



**TED UNIVERSITY**  
**FACULTY OF EDUCATION**  
**ED101 EDUCATIONAL PHILOSOPHY**  
**Spring 2021 Syllabus for Section-1**

### Course Information

**Schedule:** Mondays 9.00-11.00 and Tuesdays 9.00-10.00  
**Location:** Mondays G009 and Tuesdays G103

### Instructor Information

**Instructor:** Dr. Özlem Erden-Başaran  
**E-mail:** [ozlem.erden@tedu.edu.tr](mailto:ozlem.erden@tedu.edu.tr)  
(Please put ED101 and your section number in the subject of ALL e-mail correspondence)  
**Office hours:** Tuesdays 11.00-13.00 & By Appointment (On-Campus or Online)

### Course Description

(2+0+2) 2 Credits / 3 ECTS

Key concepts and issues of philosophy (metaphysics, epistemology, axiology, logic); philosophies of education (Idealism, realism, pragmatism, existentialism, postmodernism); theories of education (perennialism, essentialism, progressivism, and critical theory); educational views of the prominent philosophers; philosophical foundations of the Turkish education system.

### Course Objectives

This course has been designed to teach the relationship between the key issues of philosophy such as ontology, epistemology, philosophy of ethics, its problem areas with education and the relationship between the fundamental philosophical trends such as Idealism, realism, pragmatism, existentialism, postmodernism and education. Within the scope of the course, philosophies of education such as perennialism, essentialism, progressivism, and critical theory will be examined as well and the reflections of these educational philosophies on theories of education will be discussed. In addition, the educational views of the prominent philosophers will be discussed. The course also aims to explain the philosophical foundations on which the Turkish education system is based.

### Learning Outcomes

Upon successful completion of this course, students will be able to:

1. relate philosophy's special terminology of metaphysics, epistemology, axiology, and logic to education.
2. explain the main features of philosophies of education and their relation to education.
3. discuss the impact of philosophies of education on theories of education.
4. explain the educational views of the prominent philosophers.
5. analyze the philosophical foundations of the Turkish education system.

### Course Materials

**Online course management system:** If you do not have one yet, please create an account at <https://lms.tedu.edu.tr/>. The LMS site for this course is named **2021S\_ED101\_SEC01**. Please use LMS actively for this class.

### Main Textbooks & Readings:

- Ornstein, A. C., Levine, D. U., Gutek, G. L., & Vocke, D. E. (2017). *Foundations of education* (13th ed.). Boston, MA, USA: Cengage Learning.
- Şimşek, A., & Kartal, S. (2019). Türkiye eğitim sisteminin amaçlarında felsefi akımlar. *Journal of International Social Research*, 12(65).

- Tan, Charlene (2006). Philosophical perspectives on education. In Tan, C., Wong, B., Chua, J.S.M. & Kang, T. (Eds.), *Critical Perspectives on Education: An Introduction* (pp. 21-40). Prentice Hall.

### Supplementary Textbooks & Readings:

- Cevizci, A. (2018). *Eğitim felsefesi* (5. baskı). İstanbul: Say Yayınları.
- Noddings, N. (2018). *Philosophy of education*. Routledge.
- Özmen, Ü., & İnal, K. (2011). *Bülent Akdağ'la eğitime felsefeyle bakmak*. Ankara: Sobil Yayıncılık.
- Palmer, J., Bresler, L., & Cooper, D. E. (2001). *Fifty major thinkers on education: From Confucius to Dewey*. London: Routledge.
- Sönmez, V. (2015). *Eğitim felsefesi* (13. baskı). Ankara: Anı Yayıncılık.

### Student Workload (Total 90 Hrs)

Lecture: 28 hrs., Course Readings: 28 hrs., Student Discussions: 10 hrs., Poster Presentation: 10 hrs., Midterm: 7 hrs., Final: 9 hrs.

### Planned Learning Activities

Telling/Explaining, Discussions/Debates, Brainstorming, Questioning, Reading, Reflection, Web Searching, News/Article Review, Presentation

### Assignments

Your total grade consists of scores from the following items:

Assignments	Weight	Percentage scores	Letter Grades
Weekly Quizzes	20%	Excellent (90-100)	AA
Poster Presentation (Group) Inc. Self-Evaluation and Peer Evaluations	25%	Good-Excellent (85-89)	BA
Midterm	25%	Good (80-84)	BB
Final	30%	Satisfactory-Good (75-79)	CB
<b>TOTAL</b>	<b>100%</b>	Satisfactory (70-74)	CC
		Weak- Satisfactory (60-69)	DC
		Satisfactory (50-59)	DD
		Failure (0-49)	F(Failure)
		Letter grade "FX" is assigned to students who have failed to attend classes or failed to participate in the midterm exam, final exam, term project or similar major course assessment activities	FX (Failure)

- 1. Weekly Quizzes:** You will get 20% of your grade from in-class participation via weekly quizzes during this course. Each week, you will answer 5-10 questions about the topic of that week. Question formats can be multiple-choice, true-false, matching questions, etc. Your success on these quizzes depends on whether

you read the weekly material uploaded on LMS and participate in the class. You can find the topic for each week on the Tentative Course Schedule.

**This is an in-class assessment so that if you do not attend some of the classes, there will not be any make-up quizzes.**

**The attendance policy of this class is in the following: If you fail to attend more than 12 hours of the total course hours, you are going to fail from this class.**

- 2. Poster Presentation (Group):** This group assignment aims to help you understand the basic premises of philosophies and/or educational theories and their application to education. This assignment will be presented during class hours, and the format will be a poster presentation. Several templates for posters are provided and can be found on LMS.

You will work in groups to prepare the posters. The number of members for each group will depend on the class size. Groups will choose the schools from the list uploaded on LMS. Other schools could also be examined for this assignment. You can suggest schools other than those on the list.

After choosing your school, you must answer the questions on LMS while preparing your posters. These questions are provided to guide you. Depending on the school that you choose, some questions can be altered. You can consult me if you need to change some of the questions. The deadline for this assignment is specific to each group. For example, suppose your group should prepare a poster on Plato's Academy. In that case, you will present your poster on a Tuesday following my lecture on Idealism on a Monday. The presentation calendar will be posted on LMS.

- 3. Midterm: One midterm exam** will be conducted comprising the topics covered until the midterm date. The exam format, the date and the time will be announced during the semester. Topics to be included in the final exam;

- The key concepts and issues in philosophy (metaphysics, epistemology, axiology, logic)
- Idealism,
- Realism,
- Pragmatism,
- Existentialism,
- Postmodernism

- 4. Final:** One final exam will be conducted throughout the semester, comprising the topics covered in this course. The exam format, date and time will be announced during the semester.

Topics to be included in the final exam;

- The key concepts and issues in philosophy (metaphysics, epistemology, axiology, logic)
- Idealism,
- Realism,
- Pragmatism,
- Existentialism,
- Postmodernism
- Essentialism

- Perennialism
- Progressivism
- Critical Theory
- Reconstructivism
- Philosophical foundations of the Turkish educational system

## Course Policies

### I. Professionalism

Includes regular attendance in class, timely completion of assignments/readings, and active participation in all activities and discussions.

### II. Plagiarism / Academic Dishonesty

This course adheres to the academic honesty policy. Therefore, I expect that all work submitted and presented by you will be your own original work and that the contributions of others will be openly acknowledged. Failure to adhere to this policy will result in disciplinary action. For more information:

- a. Plagiarism is a form of dishonesty that occurs when a person passes off someone else's work as his or her own. This can range from failing to cite an author for ideas incorporated into a student's paper to cutting and pasting paragraphs from different websites to handing in a paper downloaded from the internet. All are plagiarism.
- b. *All parties to plagiarism are considered equally guilty.* If you share your coursework with another student and s/he plagiarizes it, you are considered as guilty as the one who plagiarized your work since you enabled the plagiarism to occur. Under no circumstances should a student make his/her coursework available to another student unless the instructor gives explicit permission for this to happen. Copying someone's work is an extreme and straightforward act of plagiarism. More commonly, however, students plagiarize without realizing they are doing so. This generally happens when a student fails to acknowledge the source of an idea or phrasing. *Avoid plagiarism by citing sources properly!*
- c. *For all rules and requirements of APA citations, please consult the 7<sup>th</sup> edition of the Publication Manual of the American Psychological Association.*
- d. Read the academic honesty contract (<https://student.tedu.edu.tr/en/student/principles-of-academic-integrity>). By signing this contract, you certify that you have read, understood and complied to agree with all rules and regulations of academic honesty.

### III. Cheating

You may neither receive help from nor give help to others during an in-class exam. During exams, you may not leave the room, talk, or use dictionaries, translators, cell phones or programmable calculators. And please keep your eyes on your own work.

### IV. Attendance

This course requires your regular participation, attendance, and punctuality. It is expected that you attend the class regularly and be on time. It is your responsibility to keep in touch with me about the emergencies before class. You should not miss more than %30 (12 Hours) of your class starting from the first week. The TEDU policy concerning attendance will be followed strictly.

### V. Late Assignment Submission Policy

Each assignment is to be turned in on time. Arrangements for accepting late assignments will be made only in unusual circumstances (e.g., major illness, death of loved one), and only if you can provide documentation to support your excuse. In all other cases, there will be a 10% point reduction per day for late work, and the assignment will not be accepted after three days late.

**VI. Extra Credit**

There is no rewriting or extra credit offered in this course.

**VII. Class Participation**

Class participation is an integral part of this course. Classes may involve watching movies, reading, questioning, discussions/debates, video presentations, field trips, observation, reflection, demonstrating, poster presentations, hands-on work, group work, collaborating, educational games, problem-solving, library/web research projects, class presentations, and written assignments.

**VIII. Class Readings**

Please read the assigned readings before class to participate fully in the course discussions.

**IX. Announcements**

All announcements will be made on the LMS site for this course. It is your responsibility to keep your e-mail address operative all times. Check your e-mails regularly in order to stay informed.

<b>Tentative Course Schedule*</b>
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Week	Date	Topic	Reading
1	February 14	Meeting the students and overview of the course	
	February 15	Activity and Discussion (Your Educational Philosophy and Course Expectations)	
2	February 21	Introduction to the key concepts and issues in philosophy (metaphysics, epistemology, axiology, logic)	Foundations of Education, pp. 159-163
	February 22	Activity and Discussion <b>(Weekly Quiz 1)</b>	
3	February 28	Philosophies of Education: Idealism	Foundations of Education, pp. 164-166
	March 1	Activity and Discussion <b>(Weekly Quiz 2)</b> <b>(Poster Presentation-Idealism)</b>	
4	March 7	Philosophies of Education: Realism	Foundations of Education, pp. 166-169
	March 8	Activity and Discussion <b>(Weekly Quiz 3)</b> <b>(Poster Presentation-Realism)</b>	
5	March 14	Philosophies of Education: Pragmatism	Foundations of Education, pp. 169-173
	March 15	Activity and Discussion <b>(Weekly Quiz 4)</b> <b>(Poster Presentation-Pragmatism)</b>	

6	March 21	Philosophies of Education: Existentialism	Foundations of Education, pp. 173-176
	March 22	Activity and Discussion <b>(Weekly Quiz 5)</b> <b>(Poster Presentation-Existentialism)</b>	
7	March 28	Philosophies of Education: Postmodernism	Foundations of Education, pp. 176-180
	March 29	Activity and Discussion <b>(Weekly Quiz 6)</b> <b>(Poster Presentation-Postmodernism)</b>	
8	April 4	<b>Midterm Review</b>	
	April 5	Midterm (During class hours but alterations can be made.)	
9	April 11	Theories of Education: Essentialism	Foundations of Education, pp. 180-183
	April 12	Activity and Discussion <b>(Weekly Quiz 7)</b> <b>(Poster Presentation-Essentialism)</b>	
10	April 18	Theories of Education: Perennialism	Foundations of Education, pp. 183-187
	April 19	Activity and Discussion <b>(Weekly Quiz 8)</b> <b>(Poster Presentation-Perennialism)</b>	
11	April 25	Theories of Education: Progressivism	Foundations of Education, pp. 187-191
	April 26	Activity and Discussion <b>(Weekly Quiz 9)</b> <b>(Poster Presentation-Progressivism)</b>	
	Ramadan Festival 2022 Eid al-Fitr 2022 May 2-May 4		
12	May 9	Theories of Education: Critical Theory	Foundations of Education, pp. 191-195
	May 10	Activity and Discussion <b>(Weekly Quiz 10)</b> <b>(Poster Presentation-Critical Theory)</b>	

13	May 16	Theories of Education: <b>Reconstructionism</b>	Philosophical Perspectives on Education, pp. 35-36
	May 17	Activity and Discussion <b>(Weekly Quiz 11)</b> <b>(Poster Presentation-Reconstructionism)</b>	
14	May 23	Philosophical foundations of the Turkish educational system	Türkiye eğitim sisteminin amaçlarında felsefi akımlar, pp. 873-879
	May 24	Activity and Discussion	
		<b>Final Exam (TBA)</b>	

\*This syllabus is subject to change. Changes, if any, will be announced in class. Students will be held responsible for all the changes.

## Student Services

### ▪ Specialized Support and Students with Disabilities

Students who may require specialized support due to a disability affecting mobility, vision, hearing, learning, mental or physical health should consult with Specialized Support and Disability Coordinator, Asst. Prof. Emrah Keser E-mail: [emrah.keser@tedu.edu.tr](mailto:emrah.keser@tedu.edu.tr), or visit the website at <https://www.tedu.edu.tr/tr/main/engelsiz-tedu>

### ▪ Student Counseling Centre

The Student Counseling Centre is a service mandated with providing crisis intervention and supportive listening services to the campus community. A major part of fulfilling that mandate is raising awareness of our service so that students know they are never alone in dealing with problems. For further information and/or questions, you can contact Sevgin Esemeli, [sevgin.esemenli@tedu.edu.tr](mailto:sevgin.esemenli@tedu.edu.tr), Office 165, or visit SCC website at <http://csc.tedu.edu.tr/>

### ▪ TEDU COPS

TED University Coronavirus Psychosocial Support Team was established in order to facilitate coping with the psychological, social, familial, academic, and professional difficulties that may arise due to adverse conditions associated with COVID-19 pandemic for TEDU students and employees. TEDU COPS aims to provide psychosocial support for TED University students and employees during the coronavirus outbreak. To this end, the team aims to provide support at the early stages of a possible crisis, activate and strengthen your coping strategies, and provide information on support resources. For further information and/or questions, visit their website at <https://copes.tedu.edu.tr/>