



**EASTERN VISAYAS STATE UNIVERSITY**

Tacloban City

Title of Form: **Course Syllabus**

Control No.	EVSU-ACA-F-005
Revision No.	03
Date	January 30, 2021

VISION	Institutional Outcomes (IO)	Institutional Graduate Attributes (IGA)	Program Educational Objectives (PEO)	Program Outcomes (PO)
A premier institution of learning on par with the top universities in the ASEAN region	<b>D</b> emonstrate personal and collective adherence to high standards and distinctive achievement.	<ol style="list-style-type: none"> <li>1. Excellent in one's field of specialization thereby demonstrating a personal and collective adherence to high standards in all areas.</li> <li>2. Visionary leaders guided with the highest practice of ethical and moral standards.</li> <li>3. Serving individuals towards a committed citizenry, driven by relevant cause for the common good.</li> <li>4. Unifying agent founded on truth and respect of human worth amidst diversity of beliefs and talents.</li> </ol>		
<b>MISSION</b>	<b>I</b> nstill the value for lifelong learning among graduates who are guided with highest practice of ethics, principles and moral standards.			
Develop Competent and Productive Professionals with Positive Values for Sustainable Development	<b>S</b> how commitment and motivation to exist with relevance and significance in providing assistance to clientele.			
<b>CORE VALUES</b>	<b>C</b> reate an environment which respect each other's worth, beliefs and talents towards a synergistic goal.			
E – Excellence V – Value-Laden S – Service-Driven U – Unity in Diversity	<b>P</b> rovide platforms for technological competence and skills development.			

Course Information		Course Description
Course Code	EPM 603	
Course Title	Philosophy of Education	
Credit Units	3 Units (54 hours)	
Lec/Lab Hours	None	
Class Schedule	2 <sup>nd</sup> and 4 <sup>th</sup> Sunday, 1:00pm-6:30pm	
Prerequisite(s)	None	
Co-Requisite(s)	None	

This course will examine the major systematic philosophies of education and contemporary theories. Knowledge of these philosophies of education and theories of schooling will be applied to the study of current issues and problems in education (aims of education, methods of education, curriculum, and role of the teacher) and to the development of educational policy and practice. The importance of developing a clear and understandable philosophy of education relative to theory and practice will be emphasized.

COURSE CONTENT						
Week No.	Course/ Learning Outcomes	Topics	Resources & References	Teaching-Learning Activities	Assessment	Learning Evidence
1 (First Week)	1. Understand the basic concepts and branches of philosophy, as well as the meaning, nature, and dynamics of philosophy of education	<p>I. Introduction and Basic Concepts in Philosophy</p> <p>A. Definition of Philosophy B. The Origin and Nature of Philosophy C. Branches of Philosophy D. Brief Historical Development of Philosophy</p> <p>II. Meaning, Nature, and Dynamics of Philosophy Education</p>	<p>Origin of philosophy (2020). PHILO-notes. philonotes.com</p> <p>What is philosophy? (2020). PHILO-notes. Philonotes.com</p> <p>What is Philosophy of Education? (2022). PHILO-notes. Philosnotes.com</p>	<p>Lecture with the aid of powerpoint presentation</p> <p>Video lectures available through Moodle</p>	Class participation (oral comments and reaction) and objective essay	<p>Scores on Exams and Quizzes</p> <p>Observations of student behavior (e.g., presentations, group discussions), undertaken systematically and with notes recorded systematically</p> <p>Student ratings of their knowledge and skills and reflections on what they have learned in the course or program</p>
2-4 (Second, Third, and Fourth Week)	2. Identify different philosophies underlying the global educational system	<p>III. Philosophical Perspective in Education</p> <p>A. Idealism B. Realism C. Pragmatism D. Existentialism E. Humanism F. Critical Approach (Critical Theory) G. Behaviorism H. Perennialism I. Progressivism J. Constructivism K. Reconstructionism L. Essentialism</p>	<p>Melchert, N. (1999). The great conversation: A historical introduction to philosophy (3rd ed). Mayfield Publishing.</p> <p>Philosophical Doctrines (2022). PHILO-notes. Philonotes.com</p>	<p>Lecture with the aid of powerpoint presentation</p> <p>Video lectures available through Moodle</p>	Class participation (oral comments and reaction) and objective essay	<p>Scores on Exams and Quizzes</p> <p>Observations of student behavior (e.g., presentations, group discussions), undertaken systematically and with notes recorded systematically</p> <p>Student ratings of their knowledge and skills and reflections on what they</p>

						have learned in the course or program
5-7 (Fifth and Seventh Week)	3. Explain leading philosophical doctrines in relation to education	<p>IV. Philosophical Doctrines and their Relevance to Education</p> <p>A. Idealism in Education B. Realism in Education C. Pragmatism in Education D. Existentialism in Education E. Critical Theory and Education F. Behaviorism in Education G. Perennialism in Education H. Constructivism in Education I. Essentialism in Education</p>	<p>Kohli, W. (Ed.). (1995). Critical conversations in philosophy of education. Routledge.</p> <p>Philosophical Doctrines (2022). PHILO-notes. Philonotes.com</p>	<p>Lecture with the aid of powerpoint presentation</p> <p>Video lectures available through Moodle</p>	Class participation (oral comments and reaction)	<p>Scores on Exams and Quizzes</p> <p>Observations of student behavior (e.g., presentations, group discussions), undertaken systematically and with notes recorded systematically</p> <p>Student ratings of their knowledge and skills and reflections on what they have learned in the course or program</p>
8-10 (Eighth to Tenth Week)	4. Understand the philosophies of the leading philosophers of education	<p>V. Leading figures in philosophy of education</p> <p>A. Plato's Philosophy of Education B. Aristotle's Philosophy of Education C. Rousseau's Philosophy of Education D. John Dewey's Philosophy of Education E. The Montessori Theory F. Paulo Freire's Philosophy of Education</p>	<p>Carr, D. (2003). Making sense of education: An introduction to the philosophy and theory of education and teaching. Routledge Falmer.</p> <p>Philosophical Doctrines (2022). PHILO-notes. Philonotes.com</p>	<p>Lecture with the aid of powerpoint presentation</p> <p>Video lectures available through Moodle</p>	Class participation (oral comments and reaction) and critique paper	<p>Scores on Exams and Quizzes</p> <p>Observations of student behavior (e.g., presentations, group discussions), undertaken systematically and with notes recorded systematically</p> <p>Student ratings of their knowledge and skills and</p>

						reflections on what they have learned in the course or program
--	--	--	--	--	--	--

**Culminating Activity**

Students present their critique in class.

**TASK PROMPT**

- a. This is an individual task that students accomplish outside classroom.
- b. Students will be provided with online books, scholarly articles, and other resources on comparative philosophy of education.

Midterm and Final Exams	40%	<ol style="list-style-type: none"> <li>1. Courtesy must be observed at all times. Communicate with your teacher and classmates politely. Use of <b>foul language</b> is <b>strictly prohibited</b>.</li> <li>2. Personal responsibility is encouraged among students. Each student is expected to perform the required activities/tasks.</li> <li>3. Punctuality in the submission of required papers/outputs is necessary. Failure to comply with the specified schedule could result to disqualification to proceed to the next level.</li> <li>4. If possible, all students must be members of the class Facebook Group. For purposes of transparency and proper identification, students must register using their real names and profile pictures. The use of <b>fake names/photos</b> in the student's Facebook account is <b>strongly discouraged</b>.</li> <li>5. In compliance with Republic Act No. 10627 otherwise known as the "Anti-bullying Act of 2013, students are enjoined to constantly <b>refrain</b> from making <b>annoying</b>, <b>cruel</b>, and <b>discriminating</b> remarks on anyone while engaging in any class activity.</li> <li>6. Likewise, selling, marketing or promotion of goods or services in any form is not welcome in this class.</li> </ol>
Submitted Required Paper	40%	
Attendance and Class Participation	10%	
Assignments/Projects	10%	
<b>TOTAL</b>	<b>100%</b>	
Student is given a grade of INC if all course requirements are not met. Student is given 1 year to complete the INC.		

Effectivity and Revision Information			
Effectivity Date: August 14, 2022	Revision Date: N/A	Revision Number: 0	Notes on Revision: N/A

Prepared by:

**JEFFRY OCAY, PhD**  
Faculty, Graduate School

Recommending Approval:

**GABINO P. PETILOS, PhD**  
Dean, Graduate School

Approved:

**LYDIA M. MORANTE, DA**  
VP for Academic Affairs