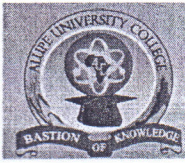


EDF 111



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**ALUPE UNIVERSITY
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Bastion of Knowledge...

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OFFICE OF THE DEPUTY PRINCIPAL
ACADEMICS, RESEARCH AND STUDENTS AFFAIRS

UNIVERSITY EXAMINATIONS

2018/2019 ACADEMIC YEAR

FIRST YEAR SECOND SEMESTER REGULAR EXAMINATION

**FOR THE DEGREE OF BACHELOR OF
EDUCATION**

COURSE CODE: EDF 111

COURSE TITLE: PHILOSOPHY OF EDUCATION

DATE: 16TH APRIL, 2019

TIME: 9.00 AM – 12.00 PM

INSTRUCTION TO CANDIDATES

- SEE INSIDE

THIS PAPER CONSISTS OF 3 PRINTED PAGES

PLEASE TURN OVER

EDF 111: PHILOSOPHY OF EDUCATION

STREAM: BED

DURATION: 3 Hours

INSTRUCTIONS TO CANDIDATES

- i. *Answer Question **ONE** and any other **TWO** questions.*
- ii. *Do not write on the question paper.*

Question One

- a) Provide any three conceptions of Philosophy. (10 marks)

- b) Explain five ways in which Philosophy of Education as a course has prepared you for the teaching career. (10 marks)

- c) Discuss the branch of philosophy that dominates the Kenyan system of education. (10 marks)

Question Two

- a) Discuss Thales' hypothesis concerning the nature of the universe. (10 marks)

- b) How has the hypothesis in (a) above contributed to the field of science? (4 marks)

- c) In a quest to understand nature, philosophy uses second order questions. Distinguish between first order questions and second order questions. (6 marks)

Question Three

- a) Explain how dialogical encounters are manifested in a classroom environment. (10 marks)

- b) From a reasonable opinion, explain why a teacher would avoid the dialogical approach to teaching and learning. (10 marks)

Question Four

Examine FIVE educational implications of the following schools of thought as used in Philosophy of Education:

- a) Existentialism (10 marks)
- b) Pragmatism (10 marks)

Question Five

- a) As a classroom teacher, explain five ways in which you can nurture creativity among your students. (10 marks)

- b) Discuss five attitudes that block creativity in individuals. (10 marks)

