| Course code | Course group | Volume in ECTS credits | Course valid from | Course valid to | Reg. No. |
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| **EDU 5067** | c | **6** | **2012** | **2014** | |

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| **Course type** | Compulsory |
| **Course level** | Second cycle |
| **Semester the course is delivered** | First |
| **Study form** | Face-to - face |

**Course title in Lithuanian**

Taikomoji švietimo filosofija

**Course title in English**

Applied Philosophy of Education

**Short course annotation in Lithuanian**

Studijų dalyke plėtojamos teorinės žinios bei mokėjimai taikyti švietimo filosofines koncepcijas karjeros projektavimo reiškinių tyrimams. Analizuojamos pagrindinės pažinimo, ugdymo bei saviugdos filosofijos: idealizmas, realizmas, reliatyvizmas, empirizmas, racionalizmas, kriticizmas, fenomenalizmas, fenomenologija, personalizmas, socialinis rekonstrukcionalizmas, senasis baltų tikėjimas ir kt. Formuluojami karjeros projektavimo filosofijos principai. Plėtojama magistrantų asmeninė filosofija karjeros projektavimo reiškinių tyrimų metodologijai bei metodikoms pagrįsti.

**Short course annotation in English**

The course provide students with theoretical knowledge and skills development necessary to use conceptions of philosophy of education for research of career designing phenomena. The main cognitive, education and self-education philosophies are analysed: idealism, realism, relativism, empirism, rationalism, criticism, phenomenalism, phenomenology, personalism, social reconstructionalism, Old Baltic belief and etc. Principles of career designing philosophy are formulated. Personal philosophy of education of master students is developed to ground research methodology of career designing phenomena.

**Prerequisites for entering the course**

Bachelor degree

**Course aim**

To develop personal philosophies of master students and apply main statements of philosophical conceptions to substantiate the research methodology and methods of educational phenomena.

**Links between study programme outcomes, course outcomes and criteria of learning achievement evaluation**

| Study programme outcomes | Course outcomes | Criteria of learning achievement evaluation |
|---|---|---|
| 1. To evaluate critically theories of career designing and other related sciences as well to apply them for systemic analyses of career designing phenomena; | 1. To explain metaphysical, analytical and normative traditions of philosophy in research of career designing phenomena; | 1. *Properly explained* statements of metaphysical, analytical and normative philosophy to the research of career designing phenomena; |
| 2. To apply career education and career planning strategies in education and labour market organizations, assuring possibilities for vocational self-expression and permanent development; | 2. To link structure of world view and it influence to Gnostic processes of career designing phenomena; | 2. *Properly related* structure of world view to the impact of Gnostic processes of career designing phenomena; |
| 3. To systemize newest information and research data about general education, vocational training and labour market possibilities and changing tendencies as well as applicability for vocational and career counselling practice; | 3. To substantiate in the context of philosophy of culture statements of career designing philosophy appropriate to the essence of the origin of the vocation; | 3. *Adequately substantiated* statements of career designing philosophy appropriate to the essence of the origin of the origin of the vocation in the context of philosophy of culture; |
| 4. To design vocational career research projects, corresponding to the needs of | 4. To compare main Gnostic traditions and the | 4. *Properly compared* main traditions of Gnostic as well as |

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| education and labour market organizations to get original data about state of art of vocational information, counselling as well as career planning activities; | modes of cognition of the career designing reality; | modes of cognition of the career designing reality; |
| 5. To design vocational career research projects, corresponding to the needs of education and labour market needs, achieving to get original data about state of art of vocational information, counselling as well as career planning activities; | 5. To explain main statements of theory of criticism in the context of the research of career designing phenomena; | 5. *Properly explained* statements of the criticism theory to the research of career designing phenomena; |
| 6. To design plans for persons of various target groups to choose profession or further career development; | 6. To explain statements of the phenomenalism and phenomenology for the research of career designig phenomena; | 6. *Properly explained two* of four types of the theory of phenomenalism to the research of career designing phenomena; *Properly explained main* statements of phenomenology to the research of career designing phenomena; |
| 7. To design plans for persons of various target groups to choose profession or further career development; | 7. To describe main statements of philosophies of personalism and of values for the research of career designing phenomena; | 7. *Properly described main* statements of philosophies of personalism and values to the research of career designing phenomena; |
| 8. To apply ethical principles for informing and counselling, performing research on cognition of person, professions and labour market as well as designing information and counselling plans. | 8. To relate main statements of philosophy of culture with the ethics of the research of career designing phenomena. | 8. *Properly related main* statements of the philosophy of culture with the ethics of the research of the career designing phenomena. |

**Link between course outcomes and content**

| Course outcomes | Content (topics) |
|---|---|
| 1. 1. To explain metaphysical, analytical and normative traditions of philosophy in research of career designing phenomena; | 1. Concept of philosophy and parts of it system. 2. Metaphysical, analytical and normative traditions in philosophy and it mission in research of career designing phenomena; |
| 2. 2. To link structure of world view and it influence to Gnostic processes of career designing phenomena; | 4. World feeling, world picture and world view concepts and links with philosophy of Gnostics. 5. The power, form and norm of cognition. |
| 3. To substantiate in the context of philosophy of culture statements of career designing philosophy appropriate to the essence of the origin of the vocation; | 6. Concept and mission of philosophy of culture. 7. Pedagogic of values. Phenomenon of vocation 19. Vocation and Old Baltic belief. |
| 4. To compare main Gnostic traditions and the modes of cognition of the career designing reality; | 8. Epistemology as theory of cognition. 9. Fundamentalist and antifundamentalist tradition in epistemology. 10. Dogmatism, idealism, realism, relativism, criticism scepticism. 11. The main laws of being (entity) and epistemology. |
| 5. To explain main statements of theory of criticism in the context of the research of career designing phenomena; | 12. Concepts and significance of empirism and rationalism in research of career desiging phenomena. 13. Criticism as integration of empirism and rationalism 14. Pragmatism, progressivism, behaviourism, social reconstructionalism, positivism and neopositivism. 15. Realism of Consensus. Nominalism. Conceptualism. Neotomism. |

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| | 16. J. Herbart's theory of stair-step perception. Perenialism and essentialism. |
| 6. To explain statements of the phenomenalism and phenomenology for the research of career designing phenomena; | 17. Conception of phenomenalism and the main statements significant for research of career designing phenomena. <br> 18. Conception of phenomenology and the main statements significant for research of career designing phenomena. |
| 7. To describe main statements of philosophies of personalism and of values for the research of career designing phenomena; | 3. Theory of "Omega point" and vocation. <br> 20. Conception of personalism and it significance for career designing theory and practice. |
| 8. To relate main statements of philosophy of culture with the ethics of the research of career designing phenomena. | 8. To relate main statements of philosophy of culture with the ethics of the research of career designing phenomena. |

## Study (teaching and learning) methods

Teaching methods: narrative, explanation-reasoning, demonstration, observation, moderating, giving feedback;

Learning methods: observation, listening, demonstration, discussions, argumentation, problem solving, case studies, critical assessment.

## Methods of learning achievement assessment

Testing, critical assessment, analyses of written and oral presentations.

## Distribution of workload for students

Contact hours: Lectures – 10 h. Seminars – 50 h.

Independent work: Preparation for colloquium – 15 h.; Preparation for exam – 25 h. Preparation and presentation in oral and written form a structured individual theoretical work – 60 h.

## Structure of cumulative score and value of its constituent parts

Colloquium – 20 %; (Test). 2. Presentation of a structured individual theoretical work in oral and written form – 30% (15 and 15 percent); Exam - 50 % (A.Test – 30 %; B. Motivate career designing research topic with main research parameters – 20 %).

## Recommended reference materials

| No | Publi-cation year | Authors of publication and title | Publishing house | Number of copies in | | |
|---|---|---|---|---|---|---|
| | | | | *University library* | *Self-study rooms* | *Other libraries* |
| | | | *Basic materials* | | | |
| 1. | 2004 | Pring, Richard Philosophy of education: aims, theory, common sense and research | Continuum | 1 | | |
| 2. | 1971 | Kneller, George Frederick Introduction to the Philosophy of Education | Willey | 1 | | |
| | | | *Supplementary materials* | | | |
| 3. | 1998 | *Kęstutis Pukelis. Mokytojų rengimas ir filosofinės studijos* | Versmė | 47 | 7 | 800 |
| 4. | 2000 | *Bronislavas Bitinas Ugdymo filosofija* | Enciklopedija | 4 | 0 | 100 |
| 5. | 1997 | *Mclaughlin, Terency Henry Šiuolaikinė ugdymo filosofija: demokratiškumas, vertybės, įvairovė* | KTU | 4 | 0 | 12 |

## Course description designed by

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