

## Class and Lecturer Information

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**Course:** Philosophy of Education

**Days:** Mondays and Thursdays

**Number of credits:** 3

**Number of hours:** 45

**Room:** ED 5

**Lecturer:** Dr. Lorna Gow-Morrison

**Office hours:** Tuesdays 10:00a.m. – 12:00p.m. & Wednesdays 10:00a.m. – 11:30 a.m.

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

## Reading Resources

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### Recommended Texts and Required Readings

1. Carr, David (2003) *Making Sense of Education: An Introduction to the Philosophy and Theory of Education and Teaching*. London: Routledge.
2. Dewey, John (2011) *Democracy and Education: An Introduction to the Philosophy of Education*. Simon and Brown.
3. Dunn, Sheila (2004) *Philosophical Foundations of Education: Connecting Philosophy to Theory and Practice*. Prentice Hall.
4. Hare, William, Portelli, John (2003) *What To Do? Case Studies For Educators*. 3<sup>rd</sup> ed. Halifax, Canada: Edphil Books.
5. Jennings-Craig, Zellyne (2004) *Issues and Perspectives in Education*. Kingston: University of the West Indies.
6. Manley, Michael (1974) *Politics of Change*. London: Andre Deutsch.
7. Murphy, Madonna (2005) *The History and Philosophy of Education: Voices of Educational Pioneers*. Prentice Hall.

8. Palmer, Joy (2001) *Fifty Modern Thinkers on Education: From Piaget to the Present Day*. London: Routledge.

### **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 explore, 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

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

Table 1

#### *Topic Schedule and Reading Assignments*

Dates	Topics	Due dates	Weighting	Reading Assignments
Week 1	<ul style="list-style-type: none"> <li>• Overview of course, course assignments and expectations</li> <li>• Philosophy/definitions, branches</li> </ul>			Group research on philosophers Plato, Socrates, Rousseau, Manley, Freire, Dewey
Week 2	<ul style="list-style-type: none"> <li>• Discussion of philosophers using assigned collaborative techniques Plato Socrates Rousseau Manley Freire Dewey</li> </ul>			<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	Educational philosophy and the curriculum <ul style="list-style-type: none"> <li>- Key terms: education, socialization, training, knowledge, belief, curriculum, indoctrination, theory, “first class education”, information, teaching</li> <li>- Implications of each for the curriculum and society</li> </ul>			Group research of key terms

Week 4	<ul style="list-style-type: none"> <li>• Exploration of key terms and their implications cont'd</li> </ul> <p><b>Movie: Believe in Me</b></p>			Jennings-Craig, Z (2004)
Week 5	<p>Assessment # 1</p> <ul style="list-style-type: none"> <li>• Formative test on theories and key terms</li> <li>• Feedback and enrichment</li> </ul>		20%	
Week 6	<ul style="list-style-type: none"> <li>• What defines an educated person?</li> <li>• Is there equity, access, quality and equality in education with regard to gender, social class, and race in Jamaica and the Caribbean?</li> </ul>			<ul style="list-style-type: none"> <li>- Peters, R.S. (1980) Philosophy of Education</li> <li>- Task Force Report (2004)</li> <li>- Jennings-Craig, Z (2004)</li> <li>- PIOJ and GOJ documents</li> </ul>
Week 7	<ul style="list-style-type: none"> <li>• Theories of knowledge and belief – empiricism and rationalism</li> <li>• Deduction, induction and the scientific method</li> <li>• Implications for the curriculum</li> </ul>			<p>Palmer (2001)</p> <p>Dunn (2004)</p>
Week 8	<p>Formative assessment</p> <p>First class education and its possible impact</p>		20%	<p>Jennings-Craig (2004)</p> <p>Hare &amp; Portelli (2003)</p>
Week 9	<p><b>Ethical theories</b></p> <p>Issues – professionalism, tolerance, racism, sexism, classism, homophobia, equality, justice</p>			<p>Carr (2003)</p> <p>Dunn (2004)</p> <p>Palmer (2001)</p>
Week 10	<ul style="list-style-type: none"> <li>- The law and the teacher</li> <li>- Profile of the Professional Teacher</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> <li>-The Maternity Act</li> <li>-The LRIDA</li> </ul>
Week 11	<p>Projects</p>		40%	

Week 12	Projects		40%	
Week 13	Projects		40%	
Week 14	Reflective Essay Discussion of issues emergent from the projects		20%	
Week 15	Feedback and Discussion			

**Lecturer's Name, Department:** Lorna Gow-Morrison, PhD., The Education Department  
Shortwood Teachers' College, January 2013

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