



**Course Descriptor**  
**EDUC 110 E Foundation in Education**

<b>Proposed Academic Year</b>	FALL 2021-22	<b>Last Reviewed Academic Year</b>	
<b>Course Code</b>	EDUC 110 E	<b>Course Title</b>	Foundation in Education
<b>Credit hours</b>	3	<b>Level of study</b>	Undergraduate
<b>College / Centre</b>	College of Arts and Humanities	<b>Department</b>	Education Department
<b>Co-requisites</b>	None	<b>Pre-requisites</b>	None

### 1. COURSE OUTLINE

This course is an English-medium course which aims to acquaint students with main concepts of education. It sheds light on the different educational forms, origins, and processes. It also deals with nature of the teaching profession and its work ethics, which helps future teachers understand students' psychology. Also, it explores the relationship between educational philosophy, modern education and communities and it surveys the historical and social culture.

### 2. AIMS

This course aims to

- Familiarize students with the basic theories, types and, characteristics in education.
- Empower students with the necessary skills to understand and explain the importance of the teaching profession and its ethics.
- Inculcate the importance of the role of education in the human development.
- Enable students to survey and analyze the educational system in Oman and the role of the teacher in its development.
- Develop students' ability to identify the philosophical and social foundations of some old educational systems.

### 3. LEARNING OUTCOMES, TEACHING, LEARNING and ASSESSMENT METHODS

<b>Learning Outcomes (Definitive)</b>	<b>Teaching and Learning methods (Indicative)</b>	<b>Assessment (Indicative)</b>
Upon successful completion of this course, students will be able to:		
1 Understand the basic theories, types and, characteristics in education.	<ul style="list-style-type: none"> <li>• Theoretical: lectures, Power Point</li> </ul>	<ul style="list-style-type: none"> <li>• Participation</li> <li>• Classroom discussion</li> <li>• Presentations</li> <li>• Groups</li> <li>• Teacher evaluation</li> </ul>



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2	Understand and explain the importance of the teaching profession and its ethics.	<ul style="list-style-type: none"> <li>Theoretical: lectures, PowerPoint presentation, some research.</li> <li>Practical: worksheet.</li> </ul>	<ul style="list-style-type: none"> <li>Exam + participation</li> <li>Classroom discussion</li> <li>Presentations</li> <li>Groups</li> <li>Teacher evaluation</li> </ul>
3	Recognize the importance of the role of education in the human development.	<ul style="list-style-type: none"> <li>Theoretical: lectures, PowerPoint presentation, case studies (written, visual).</li> <li>Practical: View some research</li> </ul>	<ul style="list-style-type: none"> <li>Participation</li> <li>Classroom discussion</li> <li>Presentations</li> <li>Groups</li> <li>Teacher evaluation</li> </ul>
4	Examine and analyze the educational system in Oman and the role of the teacher in its development.	<ul style="list-style-type: none"> <li>Theoretical: lectures, PowerPoint presentation, case studies (written, visual).</li> </ul>	<ul style="list-style-type: none"> <li>Participation</li> <li>Classroom discussion</li> <li>Presentations</li> <li>Teacher evaluation</li> </ul>
5.	Identify the philosophical and social foundations of some old educational systems.	<ul style="list-style-type: none"> <li>Lectures, PowerPoint presentation, case studies (written, visual).</li> </ul>	<ul style="list-style-type: none"> <li>Participation</li> <li>Classroom discussion</li> <li>Presentations</li> <li>Groups</li> <li>Teacher evaluation</li> </ul>
		<p>All teaching and learning methods should utilize e-learning facilities to, further, boost the delivery of the course. Moodle has already been used in teaching and learning, since 2017. Microsoft teams has been used during the breakout of covid 19 pandemic and will continue to be used after the pandemic if online classes are scheduled.</p>	<ul style="list-style-type: none"> <li></li> </ul>

#### 4. ASSESSMENT WEIGHTING

Assessment	Percentage of final mark (%)
In class activities	10
Weekly discussion	10
Assignments	10
Participation	10
Midterm	20
Final Exam	40
<b>TOTAL</b>	<b>100%</b>



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#### 5. ACHIEVING A PASS

Students will achieve **3** credit hours for this course by passing **ALL** of the course assessments *[alternatively, list the compulsory pass assessments\*]* and achieving a **minimum overall score of 50%**

*NB \*Ensure that ALL learning outcomes are taken into account*

#### 6. COURSE CONTENT (Indicative)

LECTURE TOPIC	TIME (HOURS)
1. Introduction to Education	3
2. The concept of education. Types and functions of education	3
3. The relationship between education and other disciplines	3
4. Education and Culture. Education and socialization	3
5. Education and investment of the human resources	3
6. Education and social control and the role of the school	3
7. Education and Society. School and community. Educational institutions in the community	3
8. Social media and its role in the individual education	3
9. The teaching profession: its concept and foundations	3
10. Continued the teaching profession: Foundations of teacher training in Oman	3
11. Education and world peace	3
12. Education and Economy. Lifelong learning	3
13. Distance Learning	3
14. Philosophy, education, and ancient philosophies	3
15. Philosophy, education, and ancient philosophies	3
<b>TOTAL HOURS</b>	<b>45</b>
Plus <b>RECOMMENDED INDEPENDENT STUDY HOURS</b>	<b>90</b>
<b>TOTAL COURSE HOURS</b>	<b>135</b>

#### 7. RECOMMENDED REFERENCES

##### Core text/s:

1. Banks, J. A. (2006). Cultural diversity and education: foundation, curriculum and teaching. New York: Boston (Unit V).
2. Robin Barrow; Ronaldw Ronald Woods. 2006. An Introduction to Philosophy of Education. Routledge; 4<sup>th</sup> edition
3. Giddens, A. (2006). Sociology. Delhi: AITBS Publishers and Distributers (Unit IV, V) (5<sup>th</sup> ed.)
4. R.F Dearden. 2012. The Philosophy of Primary Education: An Introduction. Routledge
5. Kenneth A. Strike. (2009). The Ethics of Teaching (Thinking about Education Series). Teachers College Press; 5<sup>th</sup> edition
6. Mrudalini, T. (2008). Philosophical foundations of education. New Delhi: Neelkamal Publication Pvt. Ltd. (Unit II)
7. Sharma, P. R. (2006). The state and the society in Nepal. Lalitpur, Nepal: Himal Books (VI)



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8. Siderits, M. (2007). Buddhism as philosophy: an introduction. UK: Ashgate Publishing Limited. (Unit III).
9. Tunim, M. M. (2009). Social stratification: the forms and functions of inequality. New Delhi: Prentice Hall (Unit V)
10. Harlambos, M. (2007). Sociology: themes and perspectives. New Delhi: Oxford University Press. (Part Three all units); (4th ed.)
11. Worthy, W.T. (2002). Philosophy of education: the pulse of wisdom of philosophy. India, China and Japan (Unit I)

**Library + online resources:**