**GAU, Faculty of Education**

**GAU, Eğitim Fakültesi**

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| **Course UnitTitle/DersAdı** | | | | | | Philosophy of Education | | | | | | | |
| **Course UnitCode/DersKodu** | | | | | | ELTV104 | | | | | | | |
| **Type ofCourseUnit/Dersstatüsü** | | | | | | Compulsory/ Freshman | | | | | | | |
| **Levelof Course Unit/Dersseviyesi** | | | | | | BA | | | | | | | |
| **NationalCredits/Ulusalkredi** | | | | | | 2 | | | | | | | |
| **NumberofECTSCreditsAllocated/AKTS değeri** | | | | | | 3ECTS | | | | | | | |
| **Theoretical(hour/week)/Haftalıkteorikderssaati** | | | | | | 2 | | | | | | | |
| **Practice(hour/week)/Uygulamadurumu** | | | | | | - | | | | | | | |
| **Laboratory(hour/week)/Laboratuvardurumu** | | | | | | - | | | | | | | |
| **Year ofStudy/ Dersinyılı** | | | | | | 1 | | | | | | | |
| **Semester whenthecourseunitisdelivered/Dersdönemi** | | | | | | Spring | | | | | | | |
| **CourseCoordinator/Derskoordinatörü** | | | | | | - | | | | | | | |
| **Name ofLecturer(s)/Derssorumluöğretimelemanı** | | | | | | - | | | | | | | |
| **Name ofAssistant(s)/Asistanadı** | | | | | | - | | | | | | | |
| **Mode ofDelivery/Dersinişlenişi** | | | | | | Face to face, rhetorical, document analysis, presentation | | | | | | | |
| **Language ofInstruction/Dersindili** | | | | | | English | | | | | | | |
| **Prerequisitiesandco-requisities/Dersinönkoşulu** | | | | | | - | | | | | | | |
| **RecommendedOptionalProgrammeComponents/Önerilenopsiyonel program unsurları** | | | | | | - | | | | | | | |
| **Objectives oftheCourse/Dersinamacı** | | | | | | | | | | | | | |
| -to provide knowledge related to the fundamental issues and controversial areas of philosophy: philosophy of existence, knowledge, ethics/values and education; basic philosophical movements (idealism, realism, naturalism, empiricism, rationalism, pragmatism, existentialism) and education; educational philosophy and educational movements: perennialism, fundamentalism, progression, existential education, critical/radical education.  -to provide information on educational views of some philosophers (Plato, Aristotle, Socrates, J. Dewey, Ibn-i Sina, Farabi, J,J, Rousseau) in the Islamic world and in the West.  -to provide information about the human nature, individual differences and education; education in terms of certain political and economic ideologies; influential schools of thought and education in the modernization process in Turkey. The philosophical foundations of the Turkish education system. | | | | | | | | | | | | | |
| **LearningOutcomes/Öğrenmeçıktıları** | | | | | | | | | | |  | | |
| When this course has been completed the student should be able to: | | | | | | | | | | | Assessment | | |
| 1 | define philosophy and name the branches of philosophy | | | | | | | | | | 1,2 | | |
| 2 | explain seven basic philosophical movements: idealism, realism, naturalism, empiricism, rationalism, pragmatism and existentialism | | | | | | | | | | 1,2 | | |
| 3 | discuss the views of the leading proponents of idealism, realism, naturalism, empiricism, rationalism, pragmatism and existentialism | | | | | | | | | | 1,2 | | |
| 4 | explain the nature and assumptions of each philosophy | | | | | | | | | | 1,2 | | |
| 5 | explain education according to the specific philosophical movements: philosophy of idealism, realism, naturalism, empiricism, rationalism, pragmatism in education | | | | | | | | | | 1,2 | | |
| 6 | discuss the philosophy of education in terms of: aims of education, curriculum, teaching methods, role of teacher, role of students, role of school, strengths and weaknesses | | | | | | | | | | 1,2 | | |
| 7 | compare and contrast idealism with realism | | | | | | | | | | 1,2 | | |
| 8 | Explain the philosophical foundations of the Turkish education system | | | | | | | | | | 1,2 | | |
| *AssesmentMethods*:1. Exam, 2. Assignment3. Project/Report, 4.Presentation, 5 Lab.Work  *DeğerlendirmeMetodu*: 1. Sınav, 2. Ödev, 3. Proje, 4. Sunum, 5. Lab work | | | | | | | | | | | | | |
| **Course’sContributiontoProgram/DersinProgramaKatkıları** | | | | | | | | | | | | | |
|  | | | | | | | | | | | | CL/KS | |
| 1 | Have gained an in-depth knowledge of different linguistic components of the English language | | | | | | | | | | | 2 | |
| 2 | Be familiar with different theories, methods, and techniques of teaching English as a foreign language; | | | | | | | | | | | 4 | |
| 3 | Be able to teach EFL learners of varying ages effectively in all components of language: speaking, listening, reading, and writing; | | | | | | | | | | | 3 | |
| 4 | Be able to assess English language learners in different language skills; | | | | | | | | | | | 2 | |
| 5 | Be able to create, evaluate, and use English language teaching materials; | | | | | | | | | | | 2 | |
| 6 | Be able to critically evaluate the existing language proficiency exams; | | | | | | | | | | | 2 | |
| 7 | Be able to participate and be sufficiently understood in academic discourse; | | | | | | | | | | | 3 | |
| 8 | Be able to apply academic learning strategies such as note-taking, reading, and oral communication strategies in real life situations; | | | | | | | | | | | 3 | |
| 9 | Be able to make efficient and appropriate behavior management decisions in the classroom; | | | | | | | | | | | 2 | |
| 10 | Be able to analyze literary texts to integrate them into their teaching; | | | | | | | | | | | 3 | |
| 11 | To be able to effectively manage group dynamics, time, space and materials; | | | | | | | | | | | 2 | |
| 12 | To have gained familiarity with basic principles of guidance and the relevant practical applications; | | | | | | | | | | | 2 | |
| 13 | Be able to conduct and use research and document sources properly; | | | | | | | | | | | 3 | |
| 14 | Beable to apply the knowledge and skills they have gained during their four year studies at GAU to their teaching career. | | | | | | | | | | | 3 | |
| *CL (Contribution Level)*: 1.VeryLow, 2.Low,3.Moderate, 4.High, 5.Very High  *Katkıseviyesi(KS)*: 1. Çokdüşük, 2. Düşük, 3. Orta, 4. Yüksek, 5. Çokyüksek | | | | | | | | | | | | | |
| **CourseContents/Dersİçeriği** | | | | | | | | | | | | |
| Week/**Hafta** | |  |  | | | | | | | Exam**s/ Sınavlar** | | |
| 1 | |  | Introduction: definitions | | | | | | |  | | |
| 2 | |  | Idealism: Meaning, principles and educational implications | | | | | | |  | | |
| 3 | |  | Idealism: Educational implications (aims, curriculum, methods of teaching, discipline, teacher, student, textbook, school) | | | | | | |  | | |
| 4 | |  | Realism: Meaning, principles and educational implications | | | | | | |  | | |
| 5 | |  | Realism: Educational implications (aims, curriculum, methods of teaching, discipline, teacher, student, textbook, school) | | | | | | |  | | |
| 6 | |  | Naturalism: Meaning, principles and educational implications | | | | | | |  | | |
| 7 | |  | Naturalism: Educational implications (aims, curriculum, methods of teaching, discipline, teacher, student, textbook, school) | | | | | | |  | | |
| 8 | |  |  | | | | | | | **Mid-term** | | |
| 9 | |  | Empiricism: Meaning, principles and educational implications | | | | | | |  | | |
| 10 | |  | Rationalism: Meaning, principles and educational implications | | | | | | |  | | |
| 11 | |  | Pragmatism: Meaning, principles and educational implications | | | | | | |  | | |
| 12 | |  | Pragmatism: Educational implications (aims, curriculum, methods of teaching, discipline, teacher, student, textbook, school) | | | | | | |  | | |
| 13 | |  | Existentialism: Meaning, principles and educational implications | | | | | | |  | | |
| 14 | |  | Existentialism: Educational implications (aims, curriculum, methods of teaching, discipline, teacher, student, textbook, school) | | | | | | |  | | |
| 15 | |  |  | | | | | | | **Final** | | |
| **RecommendedSources/Önerilenkaynaklar** | | | | | | | | | | | | |
| **Textbook/Derskitabı:**  Compiled materials  **SupplementaryMaterial(s)/EkMateryal(ler):**  Garrison, J., Neubert, S., and Reich, K. *John Dewey`s Philosophy of Education: An Introduction and Reconstructualization for our Times*. Macmillan, 2007.  Loomis. S.R., and Rodriquez, J.P. *C.S. Lewis: A Philosophy of Education*. Palgrau, Macmillan, 2009. | | | | | | | | | | | | |
| **Assessment/Değerlendirme** | | | | | | | | | | | | |
| Attendance/Dersedevam | | | | 0% |  | | | | | | | |
| Homeworks/Ödevler | | | | 10% |  | | | | | | | |
| Laboratory/Lab. | | | | 0% | Lab Grade= Lab Performance Lab Attendance | | | | | | | |
| MidtermExam/Vizesınavı | | | | 40% |  | | | | | | | |
| FinalExam/Final sınavı | | | | 50% |  | | | | | | | |
| Total | | | | 100% |  | | | | | | | |
| **ECTSAllocated BasedontheStudentWorkload/ Öğrencidersyükünegöre AKTS değerleri** | | | | | | | | | | | | |
| ActivitiesEtkinlik | | | | | | | Number/Sayısı | Duration(hour)/Süresi | TotalWorkload(hour)/Toplamyük | | | |
| Course duration in class (including the Exam week)/Sınıf içi etkinlikler | | | | | | | 14 | 2 | 28 | | | |
| Labs and Tutorials/ Lab ve ders | | | | | | | - | - | - | | | |
| Assignments/Ödevler | | | | | | | 2 | 7 | 14 | | | |
| E-Learning Activities/E-learning activities | | | | | | | 2 | 7 | 14 | | | |
| Project/Presentation/Report Writing/Proje | | | | | | | - | - |  | | | |
| Quizzes | | | | | | | - | - | - | | | |
| Lab Exams | | | | | | | - | - | - | | | |
| Midterm Examination/Vize | | | | | | | 1 | 1 | 1 | | | |
| Final Examination/Final | | | | | | | 1 | 1 | 1 | | | |
| Self Study/Bireysel çalışma | | | | | | | 4 | 9 | 36 | | | |
| Total Workload/İş yükü | | | | | | | | | 94 | | | |
| Total Workload/30 (h) | | | | | | | | | 94/30 | | | |
| ECTS Credit of the Course/AKTS değeri | | | | | | | | | 3,1 | | | |