STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

American Public University System

The Ultimate Advantage is an Educated Mind

<table>
<thead>
<tr>
<th>Education</th>
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<tbody>
<tr>
<td>EDUC500</td>
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<tr>
<td>Philosophical Foundations of Education</td>
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<tr>
<td>Credit Hours = 3</td>
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<tr>
<td>Length of Course = 16 weeks</td>
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<tr>
<td>Prerequisite = EDUC502 Foundations of Curriculum and Instruction</td>
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Instructor Information

Instructor: APUS Faculty

Course Description (Catalog)

This course explores the underlying principles and philosophical foundations of teaching and education and examines how teachers function on the basis of a set of assumptions and beliefs regarding what they teach, how they teach, and to what end they teach. Students will consider the origin, tensions and arguments surrounding the character of American education. They will also explore their own assumptions and gain a critical understanding of the philosophical foundations by entering into conversation with others that have also engaged in a deep exploration of the perennial human questions as they pertain to the conceptualization and practice of education. Prominent philosophies that underlie current educational thought and practice of education/teaching are also examined.

Course Scope

This course will attempt to connect theory and practice. In general, the belief that philosophical inquiry can contribute to the solution of certain educational problems undergirds the design of this course. More specifically, students will be encouraged to make personal connections between the course material and discussions and their work and lives. This course hopes to stimulate personal reflection around our most basic assumptions concerning education and concerning the students we teach in order to understand how our deeply held views have a major impact on what we do in the classroom. This course will also assist students in preparing for the comprehensive exam and will help prepare them for professional practice in educational administration, supervision, and guidance and counseling.

Each course in this program will require a minimum of 10 (ten) hours of classroom observations and/or participatory activities (the latter if allowed by the cooperating mentor and school district). These observations or activities must result in a tangible
product that can be included in your ePortfolio. Your instructor will provide guidelines for this assignment.

### Course Objectives

After successfully completing this course, students will be able to:

1. Engage in informed discussion on some of the significant individuals, practices, and ideas in the history of education and explain how various educational philosophies relate to the historical-political-economic-cultural milieus in which they originated.
2. Provide some justifications for the study of history and philosophy of education, and give examples of how the study of history and philosophy of education has application to developing one's pedagogical theory and practice.
3. Critically interpret original texts, concepts, topics, and case studies that concern the history and philosophy of education.
4. Compare and contrast various educational philosophies, the views of various educational theorists, and the historical significance of their contributions.
5. Identify the implications of various philosophies on educational development and teaching practices.
6. Describe ways in which the philosophical orientation of a classroom teacher finds its way into his or her teaching methods and curriculum decisions.
7. Prescribe strategies for schools and teachers to promote democratic values and the understanding and appreciation of cultural diversity.
8. Reflect on and present a critical analysis of topics in the history and philosophy of education.
9. Articulate your philosophy of education as a reflection of your commitment to lifelong learning.
10. Use a case as a launching point to discuss course concepts and examine educational practices.

### Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. Online assignments are due as noted and include Forum questions (accomplished in groups through a threaded forum) and individual assignments (submitted for review by me).

### Course Materials

**Course Textbook:**


ISBN-10: 0205594336


**Journal Articles:**

A list of recommended journal articles are provided through the link below. All journal articles are accessible through EBSCO Host database Education Research Complete.

In addition to the required course text the following public domain Websites are useful. Please abide by the university’s academic honesty policy when using Internet sources as well. Note Web site addresses are subject to change.

A Dictionary of Philosophical Terms and Names
www.philosophypages.com/dy/

A Nation at Risk

American Educational Research Association (AERA)
http://www.aera.net/

American Transcendentalism Web
http://www.vcu.edu/engweb/transcendentalism/index.html

BBC Religion
http://www.bbc.co.uk/religion/

BBC Religion & Ethics
http://www.bbc.co.uk/religion/religions/

Human Subjects
http://ohsr.od.nih.gov

National Center for Education Statistics
From the Institute of Education Sciences (U.S. Department of Education)
http://nces.ed.gov/

National Education Association (NEA)
Educational Statistics page
http://www.nea.org/edstats/index.html

No Child Left Behind (NCLB)
U.S. Department of Education (DOE)
http://www.ed.gov/nclb/landing.jhtml

No Child Left Behind (NCLB) Act
U.S. Department of Education (DOE)

Organisation for Economic Co-operation and Development (OECD)
http://www.oecd.org/home/0,2987,en_2649_201185_1_1_1_1_1,00.html

Philosophy of Education Society
Resources Page
http://philosophyofeducation.org/resources.htm

Project Gutenberg
Democracy and Education: An Introduction to the Philosophy of Education by John Dewey
http://www.gutenberg.org/etext/852

Stanford Encyclopedia of Philosophy Main Page
http://plato.stanford.edu/

Stanford Encyclopedia of Philosophy
Philosophy of Education Page
http://plato.stanford.edu/entries/education-philosophy/

Stanford Encyclopedia of Philosophy
http://plato.stanford.edu/entries/plato/

The John Dewey Society for the Study of Education and Culture
http://cuip.uchicago.edu/jds/

Thinkers on Education
From UNESCO’s International Bureau of Education
University of California – Los Angeles (UCLA) Graduate School of Education & Information
Resource Page for Education and Philosophy:
http://www.gseis.ucla.edu/courses/ed206a/edphil.htm

**Evaluation Procedures**

**Homework assignments**

**Forum Assignments**
Due: Weekly
Points: 5 per post, 15 points possible per week - Total: 240 points
Learning takes place both within the course and between those actively participating in the class. An essential and significant part of your learning takes place through the Forums. The Forums allows students to self reflect on topics, perform critical thinking, and discuss how theory can be put into practice. Topics and questions will be posted to the Forums each week and you and your classmates will be asked to respond to the Forums. Your first, initial, response to the posting is intended to provide you with an opportunity to practice the skills discussed above as well as provide an opportunity to synthesize and analyze the topic at hand. The second requirement of the Forums assignment is for you to respond to at least two of your classmates’ postings. These responses should be thoughtful and meaningful. It is very important to practice good Netiquette while in the Forums, and any time on line. Please be respectful and, if you disagree with what has been posted, discuss the issue civilly, intelligently, and politely. Review of this Netiquette link will be of assistance in your posts:
http://www.albion.com/netiquette/corerules.html

**Concept Papers**
Points: Total 140

Synthesis, analysis, reflection, and critical thinking of topics discussed in the course allow you as students to develop a theoretical and practical understanding of material. Concept papers provide you with an opportunity to take a short, but intense, look into a particular area of philosophy and education. There are two (2) concept papers for this course, each a minimum of two (2) pages and a maximum of three (3) pages double spaced, written in APA format (i.e. written in third person as appropriate, in-text citations). Please provide an APA formatted Title page and Reference page, each of these are not included in the prescribed length.

**Concept Paper #1: Areas of Philosophy**
Due: Week 2, Day 7, Midnight
Points 70

Describe each area of philosophy; metaphysics, epistemology, axiology, and logic and discuss how each is connected to education. Additionally, provide an example of the connection between the four areas of philosophy to issues educators and educational leaders are currently facing in education today. (A very abbreviated example: Axiology is an area of philosophy that deals with ethics and aesthetics. Whether or not there should be prayer in American public schools is a question currently, and often heatedly, discussed amongst many groups, including policy makers and educators. The debate over the issue is based in axiology.)

**Concept Paper #2: Ideology in Education**
Due: Week 8, Day 7, Midnight
Define ideology and ideology in education. Briefly explain how ideology is linked to education. Briefly summary either the 1983 report *A Nation At Risk* or the 2001 No Child Left Behind Act (NCLB) (only choose one). Analyze and discuss how either provides illustration of the connection between ideology and educational philosophy. Utilize either the “A Nation at Risk” website link or the “No Child Left Behind” website link listed below in the Additional Readings section. Connect educational philosophies to your chosen item.

Philosophy Chapter Group Presentation
Due:
Chapter 2 - Idealism Due Week 2 Day 7
Chapter 3 - Realism Due Week 3 Day 1
Chapter 4 - Pragmatism Due Week 4 Day 1
Chapter 5 - Existentialism Due Week 5 Day 1
Chapter 6 - Postmodernism Due Week 6 Day 1
Points 125

Groups will be assigned by the Instructor during the first week of the course.

Summary, analysis, and synthesis of information found in the chapters of the textbook are vital to learning and understanding different philosophies of education. Additionally, working with our peers in this course not only provides an opportunity to strengthen our teamwork skills but also allows us to learn from each other and gain different perspectives on concepts and theories. This assignment requires students to form groups and be responsible for an assigned chapter from the Gutek text. Groups, size dependent on number of students in the class and set the first week of class, will choose from one of the following chapters: Idealism; Realism; Pragmatism; Existentialism; or Postmodernism.

PowerPoint presentations, and additional supporting materials, should be designed with the intent for students to utilize the information as a reference and be able to keep in their portfolio. Therefore, the presentation should be in depth without being just a summary of the chapter, provide analysis, and synthesis in addition to having the following components: ask probing questions; include examples of theory put into practice; cover issues related to the idea of education, the school, the role of teachers, administrators, students, parents, and educational leaders, the issue of curricula, and how the theory deals with change. Please cite references using APA format and follow best practices guidelines (i.e. font no smaller than 20 point, no red font color, maximum of six lines per slide) for creating the PowerPoint.

Groups will send the PowerPoint presentation to me on dates to be assigned with the intent that the presentation will be made available to the class for the week discussion focuses on that particular philosophy. Discussion on the board for the week of the assigned chapter may include questions based on the group presentation.

Journal Critique
Being able to summarize, analyze, and critique works of others are skills useful both in the classroom and in the professional world. For this assignment you are to choose one journal article from the list below:


**(All articles are accessible through the Educational Research Complete database in EBSCO Host)**

Summarize and analyze the article while providing connections to educational philosophical theories, theorists, ideologies, and concepts. Within your critique, offer synthesis and reflection in relation to any specific practical real world applications.
discussed. Offer insight, as applicable, into how the article views schools, students, teachers, curriculum, educational leaders, and education as a whole from an educational philosophical context.

Paper should be written in APA format with title page, text pages, and reference page. The critique should be double spaced, no less than three pages and no more than five pages in length, excluding title and reference pages. Provide a copy of the article with your assignment. If you find another journal article you wish to critique, please contact me so I may review the request.

Classroom Observation Paper
Due: Week 14, Day 7, Midnight
Points: 125

You will need to complete an observation project during this course. The Classroom Observation Paper will be due at the end of the 14th week. You will need to visit with your cooperating teacher for a minimum of ten hours. During this time observe how they interact with the students and classroom. Take notes and record examples that outline their particular teaching style. Think back to the different philosophies you’ve learned over last 14 weeks, does your supervising teacher hit the nail on the head as an idealist or is it a cooler approach like the Pragmatists out there? Take a guess at their philosophy toward education. Do you see it influencing their teaching style? Take note of any cues that helped you make your decision. Around hour seven (7), have a talk with your teacher and hear how they see their philosophy and how it relates to their practice.

Submit a paper that looks at both your original observations and how they compared or contrasted with those that the teacher saw as their philosophy. Where you correct in your original observation? Now compare and contrast it to your philosophy of education. How would your teaching style imitate or differ from your cooperating teacher?

The paper should be in APA format, double-spaced, and between five (5) and seven (7) pages in length.

Philosophy of Education Research Paper
Due: Week 15, Day 7, Midnight
Points: 280

The Philosophy of Education Research Paper assignment provides you with the opportunity to reflect and critically think about your own thoughts, values, beliefs, and overall philosophy of education. Throughout the course you should note points in the readings, and other supplemental materials, that discuss and illustrate philosophies of education that you may or may not agree with. From these points, and other reflections, you can begin to develop the outline of your own education philosophy. In addition, your philosophy paper will be an integral part of your portfolio. This paper will serve as a cornerstone for your Masters work as well as provide a basis for documents you may need to provide in your professional career.

For this assignment, as with all others, please use the APA format. Exceptions to the third person rule of APA are made so long that you use first person sparingly when discussing your own philosophy. The paper, a minimum of eight (8) pages and a maximum of 12 pages double spaced, should have a title page, abstract page, and reference page along with the text.
The research paper needs to include the following: Describe a philosophy or philosophies you ascribe to, explain why and be specific; incorporate values and beliefs you hold; discuss, in relation to your own philosophy, the purposes of education, role of schools in society (local, national, and international), the role of the student, the role of parents, the role of teachers/instructors, the role of administrators, and the role of educational leaders. As you examine your philosophy include why you believe what you believe and how you know what you know (where did these ideals come from). Some other and more specific topics to consider for your philosophy are: how should curriculum and instruction be developed and by who; classroom management issues; school management and administration issues; diversity of and in education, how should education deal with change, how education is part of lifelong learning, and who should be educated. Your focus may be K-12, higher education, adult education, or a combination of any of the three areas.

As this is a research paper you are required to utilize the textbook as well as outside sources (i.e. journals, other textbooks, articles, and credible internet sites) to illustrate, provide example, and support your points.

Most importantly be true to yourself - this is your philosophy!

**APA Formatting**


**Due Dates**

For the purposes of this course all discussion board postings and assignments are due no later than 12:00am midnight U.S. Eastern time on the day due.

<table>
<thead>
<tr>
<th>Grade Instruments</th>
<th>% of Final Grade</th>
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<tbody>
<tr>
<td>Discussion Board Assignments</td>
<td>24%</td>
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<tr>
<td>48 posts</td>
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<td>5 points each post</td>
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<td>15 points possible each week</td>
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<td>2 Concept Papers</td>
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<td>70 points each</td>
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<tr>
<td>Philosophy Chapter Group Presentation</td>
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<td>125 points</td>
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<tr>
<td>Journal Critique</td>
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<td>90 points</td>
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<tr>
<td>Classroom Observation Paper</td>
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<td>125 points</td>
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<td>Philosophy of Education Research Paper</td>
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<td>280 points</td>
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<td>TOTAL</td>
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The success of this course depends on our ability to have read the assigned readings closely, to have thought carefully about the points raised or ignored by authors, and to bring to the group your questions and concerns about their theses and positions into the discussions groups. Prior to each class I will post Announcements and outline the focus of the subsequent session and direct your reading. Having prepared the readings prior to class ensures your productive participation.
Classes will typically begin with a question I have posed the previous week. We should work to achieve conversational exchanges with each other, constructively challenging each other to think broadly and critically about ideas or assertions posed by the readings. In all participation and assignments I am looking for evidence of:

- substantial knowledge and higher order thinking and analytic skills and application of facts, concepts, terms, and processes learned/read/discussed;
- critical contemplation, i.e., "grapple" with issues and topics;
- appropriate use of knowledge learned;
- imaginative thinking and responses to challenges/problems/issues;
- exploring underlying assumptions about education and schooling;
- clarity of expression and logical connection among ideas expressed;
- writing that reflects precise and concise thinking;
- excellent writing mechanics - grammar, syntax, and spelling.
## EDUC 500: Philosophical Foundations of Education Course Outline

### 16 Week Course

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic(s)</th>
<th>Learning Objective(s)</th>
<th>Reading(s)</th>
<th>Assignment(s)</th>
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</table>
| 1    | Introduction to philosophy of education. Theory and practice. | 1. Identify the four areas (subdivisions) of philosophy, understand each of the four areas, and describe connections to education.  
2. Evaluate issues educators and educational leaders face today in relation to the four areas of education. | Gutek: Chapter 1 | Assign groups, chapters, and due dates for Philosophy Chapter Group Presentation by Week 1, Day 4.  
Participate in Forum #1 Introduction Posting: Please introduce yourself to the class. We would like to get to know you better! Tell us a little about what you do, where you are in the program, your interests in education (i.e. what areas of study and research you like), any professional and personal goals, and maybe one or two things interesting about yourself. Due by Day 3 of Week 1. Please respond to at least two classmates. Due by Day 5 of Week 1.  
Submit Concept Paper #1: Areas of Philosophy. Describe each area of philosophy; metaphysics, epistemology, axiology, and logic and discuss how each is connected to education. Additionally, provide an example of the connection between the four areas of philosophy to issues educators and educational leaders are currently facing in education today. |
| 2    | Idealism and education. | 1. Identify the implications of Idealism on educational development and teaching practices.  
2. Criticize the educational philosophy of Idealism in association to challenges currently facing educators. | Gutek: Chapter 2 | Participate in Forum #2: Can the educational philosophy of Idealism be applied in today’s classroom? Discuss what components you believe, or do not believe, could be put into operation. Include an examination of the role of the teacher and the role of the student. Additionally, discuss how curricula would be affected under application of Idealism, especially in relation to today’s high stakes testing world of NCLB. You may use examples from K-12, Higher Education, or both in your response. First posting due by Day 3 of Week 2. Respond to at least two classmates by Day 5 of Week 2.  
Submit Philosophy Chapter Group Presentation: Idealism due date Week 2, Day 7, Midnight. |
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<tr>
<th>Week</th>
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<th>Learning Objective(s)</th>
<th>Reading(s)</th>
<th>Assignment(s)</th>
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</table>
| 3    | Realism and education. | 1. Compare and contrast the philosophy of Idealism to the philosophy of Realism, specifically comparing and contrasting their beliefs of and roles in education.  
2. Discuss the role of Realism in the development of public education in the U.S. | Gutek: Chapter 3    | Philosophy Chapter Group Presentation: Realism due date Week 3, Day 1, Midnight.  
Participate in Forum Posting #3: What do you see as the main differences between Idealism and Realism? What do you believe is similar about the two philosophies? Please be specific and illustrate examples in relation to their ideas on education. Utilize information from the text, supplemental websites, and Chapter Group Presentation PowerPoints on Idealism and Realism. Due by Day 3 of Week 3. Please respond to at least two classmates. Due by Day 5 of Week 3. |
| 4    | Pragmatism and education. | 1. Evaluate the impact of John Dewey and the Experimentalism branch of Pragmatism on today's classroom. | Gutek: Chapter 4    | Philosophy Chapter Group Presentation: Pragmatism due date Week 4, Day 1, Midnight.  
Participate in Forum Posting #4: Examples exist in today's schools of the lasting impact of the educational philosophies of Realism and Pragmatism. Show how theory moves into practice by discussing the concepts of Perennialsim and Experimentalism, in relation to Realism and Pragmatism, respectively. Provide examples of schools using one or both in the classroom. Utilize information from the text, supplemental websites, and Chapter Group Presentation PowerPoints on Realism and Idealism. First posting due by Day 3 of Week 4. Respond to at least two classmates by Day 5 of Week 4. |

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American Public University System: *Educating Those Who Serve*  
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<tr>
<th>Week</th>
<th>Topic(s)</th>
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<th>Reading(s)</th>
<th>Assignment(s)</th>
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<tbody>
<tr>
<td>7</td>
<td>Ideology and education.</td>
<td>1. Understand Ideology, Ideology in Education.</td>
<td>Gutek:</td>
<td>Participate in Forum Posting #7: How has ideology influenced education in America</td>
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<td>2. Evaluate the role of Ideology in multicultural education and social activism in public education in the U.S.</td>
<td>Chapter 7</td>
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<tr>
<td>5</td>
<td>Existentialism</td>
<td>2. Compare and contrast the philosophy of Existentialism to the philosophies of Idealism, Realism, and Pragmatism, specifically comparing and contrasting their beliefs of and roles in education.</td>
<td>Chapter 5</td>
<td>Participate in Forum Posting #5: Why do you believe the Existentialist philosophy of education is considered so different from our previously discussed philosophies of Idealism, Realism, and Pragmatism? Please be specific and illustrate examples in relation to their ideas on education. Utilize information from the text, supplemental websites, and Chapter Group Presentation PowerPoint on Existentialism. Due by Day 3 of Week 5. Please respond to at least two classmates. Due by Day 5 of Week 5.</td>
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<td>6</td>
<td>Postmodernism and education.</td>
<td>1. Understand the educational philosophy of Postmodernism.</td>
<td>Gutek: Chapter 6</td>
<td>Philosophy Chapter Group Presentation: Postmodernism due date Week 6, Day 1, Midnight. Participate in Forum Posting #6: How has Postmodernism influenced the incorporation of multiculturalism in the schools, the curriculum, and the classroom? Provide some specific examples, especially from your own experiences. Utilize information from the text, supplemental websites, and Chapter Group Presentation PowerPoint on Postmodernism. First posting due by Day 3 of Week 6. Respond to at least two classmates by Day 5 of Week 6.</td>
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education, and the difference between a philosophy and an ideology.

2. Discuss the impact of ideology on education in the United States.

today? Provide an example of an ideology that has changed or impacted a specific part of school structure, curriculum, the role of the teacher, the role of the student, or the role of the administrator/educational leader. Due by Day 3 of Week 7. Please respond to at least two classmates. Due by Day 5 of Week 7.

8 Nationalism, American Exceptionalism, Ethnonationalism, and education.

1. Define Nationalism, American Exceptionalism, and Ethnonationalism. Participate in Forum Posting #8: Provide an example from your own education that exemplifies American Exceptionalism. Additionally, describe an instance of the inclusion of multiculturalism you may have encountered in your educational experience. How have these events impacted you as an educator? First posting due by Day 3 of Week 8. Respond to at least two classmates by Day 5 of Week 8.

2. Analyze the impact of Nationalism in American educational practices. Submit Concept Paper #2: Ideology in Education Define ideology and ideology in education. Briefly explain how ideology is linked to education. Briefly summary either the 1983 report A Nation At Risk or the 2001 No Child Left Behind Act (NCLB) (only choose one). Analyze and discuss how either provides illustration of the connection between ideology and educational philosophy. Utilize either the “A Nation at Risk” website link or the “No Child Left Behind” website link listed below in the Additional Readings section. Connect educational philosophies to your chosen item. Due Week 8, Day 7, Midnight.

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<tr>
<th>Week</th>
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<th>Learning Objective(s)</th>
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<tbody>
<tr>
<td>9</td>
<td>Theory and education.</td>
<td>1. Define theory and be able to explain the difference between a philosophy, an ideolo.</td>
<td>Gutek: Chapter 12</td>
<td>Participate in Forum Posting #9: Through your experiences have you developed an educational theory? Did you put it into practice? What were the results of your testing? If you have yet to test your hypothesis. what do you think the results may</td>
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<td>Week</td>
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| 10   | Essentialism and education. | 1. Define the theory of Essentialism.  
2. Examine the impact of Essentialism and the Standards Movement on issues in American education today. | Gutek: Chapter 13 | Participate in Forum Posting #10: Do you believe that the pendulum has swung again and that the American educational system is currently in a period of Essentialism? Do you believe (or not) that the standards movement is part of this paradigm? How does *A Nation at Risk* and NCLB describe the state of education today from a theoretical standpoint? First posting due by Day 3 of Week 10. Respond to at least two classmates by Day 5 of Week 10. |
| 11   | Progressivism and education. | 1. Define and understand major tenants of Progressivism.  
2. Compare and contrast Progressivism to other philosophies, ideologies, and theories. | Gutek: Chapter 14 | Participate in Forum Posting #11: Pragmatism, specifically the branch of the Organic Philosophy of Education, may have some similarities to Existentialism. Describe similarities, if any, between the two schools of thought. Include discussion on historical events that may (or may not) have, a connection to, shaped, and influenced Pragmatism and Existentialism. Due by Day 3 of Week 11. Please respond to at least two classmates. Due by Day 5 of Week 11. |
| 12   | Social Reconstructionism and education. | 1. Explain the Social Reconstructionist movement and its relation to world events. | Gutek: Chapter 15 | Participate in Forum Posting #12: Can a school be a force for change? If social activism has a place in education, can it be threaded into the curriculum? Respond to the two questions and include your critique of Social Reconstructivism. First posting |
2. Examine the role of Social Reconstructivism in education.

Submit Journal Critique
Being able to summarize, analyze, and critique works of others are skills useful both in the classroom and in the professional world. For this assignment you are to choose one journal article from the list provided. All articles are accessible through the Educational Research Complete database in EBSCO Host. Summarize and analyze the article while providing connections to educational philosophical theories, theorists, ideologies, and concepts. Within your critique, offer synthesis and reflection in relation to any specific practical real world applications discussed. Offer insight, as applicable, into how the article views schools, students, teachers, curriculum, educational leaders, and education as a whole from an educational philosophical context. Paper should be written in APA format with title page, text pages, and reference page. The critique should be double spaced, no less than three pages and no more than five pages in length, excluding title and reference pages. Provide a copy of the article with your assignment. If you find another journal article you wish to critique, please contact me so I may review the request. Due Week 12, Day 7, Midnight.
2. Critique Critical Theory. | Gutek: Chapter 16 | Respond to Forum Posting #13:  
Critique Critical Theory in relation to the philosophies of Idealism and Realism. What do you think are the main differences? Provide specific examples relating to the role of the teacher, the student, and instruction in the classroom. Due by Day 3 of Week 13. Please respond to at least two classmates. Due by Day 5 of Week 13. |
|---|---|---|---|---|
| 14 | Globalization and education. | 1. Identify examples of Globalization.  
2. Discuss the role of Globalization in education. | Gutek: Chapter 17 | Respond to Forum Posting #14:  
What do you think Freire would say about Globalization? How do you think Giroux would see the role of the teacher under an educational system dominated by Globalization? First posting due by Day 3 of Week 14. Respond to at least two classmates by Day 5 of Week 14.  
Submit Classroom Observation Paper assignment. Due Week 14, Day 7, Midnight. |
| 15 | Self-Assessment and Reflection and education. | 1. Assess your beliefs in education.  
2. Understand the connection of educational theory to practice. | None | Participate in Forum Posting #15:  
List your results from the Minnesota Analysis of Beliefs in Education Self Assessment. Do you agree or disagree with the results and why? Reviewing the list of philosophies from the website do you feel more connected to a particular theory due to its implications for practice in education? Due by Day 3 of Week 15. Please respond to at least two classmates. Due by Day 5 of Week 15.  
Submit Philosophy of Education Research Paper due by Week 15, Day 7, Midnight. |
| 16 | Reflection and Discussion and education. | 1. Reflect on personal beliefs in and of education.  
2. Discuss how philosophies of education impact the classroom and lifelong learning. | None | Participate in Forum #16:  
Briefly describe your experiences performing your classroom observation. Did you see a particular philosophy, ideology, or theory present in the educational environment? How did you relate to the teacher in terms of similar or different philosophies of education? Did you see theory being put into practice, and if so what and how? First posting due by Day 3 of Week 16. Respond to at least two classmates by Day 5 of Week 16. |
Selected Bibliography


