CMI COURSE CURRICULUM
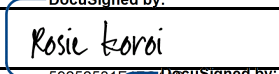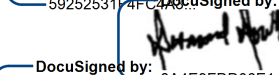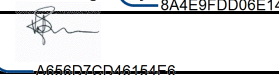## COURSE ACTION

Course Title: Philosophical Foundations in Education   **Alpha Number:** EDU 109   **CIP No.** 13.0901

Type of Action:

      New Course (attach narrative justification for course creation)

  X   Substantive Revision (attach narrative justification for changes, including assessment and/or achievement data and feedback from the advisory committee if relevant)

      Select all that apply:
      Change in number of credit hours
      Change in prerequisite
      Substantive change in course content
  X   Change to SLOs
      Other:-

  X   Non-substantive Revision
      Select all that apply:
      Change in Alpha Number or Title (unless letter abbreviation has not previously been used)
      Edit to course description that does not alter the substance of the course
  X   Change to recommended texts
      Other

      Reinstitution of Archived Course (attach narrative justification for reinstitution, including evidence of demand, evidence of capacity, feedback from the advisory committee if relevant, and commentary that speaks directly to the reasons the course was initially archived).

      Reaffirmation of Course (only allowable if course completion rate exceeds ISS, the benchmark has been met for the majority of SLO assessments, and there is no evidence of inequitable levels of achievement across subpopulations; attach evidence)

Approvals:

	Name	Signature	Date
Department Chair	Rosie Koroi	*Rosie Koroi* (DocuSigned by: 59252531F4FC4...)	7/28/2024
Curriculum Committee Chair	Desmond Doulatram	*(DocuSigned by: 8A4E9FDD06E14D5...)*	7/28/2024
Dean	Vasemaca Savu	*(DocuSigned by: A656D7CD46154E6...)*	7/31/2024
VPASA	Dr. Elizabeth Switaj		

CMI COURSE OUTLINE

CIP No. 13.0901   **Version No.** 3

EDU 109   Philosophical Foundations in Education

Alpha Number   **Course Title**

Course Description: Introduces various philosophies of education at work in contemporary schooling. Examines conditions of knowing, teaching, and learning and their extension in everyday practices in and out of the classroom.

Course originally prepared by: Education Department   Education   Oct./ 2011
Most recent revision by: Mellessia Crawford   Education   July /2024

Course mode(s):   X   Face to Face (including Zoom)   Hybrid____
                                  Distance Education _____

Credits calculated by: X   Credit Hour   _____ Clock Hour   __   N/A

Contact Hours:45

Type	No. of Hours	No. of Credits	Maximum No. of Hours Online
Lecture/Seminar/Workshop/	**45**	3	
Clinical			
Practicum			
Lab			
Fieldwork			
Studio Time			
Total	45	3	

Purpose(s) of Course: Degree Requirement   **ASEE**
                              Degree Elective   _____
                              General Education _____
                              Credit Certification _____

	Developmental	
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	CTE/TVET	
	ABE/Adult HS	
Distribution Area:	Humanities	
	Social Sciences	
	Mathematics (Credit)	
	Science	

Prerequisite: C or better in ENG 111

Student Learning Outcomes: Upon completion of this course, students will be able to:

1. Examine the development and influences of western philosophies of education in contemporary societal educational systems with a focus on its concepts, and methodology to support findings and conclusions.

2. Explore shared knowledge of philosophical views to provide appropriate rationale of educational policies in the PSS goals to serve students with disabilities and observe legislations governing the rights of Persons with Disabilities (PWD).

3. Evaluate and express personal beliefs of education, epistemology, metaphysics, axiology to support conclusions from appropriate philosophical and educational sources.

4. Integrate Universal Design (UDL) for learners with disability to have equal opportunity through inclusion.

SLO Mapping:

Prerequisite Course SLO	Linked SLO from this Course	Explanation
ENG 111 Write essays that have appropriate content, organization, and formatting Use basic library and research skills to find and read a variety of college levels sources, respond critically (verbally and in writing), and draw	1. Examine the development and influences of western philosophies of education in contemporary societal educational systems with a focus on its concepts, and methodology to support findings and conclusions.	It is imperative to help students to gain good insight of philosophical influencers and be able to develop intellectual arguments and inferences.

connections between a variety of perspectives Produce essays that are relatively free of mechanical and technical errors		
	2. Explore shared knowledge of philosophical views to provide appropriate rationale of educational policies in the PSS goals to serve students with disabilities (SWD)	Research is an integral part of ones educational and personal development; therefore, it is important that students be able to conduct research through library resources to identify and provide explanation about provisions made for SWD in educational systems.
	3. Evaluate and express personal beliefs of education, epistemology, metaphysics, axiology to support conclusions from appropriate philosophical and educational sources.	When students are able to recognize the importance of the work of others, they will become empowered to develop and master their own from the foundation of finding out, knowing and applying their knowledge.
	4. Integrate Universal Design (UDL) for learners with disability to have equal opportunity through inclusion.	Inclusion is a very important aspect of the families, educational systems, the community and wider society. When students are able to learn creational skills that allows them to promote inclusivity, there is a higher chance for holistic empowerment in the teaching learning environment.

Links to Program Learning Outcomes:

SLO	Linked PLO	I/P/M	Explanation of Link
1.Examine the development and influences of western philosophies of	2. Identify cognitive and affective needs of students in the classroom	I	When students examine the development and influences of philosophies of education in society, it helps to promote cognitive development and equip students

education in contemporary societal educational systems with a focus on its concepts, and methodology to support findings and conclusions.	4. Apply appropriate classroom teaching and management methods to promote a positive learning environment		with the necessary knowledge and skills to apply learnt concepts and methods and make relevant and applications through listening and taking lecture notes and presentation. Students are able to make accurate application of philosophies in their classroom when they are able to understand what they examine about the various philosophies and its importance to classroom management. Students will learn these concepts through listening to lecture presentation making notes and writing daily/weekly reflections.
	5. Promote elementary students' critical thinking skills through reading and writing to develop a community of readers and writers		Encouraging students to research, read, record their findings, argue for and against and present on philosophical perspective based on their findings, it will help to promote critical thinking at the different levels of the education system. Students will be given the opportunity to verbally share their findings in in brief small group presentations.
2.Explore shared knowledge of philosophical views to provide appropriate rationale of educational policies in the PSS goals to serve students with disabilities and observe legislations governing the rights of Persons with Disabilities (PWDs)	1. Display knowledge of school curriculum, emphasis on RMI	I	Exploring shared knowledge of philosophical views will enable students to reason and give reasonable explanation about how the PSS functions and make the connection between the RMI curricula and the curricula of PSS. This will be done through research assignment group work and large group discussions. Observing legislation concerning the rights of PWDs will helps learners practice good etiquette and humanistic approach in the teaching learning environment.
	2. Identify cognitive and affective needs of students in the classroom		When students are able to explore shared knowledge of various philosophers, this will help them to address and meet the cognitive and affective needs of students in the classroom by applying appropriate strategies and methodologies for effective

	5. Promote elementary students' critical thinking skills through reading and writing to develop a community of readers and writers		learning outcomes. This will be done through small and large group class discussions. Research carried out by students on the philosophies of education helps develop their critical thinking skills and being equip with the necessary knowledge in research to be able to express themselves in writing. Students will document by writing about their findings from research on PSS.
3.Evaluate and express personal beliefs of education, epistemology, metaphysics, axiology to support conclusions from appropriate philosophical and educational sources.	2. Identify cognitive and affective needs of students in the classroom.	I	For students to adequately express their personal philosophical beliefs, they first need to acknowledge and appreciate the work of others and say how they feel about the various view. This will be done in class where students will be given the opportunity to share their beliefs individually.
	4. Apply appropriate classroom teaching and management methods to promote a positive learning environment.		Students who are empowered with the knowledge to evaluate and express their personal beliefs will be able to integrate this knowledge for successful outcomes of the teaching learning environment by infiltrating the minds of learners in a positive way for holistic development. Lecturer will demonstrate to students how to develop a concept map that will simplify concepts for learners. An assignment of this same nature will be given to students to complete as individually.
	5. Promote elementary students' critical thinking skills through reading and writing to develop a community of readers and writers		Knowledge of philosophical branches aid in critical thinking for application in expressed writing. An instructional worksheet will be given to students to work in group and use critical thinking to respond in short answers while relying on foundation knowledge.
4. Integrate Universal Design (UDL) for learners with disability	2. Identify cognitive and affective needs of students in the classroom.		Study of inclusion, inclusive schools, and UDL helps students understand how the cognitive and affective needs of all

to have equal opportunity through inclusion.			learners, including those with disabilities, impact the philosophy of education within the school, families and the wider community. Students will be assigned individual task to research and compile a booklet with pictures and information of various philosophers which will serve as a reference bible for philosophical information about the founding fathers, their beliefs and their tenets.
	3. Practice self-reflection and professionalism in the classroom		As students seek to integrate UDL to develop the minds of their learners and facilitate inclusion, it allows them to observe their own teaching styles while disseminating the lesson. This approach will also enable students to evaluate their own styles through self-reflection that can aid in decreasing or eliminating stigma and discrimination and conduct themselves in a professional manner.
	4. Apply appropriate classroom teaching and management methods to promote a positive learning environment.		Study of inclusive practices, schools, and UDL helps students understand the philosophy behind authentically including all learners, specifically those with different abilities, in the individual classroom, overall school, and community cultures. Students will be given quizzes and presentations to test their application skills.

Course Content: Students in this course will be introduced to:

1. The definitions: Education, Philosophy
2. Role and purpose of education in and across society.
3. Social production/reproduction in pedagogy, application of philosophical influencers, beliefs and theories (Perennialism, Essentialism, Romanticism and Progressivism
4. Investigations and presentations of influencers
5. The "hidden curriculum" Growth mindset, meaning, importance and rationale of inclusion
6. How inclusive schools serves students with disabilities RMI, PSS, SPED & legislative

approach
7. Theoretical framework of Universal Design for Learning (UDL): Inclusion, understanding students dynamics, classroom management, and appropriate teaching strategies.
8. Role of the educator: Application of integrated approach through philosophical influence and educational goal directedness.

Higher Order Thinking Skills: Students in this course will experience

  X Analyzing the basic elements of an idea, experience, or theory

  X Making judgments about the value or soundness of information, arguments, or methods

  X   Applying theories or concepts to practical problems or in new situations

Recommended methods of Instruction
- **X**   Demonstration
- **X**
- **X**   Small group discussion
- **X**   Class discussion
- **X**   Audio-Visual Aids
-     Laboratory
-     Supervised Practice
- **X**   Others: Field experience, projects, presentations

        Assigned Readings
        Field research (Interview with schools' principal or administrator
        Group Project
        Observations
        Presentations

        Small and large group discussions
        Case studies and critique
        Movie Critique
        Learning Games

Recommended Assessment Tool Type(s):
- **X**   Case Study

-     Critique of Performance
- **X**   Exam/Quiz In-Course
-     Exam/Quiz Standardized (attach narrative describing development and validation process)
-     Focus Group
- **X**   Group Project
- **X**   Individual Project
- **X**   Observation

_____	Portfolio Review
X	Presentation
_____	Simulation
_____	Skill Performance
_____	Supervisor Evaluation
X	Survey-Field
X	Written Assignment

Required Forms of Regular and Substantive Interaction for Hybrid or Distance Education Courses (Select at Least Two):

Direct instruction through:
_____ Live video lectures
_____ Live audio-only lectures
_____ Live text chats
_____ Assessing or providing feedback on a student's coursework

Providing information or responding to questions about the content of a course or competency through:
_____ Live video discussions
_____ Live audio-only discussions
_____ Live text chats
_____ Asynchronous message boards or text chats

Facilitating a group discussion regarding the content of a course or competency through:
_____ Live audio-only discussions
_____ Live text chats
_____ Asynchronous message boards or text chats
_____ Other, specify:

Note: for distance education courses, if only two are selected, both must occur within the course on a weekly basis. If more than two are selected, the instructor may choose which two are used during each week.

Equipment and Materials

Recommended texts:

Murawski, Wendy W., & Scott, Kathy Lynn. What Really Works with Universal Design for Learning. Corwin, 2019.
ISBN: 9781544338675

Nicholson, David. W. Philosophy of Education in Action: An Inquiry-Based Approach. Taylor & Francis, 2016.
ISBN: 978-1-138-84305-9

Philosophy of Education PPT
Link: https://www.academia.edu/6838027/PHILOSOPHY_OF_EDUCATION?auto=download&email_work_card=download-paper

Equipment/Facilities: Laptop, projector, internet access to academic data bases, library

Materials and Supplies:
Whiteboard markers, poster, butcher, construction paper, blank sheets, folder leaves and Activity Worksheets

Connection **to College Mission**
The College of the Marshall Islands will provide our community with access to quality, higher and further educational services, prioritize student success through engagement in relevant Academic, Career and Technical Education, and be a center for the study of Marshallese Culture. It will also provide intellectual resources and facilitate research specific to the needs of the nation.
BOR approved 1st December, 2020

Connection to College Mission.
This course introduces students to central philosophies of education in various traditions and how they operate through formal schooling. Students reflect on teaching theories they have experienced in their school years. They reach conclusions on theories that are important to their teaching pedagogy as future teachers. This is in support of the mission to promote inclusion, provide access to quality education through relevant and engaging research which could potentially lead to better performance in the elementary schools**.**

Department Mission:
The mission of the College of the Marshall Islands Education Department is to prepare knowledgeable, resourceful teachers capable of creating classroom environments in which students engage in meaningful learning experiences that build a foundation for lifelong learning.

Approved by BoR August 22, 2018

Connections to the Education Department Mission:
This course provides experienced and pre-service teachers knowledge of classroom philosophies connected to quality pedagogy. By engaging in meaningful learning experiences, students become familiar with knowing, teaching, and learning and their extension in everyday practices in order to develop learning resources that provide foundations throughout the elementary curricula as a basis for promoting inclusion and lifelong learning.

CC Approved by October 4, 2021

Justification for /Modification to EDU 109 SLO'S

A broad objective was added. It's very important to have a broad objective from which the SLO will stem as a breakdown that serves as a compass of instructions to guide assessments.

The SLOs were modified to facilitate higher order thinking and application of knowledge and expertise aligned with the subject area. Also, to highlight that philosophy is not examined in its ambiguous spectrum but rather from a more specific approach tailored to education and the branches of philosophy in its focal area. This is important so that learners can garner a better understanding of the sum of its parts through concepts and diverse methodologies of application in the discipline of education. Additionally, the changes/modification serves to help both instructor and learner to explore shared knowledge of philosophical views that comes with a more diverse approach that would cause us to incorporate special needs in the education system which would lead to growth in equity which can be achieved through the use of appropriate designs to facilitate learning. Some areas of the course content were also modified to reflect the SLOs. In addition, there was a need for explanation of how the SLO is connected to the PLO and its aim to have students achieve their goals at the I/P/M level of achievement.

Regarding the methods of instruction, it is imperative that research project was added to this list because philosophy is all about arguments, ideas, what is real and much more, therefore, for learners to develop their arguments, there must be research to find out about various phenomenon while using the support of empirical evidence, giving credit to authors and founding fathers. Additionally, scenarios and activity worksheets were necessary to add to formative assessments to sharpen learning of learners, through application of knowledge and skills. Assignments also plays and integral role in the teaching and learning world because assignments act as a scaffolding through rote learning that can help learners reach their proximal development.

The change of textbook for this course was to provide students with a more friendlier reading material at their level of comprehension but also to promote growth in higher order and critical thinking for learners development in all spheres.