/philosophy/education/freire/freire-2.html>

Boeree, C. G. (2000). The Ancient Greeks, Part Two: Socrates, Plato, and Aristotle. Retrieved from <http://webspace.ship.edu/cgboer/athenians.html>