MODULE SPECIFICATION FORM

Module Title:	Philosophy of Education	Level:	6	Credit Value:	20

Module code: EDP615 (if known)	Cost Centre:	GAPE	JACS3 code: X370

Semester(s) in which to be offered:	1 – 3	With effect from:	September 2013

Office use only: To be completed by AQSU:	Date approved:	July 2013
	Date revised:	-
	Version no:	1

Existing/New:	New	Title of module being replaced (if any):	

Originating Academic area:	Education	Module Leader:	John Luker

Module duration (total hours):	**200**	Status: core/option/elective (identify programme where appropriate):	
Scheduled learning & teaching hours:	**36**		Core
Independent study hours:	**164**		BA (Hons) Education Studies
Placement hours:	**N/A**		

Percentage taught by Subjects other than originating Subject (please name other Subjects):	None

Programme(s) in which to be offered: BA (Hons) Education Studies	Pre-requisites per programme (between levels):None

Module Aims:

This module is designed to enable students to develop a systematic understanding of the links between the study of philosophy, education and academic practice. Students will gain an understanding of philosophical approaches that have been proposed and influenced

education. Through the study of this module, students will be able to demonstrate acuity and sensitivity in the interpretation of texts and wide reading beyond the course bibliography. Some will apply this ability to demonstrate unusual analytical ability and rigour and a marked independence of thought.

Expected Learning Outcomes

At the end of this module, students should be able to:

Knowledge and Understanding:

1. Analyse and evaluate a range of views related to the aims and nature of education.
2. Critically reflect upon the relationships between education and society using a range of philosophical perspectives.
3. Apply concepts of philosophy to own educational practice in relation to key debates in current education.
4. Critically evaluate how personal philosophical perspectives impact upon own work-based practice.

Transferable/Key Skills and other attributes:

- recognise the strengths and weaknesses of arguments of a philosophical question;
- assess arguments carefully and scrupulously, drawing only warranted conclusions;
- engage with the concerns of ordinary life, examining characteristic problems of practical reason;
- show sensitivity to a variety of opinions, practices and ways of life.

Assessment: please indicate the type(s) of assessment (eg examination, oral, coursework, project) and the weighting of each (%). ***Details of <u>indicative</u> assessment tasks must be included.***
1. Take part in a formal Debate with a proposition related to philosophy and education. Students will work in groups of three; proposer, seconder and rebuttal. Each team will be engaged in a two-team formal debate lasting thirty minutes. The content of the debate will draw upon extensive engagement with literature studied in the module.

2. Reflective Essay critically evaluating own work-based practice drawing upon a range of philosophical perspectives. Critically reflect upon how the module, including the use of debating techniques, has influenced own learning and professional development.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
1	1 and 4	Presentation	40%		15 minutes
2	2 and 3	Essay	60%		2400

Learning and Teaching Strategies:

The module will be delivered using an interactive, reflective approach drawing upon the experiences of the participants. The strategies to be adopted will include tutor directed sessions, workshops, debate, discussion, seminars and supported self-study based on learners own research and examination of key questions relating to nature of education and the relationships between education and society. The use of the VLE (Virtual Learning Environment) is also encouraged through interactive activities, forums and discussion groups. Students will engage in extensive reading relating to past and current key debates in education and the influence of philosophy.

Syllabus outline:

- educational philosophy and theory;
- historical figures in the philosophy of education;
- philosophy of education and educational practice;
- educational responsibilities;
- philosophy, teaching and learning;
- curriculum and the content of schooling.

Bibliography

Essential reading:

Bailey, R., Barrow R., Carr, D and McCarthy, C. (2013), *The SAGE Handbook of Philosophy of Education.* London: SAGE.

Brighouse, H. (2006), *On Education.* Abingdon: Routledge.

Curren, R. (2011), *Philosophy of Education: An anthology*. Blackwell Publishing: Oxford.

Other indicative reading:

Barrow, R. and Woods, R. (2006), *An Introduction to Philosophy of Education.* London: Routledge.

Blake, N. (2003), *The Blackwell Guide to the Philosophy of Education.* Oxford: Blackwell.

Cahn, S. M. (2009), *Exploring Philosophy: An introductory anthology.* New York: Oxford University Press.

Cahn, S. M. (2009), *Philosophy of Education*: *The essential texts.* London: Routledge.

Carr, D. (2003), *Introduction to the Philosophy and Theory of Education and Teaching.* London: RoutledgeFalmer.

Carr, W. (2005), *The RoutledgeFalmer Reader in Philosophy of Education.* Abingdon: Routledge.

Curren, R. (2005), *A Companion to the Philosophy of Educatio*n. Oxford: Blackwell.

Giardiello, P. (2013), *Pioneers in Early Childhood Education.* Abingdon: Routledge.

Kohn, A. (2004), *What Does it Mean to be Well Educated*. Boston: Beacon Press.

Mason, M. (2008), *Complexity Theory and the Philosophy of Education.* Oxford: Wiley-Blackwell.

Winch, C. and Gingell, J. (1999), *Key Concepts in the Philosophy of Education.* London: Routledge

Journals:

British Journal of Educational Studies
Cambridge Journal of Education
Educational Philosophy and Theory
Journal of Philosophy of Education
Philosophy of Education

Web sites:

Emile: www.ilt.columbia.edu/pedagogies/rousseau/Contents2.html
Pedagogy of the Oppressed: www.marxists.org/subject/education/freire/pedagogy/index.htm
The Laws: http://classics.mit.edu/Plato/laws.html
The Philosophers Magazine (TMP): www.philosophersnet.com/
The Republic: http://classics.mit.edu/Plato/republic.html