

## Module specification

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Module Code	ONLED14
Module Title	Theory and Philosophy in Education
Level	7
Credit value	15
Faculty	FSLS
HECoS Code	100459
Cost Code	GAEC

## Programmes in which module to be offered

Programme title	Is the module core or option for this programme
MA Education Online	Core
MA Education with Leadership Online	Core
MA Education with Early Childhood Online	Core

## Pre-requisites

None

## Breakdown of module hours

Learning and teaching hours	15 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
<b>Total active learning and teaching hours</b>	<b>15 hrs</b>
Placement / work based learning	0 hrs
Guided independent study	135 hrs
<b>Module duration (total hours)</b>	<b>150 hrs</b>

<b>For office use only</b>	
Initial approval date	04/11/2019
With effect from date	02/03/2020
Date and details of revision	31/10/23 – updated assessment strategy and learning outcomes with implementation from Jan 2024.
Version number	2

## Module aims

This module is designed to enable students to develop a critical, systematic analysis of the links between the study of philosophy, education, research and academic practice. Students will critically evaluate philosophical approaches and relevant theory that currently influence education in their context. This module will enable students to critically reflect upon their own education values and how these serve as a reference point for their own practice. Underpinning this module is the need for students to critically reflect upon the role of their personal philosophical perspectives in their own evidence-based educational practice, research and professional learning.

## Module Learning Outcomes - at the end of this module, students will be able to:

1	Critically analyse and evaluate a range of theories related to the aims and nature of education.
2	Systematically apply concepts of philosophy and education theory to your work-based practice in relation to current key debates in education and critically evaluate the impact of research and enquiry upon that practice.
3	Critically analyse and evaluate how and understanding of philosophy can promote your own professional learning and development in a complex and constantly changing context of education, teaching and learning.

## Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

### Assessment 1: Poster Presentation

Present a critically argued account of how philosophical approaches to education have influenced the development of education research, theory and practitioner enquiry.  
(900 words) [LO1] [30%]

### Assessment 2: Essay

A reflective essay critically evaluating your own work-based practice drawing upon a range of philosophical perspectives with links to educational theories. Critically analyse, evaluate and reflect upon how the module has influenced your own learning and professional development.  
(2100 words) [LO2, LO3] [70%]



Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1	Presentation	30
2	2, 3	Written Assignment	70

## Derogations

None

## Learning and Teaching Strategies

The overall learning and teaching strategy is one of guided independent study, in the form of distance learning requiring ongoing student engagement. On-line learning materials will be provided as weekly sessions whereby the student is required to log-in and engage on a regular basis throughout the module. There will be a mix of video recordings, with supporting notes/slides, containing embedded digital content and self-checks for students to complete as they work through the module and undertake their assessed tasks. The use of a range digital tools via the virtual learning environment together with additional sources of reading will also be utilised to accommodate accessibility.

The basis for working with online materials will be through self-directed study and regular online communication with tutors/peers. Students are encouraged to interact with each other and tutors through a range of communication tools.

## Indicative Syllabus Outline

The syllabus outline has been presented as a broad set of questions for the lecturer and students to answer together using the most up-to-date materials available. This recognises that knowledge, theory, concepts and practice will change over the life span of this course and the content used to answer the questions below should be revised each year as appropriate.

- The links between educational philosophy and theory;
- Historical figures in the philosophy of education that influenced the development of theory;
- Philosophy of education and educational practice;
- Philosophy, theory and the development of pedagogy and curricula;
- Philosophy, teaching, learning and the role of the teaching professional;
- Research into practice and the role of philosophical key concepts;
- Ethical dimensions to educational research and enquiry.

## Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update.

### Essential Reads

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



### **Other indicative reading**

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

Pring, R. (2015), *Philosophy of Educational Research*. Third Edition. London: Bloomsbury Academic

### **Journals**

British Journal of Educational Studies

Cambridge Journal of Education

Educational Philosophy and Theory

Journal of Philosophy of Education

Philosophy of Education

## **Employability – the University Skills Framework**

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Each module and programme is designed to cover core Graduate attributes with the aim that each Graduate will leave the University having achieved key employability skills as part of their study. The following attributes will be covered within this module either through the content or as part of the assessment. The programme is designed to cover all attributes and each module may cover different areas.

### **Core Attributes**

Engaged

Enterprising

Creative

Ethical

### **Key Attitudes**

Commitment

Curiosity

Resilience

Confidence

Adaptability

### **Practical Skillsets**

Digital Fluency

Organisation

Leadership and Team working

Critical Thinking

Emotional Intelligence

Communication