



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)
MISSION	<p>Demonstrate personal and collective adherence to high standards and distinctive achievement.</p> <p>Instill the value for lifelong learning among graduates who are guided with highest practice of ethics, principles and moral standards.</p> <p>Show commitment and motivation to exist with relevance and significance in providing assistance to clientele.</p> <p>Create an environment which respect each other's worth, beliefs and talents towards a synergistic goal.</p> <p>Provide platforms for technological competence and skills development.</p>	<ol style="list-style-type: none"> 1. Excellent in one's field of specialization thereby demonstrating a personal and collective adherence to high standards in all areas. 2. Visionary leaders guided with the highest practice of ethical and moral standards. 3. Serving individuals towards a committed citizenry, driven by relevant cause for the common good. 4. Unifying agent founded on truth and respect of human worth amidst diversity of beliefs and talents. 		
CORE VALUES				
<p>E – Excellence V – Value-Laden S – Service-Driven U – Unity in Diversity</p>				
<p>A Leading State University in Technological and Professional Education</p>	<p>Demonstrate personal and collective adherence to high standards and distinctive achievement.</p>	<ol style="list-style-type: none"> 1. Excellent in one's field of specialization thereby demonstrating a personal and collective adherence to high standards in all areas. 		
MISSION	<p>Demonstrate personal and collective adherence to high standards and distinctive achievement.</p> <p>Instill the value for lifelong learning among graduates who are guided with highest practice of ethics, principles and moral standards.</p> <p>Show commitment and motivation to exist with relevance and significance in providing assistance to clientele.</p> <p>Create an environment which respect each other's worth, beliefs and talents towards a synergistic goal.</p> <p>Provide platforms for technological competence and skills development.</p>	<ol style="list-style-type: none"> 2. Visionary leaders guided with the highest practice of ethical and moral standards. 3. Serving individuals towards a committed citizenry, driven by relevant cause for the common good. 4. Unifying agent founded on truth and respect of human worth amidst diversity of beliefs and talents. 		
CORE VALUES				
<p>E – Excellence V – Value-Laden S – Service-Driven U – Unity in Diversity</p>				
<p>Develop a Strong Technologically and Professionally Competent Productive Human Resource Imbued with Positive Values Needed to Propel Sustainable Development</p>	<p>Demonstrate personal and collective adherence to high standards and distinctive achievement.</p>	<ol style="list-style-type: none"> 2. Visionary leaders guided with the highest practice of ethical and moral standards. 		

Course Information

Course Code	Educ 602	<p>Course Description</p> <p>This course is designed for students in the Doctor of Philosophy major in Education Programs Management. It deals with a comparative analysis of the different philosophical perspectives in education in both the East and West, particular in America, Europe, African, Australia, and Asia. It includes an analysis of the relationship, functions, and application of the major philosophies of education to educational practice, policy formulation, and national development direction of education.</p>
Course Title	Comparative Philosophy of Education	
Credit Units	3 Units (54 hours)	
Lec/Lab Hours	None	
Class Schedule	1 st and 3 rd Saturday, 7am-12:30pm	
Prerequisite(s)	None	
Co-Requisite(s)	None	

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	I. Introduction and Basic Concepts in Research A. Definition of Philosophy B. The Origin and Nature of Philosophy C. Branches of Philosophy D. Brief Historical Development of Philosophy	Origin of philosophy (2020). PHILO-notes. philonotes.com What is philosophy? (2020). PHILO-notes. Philonotes.com	Lecture with the aid of powerpoint presentation	Class participation (oral comments and reaction) and objective essay	Scores on Exams and Quizzes Observations of student behavior (e.g., presentations, group discussions), undertaken systematically and with notes recorded systematically Student ratings of their knowledge and skills and reflections on what they have learned in the course or program
2-4 (Second, Third, and Fourth Week)	2. Identify different philosophies underlying the global educational system	II. Philosophical Perspective in Education 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	Melchert, N. (1999). The great conversation: A historical introduction to philosophy (3rd ed). Mayfield Publishing.	Lecture with the aid of powerpoint presentation	Class participation (oral comments and reaction) and objective essay	Scores on Exams and Quizzes Observations of student behavior (e.g., presentations, group discussions), undertaken systematically and with notes recorded systematically Student ratings of their knowledge and skills and reflections on what they

						have learned in the course or program
5-6 (Fifth and Sixth Week)	3. Explain leading philosophies of education in different countries and compare the attributes of	<p>III. Selected Philosophies of Education in East and the West</p> <p>A. Philosophy of Education in American Countries</p> <p>B. Philosophy of Education in European Countries</p> <p>C. Philosophy of Education in African Countries</p> <p>D. Philosophy of Education Australian Countries</p> <p>E. Philosophy of Education in Asian Countries</p>	Kohli, W. (Ed.). (1995). Critical conversations in philosophy of education. Routledge.	Lecture with the aid of powerpoint presentation	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>
7-8 (Seventh to Eighth Week)	4. Demonstrate the curricular implications of the varying philosophies from different countries, and relate educational practices from other countries to the Philippines.	<p>IV. Philosophy of Education in the Philippines</p> <p>A. Historical Overview</p> <p>B. The Present Philosophy</p> <p>C. It's Vision, Mission and Goals</p> <p>D. General Features of the Educational System</p> <p>1. Organizational Structure</p> <p>2. Management and Supervisory concerns</p> <p>3. The Faculty/Teachers Standard</p> <p>4. The Curriculum</p> <p>5. The Students</p>	Carr, D. (2003). Making sense of education: An introduction to the philosophy and theory of education and teaching. Routledge Falmer.	Lecture with the aid of powerpoint presentation	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 reflections on what they</p>

		6. Linkages with stakeholders/community 7. Assessment and Evaluation				have learned in the course or program
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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.

Grading System		Class Policies
Midterm and Final Exams	40%	<ol style="list-style-type: none"> 1. Courtesy must be observed at all times. Communicate with your teacher and classmates politely. Use of <u>foul language</u> is <u>strictly prohibited</u>. 2. Personal responsibility is encouraged among students. Each student is expected to perform the required activities/tasks. 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. 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 <u>fake names/photos</u> in the student's Facebook account is <u>strongly discouraged</u>. 5. In compliance with Republic Act No. 10627 otherwise known as the "Anti-bullying Act of 2013, students are enjoined to constantly <u>refrain</u> from making <u>annoying</u>, <u>cruel</u>, and <u>discriminating</u> remarks on anyone while engaging in any class activity. 6. Likewise, selling, marketing or promotion of goods or services in any form is not welcome in this class.
Submitted Required Paper	40%	
Attendance and Class Participation	10%	
Assignments/Projects	10%	
TOTAL	100%	
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: February 14, 2021	Revision Date: N/A	Revision Number: 0	Notes on Revision: N/A

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