MODULE SPECIFICATION

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Module Code:	ONLED14

Module Title:	Theory and Philosophy in Education

Level:	7	Credit Value:	15

Cost Centre(s):	GAEC	JACS3 code: HECoS code:	X200 / 100459

Faculty	SALS	Module Leader:	John Luker

Scheduled learning and teaching hours	15 hrs
Placement tutor support	0hrs
Supervised learning eg practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total contact hours	**15** hrs
Placement / work based learning	
Guided independent study	135 hrs
Module duration (total hours)	150 hrs

Programme(s) in which to be offered (not including exit awards)	Core	Option
MA Education	✓	☐
MA Education with Leadership	✓	☐
MA Education with Early Childhood	✓	☐

Pre-requisites
None

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	Critically and systematically reflect upon the relationships between education and society using a range of philosophical perspectives that influence your own philosophical stance;
3	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;
4	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.

Employability Skills The Wrexham Glyndŵr Graduate	I = included in module content A = included in module assessment N/A = not applicable
Guidance: complete the matrix to indicate which of the following are included in the module content and/or assessment in alignment with the matrix provided in the programme specification.	
CORE ATTRIBUTES	
Engaged	I
Creative	I
Enterprising	I
Ethical	I, A
KEY ATTITUDES	
Commitment	I
Curiosity	I, A
Resilient	I
Confidence	I
Adaptability	I, A
PRACTICAL SKILLSETS	
Digital fluency	I

Organisation	I
Leadership and team working	I
Critical thinking	I, A
Emotional intelligence	I
Communication	I

Derogations

None

Assessment:

Indicative Assessment Tasks:

1. Write a critically reflective, analytical and evaluative philosophy of education statement; (300 words)

2. Present a critically argued account of how philosophical approaches to education have influenced the development of education research, theory and practitioner enquiry; (900 words)

3. 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. (1,800 words)

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1 and 2	Reflective Practice	10%
2	2 and 4	Poster Presentation	30%
3	3	Essay	60%

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.

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:

Essential reading

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

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

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

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.

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

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: Routledge Falmer.

Carr, W. (2005), *The Routledge Falmer 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

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