DEPARTMENT:  Education  
COURSE TITLE:  History and Philosophy of Education  
COURSE NUMBER:  ED 306-01  
INSTRUCTOR:  Dr. Bernice Moore-Green  
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Theme:  The Professional Educator as an Effective Performer, Reflective Decision-Maker and Humanistic Practitioner

I.  COURSE DESCRIPTION

Education 306 - History and Philosophy of Education-.  3(3,10).  This course is a study of the historical and philosophical foundations of education in America.  The course examines the major phases of educational development from various important periods in world history such as Porcelain Greece to the present and a history of education in the United States from the early 1600s to the present time.  Students will explore the different philosophies, ideologies, and theories that impact educational thought, ideas, and policies, and ultimately, develop their own philosophies of education.

II.  RATIONALE AND OBJECTIVES

This course is designed to help teacher candidates to become more cognizant of the historical, philosophical, and sociological foundations of American education.  The course is designed to offer an avenue for the student to seriously inquire into ideas and traditions of educational thought.  Several philosophical positions will be introduced along with the major philosophers to enhance the awareness of historical and modern foundations of education.  Real-life examples will be used throughout the course to help students see the relationship between theory and practice as they engage in reflective thinking and problem solving.

III.  COURSE COMPETENCIES

This course focuses on two of the oldest and most discussed philosophies in our society: idealism and realism.  The course discusses the differences between religious realists and those who do not believe in any organized religion.  The philosophies of pragmatism and existentialism and the impact of these two schools of thought on our present system of education are also discussed.  Darwin’s theory of survival of the fittest and Dewey’s thoughts on learning and development are considered.  Additionally, attention is given to the concepts of behaviorism and analytic philosophy.  The course also deals with modern theories of education, research, and critical analysis of history and philosophy.  Contributions and implications for education of various philosophers are covered.
IV. EXPECTED MEASURABLE OUTCOMES

It is essential that teacher candidates meet institutional outcomes and expectations in the following areas: **effective performers, reflective decision makers, and humanistic practitioners.** A brief statement of expectations related to each unit outcome follows along with a brief plan for integrating technology and diversity into teaching and learning. Learning objectives that support the institutional outcomes are listed under knowledge, skills, and dispositions that are incorporated in the course. This section concludes with a chart that shows the alignment of the learning objectives with INTASC, ADEPT, and Institutional Outcomes. The extent to which concepts related to specific learning objectives are introduced (I), reinforced (R), or mastered (M) in this course also are delineated.

A. **Institutional Outcomes**

This history and philosophy of education course develops **effective performers** who will demonstrate knowledge of the historical, philosophical, and sociological foundations of American. Evidence of candidates’ knowledge of the history and philosophy of education is their ability to identify, explain, and compare the various schools of philosophical thought regarding education; and create a personal philosophy of education by identifying the ideologies behind educational systems, goals, and curricula.

Teacher candidates will demonstrate the behaviors of **reflective decision makers** who will relate pedagogy to best practices and the results of the latest research. They understand that teachers’ philosophies of education guide their actions and behaviors in the teaching and learning environment.

Teacher candidates will demonstrate the qualities of **humanistic practitioners** who are knowledgeable of the Context of Teaching. Candidates demonstrate an understanding of and respect for learners from diverse cultures and backgrounds; recognition of local/state/federal judicial policies and their implications for classroom practices; recognition of those extra-classroom influences to which teachers must respond; and recognition of teachers’ rights and responsibility to the profession.

B. **Learning Objectives**

**Knowledge** – Upon completion of this course, the teacher candidate will:

1. Discuss the most accepted philosophies throughout the world.
2. Demonstrate knowledge of the philosophy that undergirds our present educational system.
3. Discuss specific areas where the educational philosophy has changed over the past 30 years (e.g., discipline, the disabled, etc.
4. Demonstrate an understanding of controversial problems affecting schools such as the teaching of evolution and sex education.
5. Discuss the philosophical problems that impact our educational system.
6. Discuss the contributions of noted philosophers to everyday life and our educational system.
7. Compare the educational philosophies of other countries with that of the United States.
8. Compare the educational priorities of various cultural groups.

**Skills** - Upon completion of this course, the teacher candidate will:

1. Develop a personal philosophy of education.
2. Debate the pros and cons of such issues as prayer in school, corporal punishment, multicultural education, school vouchers, private vs. public schools, school funding, etc.
**Dispositions** - Upon completion of this course, the teacher candidate will:

1. Recognize social and cultural problems relating to our philosophy.
2. Demonstrate an attitude of acceptance of humans of different races, genders, religions and sexual preferences.
3. Show sensitivity when handling issues involving diverse learners with different values and cultural backgrounds, and from special populations, such as the mentally, physically and emotionally disabled.
4. Recognize social and cultural forces that impact our educational system.
5. Recognize extra-classroom influences on teachers and students, including school policy, community expectations, the media, and children’s developmental patterns.
6. Recognize the basic cultural differences in educational philosophies in various religious and cultural groups.

**C. Standards**

The learning objectives are aligned with INTASC, South Carolina ADEPT Standards, and Institutional Outcomes. The Status of Objectives (Introduced, Reinforced, and Mastered) is also delineated.

**INTASC PRINCIPLES**

**Standard One: Subject Matter**
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

**Standard Two: Student Learning**
The teacher understands how children and youth learn and develop and can provide learning opportunities that support their intellectual, social and personal development.

**Standard Three: Diverse Learners**
The teacher understands how learners differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.

**Standard Four: Instructional Strategies**
The teacher understands and uses a variety of instructional strategies to encourage the students’ development of critical thinking, problem solving, and performance skills.

**Standard Five: Learning Environment**
The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**Standard Six: Communication**
The teacher uses knowledge of effective verbal, non-verbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

**Standard Seven: Planning Instruction**
The teacher plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
Standard Eight: Assessment
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of his/her learners.

Standard Nine: Reflection and Professional Development
The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Standard Ten: Collaboration, Ethics, and Relationships
A teacher communicates and interacts with parents/guardians, families, school colleagues, and the community to support the students’ learning and well-being.

South Carolina’s System for Assisting, Developing, and Evaluating Professional Teaching (ADEPT)

- APS1: Long-Range Planning
- APS 2: Short-Range Planning of Instruction
- APS 3: Short-Range Planning, Development and Use of Assessment
- APS 4: Establishing and Maintaining High Expectations for Learners
- APS 5: Using Instructional Strategies to Facilitate Learning
- APS 6: Providing Content for Learners
- APS 7: Monitoring and Enhancing Learning
- APS 8: Maintaining an Environment that Promotes Learning
- APS 9: Managing the Classroom
- APS 10: Fulfilling Professional Responsibilities beyond the Classroom

V. OUTLINE OF COURSE CONTENT

A. Overview of Branches of Philosophy
   Metaphysical Philosophies
B. Idealism
C. Realism
D. Theistic Realism
   Anti-metaphysical
E. Pragmatism
F. Existentialism
G. History of Education
   1. The Earliest Years
   2. The Greeks and the Romans
   3. Fall of Roman Empire
   4. The Renaissance and Reformation
   5. The Age of Enlightenment

H. History of American Education
   1. Colonial America
   2. Education during the Revolution Period
   3. The Rise of Common School
   4. Compulsory Education
   5. Educating the Culturally Disadvantaged
   6. Educational Philosophies
      a. Essentialism
b. Perennialism

c. Progressivism

VI. LIBRARY ASSIGNMENT

The Electronic Library resource Center (ELRC) at South Carolina State University (SCSU) provides candidates with access to online research resources. Links to academic references tools, APA style guidelines, databases, research guides, library catalogs, and search engines assure that all candidates have access to the most up-to-date information.

A. Attend all classes, arrive promptly, and participate in class discussions and activities. Habitual tardiness and lack of participation may result in lose of points for class participation. Four or more absences are considered excessive. Students falling into any of the aforementioned categories may be referred to the Student Success and Retention Center.

B. Proper decorum, dress and dispositions are expected at all times including class sessions and when participating in field experiences.

C. Cell phones must be turned off or placed on vibrates. As far as possible, cell phones should remain concealed throughout the class session. Students are not to leave the classroom to take cell phone calls, except in case of emergency.

VII. SPECIAL COURSE REQUIREMENTS

1. Group Projects – Details to be provided on separate sheet

2. Comprehensive Chart of Philosophers

Prepare a comprehensive chart of philosophers and their particular position on their chosen philosophy. Include philosopher’s date of birth and date of death. Philosophers cited in the text and/or in handouts should be included in your chart. This should be an on-going activity rather than an end of semester effort. Expect to have intermittent review of this activity. Final Product Due: April 29, 2008

3. Written Report

Write a three page paper which traces the historical philosophical views regarding one of the following:

1. Equal educational opportunities for all people
2. The use of corporal punishment
3. Education as a profession

Utilizing Technology

A. Video Tapes on History and Philosophy of Education.

B. Word Processors to Complete the Written Reports.

C. The internet to research particular philosophical views

D. Overhead transparencies and PowerPoint for class presentations
E. Use of laptop computer and LCD panel to show info directly from internet

IX. METHOD OF EVALUATION

A. TESTS 50%
B. Group Projects (6 @ 5% each) 30%
C. Development of Personal Philosophy of Ed 10%
D. CLASS PARTICIPATION 10%

Total 100%

GRADING SCALE

The Department of Education will use a uniform grading scale that is consistent with the one established by South Carolina State University.

90 - 100 = A
80 - 89 = B
70 - 79 = C
60 - 69 = D
Below 60 = F

XI. REFERENCES


**Websites**

http://www.educacao.pro.br  (The Encyclopedia of Philosophy of Education)

http://www.utm.edu/research/iepl  (The Internet Encyclopedia of Philosophy)


http://school.discovery.com/

http://school.discovery.com/schrockguide/assess.html

http://www.enc.org