

THE UNIVERSITY OF ILORIN, ILORIN, P.M.B. 1515, ILORIN,
NIGERIA

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COURSE: EDU 403- PHILOSOPHY OF EDUCATION (2CR. COMPULSORY)

Lecturers:

1. JEKAYINFA, A.A. B.A.Ed.(History), M.Ed. Curriculum Studies (Social Studies),
Ph.D. (History Education) (Ilorin).
2. YUSUF, A. B.Sc.Ed. M.Ed. Ph.D. (Social Studies) Ilorin.
3. OYELADE, A. F. B.A.Ed., M.Ed., Ph. D. (Philosophy of Education) OAU
4. AJIDAGBA, U.A. B.A.Ed., M.Ed., Ph.D. (Islamic Education) Ilorin.
5. AMALI, I.O.O. B.A.Ed. M.Ed. Jos, Ph.D. Sociology of Education. Maiduguri.
6. YUSUF, H.T. B..Ed. Iffe; M.Ed.(Social Studies) Ph. D.(Teacher Education) Ilorin



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Consultation Hours: Tuesdays 2-4p.m

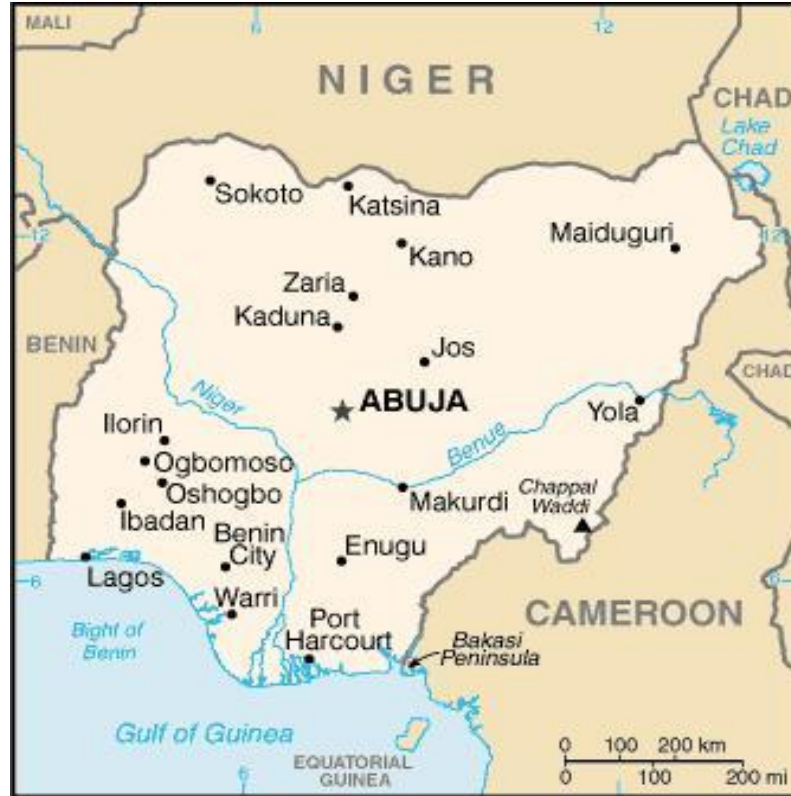
COURSE DETAIL

Course Content:

History and Philosophy of Education

Historical and philosophical foundation of modern education. Education in ancient Greece, Rome, Britain, USA and West Africa. Evaluation of modern ideas and practices in education. Basic philosophical concepts. Major philosophies: naturalism, realism, pragmatism, existentialism, democracy, and their bearing on education. Nigeria philosophical ideas on education. 30h(T); 2 Credits (Compulsory).

Course Description:



The course focuses on the philosophy of education generally. Specifically, it focuses on the definition of basic concepts like philosophy, education and philosophy of education. The course also treats the historical development of philosophy, the modes and branches of philosophy, and philosophical analysis of some concepts like education, teaching, learning and instruction. Some other focus of the course include the teaching of the popular philosophical schools of realism, idealism, naturalism, pragmatism and existentialism and their relevance to education in general and the Nigerian education in particular. The educational theories of some great philosophers like Plato, Aristotle, Rosseau, Maria Montessori and Fredich Froebel are also part of the course. The course also deals with the role played by some African and Nigerian Philosophers like: J.K.Nyerere, Chief Obafemi Awolowo, Mallam Aminu Kano, James Majasan and Dr. Tai Solarin. The National Curriculum conference and the National Policy on Education are also included for teaching in the course

Course Justification

Philosophy of Education is included in the curriculum of Teacher Education Programmes in Nigeria because of the following reasons:

1. Philosophy of Education will enable teachers to be clear about the implications of the various issues involved in education. This is because philosophy involves critical examinations carried out by an individual on his/her own.

2. Philosophy involves probing into the totality of things i.e. cutting across all disciplines. Philosophy of Education will therefore enable the teacher to hold views in education that are consistent with other spheres of life.
3. Philosophy of education enables the teacher to be intellectually curious and mentally alert since philosophy encourages that discussion be made open ended thereby giving room for the opinion of others.
4. It also enables the teacher to modify his views in the light of new development and hereby placing himself in a good position to assist intellectual development of his students.
5. The knowledge of philosophy of education enables the teacher to organize all his experiences in the fields of morals, religion, politics etc. by means of critical thinking.
6. Teachers need to know all aspects of philosophy of education in order to increase their knowledge of their changing environment.
7. Knowledge of philosophy of education enables the teacher to tackle problems of how democratically, the school should run.
8. Knowledge of philosophy of education helps to endow teachers with the ability to think deeply and critically about what they do, how and why they do them.
9. It helps to facilitate and enhance thoughtfulness as well as consistency in describing, analyzing and recon structuring harmony among students.
10. The knowledge of metaphysics will help the teacher to cope with young boys and girls who are enthusiastic, energetic and full of curiosity

Course Objectives

At the end of the course, it is expected that the students should be able to explain /discuss what is meant by philosophy education, its modes and braches and the popular philosophies of education and their relevance to education generally

Course Requirements

Active participation of the students is essential in the classroom. Class attendance is mandatory and it will be taken at each lecture. Each student is expected to submit one assignment and do one classroom test for the continuous assessment. Students will be subjected to the end of course examination where they will answer three questions only.

Methods of Grading

1.	Class Attendance	05
2.	Class Assignment	10
3.	Class Test	15
4.	End of Session Examination	70
	TOTAL	100

Course Delivery Strategies

Lecture, questioning and discussion techniques would be employed. Students would be referred to some books where students will read topics ahead of the time of lessons. Students can be randomly called to explain what they have read about a topic. Students would be admonished to read the topics before coming to the class. They should be encouraged to search the internet and find additional information on each topic.



Active participation of students in the class through questioning would be encouraged. Power point presentation would be used mostly in lessons' delivery.

Reading List:

Adaralegbe, A. (1972). *A Philosophy for Nigerian Education*. Ibadan. Heinemann.

Amaele, S. (2005). *Understanding the Philosophy of Education*. Ibadan. Bounty Press Ltd

Awolowo, O. (1981). *Voice of Reason*. Akure: Fagbamigbe Publishers.

Akinpelu, J.A. (1981). *An Introduction to Philosophy of Education*. Ibadan: Macmillan Company Ltd.

Ezewu, E.E. (1993). *Philosophy of Education*, Ugheli. Eddy Joe Publishers.

Fafunwa, A.B. (1974). *History of Education in Nigeria*. London, George Allen and Unwin Ltd.

Federal Republic of Nigeria (1977), revised (1981), revised (1998), revised (2004). National Policy on Education, Lagos, NERC press.

Oladejo, M.A. (2002). *Philosophy of Education*. Oyo. Tobistic Printing Press.

[Greek philosophy - Wikipedia, the free encyclopedia](#)

[Ethics - Wikipedia, the free encyclopedia](#)

<http://en.wikipedia.org/wiki/existentialism>

<http://en.wikipedia.org/wiki/Pragmatism>

http://atheism.about.com/od/existentialismtypes/Types_of_Existentialism_Existentiast

http://www.importanceofphilosophy.com/Epistemology_Main.html

http://www.importanceofphilosophy.com/Metaphysic_Main.html

http://www.importanceofphilosophy.com/FiveBranches_Main.html

http://www.importanceofphilosophy.com/Ethics_Main.html

LECTURES

WEEK 1: DEFINITION OF BASIC CONCEPTS: PHILOSOPHY, EDUCATION AND PHILOSOPHY OF EDUCATION (2 hrs)

Objectives:

At the end of the end of the two hour lectures, the students should be able to discuss the basic terms such as Philosophy, Education, and Philosophy of Education, Historical Development of Philosophy.

Description

1. Concepts of Philosophy, Education, Philosophy of education
2. Historical Development of Philosophy
3. Justification for teaching and learning Philosophy of Education

Revision Questions

1. Justify the inclusion of Philosophy of Education in the Faculties of Education Curriculum.
2. Explain Philosophy of Education in the general and professional perspectives.
3. Discuss the historical Development of Philosophy of Education.

Reading List

1. Daramola, C.O. and Jekayinfa, A.A. (2007) (eds). Essential Notes on the Philosophy of Education. Emolajay Communications Inc. Ibadan.pp 1-11.

Week 2: HISTORICAL DEVELOPMENT OF PHILOSOPHY

Objective: The objective is for the students to be able to explain the chronological development of philosophy.

Description: Thorough discussion of the development of philosophy before the Socratic Period, during the Socratic period and the Modern Philosophy.

Study questions:

1. What are the general characteristics of the pre-Socratic and the Socratic Philosophies?
2. Discuss the peculiarities of the Modern Philosophy.

Reading List:

1. Daramola, C.O. & Jekayinfa, A.A. (2007). Essential Notes on the Philosophy of Education. Ibadan. Emola-Jay-Co

Week 3: MODES AND BRANCHES OF PHILOSOPHY.

Objectives: This topic is to enable the students to be able to explain the types/modes of philosophy and also the branches of philosophy.

Topic Description

Discussion of the Speculative, Prescriptive and Analytical Modes of philosophy; and also the five branches of philosophy i.e Metaphysics, Epistemology, Axiology, Logic and human activities like politics.

Study Questions

1. Distinguish among the Speculative, Prescriptive and Analytical Modes of Philosophy.
2. Discuss the branches of philosophy and explain how each of them is related to Education.
3. What are the relevance of each of the branches of Philosophy to Education?

Reading List

1. Daramola, C.O.and Jekayinfa, A.A. (2007) (eds). Essential Notes on the Philosophy of Education. Emolajay Communications Inc. Ibadan. pp 16-31.
2. http://www.importanceofphilosophy.com/Epistemology_Main.html
3. http://www.importanceofphilosophy.com/Metaphysic_Main.html
4. http://www.importanceofphilosophy.com/FiveBranches_Main.html
5. http://www.importanceofphilosophy.com/Ethics_Main.html

WEEK 4: PHILOSOPHICAL ANALYSIS OF SOME CONCEPTS

(2 hrs.)

Objectives

This is to enable the students to be able to explain in philosophical terms, some concepts like Education, Teaching, Learning, Instruction, Equality of Education, Free Education Democracy etc.

Topic Description

Philosophical explanations of the concepts of Education, Teaching, Learning, Instruction, Equality of Education, Free Education Democracy etc.

Study questions:

1. Attempt a philosophical definition of the following:
Education, Teaching, Learning, Instruction, Equal Education Opportunity

Reading List:

1. Daramola,C.O.and Jekayinfa, A.A. (2007) (eds). Essential Notes on the Philosophy of Education. Emolajay Communications Inc. Ibadan. pp 32-40.

WEEK 5 : POPULAR SCHOOLS OF PHILOSOPHY- REALISM AND IDEALISM

Objective: The objective of this week's lecture is for the students to be able to explain the popular philosophical schools of Realism and Idealism

Description: Discussion of the philosophical schools of realism and idealism, the protagonists of these schools and the implications of the schools to teaching, learning, and classroom instruction.

Study questions:

1. Explain what is meant by Realism
2. What are the relevance of Realism to Education?
3. Discuss the ideologies of Idealism school of Philosophy.
4. What are the implications of Idealism to teaching, Learning and classroom instructions?.

Reading List:

1. Daramola,C.O.and Jekayinfa, A.A. (2007) (eds). Essential Notes on the Philosophy of Education. Emolajay Communications Inc. Ibadan. pp 41-46.
2. Oladejo, M.A. (2002). *Philosophy of Education*. Oyo. Tobistic Printing Press.
3. [Greek philosophy - Wikipedia, the free encyclopedia](#)

WEEK 6: POPULAR SCHOOLS OF PHILOSOPHY: NATURALISM, PRAGMATISM & EXISTENTIALISM

Objective: The main objective is for the student to be able to explain the philosophical schools of Naturalism, Pragmatism and Existentialism.

Description: Explanations of the schools of Naturalism, Pragmatism and Existentialism and their relevance to teaching, learning and classroom instruction.

Study Questions:

1. Explain in detail, the features of the Philosophical School of Naturalism.
2. What is the relevance of Naturalism to Education?
3. Discuss the relevance of Pragmatism school of Philosophy to education.
4. What is Existentialism?
5. Explain the implications of Existentialism to Education.

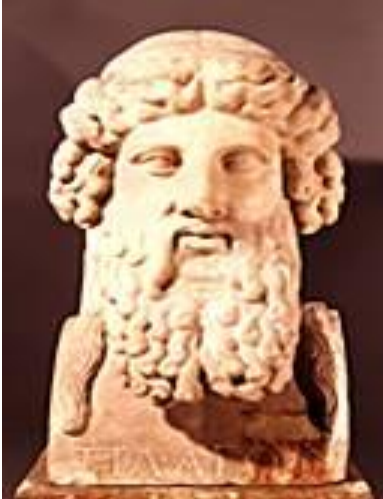
Reading List:

1. Daramola,C.O.and Jekayinfa, A.A. (2007). Essential Notes on the Philosophy of Education. Emolajay Communications Inc. Ibadan. pp 43-53
2. Oladejo, M.A. (2002). *Philosophy of Education*. Oyo. Tobistic Printing Press.
3. [Greek philosophy - Wikipedia, the free encyclopedia](#)
4. <http://en.wikipedia.org/wiki/existentialism>
5. <http://en.wikipedia.org/wiki/Pragmatism>

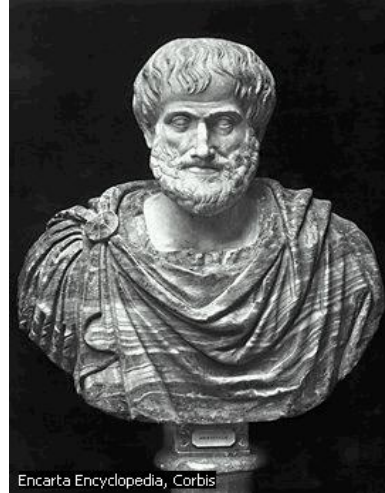
Week 7: The Educational Theories of Plato and Aristotle

Objective: The objective of the lecture is to explain the educational theories of plato and Aristotle

Description: The course is to enlighten the students about the history of the ancient philosophers- Plato and Aristotle, their educational theories and the relevance of their theories to Education.



Plato (428?-347 BC)



Aristotle (384-322 BC)

Study questions:

1. Discuss the stages of education suggested by Plato and show in what ways they influence the system of education in Nigeria
2. What did Nigeria benefit from the educational ideas of Aristotle?

Reading List

1. Daramola, C.O. and Jekayinfa, A.A. (2007). Essential Notes on the Philosophy of Education. Emolajay Communications Inc. Ibadan. pp 54-58.
2. Oladejo, M.A. (2002). *Philosophy of Education*. Oyo. Tobistic Printing Press

WEEK 8: THE EDUCATIONAL THEORIES OF ROSSEAU, MARIA

MOTESSORI AND FREDRIC FROEBEL

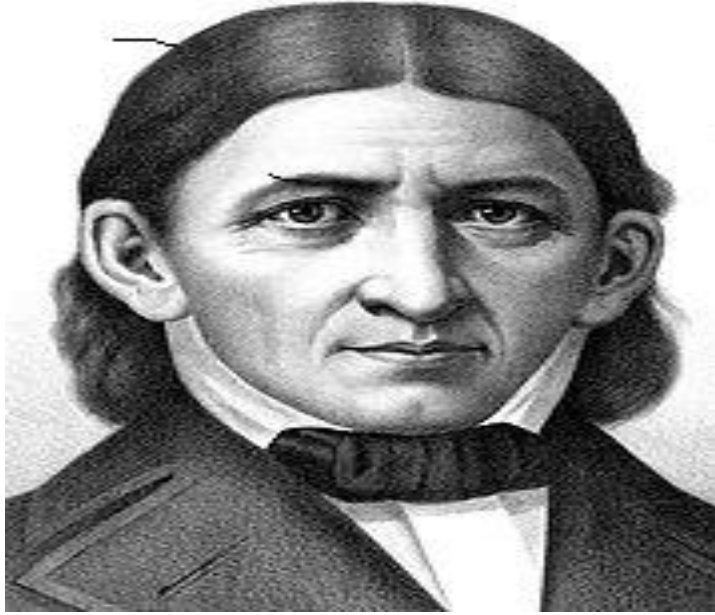


Maria Montessori with Children

Italian educator Maria Montessori visits children at a Montessori school in London, England sometime in the late 1940s. Montessori developed her method for teaching young children in Italy during the early 20th century. Her successes led to the spread of Montessori schools throughout Europe and the United States.



Jean Jacques Rousseau: One of the most influential Enlightenment thinkers, French philosopher Jean Jacques Rousseau argued that individual freedom is more important than state institutions. His political writings helped inspire the French Revolution (1789-1799). He also wrote eloquently on education, arguing that children learn best by interacting freely with their environment. His thoughts on education anticipated 20th-century reforms in schooling



Freidrich Froebel

German educator Freidrich Froebel founded the first kindergarten in 1837 in Blankenburg, Prussia (now part of Germany). Froebel based his educational philosophy on a belief in the innate creativity of children. Accordingly, his kindergarten stressed that children should spend part of each day engaged in play to naturally develop their creative and intellectual potential.

Objective: The students would at the end of the lesson be able to explain the contributions of the great philosophers: Maria Montessori and Jean Jack Rosseau to the development of Education particularly in Nigeria.

Study questions:

1. Discuss the educational theories of Maria Montessori and how the theories had contributed to the development of pre-primary education in Nigeria.
2. In what ways did Nigeria benefit from the educational ideas of Jean Jack Rosseau?
3. What were the implications of the educational theories of Friedrich Froebel to the system of education in Nigeria?

Reading List:

1. Daramola, C.O & A.A.Jekayinfa.(2007). Essential Notes on the Philosophy of Education. Emolajay Communications Inc. Ibadan. pp 54-62.
2. Oladejo, M.A. (2002). *Philosophy of Education*. Oyo. Tobistic Printing Press

WEEK 9:AFRICAN PHILOSOPHY OF EDUCATION AND THE PHILOSOPHY OF NIGERIAN EDUCATION

Objective: The students should be able to explain what the African Philosophy of Education entails and the Nigerian Philosophy of Education

Description: The concept of African Philosophy of Education and Philosophy of Nigerian Education as enshrined in the National Policy on Education (NPE) 1977, 1981, 1998, 2004 and the 2007 draft.

Study questions:

1. Explain the concept of Omoluwabi in the context of African Philosophy of Education.
2. Explain the contents of the National Policy on Education and how it explains the Philosophy of Nigerian Education
3. What is the uniqueness of the 2007 draft edition of the NPE?

Reading list:

1. Daramola, C.O. and Jekayinfa, A.A. (2007). Essential Notes on the Philosophy of Education. Emolajay Communications Inc. Ibadan. pp 66-73.
2. Oladejo, M.A. (2002). *Philosophy of Education*. Oyo. Tobistic Printing Press

WEEK 10: EDUCATIONAL IDEAS OF SOME NOTABLE AFRICAN PHILOSOPHERS: J.K. NYERERE, CHIEF AWOLOWO,



Julius Kambarage Nyerere ([April 13, 1922](#) - [October 14, 1999](#)) served as the first [President of Tanzania](#) and previously [Tanganyika](#), from the country's founding in 1961 until his retirement in 1985. Born in Tanganyika to Nyerere Burito (1860-1942), Chief of the Zanaki, Nyerere is known by the [Swahili](#) name *Mwalimu* or 'teacher', his profession prior to politics. He was also referred to as *Baba wa Taifa* ([Father of the Nation](#)).



Chief Obafemi Awolowo

[March 6, 1909](#) – [May 9, 1987](#)

Objectives: The students should be able to discuss the life history and the educational ideas of the above named notable African leaders

Description: This topic is about the educational ideas of the African leaders such as J.K.Nyerere, Chief Obafemi Awolowo and Mallam Aminu Kano. How their educational ideals have influenced the African Philosophy of education in general and the Nigerian philosophy of education in particular.

Study questions:

1. Discuss the educational ideas of J.K. Nyerere and how these ideas have influenced the African Philosophy of Education.
2. What were the educational ideas of Chief Obafemi Awolowo and how have the ideas influenced the Nigerian philosophy of education?.
3. Explain what Nigeria Educational system benefited from the educational ideas of Mallam Aminu Kano.

Reading list:

1. Daramola,C.O.and Jekayinfa, A.A. (2007). Essential Notes on the Philosophy of Education. Emolajay Communications Inc. Ibadan. pp 77-86.
2. Oladejo, M.A. (2002). *Philosophy of Education*. Oyo. Tobistic Printing Press

Week 11:THE EDUCATIONAL IDEAS OF NOTABLE AFRICAN PHILOSOPHERS: DR.TAI SOLARIN & JAMES ADEYEMI MAJASAN

Objectives: The students should be able to discuss the life history and the educational ideas of the above named notable African leaders

Description: This topic is about the educational ideas of the African leaders such as Dr. Tai Solarin and Sir James Adeyemi Majasan. How their educational ideals have influenced the African Philosophy of education in general and the Nigerian philosophy of education in particular.

Study questions:

4. Discuss the educational ideas of Tai Solarin and how these ideas have influenced the African Philosophy of Education.
5. What were the educational ideas of Tai Solarin and how have the ideas influenced the Nigerian philosophy of education?.
6. Explain what Nigeria Educational system benefited from the educational ideas of Mallam Majasan.

Reading list:

2. Daramola,C.O.and Jekayinfa, A.A. (2007). Essential Notes on the Philosophy of Education. Emolajay Communications Inc. Ibadan. pp 77-86.
2. Oladejo, M.A. (2002). *Philosophy of Education*. Oyo. Tobistic Printing Press

Week 12: MALLAM AMINU KANO, NNAMDI AZIKWE



Mallam Aminu Kano

1920—[April 17, 1983](#)

Objectives: The students should be able to discuss the life history and the educational ideas of the above named notable African leaders

Description: This topic is about the educational ideas of the African leaders such as Mallam Aminu Kano and Nnamdi Azikwe. How their educational ideals have influenced the African Philosophy of education in general and the Nigerian philosophy of education in particular.

Study questions:

1. Discuss the educational ideas of Aminu Kano and Nnamdi Azikwe and how these ideas have influenced the African Philosophy of Education.
2. What were the educational ideas of Aminu Kano and Nnamdi Azikwe and how have the ideas influenced the Nigerian philosophy of education?.
3. Explain what Nigeria Educational system benefited from the educational ideas of Mallam Aminu Kano.

Reading list:

4. Daramola,C.O.and Jekayinfa, A.A. (2007). Essential Notes on the Philosophy of Education. Emolajay Communications Inc. Ibadan. pp 77-86.
2. Oladejo, M.A. (2002). *Philosophy of Education*. Oyo. Tobistic Printing Press

Week 15: Continuous Assessment Test

Objective: The objective is to assess what has been taught by the lecturers and learnt by the students during the semester in the course.

Study Questions:

1. Before you study this course, what is your own conception of philosophy of education?
 - a. Justify the inclusion of Philosophy of Education in the Faculties of Education Curriculum.
 - b. Explain Philosophy of Education in the general and professional perspectives.
2. Discuss the historical Development of Philosophy of Education.
3. What are the general characteristics of the pre-Socratic and the Socratic Philosophies?
4. Discuss the peculiarities of the Modern Philosophy.
5. Distinguish among the Speculative, Prescriptive and Analytical Modes of Philosophy.
6. Discuss the branches of philosophy and explain how each of them is related to Education.
7. What are the relevance of each of the branches of Philosophy to Education?
 - a. Explain what is meant by Realism
 - b. What are the relevance of Realism to Education?
 - c. Discuss the ideologies of Idealism school of Philosophy.
 - d. What are the implications of Idealism to teaching, Learning and classroom instructions?.
8. Explain in detail, the features of the Philosophical School of Naturalism.
9. What is the relevance of Naturalism to Education?
10. Discuss the relevance of Pragmatism school of Philosophy to education.
11. What is Existentialism?
12. Explain the implications of Existentialism to Education.
13. Discuss the educational theories of Maria Montessori and how the theories had contributed to the development of pre-primary education in Nigeria.
14. In what ways did Nigeria benefit from the educational ideas of Jean Jack Rosseau?
15. What were the implications of the educational theories of Friedrich Froebel to the system of education in Nigeria?
16. Discuss the educational ideas of Awolowo, Tai Solarin, Aminu Kano and Nnamdi Azikwe and how these ideas have influenced the African Philosophy of Education.
- 17.** What were the educational ideas of Awolowo, Tai Solarin, Aminu Kano and Nnamdi Azikwe and how have the ideas influenced the Nigerian philosophy of education?.
18. Explain what Nigeria Educational system benefited from the educational ideas of Awolowo, Tai Solarin, Aminu Kano and Nnamdi Azikwe.