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| --- |
| **VISION**  JRU will be a market leader in the use of technology for innovation in teaching and learning to produce graduates of social importance.  **MISSION** |
| The University aims to develop its students to become useful and responsible citizens through the effective transfer of relevant knowledge and desirable values. |
| **INSTITUTIONAL OUTCOME**  A JRU graduate has the competencies and values in the disciplinal area completed such that he/she is a useful and responsible citizen of the country. |

**COURSE SYLLABUS**

**Course Title**: **FOUNDATIONS OF EDUCATION**

**Course Code: GS 240**

**Credit Units: 3**

**Course Description:** This course deals with the philosophy, history and development of educational theories and practices in relation to national goals and ideals of education; relationship of the current and past educational experiences for comparative analysis; educational law and system of education as references for assessment.

**Pre-requisite:** None

**Placement:** First Year, 1st Trimester

**Program Educational Objectives (PEO):**

Three to five years after completing the **Master of Arts in Education program**, the graduates will:

1. demonstrate expertise in specific areas of specialization;
2. do scientific research in specific areas of interest;
3. disseminate their research findings in publications/conferences and seminars; and
4. be successful educational managers, technical contributors or faculty members.

**Students Outcome (SO)**

After the completion of the program, the graduates of the **MAEd-Educational Administration** program shall be able to:

1. facilitate the development, articulation, implementation, and stewardship of a school vision of learning;
2. promote a positive school culture by facilitating an effective instructional program, comprehensive professional growth plans for faculty and staff, and effective student learning experiences;
3. plan, organize, develop, and coordinate operations of an educational institution;
4. initiate interventions and innovations *vis-a-vis* local and global changes in education; and
5. demonstrate and practice the professional and ethical standards of the teaching profession.

**Course Learning Outcomes (CLO):**

At the end of this course, the students shall be able to:

CLO 1 - appraise the historical, philosophical, and sociological foundations and antecedents affecting the Philippine educational system to understand their effect on current educational practices and issues;

CLO 2 - demonstrate expertise on the legal and ethical issues pertaining to the provision of education services to all students and to the teaching profession;

CLO 3 - evaluate current educational strategies designed to provide equal educational opportunities to a student population with diverse needs;

CLO 4 - critique a variety of current trends and issues that impact education today; and

CLO 5 - formulate one’s educational philosophy as an individual, a Filipino, a teacher and/or administrator;

**CLO Grid: Each CLO vis-à-vis SO and PEO**

|  |  |  |
| --- | --- | --- |
| **CLO** | **SO** | **PEO** |
| CLO 1 | a, e | 2, 3, 6 |
| CLO 2 | a, d, e | 3, 4, 5 |
| CLO 3 | a, b, d | 3, 4, 5 |
| CLO 4 | d, e | 3, 4, 5, 7 |
| CLO 5 | a, e | 1, 3, 6, 7 |

**Course Outline:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Timeframe** | **Topic/Content** | **Course Learning Outcome** | **Teaching /Learning Activity** | **Assessment** | **Evaluation** |
| Week 1 | Orientation to the OBE Syllabus of the Course | CLO 1 | Multimedia presentation  Facilitated discussion | Written discourse  (Reaction paper) | 90% of the students got a rating of ≥ 1.75 on a 5-point scale |
| Week 2 | Historical Foundations of Education   * Ancient Education * Greek and Spartan Education * Roman Education * Oriental Education * Mayan Education | CLO 2 | Article review (Department of Education: When Reforms Don’t Transform by Bautista, Bernardo, and Ocampo [2008]  Multimedia presentation  Facilitated discussion | Written discourse  (Reaction paper) | 90% of the students got a rating of ≥ 1.75 on a 5-point scale |
| Week 3 | * Medieval Education   Educational Practices of Jesus  The Early Christian Church | CLO 2 | Multimedia presentation  Facilitated discussion | Written discourse  (Reaction paper) | 90% of the students got a rating of ≥ 1.75 on a 5-point scale |
| Week 4 | * Movement of Education in the 20th and 21st Education | CLO 2 | Research work  Panel discussion | Written discourse  (Printed output)  Oral discourse  (Individual presentation of research outputs) | 90% of the students got a rating of ≥ 1.75 on a 5-point scale |
| Week 5 | Philosophical Foundations of Education  Major Philosophies of Education   * Idealism * Naturalism * Pragmatism * Humanism * Essentialism * Realism * Progressivism * Existentialism * Social Reconstructionism | CLO 1, CLO 3, CLO 4, CLO 5 | Reflective learning  Facilitated discussion | Self-assessment of Education Philosophy  Summative test | 90% of the students got a rating of ≥ 1.75 on a 5-point scale |
| Week 6 | Philosophies of the East and West: Their Influences on the Development of the Philosophy of Education  Philosophers of the East   * Confucius * Lao Tzu * Gautama Budha * Mahatma Gandhi * Jesus Christ | CLO 1, CLO 3, CLO 4, CLO 5 | Student-led discussion | Written discourse  (Individual manuscript)  Oral discourse  (Individual presentation) | 90% of the students got a rating of ≥ 1.75 on a 5-point scale |
| Week 7 | Philosophers of the West   * Socrates * Plato * Rene Descartes * Aristotle * Thomas Aquinas * Francis Bacon * Rousseau * Froebel * John Dewey * John Locke | CLO 1, CLO 3, CLO 4, CLO 5 | Student-led discussion | Written discourse  (Individual manuscript)  Oral discourse  (Individual presentation) | 90% of the students got a rating of ≥ 1.75 on a 5-point scale |
| Week 8 | Filipino Philosophers and Their Philosophies   * Apolinario Mabini * Andres Bonifacio * Manuel L. Quezon * Jorge Bocobo * Claro M. Recto * Francisco Tiron Benitez * Rafael Palma * T.H. Pardo de Tavera | CLO 1, CLO 3, CLO 4, CLO 5 | Student-led discussion | Written discourse  (Individual manuscript)  Oral discourse  (Individual presentation) | 90% of the students got a rating of ≥ 1.75 on a 5-point scale |
| Week 9 |  | Midterm Examination | | | 90% of the students got a rating of ≥ 1.75 on a 5-point scale |
| Week 10 | Sociological Foundations of Education   * Social Theories * Aspects of Culture * Cultural Agents: School, Family, Peer Group, Other Agents * Enculturation * Acculturation * Socialization | CLO 1, CLO 3, CLO 4 | Facilitated discussion | Summative test | 90% of the students got a rating of ≥ 1.75 on a 5-point scale |
| Week 11 | Psychological Foundations of Education   * Psychosocial Theory of Erik Erikson * Moralistic Theory of Kohlberg * Cognitive Theory of Jean Piaget * Hierarchy of Needs of Abraham Maslow * Attribution Theory of Weiner * Motivation * Teaching and Learning Styles | CLO 1, CLO 4 | Collaborative learning | Dyad  Written work | 90% of the students got a rating of ≥ 1.75 on a 5-point scale |
| Week 12 | Legal Foundations of Education   * The Constitution and Education Law, Orders, Memoranda that Provide Rules and Guidelines in the Operation in the Philippines | CLO 1, CLO 2 | Collaborative learning | Dyad  Written work | 90% of the students got a rating of ≥ 1.75 on a 5-point scale |
| Week 13 | * Legal Rights of the Teachers * Legal Rights of the Students * Case Studies | CLO 1, CLO 2 | Collaborative discussion | Oral discourse  Written work | 90% of the students got a rating of ≥ 1.75 on a 5-point scale |
| Week 14 | Technological Foundations of Education   * Evolution of Educational Technology | CLO 3, CLO4 | Seminar workshop   * Powerpoint presentation, etc. | Documentation | 100% student completion |
| Week 15 |  |  |  | Final Examination | 90% of the students got a rating of ≥ 1.75 on a 5-point scale |

**Course Requirements:**

Individual Presentation

Research Work

Seminar-Workshop/Community Involvement

Periodic Examinations

Attendance

**Grading System**

***Midterm Grade:*** *30%*

*Class Standing 70%*

*Written Works 30%*

*Performance Tasks 20%*

*Product/Output 20%*

*Mid-term Examination 30%*

***Final Term Grade:*** *70%*

*Class Standing 70%*

*Written Works 30%*

*Performance Tasks 20%*

*Product/Output 20%*

*Final Examination 30%*

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***Final Grade:*** *100%*

**References:**

306.430973 .H741 2015 **Culture in school learning : revealing the deep meaning /** Hollins, Etta R. TED 115657

# 371.1024 .R724 2015 Classroom behavior : a practical guide to effective teaching, behaviour management and colleague support /

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371.102 .L933 2015 **Field study 1 : the learner's development and environment /** Maria Rita D. Lucas, Ph.D. 0115066

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Prepared by: Recommending Approval: Approved by: Date of Effectivity:

**AUXILIE AURORA D. SALVOSA MARIA CORAZON M. RUBINOS REDENTOR S. MARIANO** August 2020

Faculty Member Area Chair Dean