

**Note:**

**Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.**

## ***COURSE SYLLABUS***

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### **EDUC 305**

#### **EDUCATIONAL PHILOSOPHY FOR TEACHERS**

#### **COURSE DESCRIPTION**

This course presents the practical role of philosophy in the classroom. Emphasis is placed upon a careful analysis of current religious and educational trends, and major philosophies are defined. Students will formulate a personal philosophy and apply that philosophy to their teaching methodology, lesson plan design, and delivery.

#### **RATIONALE**

In order to understand and present oneself clearly and consistently in the classroom it is important to know what one believes about teaching and learning. Every teacher should be able to explain and defend their philosophy and explain how it differs from other philosophical positions. It is beneficial, if not imperative, for Christian educators to understand the philosophical and ideological issues that impact education.

#### **I. PREREQUISITES**

EDUC 205

#### **II. REQUIRED RESOURCES PURCHASES**

Click the following link to view the required resources for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

#### **III. ADDITIONAL MATERIALS FOR LEARNING**

- A. Computer and Internet access (broadband recommended)
- B. Microsoft Word  
(Microsoft Office is available at a special discount to Liberty University students.)

#### **IV. MEASURABLE LEARNING OUTCOMES**

Upon successful completion of this course, the teacher candidate will be able to:

- A. Investigate knowledge of the philosophical theories.
- B. Identify and discuss the major philosophies of education.
- C. Discuss the philosophies of education in terms of schooling practices, curriculum theory and practice, and the language of instruction.
- D. Build understandings of the various theories of education.
- E. Investigate societal and cultural influence as well as reactions to different educational philosophies.

- F. Investigate issues relating to assessment of learning.
- G. Relate information to a biblical worldview perspective.
- H. Discuss the role of teachers and schools in a multicultural society, including issues of education for diverse students.
- I. Investigate and discuss the example of Jesus Christ as a master teacher.
- J. Create a personal philosophy of teaching and learning from a biblical worldview.

**V. COURSE REQUIREMENTS AND ASSIGNMENTS**

- A. Textbook/article readings and lecture presentations
- B. Discussion Board forums (5)

Candidates are required to participate in five Discussion Board forums. Each discussion is to be completed in two parts: 1) an initial post, in a new thread, that directly answers the forum questions and 2) a meaningful reply post to each of two classmates' threads.

- C. Reflective Writing Assignments (6)

Each week (Weeks 2–7), the candidate will answer specific questions about the reading selections to be submitted in a two-page paper by the end of the week it is assigned.

- D. Educational Philosophy Position Papers (2)

During the initial week of the class, the candidate will write an introductory paper (5–10 pages) outlining personal beliefs on education based upon prior knowledge and experience. A final requirement of this class is to write a 5–10 page personal philosophy of education based upon the course readings, class discussions, reflection, personal experiences, and beliefs.

**VI. COURSE GRADING AND POLICIES**

- A. Points

Initial Philosophy Position Paper	100
Discussion Board forums (5 @ 40 pts ea.)	200
Reflective Writing Assignments (6 @ 50 pts ea.)	300
Final Philosophy Position Paper	400
<b>Total Points</b>	<b>1000</b>

- B. Scale

A = 900–1000    B = 800–899    C = 700–799    D = 600–699    F = 0–599

C. Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Academic Support (ODAS) at [LUOODAS@liberty.edu](mailto:LUOODAS@liberty.edu) to make arrangements for academic accommodations.

## ***COURSE SCHEDULE***

### **EDUC 305**

Textbooks: Braley & White, *Foundations of Christian School Education* (2003).

Dunn, Sheila G, *Philosophical Foundations of Education* (2005).

<b>WEEK/ MODULE</b>	<b>READING &amp; STUDY</b>	<b>ASSIGNMENTS</b>	<b>POINTS</b>
<b>1</b>	Braley & White: chs. 1 & 2 Dunn: Preface, Intro., chs. 1 & 2 2 Presentations 1 Document	Course Requirements Checklist Initial Education Philosophy Position Paper	0 100
<b>2</b>	Braley & White: chs. 4 & 5 Dunn: chs. 3 & 4 2 Presentations 1 Document	Reflective Writing Assignment 1 DB Forum 1	50 40
<b>3</b>	Braley & White: ch. 3 Dunn: chs. 5 & 6 1 Presentation	Reflective Writing Assignment 2 DB Forum 2	50 40
<b>4</b>	Braley & White: chs. 10 & 11 Dunn: ch. 7 1 Presentation	Reflective Writing Assignment 3 DB Forum 3	50 40
<b>5</b>	Braley & White: chs. 12 & 13 Dunn: ch. 8 2 Presentations	Reflective Writing Assignment 4 DB Forum 4	50 40
<b>6</b>	Braley & White: chs. 14 & 15 Dunn: ch. 9 1 Presentation	Reflective Writing Assignment 5 DB Forum 5	50 40
<b>7</b>	Braley & White: chs. 16–19 2 Presentations	Reflective Writing Assignment 6	50
<b>8</b>	Review of course readings 1 Presentation	Final Education Philosophy Position Paper	400
<b>TOTAL</b>			<b>1000</b>

DB = Discussion Board

**NOTE:** Each course week (except week 1) begins on Tuesday morning at 12:00 a.m. (ET) and ends on Monday night at 11:59 p.m. (ET). The final week ends at 11:59 p.m. (ET) on Friday.