

**Syllabus**  
**Philosophy of Education**

**Academic level:** Master  
**Field of study:** 07 Management and administration  
**Speciality:** 073 Management  
**Educational and Professional Program** «Management of Education Institution»  
**Number of ECTS credits** – 3  
**Year of study, semester** – 1<sup>st</sup>-2<sup>nd</sup> year, 2<sup>nd</sup>-3<sup>rd</sup> semester  
**Component of educational programme:** compulsory  
**Days of classes:** according to the timetable of classes, room 32  
**Consultations:** Offline consultations: Tuesday: 14.10-16.10, room 32.  
**Online consultations:** in the Viber group, every day from 16-00 to 17-00.  
**Language of instruction:** English



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<b>Course page in Moodle</b>	<a href="https://elr.tnpu.edu.ua/course/view.php?">https://elr.tnpu.edu.ua/course/view.php?</a>

**Course abstract**

„**Philosophy of education**” is a basic educational component in the training of specialists of the second educational level. The discipline will give future managers in the field of education a deep understanding of the specifics of education as a phenomenon of culture and social institution in its historical and socio-cultural dynamics. The study of the discipline develops the skills of critical thinking and philosophical reflection on a holistic understanding of socio-philosophical problems of modern education and the importance of philosophical culture of the pedagogue as part of his professional training and methodological basis of practical activity.

**The aim of the course:** the formation of a holistic view of the problem field of philosophy of education and pedagogy as important areas of modern knowledge; acquaintance with the general laws of development of education, its structure, levels; in-depth analysis of current socio-philosophical problems of modern education; promoting a deep understanding of the essence of education, its role and place in society and human mission.

**The main task:** the formation of methodological competence of masters as future professionals in the field of education, the implementation of philosophical analysis of education as a cultural phenomenon in its social, theoretical and cognitive, axiological and practical aspects.

**The content of the “Philosophy of Education”** course is developed on the basis of the relevant provisions for the training of specialists in the specialty Management, norms and traditions of higher university education, as well as the profile of the educational and professional program.

## Educational content

Hours			Topic	Program Learning Outcomes	Task
lect.	sem.	prac.			
<b>Module I. Philosophy of education in historical genesis</b>					
2	2	6	1. Philosophy of education as a branch of scientific knowledge.	To know the essence of philosophy, the subject and structure of philosophical knowledge, to operate with philosophical categories, to analyze the peculiarities of the origin and subject of the philosophy of education, as well as the main problems of the philosophy of education. Characterize and correlate the concepts of "philosophy", "education", "pedagogy", " pedagogical activity", "philosophy of education". Analyze the specifics of the philosophical level of understanding the problems of education and the basic concepts of education as components of the philosophy of education.	Questions, discussions
2	2	6	2. Education as a cultural phenomenon and a social institution	Analyze the essence of education as a cultural phenomenon, the relationship between the dynamics of culture and the evolution of educational activities. To characterize the concepts of "education", "teaching" and upbringing" and the concepts of "ideal of education" and "educational paradigm" their specificity and historical variability. Define education as a special type of human activity and a social institution. Ontological, epistemological, anthropological and axiological foundations of education. Education system. Institutionalization of education. Peculiarities of interaction of education with other institutions of society (state, family, religion, science, etc.). Distinguish the features of social relations in the field of education.	Questions, discussion, cases
2		8	3. The emergence and development of education in human history.	Characterize the historical typology of education, writing and the progress of education. Philosophy of education of the Ancient East. Key ideas of ancient culture and education, the method of "maieutics" of Socrates; Platonic and Aristotelian concepts of education. The purpose of education and upbringing in the Middle Ages. The humanistic ideal of the Renaissance. Human as a subject and object of educational activity in the New Age. The Enlightenment and its influence on the development of education (Rousseau, Voltaire, Diderot). The pedagogical system of Ya.-A. Comenius. The mission of the university in European culture. Pedagogical theory of the classical educational paradigm. The concept and practice of education in the philosophy of the XIX century.	Presentations, Individual research tasks, tests
2		8	4. Transformation of education at the turn of the XX-XXI centuries.	Understand the transformations of the classical educational paradigm in the twentieth century. and features of formation of non-classical paradigm of education. Characterize the pragmatism and experimentalism of J. Dewey; ideas of existentialism and critical pedagogy of postmodernism; R. Rorty's theory of edification; Paulo Freire's educational ideas; main ideas of I. Prigogine's philosophy of instability and their connection with the genesis of modern education. Waldfor pedagogy as a theory of teaching the education of the man of the future. M. Montessori School. To know the system of philosophical principles of substantial unity and dialogical consent in the philosophy of education of V.S. Lutay. Analyze the impact of globalization and information technology on modern paradigms of education. Problems and prospects of education of the future.	Presentations, Individual research tasks, tests

2	2	6	5. Genesis of educational and pedagogical concepts in Ukraine.	To determine the patterns of development of national education, the specifics of understanding the essence of education and upbringing in the Ukrainian tradition. Understand the attitude to education in the days of Kyivan Rus and determine the emphasis on the meaning of education and upbringing in the Ukrainian intellectual thought. To characterize the development of pedagogical thought and the activity of fraternal schools; pedagogical ideas of I. Fedorov, I. Vyshensky, I. Boretsky. Know the concept and structure of education at the Kyiv-Mohyla Academy; the role and tasks of pedagogy in the Cossack period; the essence of philosophical and pedagogical thought of S. Yavorsky, F. Prokopovich, G. Skovoroda; ideas of national education in the pedagogical system of K. Ushinsky; methods of organizing the educational process according to AS Makarenko; development of G. Vashchenko's Ukrainian national education system; the concept of personality development and transformation of pedagogical activity in the teachings of V. Sukhomlinsky.	Questions, presentations, discussion, cases
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## Module II. Philosophical discourse of modern education

2	2	6	6. Educational paradigms of the beginning of the third millennium.	Analyze the crisis of education in the late twentieth century, its main manifestations and causes and the need to change the paradigm of education. Distinguish the main aspects of the new paradigm of education (subject, communicative, cultural, institutional, information technology, economic). To determine the role of education in the information society, the integration trends of educational systems and technologies in the context of globalization. Technologization and informatization of education. Humanization and humanization of education. A person as self-worth - the main condition of the philosophy of education. To characterize world processes and formation of "spirit of an epoch". The COVID-19 pandemic and global challenges and transformations in education. Distance learning: benefits and consequences.	Questions, presentations, interactive technologies
2	2	6	7. Strategies for the development of modern education in Ukraine.	Understand the essence of the problem of forming a new philosophical paradigm of national education and its conceptualization. Know the modern directions of the philosophy of education in Ukraine and the specifics of the education system in Ukraine, its structure and principles of functioning. Trends in education at the beginning of the third millennium. Analyze the concept of the "New School" and the specifics of modern higher education in Ukraine. Understand the philosophy of creating a single educational space in the context of the Bologna process, the role and opportunities of Ukraine in the European integration of modern processes. Methodological principles of standardization in the field of education. The ratio of educational standards and the creative nature of educational and pedagogical activities. Reforming and modernizing education in Ukraine in the context of general civilizational challenges. The COVID-19 Pandemic: Challenges and Achievements in Ukrainian Education. The question of "quality of education".	Questions, presentations, interactive technologies
2	2	6	8. Axiological dimensions of modern education.	Determine the essence of education and the specifics of modern educational space. Education as a value. Characterize the degrees, levels, forms of education in the modern world. Unity of education and self-education. "Purpose", "ideal", "value": the specifics of the use of these concepts in the philosophy of education and pedagogical practices. Know the cultural, historical, social, economic, political, technological, ideological, psychological and other dimensions of the value of education and people's attitudes towards them. Analyze the relationship between goals and values of education; their transformation in the minds of different groups of people in modern Ukrainian society.	Question, discussions, interactive technologies
2		8	9. Philosophical and methodological principles of modern education.	Form an idea of the essence of the philosophical methodology of modern education, specific laws of self-organization, development and functioning of education as a socio-cultural phenomenon; conceptual bases of system support of education development strategy. Characterize the latest philosophical and methodological developments in the educational process. The role of the teacher in the educational process. Standardization in education as a problem. The value of interactive methods and problem-based approaches to the learning	Presentations, Individual Tasks, tests

### Program competences development:

Index in the matrix	Program competences
<b>General Competences (GC) (transferable skills)</b>	
<b>GC2</b>	Ability to communicate with representatives of other professional groups of different levels (with experts from other fields of knowledge/types of economic activity);
<b>GC4</b>	Ability to motivate people and move towards a common goal; formation of a stable worldview and persistence in achieving the goal;
<b>GC5</b>	Ability to act on the basis of ethical considerations (motives);
<b>GC6</b>	Ability to generate new ideas (creativity);
<b>GC7</b>	Ability to abstract thinking, analysis, and synthesis.
<b>GC8</b>	Ability to criticize and self-criticize, constructive react to comments.
<b>Professional Competences (PC)</b>	
<b>PC2</b>	Ability to establish values and develop a vision, mission, goals and criteria by which the organization determines further directions of development in accordance with state and regional educational policy and legal framework of the organization;
<b>PC 3</b>	Ability to take responsibility for lifelong learning, self-education, self-development and self-improvement throughout life;
<b>PC 4</b>	Ability to analyze the labor potential of the organization, its training, and retraining; identification of reserves and implementation of measures to increase the efficiency of use of intellectual and material resources of the organization;
<b>PC 9</b>	Ability to create conditions that allow individuals to adequately respond to problems, analyze and structure the problems of the organization, make decisions and ensure their implementation;
<b>PC 11</b>	Ability to search, analyze scientific information, plan and perform scientific and applied research, and present results in a competitive market of educational services;
<b>PC 13</b>	Ability to independently acquire new knowledge, use modern educational and research technologies in the field of management;
<b>PC 17</b>	Ability to master the skills and abilities of a specialist and expert consultant on education management.

### Program Learning Outcomes:

<b>PLO 1</b>	Critically comprehend, select and use the necessary scientific, methodological, and analytical tools for effective and efficient management of the organization in accordance with its specifics, in particular in an inclusive environment.
<b>PLO 2</b>	Understand the links between the elements of the management system of the organization under unpredictable conditions, identify and understand the problems in the organization, justify the methods of solving them.
<b>PLO 4</b>	Understand the basic principles of projects, have a vision of their use in the educational process; participate in various projects, initiate projects to implement business ideas in order to gain competitive advantage.
<b>PLO 6</b>	Possess the skills to make, justify and ensure the implementation of constructive management decisions under unpredictable conditions based on universal values, logical arguments and verified facts, taking into account the requirements of current legislation, ethical considerations and social responsibility, coordinate the decisions with staff and local governments .
<b>PLO 7</b>	Organize and carry out effective communication within the team and outside

	the organization with representatives of various professional groups and in the international context, adhere to the moral and ethical aspects of professional activity, academic integrity.
<b>PLO 14</b>	Be able to plan, organize and conduct research, use basic knowledge of education management to process research results, prepare analytical materials, publish their results, design in the form of qualifying papers.
<b>PLO 16</b>	Manage the educational process, plan, teach and analyze academic disciplines in educational institutions.
<b>PLO 18</b>	Ability to work with different sources, search, process, analyze and synthesize the information obtained; work with modern bibliographic and abstract databases.
<b>PLO 23</b>	Explain your own point of view in the discussion on the basis of ethical considerations, accept criticism, advice and guidance; demonstrate ethical and socially responsible behavior in the management of the organization (or organizations) and their units.

## References

### Main resources

1. Attewell, P. A., & Newman, K. S. (2010). *Growing gaps: educational inequality around the world*. New York: Oxford University Press.
2. Baez, B. & D. Boyles. (2009). *The Politics of Inquiry: Education Research and the "Culture of Science."* Albany, NY: State University of New York Press.
3. Bain, K. (2004). *What the Best College Teachers Do*. Cambridge, MA: Harvard University Press.
4. Bousquet, M. (2008). *How the university works: higher education and the low-wage nation*. New York: New York University Press.
5. Buchanan, R. A., Forster, D. J., Douglas, S., Nakar, S., Boon, H. J., Heath, T., ... & Tesar, M. (2021). Philosophy of Education in a New Key: exploring new ways of teaching and doing ethics in education in the 21st century. *Educational Philosophy and Theory*, 1-26.
6. Ergas, Oren (13 December 2013). "Mindfulness in education at the intersection of science, religion, and healing". *Critical Studies in Education*. **55** (1): 58–72.
7. Gutek, Gerald L. (2009). *New Perspectives on Philosophy and Education*. Pearson Education, Inc.
8. Hörberg, U., Galvin, K., Ekebergh, M., & Ozolins, L. L. (2019). Using lifeworld philosophy in education to intertwine caring and learning: An illustration of ways of learning how to care. *Reflective Practice*, 20(1), 56-69.
9. Kato, M., Saito, N., Matsushita, R., Ueno, M., Izawa, S., Maruyama, Y., ... & Tesar, M. (2020). Philosophy of education in a new key: Voices from Japan. *Educational Philosophy and Theory*, 1-17.
10. Lewin, David (2016). *Educational philosophy for a post-secular age*.
11. Noddings, N. (2018). *Philosophy of education*. Routledge.
12. Oliverio, S. (2019). An edifying philosophy of education? Starting a conversation between Rorty and post-critical pedagogy. *Ethics and Education*, 14(4), 482-496.
13. Phillips, D. C. (2008). "Philosophy of Education." *Stanford Encyclopedia of Philosophy*, June 2008, <http://plato.stanford.edu/entries/education-philosophy/>
14. Quay, J., Bleazby, J., Stolz, S. A., Toscano, M., & Webster, R. S. (Eds.). (2018). *Theory and philosophy in education research: Methodological dialogues*. Routledge.
15. Sahu, Bhagirathi (2002). *New Educational Philosophy*. Sarup & Sons.
16. Siddiqui, Muibul Hasan (2008). *Philosophical and Sociological Foundations of Education*. New Delhi: APH Publishing.
17. Siegel, Harvey (2005). "Truth, Thinking, Testimony and Trust: Alvin Goldman on Epistemology and Education." *Philosophy and Phenomenological Research* 71(2): 345–66.

18. White, R. (2017). Compassion in philosophy and education. In *The pedagogy of compassion at the heart of higher education* (pp. 19-31). Springer, Cham.

### Assessment policy

• **Deadlines and retaking policy:** Tasks that are submitted in violation of deadlines without valid reason are evaluated at a lower score (75% of the possible maximum number of points per activity). Re-passing of modules takes place with the permission of the dean's office if there are valid reasons (for example, sick leave).

• **Academic integrity policy:** Cheating during tests and exams are prohibited (including using mobile devices). Mobile devices are allowed to use only during the preparation of practical tasks in the classroom. It is forbidden to publish (partially or completely) scientific (creative) results obtained by other people as the results of own research (creativity) and / or reproduction of published texts of other authors without indication of authorship. For violation of academic integrity, applicants may be held subject to the following academic liability: re-assessment; re-passing the relevant educational component of the educational program; expulsion from an educational institution, deprivation of an academic scholarship; deprivation of tuition benefits provided by the educational institution, etc.

• **Attendance policy:** Attendance is usually a compulsory component of studying. If necessary (remoteness of the post-graduate student's place of residence or work) or for apparent reasons (participation in an academic mobility program or conference, international internship, illness, etc.), the visit can be selective in agreement with the supervisor of the course. Master training is also conducted online on the Moodle platform. Under the condition of the individual educational schedule the student has an opportunity to receive a positive mark in consequence of the performance of planned tasks and Individual Task. In any case, students are required to meet the deadlines set for all types of tasks provided by the course. Missed classes can be completed at a specified time according to the schedule.

• **Assessment policy.** Points of current control (60 points), independent work and writing a test essay (40 points) are taken into account. This takes into account the presence in the classroom and the student's activity during classes; inadmissibility of absences and delays for classes; use of a mobile phone, tablet or other mobile device during classes for non-learning purposes; copying and plagiarism; untimely performance of tasks. Students who do not have academic debt according to the results of the current control and have completed the task of independent work receive a test "automatically".

### Assessment

The final mark for the course is calculated as follows:

Types of assessment	% of the final mark
Module 1 (topics: 1,2,5,6,7,8,) - work in seminars	60
Module 2 (topics: 3,4,9) - individual work	30
Essay	10
Total:	100

### Assessment scale: national and ECTS

Total points for all types of educational activities	Mark ECTS	Mark on a national scale for the exam	
		for exam, course project (work), practice	for test
90 – 100	<b>A</b>	Excellent	satisfactory
85-89	<b>B</b>	Good	
75-84	<b>C</b>		
65-74	<b>D</b>	satisfactory	
60-64	<b>E</b>		

35-59	<b>FX</b>	Fail with a retake possibility	Fail with a retake possibility
0-34	<b>F</b>	Fail with compulsory course re-studying	Fail with compulsory course re-studying

**Distribution of points by course topics**

Module I					Module II				Essay	Total
Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6	Topic 7	Topic 8	Topic 9		
10	10	10	10	10	10	10	10	10	10	100
50					40				10	

**Course format**

The format of the course is blended: electronic support of the course in the Moodle system is added to the full-time study. Blended Learning - teaching the course involves a combination of traditional forms of auditorium learning with elements of distance learning, which uses special information technology, interactive elements, online counseling and more.