

Syllabus for
GPED 503--History and Philosophy of Education
3.0 Credit Hours
Fall 2001

The Mission of the School of Education is to provide the opportunity for individuals who hold Christian principles to participate in advanced study in preparation for the professional public and private responsibilities in the field of education throughout the world.

I. COURSE DESCRIPTION

Overview of various philosophies of education with emphasis on the implications of their presuppositions on educational theory and practice. Includes an analysis of educational problems and issues in education using the tools of history and philosophy of education and the implications on educational theory and practice in an institution.
Prerequisite: Graduate student standing.

II. COURSE GOALS

The course is designed to do the following:

- A. give a brief overview of the history of education with emphasis on the development of education and schooling in the United States.
- B. help the student understand the role and position of a biblically based education.
- C. examine worldviews and philosophies that have influenced educational theory and practice.
- D. examine biblical foundations relevant to the nature and mission of Christian education.
- E. to assist the student in obtaining the knowledge base and skills related to developing his or her own biblically based philosophy of education.

III. COURSE OBJECTIVES

As a result of successfully completing this course the student will be able to do the following:

- A. identify and discuss major movements, trends and educational leaders involved in the development of western education.
- B. identify the philosophic patterns and thought of historical periods.
- C. define the relationships of philosophy and education.
- D. define and describe the key components of philosophy: metaphysics, epistemology, axiology and logic.

- E. explain the philosophical positions and name the key advocates of the following: Idealism, Realism, Thomism, Perennialism, Essentialism, Pragmatism, Progressivism, Reconstructionism, Existentialism and Postmodernism.
- F. discuss the foundations of philosophy such as: 1) the nature of the learner, 2) the nature of learning, 3) the role of the teacher, 4) the purposes of the schooling and 5) what should be taught.
- G. discuss the biblical base of Christian education and cite Scriptural references to support a philosophy of Christian education.
- H. discover and identify biblical principles to integrate faith and learning.
- I. determine the basic elements to develop a written philosophy of education.
- J. to evaluate critically and constructively the philosophical foundation of present systems of education.
- K. enter into a professional dialogue regarding current educational issues by reflecting upon their philosophical premise.
- L. conduct research of educational literature in order to identify and analyze current trends in education.
- M. demonstrate and articulate their own philosophy of education.

IV. TEXTBOOKS

- A. Required Textbooks
 - Gutek, G.L. (1995). A History of the western educational experience, (2nd edition). Prospect Heights, Illinois: Waveland Press, Inc.
 - Gutek, G.L. (1997). Philosophical and ideological perspectives on education, (2nd ed.). Boston: Allyn and Bacon.
 - Kienel, P. A., Gibbs, O.E., & Berry, S. R. (1995). Philosophy of Christian education. ACSI: Colorado Springs, CO.
- B. Recommended Reading and/or Reference Material
 - Bigge, M.L. (1982). Educational philosophies for teachers. Columbus, OH: Merrill Publishing Company.
 - Gutek, G.L. (1983). Education and schooling in America. Englewood Cliffs, NJ: Prentice-Hall, Inc.
 - Gutek, G.L. (1988). Philosophical and ideological perspectives on education. Englewood Cliffs, NJ: Prentice Hall, Inc.
 - Ham, K & Taylor, P. (1988). The genesis solution. Grand Rapids, MI: Baker Book House.
 - Hoffecker, W.A., & Smith, G.S. (1986). Building a Christian worldview: God, man and knowledge. (Vol. 1). Phillipsburg, NJ: Presbyterian and Reformed Publishing Company.
 - Hoffecker, W.A., & Smith, G.S. (1988). Building a Christian worldview: The universe, Society, and ethics (Vol. 2). Phillipsburg, NJ: Presbyterian and Reformed Publishing Company.
 - Noebel, D. (1995). Understanding the times (abridged ed.). Colorado Springs, CO:

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University.
2. Double cuts will be assessed for absences immediately preceding or following holidays.
3. Excessive absences can reduce a student's grade or deny credit for the course.
4. Students taking a late exam because of an unauthorized absence will be charged a late exam fee.
5. Students and faculty at Oral Roberts University adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software.
6. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.

B. School and/or Department Policies and Procedures

1. Class attendance is an absolute **must** for the student to gain full benefit from his or her enrollment. Absences affect the student's grade. Any student leaving class before dismissal or coming late will be marked absent. Extended illness is handled on an individual basis and requires verification from a doctor.
2. Students who miss class for university sponsored activities and present an administrative excuse form with appropriate signatures prior to the event, and must not miss if committed to a class presentation or exam. If participation in the event is voluntary, the student is not permitted to do make-up work nor complete an exam missed.
3. Cheating in any form, including plagiarism, is not tolerated. Any student caught cheating will receive a zero for that exam and/or risk receiving an "F" for the course. The American Heritage Dictionary defines plagiarism as "to steal and use (the ideas or writings of another) as one's own." In standard academic practice, this means if a student copies any more than three consecutive words written or spoken by another, he or she must acknowledge the source of these words by using the proper reference notation as dictated in the Publication Manual of the American Psychological Association, 4th edition.
4. Absolutely no research involving human subjects may be performed until full approval of the Institutional Review Board has been obtained. Any such research done prior to approval of the IRB will be null and void, and may carry a federal penalty.
5. Evaluation Procedure
 - a. Grading Scale

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

VI. COURSE CALENDAR

Date	Week	Topic and Assignments
8/22	1	<p><u>Introduction and overview of the course</u> Developing a Christian Worldview and biblical basis Have read and ready for discussion:</p> <p>Kienel: Introduction: Philosophy of Christian School Education Chapter 1: Philosophy and Worldviews Chapter 2: Christian Worldview</p>
8/29	2	<p><u>Introduction to Educational Philosophies</u> Idealism Realism Perennialism (Neo-thomism) Essentialism Pragmatism Reconstructionism Existentialism</p> <p>Have read and ready for discussion:</p> <p>Gutek: Chapter 1: An Overview and Perspective</p> <p>Kienel: Chapter 3: History of Educational Philosophies Chapter 4: Modern Educational Philosophies Chapter 5: Christian Philosophy of Education</p>
9/5	3	<p><u>What is the Nature of the Learner? Ontology— Metaphysics—What exists or what is real</u></p> <p>Kienel: Chapter 7: Nature of the Learner Chapter 8: Nature of Learning</p>
9/12	4	<p><u>Overview of the History of the Development of Education</u></p> <p>Gutek: Chapter 3: Greek Educational Theory Chapter 6: Scholasticism and the Medieval University Chapter 7: The Renaissance and Humanist Education Chapter 9: The Enlightenment and Education Chapter 11: The Nineteenth Century: An Age of Ideology</p>
9/19	5	<p><u>The Nature of the Learner and the Nature of Learning</u></p>

Date	Week	Topic and Assignments
		1st Research Paper Due: What is the Nature of the Learner and the Nature of Learning?
9/26	6	<u>The Role of the Teacher and Teaching Methods—Ontology</u> Kienel: Chapter 9: Role of the Teacher Chapter 10: Teaching Methods
10/3	7	<u>History and Developments in American Education</u> Gutek: Chapter 15: Evolution, Social Darwinism, and Education Chapter 16: Freud and the Unconscious Chapter 21: Nineteenth Century American Education
10/10	8	<u>What is the Role of the Teacher?</u> 2nd Research Paper Due: What is the Role of the Teacher?
10/17	9	<u>Fall Break</u>
10/24	10	<u>What Should the School Teach? Epistemology—How do we determine what is to be taught?</u> Kienel: Chapter 11: Concepts of Curriculum Chapter 12: Contents of Curriculum Chapter 13: Cogencies of Curriculum
10/31	11	<u>What is the Purpose of the Schooling--Axiology</u> <u>What is of Value?</u> 3rd Research Paper Due: What is the Purpose of Schooling and What Ought to be Taught?
11/7	12	<u>Current Thoughts on American Education</u> Gutek: Chapter 22: Twentieth Century American Education
11/14	13	<u>Reinforcing and Articulating a Philosophy of Christian</u>

Date	Week	Topic and Assignments <u>Education</u>
		Kienel: Chapter 6: Christian Purposes and Goals of Education Chapter 16: School Atmosphere and Relationships Chapter 17: Christian School and Society Chapter 18: Christian School Education
11/21	14	<u>Review: The Nature of the Learner, the Nature of Learning, the Role of the Teacher, and the Purpose of Schooling</u>
11/28	15	<u>Putting It All Together</u> Final Position Paper Due: Personal Philosophy of Christian Education
12/5	16	<u>Oral Defense of Philosophical Positions</u> But sanctify the Lord God in your hearts, and always be ready to give a defense to everyone who asks you a reason for the hope that is in you . . . I Peter 3:15
12/12	17	<u>Final Exam</u>

VII. ASSESSMENT SUMMARY

T. Norton

Name of Instructor

GCSE/GPED 503

Course No.

History and Philosophy of Education

Title of Course

Education

Name of Department

MISSION

The lifestyle at ORU is rooted in the word "Wholeness." ORU seeks to educate the whole person, with balanced emphasis placed on the development of mind, spirit, and body.

GENERAL OUTCOMES

1. Spiritual Development
2. Physical Development
3. Communication
4. Analysis
5. Problem Solving
6. Valuing in Decision Making
7. Social Interaction
8. Global Perspectives
9. Effective Citizenship
10. Aesthetic Responsiveness

MAJOR OUTCOMES

Critical Thinking/Communicating:

Understands the theoretical and research basis for child development and early childhood education. Applies and communicates these principles in a professional setting.

Analysis/Problem Solving:

Understands the whole child: spiritual, cognitive, physical, social, and emotional and the effect of culture and community on his or her development. Analyzes needs and develops solutions for meeting these needs.

Interpersonal Leadership:

Demonstrates understanding of individual strengths and needs of a variety of students, parents, and other professional educators. Acts as a servant-leader to build these strengths.

Spiritual Development: Views teaching as a calling and can apply this belief in a variety of school settings. Can explain the relationship of academic learning to spiritual foundations and apply this synthesis in a classroom setting.

COURSE GOALS

Describes historical changes in our understanding of childhood and early childhood education.

Explain development of young children physically, spiritually, cognitively, socially, and emotionally, and identify examples of these traits in a natural setting.

Summarize the major principles of theories presently being applied in the education and care of young children. Synthesize a personal theory of early childhood education.

Describe current topics of concern in the field of early childhood and support beliefs concerning these topics.

Explain how Christian beliefs influence understanding of theory and practice in the field of Early Childhood Education.

Describe ethical behavior for a teacher of young children.

ASSESSMENT OF COURSE GOALS

STIMULI:

Exam (essay)

Description of practicum assignment

Journal of reflections on journal article related to topics of student

CRITERIA:

Accurate report of relevant facts.

Thorough discussion of observations and synthesis with concepts learned.

Thoughtful reflection on topic under consideration, including relevant questions, applications, and insights.