

 <p>GEORGE FOX SCHOOL OF EDUCATION</p>	<p>EDFL 680 Philosophical Perspectives on Education (3 semester hours)</p>
FALL SEMESTER 2007	Instructor: Ken R. Badley, PhD
Class sessions:	Online.
Office Location:	Villa Academic Center, Newberg
Office hours:	<p>By appointment, to ensure my presence, and within these usual ranges ... Mondays 4:00 - 9:00 p.m. Tuesdays 8:00 - 9:45 a.m., 1:30 - 5:30 p.m. Thursdays 4:00 - 9:00 p.m. Fridays, 8:00 a.m. - 1:00 p.m. Appointments also available in Tacoma and Portland areas.</p>
Telephone:	<p>Office (503) 554-2843 Home: (253) 272-1746 (before 10 pm)</p>
Email	kbadley@georgefox.edu
Class website	<p>http://foxtale.georgefox.edu Check this website each week for discussions, quizzes, specific instructions on assignments, handouts, questions, and links to other sites.</p>

I. COURSE DESCRIPTION

Systematic introduction to the field, indicating ways in which philosophy serves to elucidate educational aims, content, methods, and values. The course investigates the interplay of theories of knowing and models of learning within the context of K-20 educational organizations. Specifically, students examine some of the major philosophic systems that have served as the foundation for Western higher education. A practical project and a final paper that bring into relationship the philosophical study of education and educational practice are required.

II. OBJECTIVES

This course is designed to meet the overall objective of the George Fox School of Education: to prepare and support professional educators who think critically, transform practice and promote justice. Specifically, students who successfully complete this course should be equipped to do the following:

1. Demonstrate critical understanding of various philosophies of education, including Christian philosophies of education.
2. Demonstrate critical understanding of theories of knowledge, or epistemology, including both what is implied by knowledge and how knowledge is gained.
3. Recognize implications of various philosophies of education and approaches to epistemology for such specifics of contemporary educational debate and practice as these:
 - the purposes of education within society
 - the rights of students, especially marginalized students
 - the view of the learner
 - the view of the teacher
 - the content and structure of curriculum
 - the design and execution of pedagogy
 - assessment and evaluation in education
4. Articulate a personal philosophy of education which attends to the seven bullets above.
5. Appraise the philosophical orientation of a particular educational institution's mission and practices (attending to the seven bullets in #3 above), and use that appraisal to identify the fit of the institutional practice with its stated mission.

III. ASSIGNMENTS and GRADING

As an online course, this course will, by definition, be structured differently from a similar face-to-face course. Our online inquiry will take the form of weekly discussions based on our textbook readings about various philosophies of and perspectives on education. Your consistently active participation in this class constitutes an important part of this course. To prepare for class sessions you will need to read the relevant pages from the textbooks or other sources, with an eye for connections between the philosophical readings and educational practice. You should log into the course website at least twice each week having already read the assigned reading. Two times during the term, you will need to make a "Major Post" to the website. Almost all other weeks, you will need to make at least two "Minor Posts."

The expected time commitment is the same as if this doctoral course were being taught face to face: 2.5-3 hours outside of class for each hour inside class for a face-to-face class yields about 10.5-12 hours per week x the 14 weeks that the course runs. This figure includes the total expected time commitment, that is, all time spent posting, reading posts, reading texts, researching and writing. This much time does not appear by chance in the weekly schedule of anyone working full-time.

Within this expected time framework, grading will be based on completion of the following assignments (all defined and described below):

- 2 major posts to Foxtale (15 marks)
- 20 minor posts to Foxtale (15 marks)
- major paper (40 marks)
- two of: personal philosophy of education, institutional appraisal, book review (2x 15 marks)

1. The major posts (commencement of threads) (___/15)

Each week except the first, by voluntary and mutual agreement, two or three students will post to the EDFL 680 website on Foxtale their 400-600 word responses to questions posed by the professor or by the various textbooks' authors. These posts will each commence separate Foxtale threads, with which other students and the professor will engage for the rest of that week. The two or three threads of a given week may be in response to separate questions, but all will relate to the topic of that week.

The details

- posts for each week are to be on the Foxtale website by Monday at 11:59 p.m.
- the word limits are firm
- each major post will be graded on the following rubric although the two major posts have only 7.5% course weight each
 - thoughtful, honest, critical attention to the respective textbook readings (___/5)
 - thesis and perspective (voice) clearly present (3)
 - clearly invite others' response, have definite thread-starting potential (___/4)
 - grammatically correct English, obviously written with care (___/3)
 - time and word parameters recognized (no marks given, 3-mark deductions possible)

2. The minor posts (contributions to threads) (___/15)

During the 14 weeks of the term, students are expect to contribute to the class discussions by contributing at least 25 minor posts (less than 125 words each) to threads on the Foxtale website.

The details

- students are encouraged to post more than 25 contributions but must contribute to at least 25 different threads (as that word is used in #1 -- Major posts -- above).
- postings must be complete by Saturday at 5:59 p.m. of each respective week
- grading for this portion of this course is based on the following rubric
 - contributed something substantial to at least 25 threads in 11 different weeks
 - attended to the textbook discussion(s) of the subject of the respective threads
 - attended to the contents and spirit of the major post that began the respective thread
 - attended to other students' responses to the major post that began the respective thread
 - respected maximum word length of 125 words for responses to threads

These minor posts are secondary contributions to each thread but they are contributions, and should reflect thoughtfulness and care in composition. They should not simply be fired off, like quick emails, but they should not constitute free-standing essay (as reflected in the word length and the criteria specified in the above rubric). Students are encouraged to compose in their word processors and then to copy into Foxtale, remembering that they have 30 minutes after posting to Foxtale to edit contributions. Note: Students not contributing to discussions during 11 different weeks will need to repeat the course at a later time

3. The major essay (___/40)

Due to instructor posted on Foxtale or attached to email by Saturday, November 17, 11:59 p.m.

Students will write a 12-15 page research paper on one of the following three topics, all of which include further sub-choices of their own:

- The philosophy of John Dewey and its connections to contemporary educational debate and practice. Other thinkers who may be substituted here instead of: John Dewey, Paulo Friere, Carol Gilligan, Jane Martin, Maria Montessori, Richard S. Peters, Jean Piaget, Neil Postman.
- Toward a Christian philosophy of education. Other orientations may be substituted here instead of Christian orientations: idealist, existentialist, naturalist/realist, liberationist/leftist, post-modern.
- An analysis of the concept of learning (or teaching, education, aim, assessment, or some other central term in contemporary education. This paper is not just an examination of a concept. It is a particular kind of analysis meant to use the tools developed by and to reflect the discussions with linguistic or analytic philosophy of education in the previous 50 years. The rubric for this paper appears at the end of this syllabus.

Note regarding early, on-time, and late papers.

Papers submitted at least one week early will receive a pre-grade reading and one-business day return by the instructor, with content and light editing suggestions, allowing for changes by the due date. Papers submitted on time receive comments and a grade. Papers submitted up to one week late will be accepted and graded without comments. Papers more than one week late will not be accepted, except in confirmed medical emergencies which occur in the 72 hours prior to the initial due date. In each case, 11:59 p.m. Saturday is the cut-off.

As noted above, students will complete two assignments with the number 4. All due in final form to instructor posted to Foxtale or attached to email by Saturday, December 8, 11:59 p.m.

4a. The personal philosophy of education (___/15)

A personal philosophy of education paper in which you articulate your own orientation to education, including attention to the major categories which philosophies of education usually include (in Objective #3 on the first page of this syllabus). This paper should reflect the knowledge gained from the course and should tie to the student's personal experience and practice as an educator. The grading criteria and rubric for this 5-6 page assignment will be established by the class during the semester.

4b. The book review (___/15)

A 1200-1500 word review of a book from the course bibliography distributed the second week of the course. The grading criteria and rubric for this book review will be distributed mid-way through the semester, and will focus on these four concerns: review of the book's contents in less than 25% of writing space (___/3); honest, thoughtful and critical interaction with the author's ideas and arguments (___/6); reviewer's voice unobtrusively present (___/3); English usage (___/3)

4c. Organizational educational philosophy critique (___/15)

An application activity which calls for you to identify an educational institution such as a preschool, K-12 school, institution of higher education, a church or other agency that provides education and appraise its practice against its stated philosophy. Gather as much data as possible from this agency that would describe the philosophy (in the areas bulleted under Objective #3 for this course, for example). Based on this information, attempt to identify the philosophy or theories that influence this institution. Compare the conclusion you have drawn based on the institution's practice to its philosophy, and whether the evidence you have gathered is consistent or inconsistent with that philosophy.

The grading criteria and rubric for this 5-6 page assignment will be established during the semester by the instructor in conversation with affected members the class.

IV. SCHEDULE

Wk #	Dates M/Sat	Topics	Readings: Line # on harmony page
1	Sep 10 - 15	Syllabus Introduction to philosophy of education	1
2	Sep 17 - 22	History of educational ideas	2
3	Sep 24 - 29	John Dewey and pragmatism	7
4	Oct 1 - 6	Analytic philosophies of education	6
5	Oct 8 - 13	Analytic philosophies of education	6
6	Oct 15 - 20	Leftist and liberationist approaches to education	13
7	Oct 22 - 27	School reform movements	14
8	Oct 29 - Nov 3	Educational philosophy and the back to basics movement	21
9	Nov 5 - 10	Christian philosophies of education	3
10	Nov 12 - 17	Christian philosophies of education	3
11	Nov 19 - 24	Feminism and education	15

12	Nov 26 - Dec 1	Existentialism and education	8	
13	Dec 3 - 8	Postmodernity and education	18	
14	Dec 10 - 15	Forum - Current issues in schools	n/a	

V. MISCELLANEOUS INFORMATION

1. Incomplete or late work

If you will not complete all work by the end of term, it is your responsibility to request an incomplete from the Registrar's office. <http://registrar.georgefox.edu>

2. Plagiarism

Ignorance is increasingly being denied as an excuse at the undergraduate levels and is absolutely not considered an excuse at the doctoral level. It is extremely important in graduate coursework to cite your source and give the creator of the document credit. Students will receive from the instructor a separate document on plagiarism and how to avoid it. If you have additional questions on plagiarism, please ask the instructor. Failure to meet this guideline will result in a grade of zero on the assignment.

3. APA Format

Please use the current 5th edition of the APA format for all written work. A copy is available at both GFU Libraries (Murdock library in Newberg and Portland Center) or you can purchase one at the bookstore. In your major and minor Foxtale posts, you are welcome to use an abbreviated, in-text notation system because we are all discussing a small number of the same sources; thus, for example: (Noddings, 63) or even (63) once you have established that you are responding to Noddings.

4. Writing Center

The Academic Resource Center (ARC) provides all students with free writing consultation, general tutoring, academic coaching, and learning strategies (e.g., techniques to improve reading, note-taking, study, time management). The ARC hours of operation are from 1:00-10:00 p.m., Monday through Thursday, and 12:00-4:00 p.m. on Friday. Call ext. 2327 or email the_arc@georgefox.edu to schedule an appointment. Visit arc.georgefox.edu for information about ARC Consultants' areas of study, instructions for scheduling an appointment, and helpful learning tools. Call Rick Muthiah, Director of the Academic Resource Center, at ext. 2314 if you have questions.

5. Disability Services Information

If you have specific physical, psychiatric, or learning disabilities and require accommodations, please contact the Disability Services Office as early as possible so that your learning needs may be appropriately met. You will need to provide current documentation of your disability to Disability Services. For more information, contact Rick Muthiah, Director of Disability Services (ext. 2314 or rmuthiah@georgefox.edu), or go to ds.georgefox.edu for more information.

VI. TEXTBOOKS

Gerald Gutuk (2004). Philosophical and ideological voices in education. Allyn and Bacon (Pearson). Be careful here; Gutek has several similarly-titled books.

Nel Noddings (1998). Philosophy of education. Boulder: Westview.

Peterson, M. L. (2001). With all your mind: A Christian philosophy of education. Notre Dame: UND Press.

VII. A HARMONY of the TEXTBOOKS

Topic	Line #	Noddings	Gutek	Peterson
Introduction to philosophy of ed	1	1	1, pages 1-9	1
History of ideas Traditional philosophies	2	1	1	2
Christian perspectives on Education	3		4	1 - pages 9-13 2 - Thomas, 38-49 4 - Christian views 7 - Cty & excellence
Issues in educational Theory	4			5 - Liberal/general ed Faith/learning Education vs training Ethics/values ed
Issues in educational practice	5			6 Public/private Academic freedom Multiculturalism Demographic changes Ed'l technology
Analytic/linguistic phil of education	6	3	7	ch3, pages 72-79
John Dewey	7	2	Pages 10-13 and ch5	ch3, pages 52-62
Continental philosophy	8	4	6 - Existentialism (closest parallel to Noddings)	See pages 63-72 on existentialism
Logic / crit thinking	9	5		
Epistemology	10	6		Various, index p. 257
Educational research	11	7		
Ethics	12	8		103-107, 119-123, and see index
Social and political philosophy	13	9	9 Ideology and Education 13 Marxism, 14 Liberation	
School reforms	14	10	18 Progressivism	
Feminism	15	11		
Idealism	16		2	2, pages 20-28
Realism	17		3, also chapter 4: Theistic Realism (Thomas)	2, pages 28-39
Postmodernity	18		8	ch3, pages 79-93
Nationalism	19		10	
Liberalism	20		11	
Conservatism	21		12	
Perennialism			17	
Essentialism, Basics			16	

VIII COURSE ALIGNMENT MATRIX - EDFL 680

Course Objectives	OR TSPC Stds	Nat'l Stds	Conceptual Framework	Assessment
1. Demonstrate critical understanding of various philosophies of education.	n/a	n/a	Think critically	Postings Responses Major paper Book review Institutional assessment
2. Demonstrate critical understanding of epistemology.	n/a	n/a	Think critically, Transform practice	Postings Responses Book review Major paper
3. Recognize implications of philosophies of education and epistemology for specific aspects of debate and practice.	n/a	n/a	Think critically, transform practice, promote justice	Postings Responses Book review Institutional assessment
4. Articulate a personal philosophy of education.	n/a	n/a	Think critically, , transform practice, promote justice	Postings Responses Major paper Personal philosophy of education paper
5. Determine the philosophical orientation of an educational institution and identify the fit of that institutional practice with its stated mission.	n/a	n/a	Think critically, transform practice, promote justice	Institutional assessment

VII. MAJOR PAPER EVALUATION RUBRIC

	Excellent	Good	Satisfactory Tolerable	Unsatisfactory Banal
Argumentation				
Use of Sources (__/6)	Interacts responsibly with prior discussions	Uses sources responsibly to present or support their argument	Uses sources but without nuance or interaction	Uses no sources; misrepresents others' arguments;
Thesis statement (__/3)	Clear thesis statement that structures the paper	Comes to a clear conclusion	Expresses a thoughts on a general topic	Paper has no apparent direction
Writer Perspective (__/5)	Clear and consistent, but unobtrusive presence	General presence	Uneven presence	Writer's perspective is unstated or dominates
Bibliography (__/3)	Sources representative of the prior discussion; diverse sources	Uses responsible sources;	Uses adequate resources	No evidence of the contours of the discussion
Structure of the Argument (__/6)	Sound and compelling	Focused and generally persuasive	Lacks precision; unsystematic; somewhat persuasive	Muddled and unfocused; not compelling
Examples and Illustrations (__/6)	Judiciously chosen examples; integral to the argument; used appropriately	Relevant examples chosen; application fairly well established	Examples are somewhat appropriate; incomplete demonstration of their relevance	Examples dominate the paper; undeveloped connection to the argument;
English usage				
Grammar (__/2)	No grammar errors	Rare grammar errors	Some grammar errors	Grammar errors make the paper difficult to read
Spelling (__/2)	No spelling errors	No spelling errors	Some spelling errors	Frequent spelling errors
Sentences and Paragraphs (__/4)	Varied sentence complexity; well-formed paragraphs; creative style; graceful prose	Sound and clear sentences and paragraphs; meaning is clear	Some unclear sentences and paragraphs; reader has to re-read for meaning	Unclear or incomplete sentences and paragraphs
Reference Conventions (__/3)	No errors in documenting sources	No errors in documenting sources	Few errors documenting sources	Conventions ignored

