



The Hebrew University of Jerusalem

Syllabus

Philosophy of education - 34312

Last update 25-02-2025

HU Credits: 2

Degree/Cycle: 1st degree (Bachelor)

Responsible Department: Teaching Training - Diploma

Academic year: 0

Semester: 1st and/or 2nd Semester

Teaching Languages: Hebrew

Campus: Mt. Scopus

Course/Module Coordinator: Tsabar Boaz

Coordinator Email: Boaz.Tsabar@mail.huji.ac.il

Coordinator Office Hours: needs to be arranged in advance

Teaching Staff:

Dr. Boaz Tsabar,
Dr. Yael Naot

Course/Module description:

The course will highlight different issues in the philosophy of education: its various definitions, ideologies, and imminent paradoxes. During the semester, we will discuss the relevance of philosophy to education and actual teachers' praxis in class.

Course/Module aims:

- A. to reveal the complexity of the educational discourse.*
- B. To get to know the educational thinking of prominent educational scholars.*
- C. To encourage a complex and critical understanding of education.*
- D. to create a seminal dialogue and cultivate critical reflective thinking on education by putting the philosophical discourse on teaching and education under the lenses of students' experiences in school.*

Learning outcomes - On successful completion of this module, students should be able to:

*Students can analyze and investigate educational concepts and acquire philosophical thinking methods and insights into education.
Students will be able to develop the skills of reflective teachers, namely, to use philosophical thinking and its analytical tools to shed light on their personal experience in schools and, vice versa, use their personal experience to test the viability of the philosophical educational discourse.*

Attendance requirements(%):

80

Teaching arrangement and method of instruction: Lectures, joint discussions, and reading.

During the first semester, the lessons will conduct online.

Course/Module Content:

- A. Introduction. Philosophy reveals assumptions and philosophy as establishing goals.*
- B. Education - different definitions.*
- C. The concept of ideology and its importance to educational thought.*
- D. Manifestations of Ideology in Education: Socialization, Acculturation,*

Individuation.

E. Thinkers in Education (1): Plato and the Allegory of the Cave.

(2): Rousseau J. and his book "Emile." (3) Dewey J. - Democracy and Education & School and Society. (4): Paulo Freire - Pedagogy of the Oppressed.

D. Social and cultural Educational issues: multiculturalism, Education in the postmodern era.

Required Reading:

Peters, R., *Ethics and Education*, London: George Allen & Unwin, (1970), Ch. 1.

Lamm, Z. (2000). *Pressure and Resistance in Education - Articles and Conversations*. Jerusalem: Sifriat Poalim Press (In Hebrew).

Lamm, Z. (2002). *In the Whirlpool of Ideologies - Education in the Twentieth Century*,

Ideologies and Educational Thought. Jerusalem: Hebrew University, Magnes Press (In Hebrew).

Plato. *The Republic*. Translated by Tom Griffith. Edited by G. R. F. Ferrari. Cambridge, UK: Cambridge University Press, 2000.

Movie: "Dead poet Society" Directed by Peter Weir (1989).

Dewey, J., *My Pedagogic Creed School Journal* vol. 54 (January 1897), pp. 77-80 (<http://dewey.pragmatism.org/creed.htm>)

Freire, P. (2006) *Pedagogy of the Oppressed*, 30th Anniversary Edition. Translated by Myra Bergman Ramos. London.

Neil Postman, *The end of education*, 1984.

Alfred Whitehead, *The aims of education*, 1929.

Gale Macleod & al. 2012. *Toward a broader understanding of authority*, *Oxford Review of Education*, 38 (4). pp. 493- 508.

In Hare W. & Portelli J.P. (eds), *Mary Warnock is the neutral teacher. Philosophy of education - introductory readings*, Alberta, Canada, 1988. pp. 177-186.

Israel Scheffler, *In praise of cognitive emotions*.

The film: "Browning Version" 1994 by Mike Figgies

Additional Reading Material:

Adar, Z. (1975). *What is Education?*. Jerusalem: Magnes Press.

Maxine, G., (1973) *Teacher as Stranger: Educational Philosophy for Modern Age*, Belmont, California: Wadsworth Publishing Company.

Tsabar, B. (2013). "Poverty and resourcefulness: On the formative significance of Eros in

Educational practice. *Studies In Philosophy and Education*.

<http://link.springer.com/article/10.1007%2Fs11217-013-9364-5#page-1>

Grading Scheme:

Essay / Project / Final Assignment / Home Exam / Referat 100 %

Additional information: