

## Class and Lecturer Information

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**Course:** Philosophy of Education

**Days:** Mondays 5:00 pm – 8:00 pm

**Number of credits:** 3

**Number of hours:** 45

**Room:** ED 5

**Lecturer:** Lorna Gow-Morrison PhD

**Office Hours:**

**Email:** lornagowmorrisn@stcoll.edu.jm

## Reading Resources

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Required Readings:

1. Carr, D. (2003) Making sense of education: An introduction to the philosophy and theory of education and teaching. London: Routledge.
2. The Code of Regulations

Recommended Texts:

3. Dewey, J. (2011). Democracy and education: An introduction to the philosophy of education. Florida: Simon and Brown.
4. Dunn, S. (2004). Philosophical foundations of education: Connecting philosophy to theory and practice. New Jersey: Prentice Hall
5. Hare, W., Portelli, J. (2003). What to do? Case studies for educators. 3<sup>rd</sup> ed. Halifax, Canada: Edphil Books.
6. Jennings-Craig, Z. (2004). Issues and perspectives in education. Kingston: University of the West Indies
7. Manley, M. (1974). Politics of change. London: Andre Deutsch.
8. Murphy, M. (2005). The history and philosophy of education: Voices of educational pioneers. New Jersey: Prentice Hall
9. Palmer, J. (2001). Fifty modern thinkers on education: From piaget to the present day. London: Routledge.
10. Vision 2030

## **Course Description**

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This course will introduce students to the importance of Educational Philosophy both at the level of the overall society and the individual teacher. There will be a strong theoretical background to underpin and enrich student thinking about the major issues in Education such as the role of Education in the development of societies and individuals. Students will develop an understanding of ethics and professionalism while exploring the roles of the teacher.

## **Instructional Processes**

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Collaborative tasks, case studies, simulations, interactive lectures, interactive presentations, class discussions, movie analysis, research.

## **Class Policy Goals and Expectations**

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It is important that student teachers develop an appreciation for the various philosophical perspectives which impinge the life of the teacher and the students in the education system in Jamaica and the Caribbean. It is also critical that student teachers develop a deep appreciation of the cultural, economic, historical and political perspectives that impact the development of the education system in Jamaica and the Caribbean. It is also imperative for student teachers to develop an appreciation of philosophy in general and a personal philosophy of education. Consequently lecturers and student teachers exploring this course should collaborate respectfully and professionally in order to enact teaching as a reflective, interactive process of learning. Student teachers and lecturers are expected to demonstrate a passion for learning through the administration of effective and efficient critical thinking, time management, communication and technological skills. Adherence to the guidelines of the Teachers' Colleges of Jamaica (TCJ) is mandatory.

## **Summary of Content**

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### **Unit 1: What is Philosophy?**

#### **Specific Objectives**

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Student should be able to:

1. Understand the importance of philosophy to Western civilization of which Jamaica is part.
2. Critically assess the ideas of selected philosophers.

### **Unit 2: Education, Knowledge and the Curriculum**

#### **Specific Objectives**

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Student should be able to:

1. Understand some of the major concepts relating to education, knowledge and curriculum.
2. Assess the benefits of education to the individual and society.
3. Understand the dynamics between educational philosophy, society at large, class interests and what is included in the curriculum.
4. Understand the importance of theories of knowledge.

### **Unit 3: Ethics and Professionalism**

#### **Specific Objectives**

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Student should be able to:

1. Understand theories of ethics.
2. Apply theories to some of the important issues in education.
3. Understand the value of teaching philosophy to children.
4. Assimilate how the law impacts the professional life of the teacher.
5. Think critically about what constitutes professionalism and being a professional teacher.

## Unit 4: The Student-Teacher as Philosopher

### Specific Objectives

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Students should be able to:

1. Formulate their own personal educational philosophy.
2. Assess the merits of devising a Jamaican educational philosophy.
3. Critically think about how technology has impacted education in the past and present.
4. Speculate about the impact of technology on the development, research and educational philosophy.

### Topic Schedule and Reading Assignments

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Table 1

#### *Topic Schedule and Reading Assignments*

Dates	Topics	Due dates	Weighting	Reading Assignments
Week 1	<ul style="list-style-type: none"><li>• Introductions.</li><li>• Overview of course, course assignments and expectations</li><li>• Discussion of issues in education and related concepts: equity, equality, quality, education and curriculum.</li></ul>			Group research on philosophers Plato, Socrates, Rousseau, Manley, Freire, Dewey, Garvey
Week 2	<ul style="list-style-type: none"><li>• Definition of Philosophy and its importance</li><li>• Branches of Philosophy</li><li>• Discussion of philosophers (to include teaching/learning process, the role of the teacher, the role of the students and evidence of the philosophy in the Jamaican education system)</li></ul> <p>Plato</p> <p>Socrates</p> <p>Rousseau</p>			<ol style="list-style-type: none"><li>1) Carr, (2003)</li><li>2) Dewey (2011)</li><li>3) Dunn (2004)</li><li>4) Manley (1974) The Politics of Change</li><li>5) Murphy (2005)</li><li>6) Palmer (2001)</li></ol>

Week 3	<p>Manley</p> <p>Freire</p> <p>Dewey</p> <p>Garvey</p>			
Week 4	<ul style="list-style-type: none"> <li>• Discussion of the benefits of education</li> <li>• Who is an educated person?</li> <li>• “First class education”</li> </ul> <p><b>Educational philosophy and the curriculum</b></p> <ul style="list-style-type: none"> <li>• The curriculum and related concepts</li> <li>- socialization, training, knowledge (empiricism and rationalism), belief, indoctrination, theory, information and teaching (induction. Deduction and The Scientific Method)</li> </ul> <p>MOVIE: BELIEVE IN ME</p>			<p>Group research and presentation of key terms</p> <p>Jennings-Craig, Z (2004)</p> <p>Task Force Report on Education</p>
Week 5	<p><b>Assessment # 1</b></p> <ul style="list-style-type: none"> <li>- Formative test on theories and key terms</li> <li>• The Code of Regulations</li> </ul>		20%	-The Maternity Leave Act
Week 6-7	<p>Teacher professionalism</p> <ul style="list-style-type: none"> <li>• Profile of the professional Teacher</li> <li>• JTC Teaching Standards</li> <li>• Professional Organizations</li> </ul>			<ul style="list-style-type: none"> <li>- The Education Act</li> <li>-The Code of Regulations</li> <li>-The Child Care and Protection Act</li> </ul>

	associated with teachers <ul style="list-style-type: none"> <li>• The National Educational Inspectorate</li> <li>• The Law and the teacher</li> <li>✓ The Code of Regulations</li> <li>✓ The Child Care and Protection Act</li> <li>✓ Draft policy for persons with disabilities</li> </ul>			Vision 2030 -The LRIDA
Week 8	<b>Assessment # 2</b> Formative test		20%	
Week 9	Group Presentations Discussion of emergent issues		40%	
Week 10	Group Projects Discussion of emergent issues		40%	
Week 11	Group Projects Discussion of emergent issues		40%	
Week 12	Group Projects Discussion of emergent issues		40%	
Week 13	Group Projects Discussion of emergent issues		40%	
Week 14	Group Projects Discussion of emergent issues		40%	
Week 15	Course Summation Reflective Essays are due		20%	