

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note:** The University reserves the right to amend course outlines as needed without notice.

<b>Course Code and Number:</b> PHIL 362		<b>Number of Credits:</b> 3 <u>Course credit policy (105)</u>													
<b>Course Full Title:</b> Philosophy of Education <b>Course Short Title:</b> Philosophy of Education															
<b>Faculty:</b> Faculty of Humanities		<b>Department (or program if no department):</b> Philosophy													
<b>Calendar Description:</b> Examines central concepts in educational thought and practice, including education, teaching, and assessment, drawing on global philosophical traditions, including Western, Asian and Indigenous perspectives.															
<b>Prerequisites (or NONE):</b>		PHIL 110 or 45 university-level credits. Note: As of January 2024, prerequisites will change to: 45 university-level credits including 6 credits of PHIL.													
<b>Corequisites (if applicable, or NONE):</b>		None													
<b>Pre/corequisites (if applicable, or NONE):</b>															
<b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> ) Former course code/number: Cross-listed with: Equivalent course(s): <b>EDUC 362</b> <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		<b>Course Details</b> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> <i>(See <u>policy 207</u> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Annually</b> Maximum enrolment (for information only): <b>28</b>													
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>		Lecture/seminar	45									<b>Total hours</b>	<b>45</b>	<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR is available for this course.	
Lecture/seminar	45														
<b>Total hours</b>	<b>45</b>														
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		<b>Transfer Credit</b> ( <i>See <u>bctransferguide.ca.</u></i> ) Transfer credit already exists: <b>No</b> Submit outline for (re)articulation: <b>Yes</b> <i>(If yes, fill in <u>transfer credit form.</u>)</i>													
<b>Department approval</b>		<b>Date of meeting:</b> November 11, 2022													
<b>Faculty Council approval</b>		<b>Date of meeting:</b> December 9, 2022													
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b> February 24, 2023													

**Learning Outcomes** *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

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

1. Analyze principal concepts, themes, and issues in the philosophy of education from Western, global, and Indigenous philosophical frameworks.
2. Assess distinctive conceptions of education.
3. Discuss the essentially normative character of educational theory.
4. Demonstrate the need to approach philosophical issues in education from global and Indigenous perspectives.

**Recommended Evaluation Methods and Weighting** *(Evaluation should align to learning outcomes.)*

Assignments:	70%	Final exam:	10%	Quizzes/tests:	20%
			%		%

**Details:**

Assignments may include:

- Argumentative essays (40%)
- In-class writing assignments (15%)
- In-class presentation (15%)

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

Texts and Resource Materials *(Include online resources and Indigenous knowledge sources. Open Educational Resources (OER) should be included whenever possible. If more space is required, use the Supplemental Texts and Resource Materials form.)*

Type	Author or description	Title and publication/access details	Year
1. Article	Tan, Charlene	Confucianism and Education In Noblit, G. (Ed.), <i>Oxford Research Encyclopedia of Education</i> (pp. 1-18). New York: Oxford University Press.	2017
2. Online resource	Plato	The Republic ( <a href="https://www.gutenberg.org/files/1497/1497-h/1497-h.htm">https://www.gutenberg.org/files/1497/1497-h/1497-h.htm</a> )	2021
3. Online resource	Pratt, Y.P. et al	Indigenous Education and Decolonization ( <a href="https://oxfordre.com/education/view/10.1093/acrefore/9780190264093.001.0001/acrefore-9780190264093-e-240">https://oxfordre.com/education/view/10.1093/acrefore/9780190264093.001.0001/acrefore-9780190264093-e-240</a> )	2018
4. Other	Kazepides, Tasos	<i>Education as dialogue</i> (McGill-Queens Univ. Press)	2010
5. Video	Gilbert, Lewis	Educating Rita.	1983

**Required Additional Supplies and Materials** *(Software, hardware, tools, specialized clothing, etc.)***Course Content and Topics**

- The concept of education
  - Educational metaphors: molding, growth, socialization, initiation
  - Platonic, Confucian and Indigenous approaches to education
  - Analytic approaches to education (Peters)
- Education and autonomy
- Education and citizenship
- Education and preparation for the workplace
- Indoctrination and the possibility of religious education
- The concepts of teaching and learning