AYDIN ADNAN MENDERES UNIVERSITY
COURSE INFORMATION FORM

Course Title	Philosophy of Education						
Course Code	PFD112		Couse Level		First Cycle (Bachelor's Degree)		
ECTS Credit	2	Workload	50 *(Hours)*	Theory	2	Practice	0	Laboratory	0

Objectives of the Course	The aim of this course is to enable students to develop philosophical perspectives and to comprehend the reflections of philosophical perspective on education.
Course Content	Definition of philosophy and content of philosophy, fields of philosophy, epistemology, ontology, axiology, logic, the relationship between philosophy and education, the contribution of philosophy to education, the definition of educational philosophy, content, purpose, approaches related to the philosophy of education: idealism, realism, essentialism , comparison of two educational currents, J.Jack Rousseau and Naturalism, dialectical materialism, Polytechnic education, Pragmatism, Progressivism, Re-development and the idea of globalization in education, Existentialism, Open School System, Postmodernist Philosophy-Science and Education, The comparison of the curriculums of education with the traditional educational currents, the philosophies on which the Turkish education system is based
Work Placement	N/A
Planned Learning Activities and Teaching Methods	Explanation (Presentation), Discussion, Individual Study
Name of Lecturer(s)	

Assessment Methods and Criteria

Method	Quantity	Percentage (%)
Midterm Examination	1	40
Final Examination	1	70

Recommended or Required Reading

1	Cevizci, A. (2010) Felsefeye giriş, Ankara: Nobel Yayınları.
2	Friere, P. (2010). Eleştirel pedagoji. (Çev.D.Hattatoğlu). İstanbul: Ayrıntı Yayınları.
3	Gutek,G.(2006).Eğitime felsefi ve ideolojik yaklaşımlar.(Çev.N.Kale). Ankara:Ütopya Yayınları.
4	Sönmez, V. (2007). Eğitim felsefesi, Ankara: Anı Yayıncılık.

Week	Weekly Detailed Course Contents	
1	Theoretical	Introduction to the course and basic concepts of philosophy
2	Theoretical	The philosophy of education and the relationship between education philosophy and other systems
3	Theoretical	General philosophical thoughts / Idealism and education
4	Theoretical	General philosophical thoughts / Realism and education
5	Theoretical	Dialectical materialism and education
6	Theoretical	Pragmatism and education
7	Theoretical	Existentialism and education
8	Intermediate Exam	Midterm exam
9	Theoretical	Perennialism
10	Theoretical	Essentialism
11	Theoretical	Progressivism
12	Theoretical	Reconstructionism
13	Theoretical	Naturalism
14	Theoretical	Polytechnic education
15	Theoretical	Philosophy upon which Turkish national education system is based
16	Final Exam	Final exam

Workload Calculation

Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	14	0	2	28
Assignment	1	0	7	7
Reading	1	0	6	6

Midterm Examination	1	3	1	4
Final Examination	1	4	1	5
			Total Workload (Hours)	50
			[Total Workload (Hours) / 25*] = **ECTS**	2

*25 hour workload is accepted as 1 ECTS

Learning Outcomes

1	To be able to explain the concepts related to philosophy and education philosophy
2	To be able to comprehend the relationship between philosophy and education
3	To be able to discuss educational philosophies and their effects
4	To be able to evaluate the education process in terms of basic and educational philosophies
5	To be able to gain a philosophical perspective
6	To be able to have knowledge about the philosophical foundations of Turkish education system

Programme Outcomes *(Child Development)*

1	Comparatively evaluate and interpret the reliability and validity of the knowledge he / she has by using the basic and updated theoretical and practical educational and training tools and resources in the field of child development.
2	In line with the theoretical and practical knowledge he has acquired in the field of child development, he has the skills to evaluate children who show typical and atypical development with different methods and tools, develop support programs, provide family counseling and inform the society.
3	Uses his/her knowledge about self-care, physical-motor, cognitive-language, social-emotional development of 0-18 year old children for the developmental and educational diagnosis of children, in the units related to his/her profession for the benefit of children, families and society.
4	Analyzes the problems of their children and their families in terms of health, development, education and social service in the country and produces appropriate solutions and original ideas by using evidence-based knowledge on these problems.
5	Using the basic knowledge in the field of child development, he produces individual and group studies
6	He plans and implements research, professional projects and activities for the social environment in which it lives with the awareness of social responsibility, and monitors and evaluates the process.
7	Acts in accordance with the ethics of science, observes the psychological state of the children and their families in experimental researches on children.
8	Behaves in accordance with laws, regulations and legislation and respectful of democracy, human rights, social, scientific and professional ethical values, presenting an example for the society with his/her attitude, behavior and appearance.
9	Has adequate awareness about quality management and processes, individual and environmental protection and occupational safety issues including infants, children and families, participates and behaves accordingly in these processes.
10	He can integrate her professional knowledge with knowledge from different disciplines, he takes responsibility in multidisciplinary, interdisciplinary and transdisciplinary studies by participating in teamwork and fulfills his duties effectively.
11	Developing the habit of keeping research and learning awareness and knowledge up-to-date throughout life, he knows all the concepts related to development and education for children and young people aged 0-18 and follows the studies on this subject with a critical approach.
12	Using information and communication technologies together with the computer software required by the field.
13	To follow the changes and developments in the field using at least one foreign language.

Contribution of Learning Outcomes to Programme Outcomes *1:Very Low, 2:Low, 3:Medium, 4:High, 5:Very High*

	L1	L2	L3	L4	L5	L6
P1	4	4	4	4	4	4
P3	3	3	3	3	3	3
P4	3	3	3	3	3	3
P6	4	4	4	4	4	4
P7	3	3	3	3	3	3
P8	3	3	3	3	3	3
P9	3	3	3	3	3	3
P10	4	4	4	4	4	4
P11	3	3	3	3	3	3