



**Hi Ed/SED 528, 01W [CRN 40495]--Philosophy of Education
COURSE SYLLABUS: Summer 2014**

Instructor: Joyce A. Scott, Ph.D. Office Location: 104B Education North
Office Hours: M-F 10-11:30 AM and 1-3 PM
or by appointment/online
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COURSE INFORMATION

Textbook Required: Ozman, H. (2012) Philosophical foundations of education, 9th Edition. Upper Saddle River, NJ: Prentice-Hall.

Optional: In-depth studies of the various philosophies are available on reserve in Gee Library.

Course Description: This course consists of discussions of the definition of philosophy of education and analysis of the relationships between theory and practice and theory and philosophy. Other considerations will be given to three problems in philosophy: metaphysics, epistemology, and axiology of idealism, realism, experimentalism, existentialism, and postmodernism as a philosophy of education. Attention will focus on the reasons for studying educational philosophy. Special attention will be focused on the implications of idealism, realism, experimentalism, existentialism and postmodernism for educational goals, curriculum, and instruction. In addition, there will be a study of Eastern philosophies, such as Indian Thought, Chinese Thought, Japanese Thought, and Middle Eastern thought. Also included will be a discussion of the analytic movement in America.

Student Learning Outcomes: Please use these objectives as a study guide for each unit.

UNIT 1: Implications of Philosophy for Educational Practice

Goal: The learner will develop an increased awareness of the relationship between a study of educational philosophy and actual classroom practices. Specifically, to:

Objectives:

1. Define philosophy.
2. Describe philosophy as an activity, a set of attitudes, and a body of content
3. Analyze the difference between an everyday problem and a philosophical analysis of a problem.
4. Explain the difference between an assumption and a hypothesis.
5. Describe the relationship between theory and practice.
6. Describe the relationship between theory and philosophy.
7. Define metaphysics.
8. Discuss major concerns related to metaphysics.
9. Define epistemology.
10. Identify and analyze a major epistemological problem of the 21st century.
11. Describe the problems associated with these dimensions of knowing: Truth or truth, vicarious and direct knowing, subjective and objective knowledge, and a priori and a posteriori knowledge.

12. Discuss the following ways of knowing: sense data, common sense, logic, self-evidence, intuition, science, and choice.
13. Define axiology.
14. Analyze the major axiological problem of the 21st century.
15. Discuss the following as they relate to ethics: conceived vs. Operative values, Good and the good, ends and means, morality and religion.
16. Discuss the following as they relate to aesthetics: the aesthetic experience, art for art's sake, art for our sake.

UNIT 2: *Idealism and Education*

Goal: The learner will develop increased awareness of the metaphysics, epistemology, and axiology of idealism as a philosophy of education. Specifically, to:

Objectives:

1. Discuss the contributions of Plato and Hegel to the metaphysics of Idealism.
2. Analyze the problems of communication and coherence as they relate to the epistemology of Idealism.
3. Evaluate Immanuel Kant's categorical imperative related to the axiology (ethics) of Idealism.
4. Analyze the aesthetics of Idealism.
5. Analyze the implications of idealism for the goals of education, curriculum, and instruction.

UNIT 3: *Realism and Education*

Goal: The learner will develop an increased awareness of the metaphysics, epistemology and axiology of realism as a philosophy of education. and on religious realism and the relationship between behaviorism, Marxism, and realism. Specifically, the learner will:

Objectives:

1. Discuss the contributions of Aristotle to the metaphysics of realism
2. Analyze the present-day metaphysics of scientific realism
3. Analyze the axiology (ethics) of realism.
4. Analyze the axiology (aesthetics) of realism.
5. Describe the characteristics of religious realism or New-Thomism.
6. Describe the relationship between behaviorism and realism.
7. Discuss the major characteristics of Marxism as a philosophy of education.
8. Analyze the implications of realism for the goals of education, curriculum, and instruction.
9. Compare and contrast the metaphysical, epistemological, and axiological position of the realist with that of the idealist.

UNIT 4: *Behaviorism and Education*

Goal: The learner will develop increased awareness of the metaphysics, epistemology, and axiology of behaviorism as a philosophy of education. Specifically, to:

Objectives:

1. Discuss the contributions of Pavlov, Watson and Skinner to the metaphysics of behaviorism
2. Analyze the present-day metaphysics of behaviorism.
3. Analyze the axiology (ethics) of behaviorism.
4. Analyze the axiology (aesthetics) of behaviorism.
5. Describe the relationship between behaviorism and realism.
6. Analyze the implications of realism for the goals of education, curriculum, and instruction.
7. Compare and contrast the metaphysical, epistemological, and axiological position of the realist with that of the behaviorist.

Unit 5: Marxism and Education

Goal: The learner will develop increased awareness of the metaphysics, epistemology, and axiology of Marxism. Specifically, to:

Objectives:

1. Discuss the contributions of the Materialists to the metaphysics of Mar
2. Analyze the present-day metaphysics of Marxism.
3. Analyze the axiology (ethics) of Marxism.
4. Analyze the axiology (aesthetics) of Marxism.
5. Describe the relationship between behaviorism and Marxism.
6. Analyze the implications of Marxism for the goals of education, curriculum, and instruction.
7. Compare and contrast the metaphysical, epistemological, and axiological position of
8. Discuss the major characteristics of Marxism as a philosophy of education.

UNIT 6: Pragmatism/Experimentalism and Education

Goals: The learner will develop an increased awareness of the metaphysics, epistemology, and axiology of experimentalism as a philosophy of education and the relationship between reconstructionism and experimentalism. Specifically, the learner will:

Objectives:

- 1 Analyze the metaphysics of experimentalism (transaction).
- 2 Analyze the epistemology of experimentalism (scientific method).
- 3 Analyze the axiology (ethics) of experimentalism.
- 4 Analyze the axiology (aesthetics) of experimentalism.
- 5 Discuss reconstructionism as it relates to experimentalism and social change.
- 6 Compare and contrast the metaphysical, epistemological, and axiological position of experimentalism with that of idealism and realism.
- 7 Analyze the implications of experimentalism for educational goals, curriculum, and instruction.

Unit 7: Reconstructionism and Education

Goals: The learner will develop an increased awareness of the metaphysics, epistemology, and axiology of reconstructionism as a philosophy of education and the relationship between reconstructionism and experimentalism. Specifically, the learner will:

Objectives:

- 1 Analyze the metaphysics of experimentalism (transaction).
- 2 Analyze the epistemology of experimentalism (scientific method).
- 3 Analyze the axiology (ethics) of experimentalism.
- 4 Analyze the axiology (aesthetics) of experimentalism.
- 5 Discuss reconstructionism as it relates to experimentalism and social change.
- 6 Compare and contrast the metaphysical, epistemological, and axiological position of experimentalism with that of idealism and realism.
- 7 Analyze the implications of experimentalism for educational goals, curriculum, and instruction.

UNIT 8: Existentialism and Education

Goals: The learner will develop an increased awareness of the metaphysics, epistemology, and axiology of existentialism as a philosophy of education. Specifically, the learner will:

Objectives:

1. Discuss essence, existence, choice, and the existential moment as they relate to the metaphysics of existentialism.
2. Discuss Modes 1 and 2 and being-in-itself and being-for-itself as they relate to the epistemology of existentialism.
3. Describe existential anxiety and nothingness as viewed by existential philosophers.
4. Analyze the axiology (ethics) of existentialism.
5. Analyze the axiology (aesthetics) of existentialism.
6. Analyze the implications of existentialism for educational goals, curriculum, and instruction.
7. Compare and contrast the metaphysical, epistemological, and axiological position of existentialism with that of idealism, realism, and experimentalism.

UNIT 9: Postmodernism and Analytic Philosophy

Goal: The learner will develop an increased awareness of the metaphysics, epistemology, and axiology of postmodernism as a philosophy of education and the relationship between and the analytic movement in America and postmodernism. Specifically, the learner will:

Objectives

1. Analyze the epistemology, metaphysics, and axiology of postmodernism.
2. Discuss the postmodern view toward meta-narratives.
3. Discuss the crisis in culture seen by postmodernists.
4. Compare Critical Theory and postmodernism.
5. Analyze the implications of post-modernism for the goals of education, curriculum, and instruction.
6. Discuss the relationship between postmodernism and analytic philosophy.
7. Discuss the relationship between analytic philosophy and linguistic analysis.
8. Analyze the implications of analytic philosophy for educational goals, curriculum, and instruction.

UNIT 10: Eastern Philosophy

Goal: The learner will develop an increased awareness of the major characteristics of Eastern thought, such as Indian thought, Chinese thought, Japanese thought, and Middle Eastern thought. Specifically, the learner will:

Objectives:

1. Discuss the major characteristics of Indian Thought: Hinduism, Buddhism, & Jain.
 2. Describe the major characteristics of Chinese Thought: Confucianism and Taoism.
 3. Discuss the major characteristics of Japanese Thought: Zen Buddhism.
 4. Describe the major characteristics of Middle Eastern Thought: Judaism, Christianity, and Islam.
 5. Analyze the implications of Eastern philosophy for educational goals, curriculum, and instruction.
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COURSE REQUIREMENTS GRADING CONTRACT ACTIVITIES

This course will be conducted under the provisions of a grading contract, which means that you will know at the outset just what is needed to achieve a certain level of grade. For example, if you want to earn an A, you will be obliged to meet all the terms outlined under A below with work of A quality. Meeting all technical requirements with poor quality work will not suffice.

A:

1. Complete a 12-15 page research paper on a topic approved by the instructor. The paper must relate to philosophy of education. Submit Appendices A and B on designated dates and prepare a 10-minute synopsis of your topic and conclusions for oral presentation during the last class period. No X's please!
2. Complete three posttests: two hour examinations and final examination.
3. Complete 10 quizzes
4. Participate orally in class discussions and group projects every class period. Quality of responses and willingness of learner to participate will be observed.
5. All grades must average 90+ or A.

B:

1. Complete three posttests, two hour exams and a final.
2. Complete 10 quizzes.
3. Participate orally in class discussions and group projects every class period. Quality of responses and willingness of learner to participate will be observed.
4. All grades must average 80+ or B.

C:

1. Complete three posttests.
2. Participate orally in discussions and group projects every class period. Quality of response and willingness of learner to participate will be observed.
3. Complete 10 quizzes

GROUP PRESENTATIONS

Group philosophy presentations are designed to allow all students to participate and contribute. You will have 20-25 minutes to do the following via Voice Thread technology:

- Provide information for colleagues about the overall thrust of the philosophy and its application to education. **DO NOT** present biographies but do recognize major thinkers/systems of thought.
- Show the class how your particular philosophy informs the following: Aims of Education, Methods of Education, Curriculum, and Role of the Teacher. This means that you will determine how to convey this information (a handout, other visual, kinesthetic & auditory learning opportunity) effectively.
- Demonstrate (simulate) the educational process for your assigned philosophy and/or create activities that give a "feel" for it.

Evaluation: Each group presentation will be evaluated by the members of the class and the instructor using a standard rubric. The instructor will consolidate the reviews and prepare a final assessment report for the presenters with assigned grade.

Evaluators should take the exercise seriously. It can help presenters improve their performance and it can help the evaluators develop a better sense of how to approach a body of work and identify quality and effectiveness. Evaluators will be “rated” (+, √, --) according to their input, and these ratings will figure into the computation of the participation grade.

RESEARCH PAPER SUBJECT & FORMAT

Students who choose to complete a research paper will propose a topic that involves the use or study of a philosophical system of thought. For example, a student might choose to study the use of behaviorist techniques in teaching a particular topic or age group. Whatever the case, the topic and preliminary reference list must be reviewed with and approved by the instructor. Students who write a research paper will also be afforded the opportunity to present their topic to the class, answering the following questions:

- What was the question/issue?**
- What was your approach? What data did you use?**
- What were your findings?**
- What are your conclusions and recommendations?**

This is a 12-15 page research paper with references in APA format. Students who choose to complete research papers should plan to use the following: double spaced, one-inch margins all around, font at 12-point size. Choice of font is up to the student, but a traditional style is recommended.

Criteria for Evaluation of Term Paper:

1. Topic selected was suitable for research and related directly to philosophy of education.
2. Topic was delimited so that it could be developed sufficiently within the paper.
3. Content reflected the most current materials available.
4. Style of writing was characterized by unity, clarity, and originality as well as correct grammar, spelling and punctuation.
4. Format for documentation followed respectable manual, preferably APA.

GRADE COMPUTATION

2 Hour Exams @ 100 points ea	= 200
1 Final Exam @ 200 points	= 200
1 Group presentation @ 200 points	= 200
Participation (discussion, evaluations, class)	= 100
10 Quizzes @ 20 points each	= 200
	900
Optional research paper	= 200
Optional research presentation	= 100
	300

TECHNOLOGY REQUIREMENTS

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements for the Epic Web Client are:
 - Any current Flash-compliant browser (e.g., Internet Explorer 7 or Firefox 3.0)
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required if courses are heavily video intensive

- Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- A sound card and speakers or headphones
- Current anti-virus software must be installed and kept up to date
- Some classes may have specific class requirements for additional software. These requirements will be listed on the course offerings page. Most home computers purchased within the last 3-4 years meet or surpass these requirements.
- You will need some additional free software for enhanced web browsing. Ensure that you download the free versions of the following software:
 - Adobe Reader
 - Adobe Flash Player
- At a minimum, you must have Microsoft Office 2003, XP, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

eCollege Access and Log in Information

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <http://www.tamuc.edu/myleo.aspx>.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu.

It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login to ECollege, click on the ‘myCourses’ tab, and then select the “Browser Test” link under Support Services.

Course Navigation

All aspects of this course, including presentations, assignments, readings, and exams will be completed / turned in through eCollege. Your grades will also be available in eCollege.

This course like the others in the program is divided up into weekly units. Each unit will have an Overview, Outcomes, Activities/Assignments and Resources. The Activities/Assignments will provide you with a list of everything you need to do to be successful in the course.

You should begin by reading the course syllabus, paying particular attention to the assignments and course calendar, and then complete the Start Here unit.

COMMUNICATION AND SUPPORT

You may contact me in person during office hours, online through eCollege or University email. I am usually online every day, including weekends. If you need to leave me a message, please indicate what specific assistance you need. I do not play telephone tag.

If there is an emergency and you need assistance from the department, you may call the main office at 903-886-5521,

Interaction with Instructor Statement

My primary form of communication with the class will be through Email and Announcements. Any changes to the syllabus or other important information will be disseminated to students in this way via your official University Email address available to me through MyLeo and in Announcements. It will be your responsibility to check your University Email and Announcements regularly.

Students who Email me outside of regular office hours can expect a reply within 24 hours M-F. Students who Email me during holidays or over the weekend should expect a reply by the end of the next regularly scheduled business day.

Virtual Office—I do not use the Virtual Office but prefer direct email.

eCollege Student Technical Support

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

- **Chat Support:** Click on '*Live Support*' on the tool bar within your course to chat with an eCollege Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- **Email:** helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.

Help: Click on the '*Help*' button on the toolbar for information regarding working with eCollege (i.e. how to submit to dropbox, and how to post to discussions, etc.)

For assistance with the library: To access the Library databases and tutorials click on the Library link under Course Home or minimize your eCollege session and open another browser window going to the Library's web site directly, at the following link: <http://www.tamuc.edu/library> not from within eCollege.

myLeo Support

Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at <https://leo.tamuc.edu>.

Policy for Reporting Problems with eCollege

Should students encounter eCollege-based problems while submitting assignments, discussions, comments, exams, the following procedure **MUST** be followed:

1. Students must report the problem to the help desk. You may reach the helpdesk at
2. helpdesk@online.tamuc.org or 1-866-656-5511
3. Students **MUST** file their problem with the helpdesk and obtain a helpdesk ticket number
4. Once a helpdesk ticket number is in your possession, students should Email me to advise me of the problem and to provide me with the helpdesk ticket number
5. At that time, I will call the helpdesk to confirm your problem and follow up with you

PLEASE NOTE: Your personal computer/access problems are not a legitimate excuse for filing a ticket with the help desk. You are strongly encouraged to check for compatibility of your browser **BEFORE** the course begins and to take the eCollege tutorial offered for students who may require some extra assistance in navigating the eCollege platform. **ONLY** eCollege-based problems are legitimate.

Internet Access

An Internet connection is necessary to participate in discussions and assignments, access readings, transfer course work, and receive feedback from your professor. View the requirements as outlined in Technology Requirements above for more information.

COMMUNICATION AND SUPPORT

You may contact me in person during office hours, before or after class, online through eCollege or University email. I am usually online every day, including weekends. If you need to leave me a message, please indicate what specific assistance you need. I do not play telephone tag.

If there is an emergency and you need assistance from the department, you may call the main office at 903-886-5521,

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures: Academic Honesty: *Graduate students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all their scholastic work—06-07 Graduate Catalog, p. 29.* To reduce the likelihood of plagiarism, the University has adopted detection Software (*Turnitin*) which will be run against all papers submitted.

University Specific Procedures:

ADA Statement The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library 132

Phone (903) 886-5150 or (903) 886-5835 Fax (903) 468-8148

StudentDisabilityServices@tamu-commerce.edu

[Student Disability Resources & Services](#)

Student Conduct: All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

CLASS SCHEDULE—Summer 2014

- June 2:** Introductions, course orientation, syllabus review, course objectives/requirements and expectations. Why study philosophy? Definitions necessary to the study. DVD and discussion. Launch planning for Group Presentations.
- Unit 1: What is Philosophy?** Quiz online. Ozman, pp. 1-6, Introduction. Quiz online.
Begin Unit 2: Idealism, pp. 7-38, general discussion online.
- June 9:** **Unit 2: Continue Idealism**, pp. 7-38, general discussion. Quiz online.
Unit 3: Realism, Ch. 2--pp. 39-76 (Realism).
- June 16:** **Unit 3: Continue Realism**, Ch. 2--pp. 39-76 (Realism). Quiz online
Begin Behaviorism
- June 23:** **Unit 4: Behaviorism**, Ch. 6--pp. 184-216 (Behaviorism). Quiz online.
Group Presentation – Behaviorism
Hour Exam essay section and Hour Exam short answers—Units 1-4 online
- June 30:** **Unit 5: Marxism**, Ch. 9--pp. 249- 279 (Marxism)
- Unit 6: Pragmatism** Ch. 4—pp. 113-151, Quiz online.
Group Presentation – Pragmatism/Experimentalism
- July 7:** **Unit 7: Reconstructionism**, Ch. 5—pp. 152-183, Quiz online.
- July 14:** **Hour Exam essay section & Hour Exam short answers—Units 5-7 online**
Unit 8: Existentialism, Ch. 7—pp. 217-248 & DVD. Quiz online.
- July 21:** **Unit 9: Postmodernism**, Ch. 10—pp. 311-343 Quiz online.
Analytic Philosophy, Ch. 8—pp. 280-310.
Group Presentation - Postmodernism.
- July 28:** **Unit 10: Eastern Philosophies**
Group Presentation – Middle Eastern Thought
Research Paper Due/Review for Final Exam
- August 4:** **Unit 10: Eastern Philosophies**
Research presentations
FINAL EXAMINATION will be open August 4-7.

Appendix A: Organization of Term Paper

Chapter 1: Introduction

- Introduction
- Research Question
- Methodology
- Assumptions
- Limitations
- Definition of Terms
- Organization of Remaining Chapters

Chapter 2: Analysis of Data

Chapter 3: Conclusions and Recommendations

Recommended Readings:

Campbell, William, Stephen Ballou, and Carol Slade. Form and Style. 7th Edition.

American Psychological Association. Publication Manual of the American Psychological Association. 6th Edition.

Hodges, John, Mary Whitten, Winifred Horner. Harbrace College Handbook. 11th Edition.1990.

Appendix B: Approval of Topic

The major purpose of my study will be to

Name _____
Phone _____
email _____
Instructor's Approval _____

I have used the following specific titles, authors, and page numbers to identify this topic:

Name _____

Philosophy of Education--Selected Bibliography

- Bigge, M. (1982). *Educational Philosophies for teachers*. Columbus: Merrill.
- Bowers, C. A. (July, 1965). Existentialism and educational theory. *Educational Theory*, 15, 222-229.
- Broudy, H. S. (1961). A classical realist view of education in Philip H. Phenix (ed.), *Philosophies of Education*, NY: John Wiley.
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- Sartre, J. (1966). *Being and nothingness*. Hazel E. Barnes. Trans. NY: Washington Square Press.
- Scheffler, I. (1977). *Four pragmatists: A critical introduction to Pierce, James, Mead, and Dewey*. NY: Humanities Press.
- Watras, J. (2004). *Philosophic conflicts in American education*. NY: Pearson.
- Wild, J. (1955). Education and society: A realistic view. *Modern Philosophies and Education*. 54th Yearbook, National Society for the Study of Education. Chicago: University of Chicago Press.
- Wingerter, J. R. (Summer, 1973). Pseudo-existential writings in education. *Educational Theory*, 23, pp 240-259.
- Zeichner, K. & Gore, J. (1990). Teacher socialization. *Handbook of Research on Teacher Education*, NY: Macmillan, pp.329-348.