

# University of Pretoria Yearbook 2021

## Philosophy and social imperatives of education 711 (EDS 711)

<b>Qualification</b>	Postgraduate
<b>Faculty</b>	<a href="#">Faculty of Education</a>
<b>Module credits</b>	16.00
<b>NQF Level</b>	08
<b>Programmes</b>	<a href="#">BEdHons</a>
	<a href="#">BEdHons Assessment and Quality Assurance in Education and Training</a>
	<a href="#">BEdHons Computer-integrated Education</a>
	<a href="#">BEdHons Education Management, Law and Policy</a>
	<a href="#">BEdHons Educational Psychology</a>
	<a href="#">BEdHons Learning Support</a>
	<a href="#">BEdHons Life Sciences Education</a>
	<a href="#">BEdHons Mathematics Education</a>
	<a href="#">BEdHons Physical Sciences Education</a>
	<a href="#">BEdHons Teacher Education and Professional Development</a>
	<a href="#">BEdHons Technology Education</a>
<b>Prerequisites</b>	No prerequisites.
<b>Language of tuition</b>	Module is presented in English
<b>Department</b>	Educational Psychology
<b>Period of presentation</b>	Semester 1

### Module content

Meta-theories in education. Empiricism; rational empiricism; critical rationalism; critical theory; phenomenology; hermeneutics; system theory; philosophies in education: traditional philosophies; indigenous (African) philosophies. The influence of modernism and postmodernism on education. Sociological imperatives for education. Theories of societal change and roles and values of education. Comparative perspectives on learning theories and their meaning for education.

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familiarise themselves well with these regulations as well as with the information contained in the [General Rules](#) section. Ignorance concerning these regulations and rules will not be accepted as an excuse for any transgression.