1. **Catalog Description:**
   a. EDF 5530
   b. Theory Into Practice: Philosophic Foundations for Educational Practice
   c. 2-0-2
   d. F. S. Su
   e. Phi. Found. Ed
   f. Develops critical, reflective, interpretive skills and dispositions of educators through study of major philosophies of education.
   g. Graduate standing
   h. Online delivery

2. **Purposes and Objectives of the Course:**

   **Purposes:** Consistent with the master educator expectations envisaged in the National Board for Professional Teaching Standards and Illinois Core of Professional Teaching Standards, this graduate seminar develops the philosophical interpretation skills of educators. Participants become able to reflectively determine aims, methods, and settings of their classes. The course provides opportunities to study the salient philosophies of education and their educational implications for curriculum refinement and selection of appropriate teaching strategies suited to the diverse style of teaching and learning. Specifically, participants learn to:

   1. Define and critically analyze the major philosophic perspectives on what should be taught and how it should be learned;
   2. Uncover through study of original texts and discussion, the intellectual, social and ethical import of different educational proposals, policies and procedures;
   3. Interpret and evaluate educational trends and movements influenced by absolutist, relativist and post-modern schools of thought;
   4. Engage comprehensively and frequently in reflective self-evaluation about their professional practices;
   5. Think systematically about design development, refinement and implementation of curricula, and effective learning environments.

3. **Outline:**

   I. Introduction to the course: Philosophy as systematic pursuit of wisdom. The key questions in ontology, epistemology and axiology and their implications for creating reflective thinker and critical practitioners. (150 minutes)

   II. Traditional (Absolutistic) Philosophies of Education (600 minutes)

   A. Idealism and Education: (150 minutes)
      1. Ideas and intellectual development; Arguments for the highest truths being mental, universal, and eternal. Rightness being based on projected principles; their significance for designing school curricula and setting teaching, learning and counseling tasks.
      2. Learning as thinking; methods of teaching, counseling and administration.
      3. Examples of Idealism in contemporary educational practice.
4. **Activity**: Small group, cooperative activity to do practice applications to create and critique an idealistic learning environment.

5. **Summation**: Strengths and limitations of Idealistic philosophy of education

B. **Scientific Realism/Behaviorism**: The factual/sensory emphasis to engineer acquired behavior. (150 minutes)
1. Arguments for the highest truths and rightness based upon physical fact or necessity, man-made truths through indirective reasoning and scientific inquiry. Implications for classroom practice.
2. Learning as behavior change toward adjustment to what is; and methods of teaching, counseling and administration.
3. Examples of scientific Realism/Behaviorism in contemporary education.
4. **Activity**: small group, cooperative activity to do practice applications to create and critique a Realistic/Behaviorist learning environment.
5. **Summation**: Strengths and limitations of scientific Realism/Behaviorism as applied in contemporary education.

C. **Neo-Scholasticism**: The traditional contemplative emphasis. (150 minutes)
1. Arguments for time-tested higher truths and values; sources of these external truths and values; rightness based on universal needs; implications for designing contemporary classrooms.
2. Learning as contemplative perception combined with rational organization method of teaching, counseling and administration.
3. Examples of neo-scholastic educational practices.
4. **Activity**: Small group, cooperative activity to do practice applications to create and critique a Neo-scholastic learning environment.
5. **Summation**: Strengths and limitations of Neo-scholastic educational practice.

D. **Comparison of Traditional/Absolutist philosophies of Education**. (150 minutes)
Instructor and students will develop a comparative grid of key ideas from the three philosophies and their significance for contemporary curriculum, methodologies and teaching of values.

III. **Relativistic Philosophies of Education** (600 minutes)

A. **Pragmatism**: The cooperative practical, problem-solving, integrative thematic emphasis. (150 minutes)
1. Arguments for tentative, transient, man-made truths, and rightness in terms of practical consequences of actions, implications for designing school curricula and selecting strategies of teaching, learning, and counseling.
2. Learning as cooperative experimentation preferred methods of teaching, counseling, and administration.
3. Examples of pragmatic classrooms in contemporary schools
4. **Activity**: Small group, cooperative activity to do practice applications to create and critique a pragmatic learning environment.
5. **Summation**: Strengths and limitations of Pragmatism as applied in contemporary education.

B. **Existentialism**: The emphasis on authentic being and self-actualization. (150 minutes)
1. Arguments for personal intensity of search and subjective truths as the foundation of truth and rightness; implications for a humanist classroom.
2. Learning as a passionate appropriation; teaching, counseling and administrative methods.
3. Examples of contemporary Existential schools and practices.
4. Activity: Small group, cooperative activity to do practice applications to create and critique an existential learning environment.
5. Summation: Strengths and limitations of Existentialism as applied in contemporary education.

C. Post-modernism: Emphasis on individual empowerment in cross cultural context and rejection of objective certainty; (150 minutes)
1. Arguments for relativity of truths and rightness in contexts; implications for designing a classroom environment that fosters critical encounters with existing conventional wisdom.
2. Learning as critiques of intellectual hegemony and intercultural assertion; methods of teaching, counseling and administration.
3. Examples of post-modernism in contemporary education.
4. Activity: Small group, cooperative activity to do practice applications to create and critique post-modernism as applied in contemporary education.
5. Summation: Strengths and limitations of post-modern ideas as applied in contemporary education.

D. Comparison of Relativistic Philosophies of Education: (150 minutes) Instructor and students will develop a comparative grid of key ideas from the three relativistic philosophies of education and their implications for contemporary education.

IV. Conclusion: Developing and Sharing a Personal Philosophy of Education (using philosophic interpretations at work). (150 minutes)

V. Instructional Model:
As a graduate seminar the participants are expected to come prepared with the assigned readings and bring their wealth of experiences to participate in the activities of the class. Generally, there will be an organized presentation of ideas by the instructor, followed by interpretive discussion. Application is done both cooperatively and independently with instructor feedback and involves conceptual demonstration and application of ideas. This direct instructional model eventually enables participants to construct and clarify their own philosophies of education.

Evaluation: Grading in this graduate seminar will be based on three key elements. Through class participation, students will demonstrate interpretive understanding and application of the ideas from the original writings of salient American philosophers of education (25%). Small groups will plan demonstrations of educational activities characteristic of the philosophies studied. These demonstrations will be presented to and critiqued by the whole group (25%). A final term paper is required in which the students develop coherent and consistent personal philosophies of education (50%).

4. Implementation:
   a. Drs. Mahmood Butt, Don Smith, graduate faculty have taught similar course in the past and may be assigned to teach it. The department had other qualified faculty to teach this course.
   b. No additional costs to students
Supplementary texts will be determined by instructor

d. Fall 2001

5. **Rationale:**
   a. To prepare master teachers who may seek master teacher license in Illinois meeting the NBPT standards.
   b. Graduate standing. Target audience includes inservice educators pursuing Master’s/specialists degrees.
   c. Replaces EDF 5530 – Philosophy of Education: Interpretive. The proposed course is designed to prepare educators who can apply the knowledge of various theories and philosophies of education in designing and refining their classroom practice.
   d. The revised course will be available to meet the Education Foundational core course work requirements of M.S. Ed and specialists degrees.

6. **Community College Transfer:**
   Does Not Apply

7. **Date approved by the department**
   August 31, 2000

8. **Date approved by CEPS Curriculum Cummittee**
   September 25, 2000

9. **Date approved by CGS**
   October 17, 2000