



<b>TITLE OF THE COURSE:</b>	Philosophy of Education
<b>Course code:</b>	EDU5001
<b>Course group:</b>	C
<b>Faculty:</b>	Education Academy*
<b>Study program:</b>	Educational Management
<b>Level:</b>	Master's
<b>Semester:</b>	Autumn
<b>ECTS credits:</b>	6
<b>Language of instruction</b>	English
<b>Course lecturer/s:</b>	Prof., habil. dr. Kęstutis Pukelis
<b>Short course description:</b>	The course provides students with theoretical knowledge and some skills necessary applying conceptions of philosophy of education for research of educational phenomena. The main cognitive, education and self-education philosophies are analysed: idealism, realism, relativism, empiricism, rationalism, criticism, phenomenism, phenomenology, personalism, social reconstructivism, etc. Personal philosophy of education of master students is developed to substantiate research methodology of educational phenomena.
<b>Course content:</b>	<ol style="list-style-type: none"> <li>1. Concept of philosophy and parts of its system.</li> <li>2. Metaphysical, analytical and normative traditions in philosophy and its mission in research of educational phenomena.</li> <li>3. Theory of "Omega point". A. Pro-life (Geogenesis: lithosphere, hydro-sphere, biosphere, atmosphere, technosphere. Tangential and radial energies). B. Life (Biogenesis: polymerization, fila, verticil. Reproduction, procreation, renewal, coupling, association, purposeful accumulation). C. Thought (Psychogenesis: Instinct, intellect, mind, personalisation. Orthogenesis). D. Super-life (Noo-genesis: evolution as raising of mind; attributes of mind; Universalisation; The main directions of development of mankind).</li> <li>4. Concepts of world feeling, worldview and world outlook and links with Gnostic philosophy.</li> <li>5. The power, form and norm of cognition.</li> <li>6. Concept and mission of philosophy of culture.</li> <li>7. Pedagogics of values.</li> <li>8. To relate the main statements of philosophy of culture with the ethics of research of educational phenomena.</li> </ol>



	<p>9. Epistemology as theory of cognition. Fundamentalist and antifundamentalist tradition in epistemology.</p> <p>10. Dogmatism, idealism, realism, relativism, criticism, scepticism.</p> <p>11. The main laws of being (entity) and epistemology.</p> <p>12. Concepts and significance of empirism and rationalism in research of educational phenomena.</p> <p>13. Criticism as integration of empirism and rationalism.</p> <p>14. Pragmatism, progressivism, behaviourism, social reconstructionism, positivism and neopositivism.</p> <p>15. Realism of Consensus. Nominalism. Conceptualism. Neotomism.</p> <p>16. J. Herbart's theory of stair-step perception. Perennialism and essentialism.</p> <p>17. Conception of phenomenalism and the main statements.</p> <p>18. Conception of phenomenology and the main statements.</p> <p>19. Methodological significance and problems of Old Baltic faith.</p> <p>20. Conception of personalism and its significance for education theory and practice.</p>
<p><b>Grading and evaluating student work in class and/or at the final exam:</b></p>	<p>Colloquium (Test) - 20 %. Presentation of a structured individual theoretical work in oral and written form – 30% (15 and 15 per cent). Exam - 50 % (Test – 20 %; Substantiation of research topic actuality – 30 %).</p>
<p><b>Required reading and additional study material</b></p>	<p>Ralph M. McInemy, (2014). Students Guide to Philosophy (electronic book)</p> <p>Pring, Richard (2004). <i>Philosophy of education: aims, theory, common sense and research</i></p> <p>Kneller, George Frederick. (1971). <i>Introduction to the Philosophy of Education</i></p> <p>Data base of University library</p>
<p><b>Additional information (if applicable)</b></p>	