



## Educational Philosophy- Syllabus

| Basic data of the subjekt        |  |
|----------------------------------|--|
| <b>Academic Unit:</b>            | Faculty of Philology   |
| <b>Course title:</b>             | Educational Philosophy   |
| <b>Program:</b>                  | German Language and Literature   |
| <b>Level:</b>                    | Bachelor   |
| <b>Course status:</b>            | Compulsory   |
| <b>Study year:</b>               | Second year  |
| <b>Number of hours per week:</b> | 2+1  |
| <b>Credit value – ECTS:</b>      | 4  |
| <b>Time / location:</b>          | University “Ukshin Hoti” Prizren   |
| <b>Lecturer:</b>                 | Prof. ass. dr. Vilson de Marku   |
| <b>Contact details:</b>          | <a href="mailto:vilson.de.marku@uni-prizren.com">vilson.de.marku@uni-prizren.com</a>   |
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| <b>Course description:</b>       | <p>The modern world is shaped by science. Applications of scientific knowledge permeate our everyday lives, and our world view is also significantly influenced by the results of science. But what is science, what are scientific theories? What distinguishes the scientific method? Can all scientific theories be reduced to a single theory? And are there limits to scientific knowledge?</p> <p>The philosophy of science deals with questions like these. The lecture gives a systematic insight into the most important scientific-philosophical questions, positions and arguments. Since the philosophy of science did become an independent discipline until about the beginning of the twentieth century, we deal above all with positions from the twentieth century, such as those by K. R. Popper, H. Reichenbach, C. G. Hempel, T. S. Kuhn, B. v. Chr. Fraassen and N. Cartwright.</p> |
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| <b>Course objectives:</b>        | <p>The philosophy of science deals with questions like these. The lecture gives a systematic insight into the most important scientific-philosophical questions, positions and arguments. Since the philosophy of science did become an independent discipline until about the beginning of the twentieth century, we deal above all with positions from the twentieth century,</p>  |



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|--|--|------------------|---------------------------|
|  | such as those by K. R. Popper, H. Reichenbach, C. G. Hempel, T. S. Kuhn, B. v. Chr. Fraassen and N. Cartwright.  |                  |                           |
| <b>Learning outcomes:</b>  | The lecture gives a systematic insight into the most important scientific-philosophical questions, positions and arguments. Since the philosophy of science did become an independent discipline until about the beginning of the twentieth century, we deal above all with positions from the twentieth century, such as those by K. R. Popper, H. Reichenbach, C. G. Hempel, T. S. Kuhn, B. v. Chr. Fraassen and N. Cartwright |                  |                           |
| <b>Contribution on student load (must correspond with learning outcomes)</b> |  |                  |                           |
| <b>Activity</b>  | <b>Hours</b>   | <b>Days/week</b> | <b>Total</b>              |
| Lectures   | 2  | 15               | 30                        |
| Exercise theoretical/laboratory  | 1  | 15               | 15                        |
| Practice work  | 1  | 3                | 3                         |
| Contact with lecturer/consultations  | 1  | 10               | 10                        |
| Field exercises  | 1  | 3                | 3                         |
| Mid-terms, seminars  | 2  | 1                | 2                         |
| Homework   | 1  | 8                | 8                         |
| Individual time spent studying (at the library or home)                      | 1  | 15               | 15                        |
| Final preparation for the exam   | 1  | 10               | 10                        |
| Time spent in evaluation (tests, quiz, final exam)                           | 2  | 1                | 2                         |
| Projects, presentations, etc.  | 2  | 1                | 2                         |
| <b>Total</b>   |  |                  | <b>100 hours (4 ECTS)</b> |
| <b>Teaching methods:</b>   | Ligjërata, ushtrime, 2 pjesë provimesh, prezantime, provimi përfundimtar.  |                  |                           |
| <b>Evaluation methods:</b>   | Vlerësimi me pikë: 01-49= 5, 50-60 = 6, 61-70 = 7, 71-80 = 8, 81-90 = 9, 91-100=10   |                  |                           |



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|-------------------------------|--|
|                               | <p>Pjesëmarrja &amp; aktiviteti: 20 % ;<br/>Pjesa e parë e provimit: 30 % ;<br/>Pjesa e dytë e provimit: 30% ;<br/>Provimi me gojë: 20 %</p>   |
| <b>Literature</b>             |  |
| <b>Basic Literature:</b>      | <p>Chalmers, Alan F./Altstötter-Gleich, Christine/Bergemann, Niels, <i>Wege der Wissenschaft : Einführung in die Wissenschaftstheorie</i>, Berlin, Heidelberg : Springer-Verlag Berlin Heidelberg 2017.</p> <p>Charpa, Ulrich, <i>Grundprobleme der Wissenschaftsphilosophie, Paderborn</i> ; Wien [u.a.] : Schöningh [u.a.] 2006</p> <p>Gadanne, Volker, [Hrsg.], <i>Wissenschaftsphilosophie, Freiburg (Breisgau)</i> [u.a.] : Alber 2009.</p> <p>Hoyningen-Huene, Paul, [Hrsg.] <i>Wozu wissenschaftsphilosophie? Positionen und Fragen zur gegenwärtigen Wissenschaftsphilosophie</i>, Berlin [u.a.] : de Gruyter 2008.</p> <p>Lambert, Karel,/Brittan, Gordon G., <i>Eine Einführung in die Wissenschaftsphilosophie</i>, Berlin [u.a.] : de Gruyter 2001</p> <p>Okasha, Samir. <i>Philosophy of Science: A very short Introduction</i>, Oxford: Oxford University Press. 2012.</p> <p>Theobald, David W. <i>Grundzüge der Wissenschaftsphilosophie</i> (übers. v. Eberhard Bubser), Stuttgart : Reclam 2003.</p> |
| <b>Additional Literature:</b> | <p>Nemeth, Elisabeth/Stadler, Friedrich [editor]: <i>Die europäische Wissenschaftsphilosophie und das Wiener Erbe</i>, Springer, Wien, 2013.</p> <p>Hoyningen-Huene, Paul, [Hrsg.], <i>Wozu Wissenschaftsphilosophie? : Positionen und Fragen zur gegenwärtigen Wissenschaftsphilosophie</i> ,Berlin [u.a.] : de Gruyter 2008.</p>   |



| <b>Designed study plan:</b> |   |   |
|-----------------------------|---|---|
| <b>Week</b>                 | <b>Lectures</b>   | <b>Exercises</b>  |
| <i>First week:</i>          | Introduction (Course presentation and student assessment policy, Focus on research questions, What is information knowledge? Where to start? How to create a study plan?) | Distribution of the homework topics.  |
| <i>Second week:</i>         | Module 1  | Quizzes and case studies related to the topic of the first week lecture.      |
| <i>Third week:</i>          | Module 2  | Quizzes and case studies related to the topic of the second week lecture.     |
| <i>Fourth week:</i>         | Module 3  | Quizzes and case studies related to the topic of the third week lecture.      |
| <i>Fifth week:</i>          | Module 4  | Quizzes and case studies related to the topic of the fourth week lecture.     |
| <i>Sixth week:</i>          | Module 5  | Quizzes and case studies related to the topic of the fifth week lecture.      |
| <i>Seventh week:</i>        | Module 6  | Quizzes and case studies related to the topic of the sixth week lecture.      |
| <i>Eighth week:</i>         | Module 7  | Quizzes and case studies related to the topic of the seventh week lecture.    |
| <i>Ninth week:</i>          | Module 8  | Quizzes and case studies related to the topic of the eighth week lecture.     |
| <i>Tenth week:</i>          | Module 9  | Quizzes and case studies related to the topic of the ninth week lecture.      |
| <i>Eleventh week:</i>       | Module 10   | Quizzes and case studies related to the topic of the tenth week lecture.      |
| <i>Twelfth week:</i>        | Module 11   | Quizzes and case studies related to the topic of the eleventh week lecture.   |
| <i>Thirteenth week:</i>     | Module 12   | Quizzes and case studies related to the topic of the twelfth week lecture.    |
| <i>Fourteenth week:</i>     | Module 13   | Quizzes and case studies related to the topic of the thirteenth week lecture. |
| <i>Fifteenth week:</i>      | Module 14   | Presentation of the semester projects.  |



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### **Academic policies and rules of conduct:**

Students are obliged to attend lectures regularly, to take part in field study tours (excursion). Disconnection of mobile phones, timely access to the classroom and keeping quiet during the lecture hours are also mandatory.