

EDF 607 Philosophy of Education

Credit hours: 3

Course Description

Educational Foundations 607 is a graduate-level seminar which has as its purpose the investigation and analysis of major philosophical systems and the educational theories associated with each system.

Conceptual Framework

Southeastern Louisiana University College of Education and Human Development Conceptual Framework

The COEHD's Conceptual Framework provides direction for the development of effective professionals. It is a living document that continuously evolves as opportunities and challenges emerge. All aspects of this course are aligned with the Conceptual Framework, including the course objectives, field experiences and assessments. The four components of the Conceptual Framework are the institutional standards used for candidate assessment in undergraduate and graduate programs. They are Knowledge of Learner (KL), Strategies and Methods (SM), Content Knowledge (CK), and Professional Standards (PS). Diversity (DV) and Technology (TY).

The following is the link to the conceptual framework on the COEHD website.
http://www.selu.edu/acad_research/colleges/edu_hd/about/conceptual_framework/

Diversity

Students will be prepared to function in a diverse environment and/or community.

Technology

Students will be prepared to utilize technology in their professional environment or practice.

Course Objectives

1. To investigate and evaluate philosophical assumptions commonly held in American culture, as seen through educational philosophical systems and theories. [CK, DV]
2. To analyze hypotheses concerning possible contributions of philosophy to the increase of the effectiveness of educational practice. [CK, DV]
3. To investigate the philosophical reasons underlying observed professional practices. [KL, CK, DV]
4. To give the student the opportunity to understand and explain his/her own assumptions as to the basic problems of man and his world. [KL, CK]
5. To offer the student a chance to become involved in a systematic, comprehensive, and open-minded inquiry into the present state and future possibilities of American education. [SM, CK]
6. To present thought-provoking problem situations for class [SM, CK]

Methodologies

Teaching strategies may include, but is not limited to discussions, lecture, demonstrations, group work, field experiences, and on-line instruction. Course content will be drawn from theory and research, from student experiences, and from discussions in and out of class sessions.

Required Text

Philosophical Foundations of Education by Ozmon & Craver

Evaluation**Course Assessment/Evaluation Method**

Students will be evaluated through a combination of methods including, but not limited to written examinations, practical examinations, projects, and class participation. Each instructor reserves the right to establish additional methods of assessment.

The oral presentation will be evaluated on the basis of its completeness, form of presentation (creativity will be a factor), articulation, and overall clarity. The student will receive two (2) letter grades on the oral report, one for PREPARATION and one for PRESENTATION.

One comprehensive, subjective, empirical examination will be administered during the final examination period. The exam will include any matter discussed in class. One small blue exam book required.

NO MAKE-UP EXAMINATIONS WILL BE GIVEN. Since students will be responsible for the material discussed in class, attendance is imperative; excessive absences may final grade.

Unit (COEHD) Assessment

Artifacts to be designated by the instructor will be placed in the student's Portfolio on Pass-Port, the unit's required electronic portfolio system.

As students complete any professional development activities, they are required to enter them into PASS-PORT.

There are no required field Experiences