**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 |