

Educational Philosophy and Ethics
EDU 509 90 2 (3 credits)
Spring 2009
May 15,16,17 and May 29, 30, and 31

Instructor: Dr. Matthew Cole
Email: mbcole@cedarcrest.edu
Cell Telephone: 610-762-9013

Course Description:

Students will explore the impact of philosophy on educational thought, practices and ethics from early philosophers, such as Aristotle and Plato to the present. Educational practices and policies will be analyzed and explored throughout the course. Students will be encouraged to reflect upon their own philosophies and views of education.

Course Outcomes:

1. Students will be able to identify and debate the merits of the various educational philosophies that have been established over the course of time.
2. Students will have an understanding of how educational philosophies shape the world of education.
3. Students will be able to describe, articulate, and defend their own educational philosophy to their peers.
4. Students will be able to describe how different educational philosophies are viewed by the various stakeholders and how they in turn change the educational landscape.
5. Students will work in groups to analyze different educational philosophies and report the results to the class. Pros and cons of each educational philosophy will be debated within the class.

Textbooks Required:

Dewey, J. (2001) *The School and Society*. New York: Dover Publications.

Gutek, G. (2004) *Philosophical and Ideological Voices in Education*. Boston: Person Education.

Note: Students are required to use APA style for all assignments that include documentation of sources. You may want to consider purchasing this manual: Publication Manual of the American Psychological Association. Be sure to look for the most recent addition (5th ed).

Honor Philosophy:

The Cedar Crest Honor Philosophy is based upon the principle that, as a self-governing body, students have the ability to create an atmosphere of trust and support. Within this environment, individuals are empowered to make their own decisions, develop personal regard for the system under which they live, and achieve a sense of integrity and judgment that will guide them through life.

The formal honor code adopted by CCC as outlined in the college catalog and student handbook will be followed in this course. Appropriate behavior at all times is implicit in the Cedar Crest College Honor Code.

Classroom Protocol:

Appropriate classroom behavior is expected at all times. These behaviors are outlined in the Cedar Crest College Honor Code. Such behavior is defined and guided by complete protection for the rights of all students and faculty courteous, respectful classroom environment. That environment is free from distraction such as late arrivals, early departures, inappropriate conversations, and any other behaviors that might disrupt instruction and/or compromise students' access to their Cedar Crest College education. In order to minimize distractions, please turn off all cellphones and beepers during class.

Attendance and Late Arrivals:

As part of your learning responsibility, your attendance at all class meetings is expected and a vital part of the learning process. Since this class only meets for 6 sessions, your attendance in this class will be mandatory. If you feel that you will need to miss a class for any reason you should consider taking this course at a different time. If an illness or emergency occurs during the class sessions, you are responsible for contacting the course instructor to make up the work missed. Your attendance and participation will be scored and be included as part of your final grade for this class.

Late Assignments:

Late assignments will not be given full credit unless other arrangements have been arranged with the professor. The professor will grade the assignment accordingly.

Plagiarism:

Plagiarism is regarded as a failure to comply with the college honor code. Therefore, any student who is documented as cheating on an assignment, plagiarizing or otherwise breaking the honor code will receive an "F" for that assignment.

Course Requirements:

1. Actively engaged in all classroom discussions and activities. This includes working individually and/or working cooperatively with classmates on any group assigned project.
2. Develop a presentation that describes your own personal educational philosophy and how it supports other educational philosophies that were discussed in class or from the readings.
3. Working in pairs/groups, develop a presentation that thoroughly describes one of the educational philosophies described in the readings.
4. Attend all classes, arriving on time and staying for the duration of the class.

Course Assessment:

Grades are based on the following assessments:

Personal Philosophy Paper: 50 points

Group Project: 50 points

Quiz: 30 points

Class Participation: 20 points

Course Schedule:

Friday May 15th Course Introduction
Course Information
Review of Syllabus
Course Guidelines and Expectations
Student Introductions
Discuss Personal Philosophies
Discuss Chapter 1 - Gutek

Saturday May 16th
Discuss Educational Philosophy Terminology
Introduce Project
Group Work
Review of Today's Class
Overview of Tomorrow's class

Sunday May 17th

Overview of the Day
Review of Previous Day's Class
Work on Group Projects
Present Projects
Review of Philosophies
Expectations for Next Session
Assignment: Read Dewey Ch. I-VIII

Friday May 29th

Overview of Weekend
Review for Quiz Tomorrow
Discuss Chapter 5 (Dewey) - Gutek and Dewey
Chapters I-VIII
Review Saturday and Sunday Expectations

Saturday May 30st

Review/Study for Quiz
Quiz on Philosophies
Work on Educational Philosophies
Present Educational Philosophies
Overview for Tomorrow

Sunday May 31st

Review Yesterday's Projects
Outline of Today's Class
Finish Projects
Discussion of Educational Philosophy and
the Relation to Today's Schools
Read and Discuss Dewey (The Child and the Curriculum)
Reflection on Growth of Personal Philosophy
Course Evaluation

