

## 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                               |
| Pre-requisite module | None                               |

### Programmes in which module to be offered

| Programme title                   | Core/Optional/Standalone |
|-----------------------------------|--------------------------|
| MA Education                      | Core                     |
| MA Education with Leadership      | Core                     |
| MA Education with Early Childhood | Core                     |

### Breakdown of module hours

|   |                |
|---|----------------|
| Learning and teaching hours                                 | 15 hrs         |
| Placement tutor support hours                               | 0 hrs          |
| Supervised learning hours e.g. practical classes, workshops | 0 hrs          |
| Project supervision hours                                   | 0 hrs          |
| <b>Active learning and teaching hours total</b>             | <b>15 hrs</b>  |
| Placement hours   | 0 hrs          |
| Guided independent study hours                              | 135 hrs        |
| <b>Module duration (Total hours)</b>                        | <b>150 hrs</b> |

### 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 a range of theories related to the aims and nature of education.   |
| 2 | Critically evaluate and systematically apply concepts of philosophy and education theory to work-based practice, considering current key debates in education and the impact of research and enquiry on that practice |
| 3 | Critically evaluate how an understanding of philosophy can promote your own professional learning and development in a complex and constantly changing context of education.  |

## 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: Present a critically argued account of how philosophical approaches to education have influenced the development of education research, theory and practitioner enquiry.

Assessment 2: 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.

| Assessment number | Learning Outcomes to be met | Type of assessment | Duration/Word Count | Weighting (%) | Alternative assessment, if applicable |
|-------------------|-----------------------------|--------------------|---------------------|---------------|---------------------------------------|
| 1                 | 1                           | Presentation       | 900 words           | 30            | N/A                                   |
| 2                 | 2&3                         | Written Assignment | 2100 words          | 70            | N/A                                   |

## 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.

## Welsh Elements

Students are entitled to submit assessments in the medium of Welsh.

## Indicative Syllabus Outline

- 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:

Ryder, J. (2022), *Philosophy of Education: Thinking and Learning through History and Practice*. London: Rowman & Littlefield.

### Other indicative reading:

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

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

### Administrative Information

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|------------------------------|--|
| <b>For office use only</b>   |  |
| Initial approval date        | 04/11/2019   |
| With effect from date        | 02/03/2020   |
| Date and details of revision | Oct 2023: updated assessment strategy and learning outcomes<br>Mar 2025: revalidated in Education Subject Level Review |
| Version number               | 3  |