



# Introduction to Philosophy of Education

## KPD/ZFV, KZfV

### Guarantor

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### Course objectives

- Understanding the education profession from the philosophical point of view
- Characterising various tendencies in education
- Analysing the importance and trends of various education systems
- Making informed choices as regards the most pertinent education methods

**Prerequisites – other information about course preconditions:** None.

**Accredited / Credits:** Yes, 3

**Semester:** Summer semester

### Requirements on student

study materials – presentation, on-line course

to prepare: presentation (with minimum 6 slides), essay: 4 pages – on the same topic as presentation, send by e-mail





## Literature

- Basic: **E-learning support to the subject (Svobodová, Zuzana)**
- Basic: **Study materials to the subject (Svobodová, Zuzana)**
- Basic: **Steel, Sean. *The Pursuit of Wisdom and Happiness in Education*. New York, 2014. ISBN 978-1-4384-5213-5.**
- Basic: **Website to the subject (Svobodová, Zuzana)**
- Extension: **An Invitation to Philosophizing: On the Challenges of Philosophy of Education Instruction in B.Ed. Programs (Steel, Sean)**
- Extension: **Augustine on the impossibility of teaching (King, Peter)**
- Extension: **Literature to the subject: Paideia / Bibliography to Philosophy of education (Svobodová, Zuzana)**
- Extension: **Oil and Water? Assessment and the Pursuit of Wisdom in Education (Steel, Sean)**
- Extension: **Philosophy of Education – HISTORICAL OVERVIEW, CURRENT TRENDS (Frankena W. K., Burbules N.C., Raybeck N.)**
- Extension: **Schooling for “Deep-Knowing” (Steel, Sean)**
- Extension: **Teaching and Learning: An Augustinian Perspective (Canning, Raymond)**
- Extension: **Augustine. *The Teacher in: The Fathers of the Church*.**
- Recommended: **De magistro / On the Teacher (Augustine of Hippo)**
- Extension: **Augustine of Hippo:  
<https://augustinus.de/einfuehrung/uebersetzungen-im-www>**
- Recommended: **Ballauff, Theodor. *Die Idee der Paideia: Eine Studie zu Platons "Höhlengleichnis" und Parmenides' "Lehrgedicht"*. Meisenheim/Glan: Westkulturverl, 1952.**
- Recommended: **Maritain, Jacques. *Education at the Crossroads*. New Haven: Yale University Press, 1942.**
- Recommended: **Maritain, Jacques. *Education of Man: The Educational Philosophy of Jacques Maritain*. University of Notre Dame, 1967.**
- Recommended: **Kernan, Alvin B. *In Plato's cave*. New Haven: Yale University Press, 1999. ISBN 0-300-08267-3.**
- Recommended: **An Invitation to Philosophizing: On the Challenges of Philosophy of Education Instruction in B.Ed. Programs (Steel, Sean)**
- Recommended: **On Man's Perfection in Righteousness (Augustine)**
- Recommended: **Ballauff, Theodor. *Pädagogik als Bildungslehre*. Frankfurt am Main: Haag und Herchen, 1986. ISBN 3-89228-051-7.**
- Recommended: **Beck, H., Ballauff, T. *Philosophie der Erziehung*. Freiburg im Breisgau, Basel, Wien: Herder, 1979. ISBN 3-451-16967-3.**





- Recommended: **Ballauff, Theodor. *Philosophische Begründungen der Pädagogik: Die Frage nach Ursprung u. Mass d. Bildung.*** Berlin: Duncker u. Humblot, 1966.
- Recommended: **Havlíček, Aleš; Karfík, Filip. *Plato's Protagoras: proceedings of the third symposium Platonicum Pragense.*** Praha: OIKOYMENH, 2003. ISBN 80-7298-092-0.
- Recommended: **Plato. *The Republic*** – book VII:  
<http://data.perseus.org/citations/urn:cts:greekLit:tlg0059.tlg030.perseus-eng1:7.514a>
- Recommended: ***Politics (Aristotle)*** – book VII, VIII:  
<http://classics.mit.edu/Aristotle/politics.7.seven.html>,  
<http://classics.mit.edu/Aristotle/politics.8.eight.html>
- Recommended: **Steel, Sean. *Teacher Education and the Pursuit of Wisdom.*** New York, Bern, Berlin, Bruxelles, Frankfurt am Main, Oxford, Wien, 2018. ISBN 978-1-4331-4541-4.
- Recommended: ***The Instructor. [Paedagogus.] (Clement of Alexandria)***
- Recommended: **Karfík, Filip; Havlíček, Aleš. *The Republic and the Laws of Plato: proceedings of the first Symposium Platonicum Pragense.*** Praha: OIKOYMENH, 1998. ISBN 80-86005-74-7.
- **Schaller, Klaus. *Studien zur systematischen Pädagogik***

### Other study materials:

<http://filosofie-vychovy.cz>

### Form of course completion: exam

Written exam – presentation (with minimum 6 slides) + essay (4 pages – on the same topic as presentation), to send by e-mail. In your essay you should try to answer these questions: What is philosophy? What is education? What is philosophy of education? (These questions should be like a background in each essay. Choose the topic of the essay from the content of themes below. In





each essay there should be a minimum of one source from the basic, extension or recommended bibliography – see “Literature” section above.)

### Content (= topics for presentation/essay)

- Philosophy and education
- FILIA, SOFIA, PAIDEIA, THEORIA, POLIS, AGOGÉ
- Modern and post-modern movements in education
- Ontology of education
- Epistemology of education
- Methodology vis-à-vis education
- The notion of SCHOLÉ through history
- POLIS – the political context of education
- Philosophy and theology in education
- Theology of education
- Current Philosophy of Education – challenges

### Competences acquired

- To demonstrate the understanding of the education profession from the philosophical point of view
- To characterise various tendencies in education
- To analyse the importance and trends of various education systems
- To make informed choices as regards the most pertinent education methods





## 1. What is philosophy?

### Key questions

- I. What is the meaning of the word “philosophy”?
- II. What is the meaning of philosophy?
- III. What are the most important questions in philosophy?
- IV. What is “liberal education”?

### Commentary

If you want to understand the meaning of Philosophy of Education, you should start by reflecting on the meaning of philosophy. Regarding study of the liberal arts, try to find the answer to this question: Why were the “liberal arts” called liberal?

### Study materials related to the theme

Study parts of the presentation to this theme (slides 2–14, 46, 53–54, 60–62).

#### Extended:

video-materials on the theme:

<https://youtu.be/zhnglxhzh7Y>

<https://youtu.be/ZqOmPbats6w>

#### Literature:

Maritain, Jacques. *Education of Man: The Educational Philosophy of Jacques Maritain*. University of Notre Dame, 1967, pp. 69–75, 90–100.

Maritain, Jacques. *Education at the Crossroads*. New Haven: Yale University Press, 1960, pp. 42–45, 64, 90–92.

Steel, Sean. *Oil and Water? Assessment and the Pursuit of Wisdom in Education*:

<https://voegelinview.com/oil-and-water-assessment-and-the-pursuit-of-wisdom-in-education/>

### Formative assessment questions

1. How can we understand the word “philosophy”?
2. What are the most important philosophical questions?





## 2. What is education?

### Key questions

- V. What exactly is the meaning of the word “education”?
- VI. What is the meaning of the “educated soul” in Plato: Republic, VIII, 514a–520a?
- VII. What is the meaning of the “uneducated soul” in Plato: Republic, VIII, 514a–520a?
- VIII. What is man?
- IX. What does “humanity” mean?

### Commentary

Education is from Plato’s EPIMELEIA TÉS PSYCHÉS, the most important activity of man. Education is this caring about the key of life, about the principle of living (the soul is the key dynamism of life).

Personality and education: Personality and individuality, Boëthius: “Persona est naturae rationabilis individua substantia.”

### Study materials related to the theme

Study the text: Plato. *The Republic* – book VII:

<http://data.perseus.org/citations/urn:cts:greekLit:tlg0059.tlg030.perseus-eng1:7.514a>

Study parts of the presentation to this theme (slides 47–52, 55–59, 64–92).

### Formative assessment questions

- 3. What is the nature of man?
- 4. What is the aim of education?





### 3. What is philosophy of education?

#### Key questions

- X. What are the most problematic misconceptions of education? Scholé and ascholia.
- XI. What are the most important aims in the historical line: PAIDEIA – educatio – humanitas?
- XII. What is the most important difference between “pedagogy” and “philosophy of education”?

#### Commentary

The three basic movements of life are a unique contribution to the philosophy of education from the Czech philosopher, Jan Patočka. Patočka in this philosophical thinking is also a follower of Jan Amos Comenius (1592–1670). Jacques Maritain may be regarded as one of the most eminent Catholic philosophers in 20<sup>th</sup> century. Jacques Maritain is also the last person described among the philosophers inspiring theories and practices of education throughout history in Sean Steel’s book: *Teacher Education and the Pursuit of Wisdom*. New York, Bern, Berlin, Bruxelles, Frankfurt am Main, Oxford, Wien, 2018. ISBN 978-1-4331-4541-4.

#### Study materials related to the theme

XIII. Study [this material](#) about Philosophy of education (Sean Steel: *An Invitation to Philosophizing: On the Challenges of Philosophy of Education Instruction in B.Ed. Programs*) –

<https://voegelinview.com/an-invitation-to-philosophizing-on-the-challenges-of-philosophy-of-education-instruction-in-b-ed-programs/>

Study Patočka’s theory of three movements of life: the movement of rooting (anchoring), work, and finding oneself: <https://www.envigogika.cuni.cz/index.php/Envigogika/article/view/556/703>

Study parts of the presentation to this theme (slides 15–45, 93–96).

#### Formative assessment questions

- 5. Characterise each of the life movements or movements of the soul according to Patočka's theory.
- 6. What “mediates” education if education “mediates” logos? What does “logos” mean?





## 4. What is the role of a teacher?

### Key questions

- XIV. What is “formation of man”?
- XV. What is most important in the activity of a teacher?
- XVI. Who is a teacher? What does it mean to be a teacher?
- XVII. What is “verbalism”?

### Commentary

Think about the key factors of teaching as a true profession (from Latin: “*professio*”, also: “*professio fidei*”). How could it be possible to avoid the verbalism of values throughout education?

### Study materials related to the theme

Study the parts of the presentation on this theme (slides 97–104). Read again about 10 conundrums for assessors in relation to wisdom in Steel, Sean. *Oil and Water? Assessment and the Pursuit of Wisdom in Education*: <<https://voegelinview.com/oil-and-water-assessment-and-the-pursuit-of-wisdom-in-education/>>.

### Formative assessment questions

- 7. What are the biggest mistakes in pursuing wisdom in education?
- 8. What are the basic values that make a good teacher?
- 9. What is the biggest difficulty with teaching?
- 10. What could help to improve the practice of teaching?

