



## Lahore University of Management Sciences

### EDU 213 – Philosophy of Education

Summer (2024)

Course Design	This course was designed by Dr. Faisal Bari and Hasham Nasir.		
Instructor	Hasham Nasir		
Room No.	TBD		
Office Hours	Monday:	12 PM – 2 PM	
	Wednesday:	12 PM – 2 PM	
Email	<a href="mailto:hasham.nasir@lums.edu.pk">hasham.nasir@lums.edu.pk</a>		
Telephone	Hasham Nasir: 03458421007		
Secretary/TA	TBD		
TA Office Hours	TBD		

#### Course Teaching Methodology

The class will meet in person at LUMS twice a week for the lecture.

All readings, and lecture Slides will be made available to students at the beginning of the semester and students would be able to go through these materials at their own pace.

#### Course Basics

Credit Hours	3			
Lecture(s)	Nbr of Lec(s) Per Week	2	Duration	75 minutes
Recitation/Lab (per week)	Nbr of Lec(s) Per Week	NA	Duration	NA
Tutorial (per week)	Nbr of Lec(s) Per Week	NA	Duration	NA

#### Course Distribution

Core	3
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### COURSE DESCRIPTION

In this course we will use a philosophical approach to consider enduring debates in education. We will consider important philosophical questions about the purpose of education, nature of education systems, regulation of the education sector, curriculum and different pedagogies with a particular focus on Pakistan. Some of these questions include:

- What is meant by claims of knowledge?
- What/Who is an educated person?
- What are/should be the social functions of education?
- Who should decide what can be taught to children?
- Should there be equal education for all children?
- How does education impact identity?

And more questions of similar nature.

The course will use the work of well-known authors and various schools of thought for philosophical discussions on different debates, and to explore new developments in the field of education.

### COURSE PREREQUISITE(S)

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NA

### COURSE OBJECTIVES

- To introduce students to some of the central concepts in the philosophy of education;
- To promote a greater awareness of the numerous philosophical and controversial aspects of educational theory and practice;
- To develop a capacity for philosophical analysis and critical reflection in the context of understanding the foundations of education, its main purpose and its essential components.

### Learning Outcomes

- By the end of the course students should be able to;
- Demonstrate an understanding of the several different senses of education, including education as experience, education as upbringing, education as character building, education as intellectual development, education as personal discovery, education as institutional achievement, education as social praxis



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<ul style="list-style-type: none"><li>•</li><li>•</li></ul>	Develop an ability to employ aspects of philosophical analysis and reasoning, as well as critical thinking skills, in the context of writing about the philosophy of education Recognize and explain some of the basic philosophical concepts which underlie any analysis of education, including concepts such as knowledge, learning, rationality, emotions, experience, personhood, objectivity, morality, autonomy, society, value and transformation.
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### Grading Breakup and Policy

Attendance: 5 %

Class Participation: 10%

Presentation: 15%

Classwork: 15 %

Response Papers (2): 20 %

Final Examination: 35 %

\*Complete and on-time attendance is mandatory for this course. Only validated medical and family emergencies may be permitted as exceptions for absence. Attendance will be marked once at the start of the class. Anyone coming 10 minutes after the class has started will be marked absent.

\*\*Class participation is evaluated in every class based on the depth and quality of your contributions rather than sheer volume or frequency. Emphasis is placed on how effectively each student engages with reading material and is able to reflect on it in class discussions.

\*\*Classwork will be assigned in select sessions. You will engage in activities ranging from individual tasks like minute papers and reflection notes to collaborative group assignments. The format will vary, sometimes emphasizing independent work and at other times promoting group interactions. All activities will be graded.

Note: All work submitted should follow formatting and referencing guidelines of the APA, 7th Edition, and you should proofread and check for spelling, grammar and language before handing it to the instructor.

### Examination Detail

Midterm Exam	NO
Final Exam	Yes