

Educational Philosophy and Ethics  
EDU 509 90 2 (3 credits)  
Summer I/May term  
05/14/10-05/23/10  
8:00AM- 5:00PM

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**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:**

Ozmon, H. and Craver, S. (2008) *Philosophical Foundations of Education*.  
Columbus, OH: 8<sup>th</sup> ed. Merrill Prentice Hall.

**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. 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

Quizzes (1): 20 points

Class Participation: 30 points

### **Course Schedule:**

#### **Friday, May 14**

Course Introduction

Student Introductions

Review Syllabus

Discuss Grading and Expectations

Student Introductions

Discuss Personal Philosophies

Group Exercise #1 We Believe Children Learn Best When...

#### **Saturday, May 15**

Review of last night's information

Discussion topics – a) Safety and Security b) Homework

Introduce Project

Group Work

Lunch (short)

Group Work (cont.)

Discussion Topic – a) Failure/Retention b) Dress Code

Review of Tomorrow's class

## **Sunday, May 16**

Overview of the Day  
Review of Previous Day's lesson  
Discussion Topic - a) Special Education  
Present Group Presentations  
Lunch  
Finish Presentations  
Discussion Topic – a) Parental Involvement  
Review student expectations for next week

## **Friday, May 21**

Overview of the Day  
Review of Previous Week's Information/Presentations  
Discussion Topic – a) Administrative Cooperation b) Climate  
Review for quiz tomorrow  
Group Activity – Choosing Your Child's Teacher  
Review Saturday and Sunday Expectations

## **Saturday, May 22**

Review/ Study for quiz  
Quiz on Philosophies  
Discussion Topic – a) Hiring b) Length of School Year  
Lunch  
Group Project – Philosophical Problem  
Begin Personal Philosophy Papers  
Review Tomorrow's class

## **Sunday, May 23**

Discussion topics – Class Choice  
Continue with Personal Philosophy Paper Presentations  
Lunch  
Finish Personal Philosophy Papers

## **PHILOSOPHIES**

Idealism	Realism	Eastern
Pragmatism	Reconstruction	Behaviorism
Existentialism	Liberalism	Conservatism

Analytical  
Post-Modernism

Marxism

Post Modernism