ED4006: Philosophy and Thinking in Schools Module Handbook

School: Education
Subject: Education and Childhood Studies
Module Code & Title: ED4006: Philosophy and Thinking in Schools
Co-ordinator details: Dr. Darren Garside

Contact information
Module descriptor / Where it fits in the programme
Intended Learning outcomes: as approved
Learning outcomes
Employability
Transferable skills
Opportunities for placements, visits, visiting speakers
Outline teaching schedule
Assessment details
Tasks with assessment briefs
Dates, times and places
Marking criteria for each task set/ referencing expectations
Peer assessment / Seminar report
Reflective task 1
Reflective task 2
Submission format
Essay
Other matters including Mitigating Circumstances and Unfair Practices
Resources
Set texts, supplemental and general reading
Minerva and other online material/links
Student Evaluation of the module
Method of student evaluation (paper or Minerva link)
Evidence of student evaluation in previous cycle and resulting action
Details of student rep system where issues can be raised
Contact information
Your module leader is Darren Garside and I can be contacted at the following locations and times:

Office Telephone: x6579 [+44 (0)1225 876579]
Office: TNG.06, Newton Park
Email: d.garside@bathspa.ac.uk

For the academic session 2014-15 I work in Education Studies on Monday to Friday but on Wednesdays and Fridays will be hard to get hold of. My email policy is to respond within 24 hours if the following conditions are met i) that I perceive the email to be urgent and ii) that the answer is not readily available from this or other student handbooks and websites. In other situations I will aim to reply within four working days.

Introduction to the module

Module descriptor / Where it fits in the programme

This module is the first of three philosophy of education modules sitting in the Philosophy, Politics and Sociology pathway of the Education and Childhood Studies degree programme. The level 4 module, ED4006: Philosophy and Thinking in Schools, is an introduction to normative enquiry in the context of schooling. The level 5 module, ED5002: Values, Philosophy and Education, clarifies the further the relationships between normative and empirical modes of enquiry in Education Studies. The level 6 module, ED6028: The Subject of Education, explores different strands of philosophy of education in the context of educational subjectivity with a particular focus on ethics.

Intended Learning outcomes: as approved

Harðarson (2012) has recently concluded “that a successful course of education serves purposes that cannot be completely stated in advance”. Please be aware of this as you read the following section:

Learning outcomes

1. To know about the general types and particular examples of thinking skills programmes used in UK educational settings.
2. To know about the historical, philosophical and pedagogical context of the development of P4C.
3. To understand the philosophical and linguistic features of dialogic enquiry and communities of philosophical enquiry.

---

4. To analyse different programmes using criteria identified in the academic literature.
5. To analyse and reflectively evaluate the formation of and participation in a community of philosophical enquiry.

**Employability**
No specific measures.

**Transferable skills**
See above.

**Opportunities for placements, visits, visiting speakers**
### Outline teaching schedule

<table>
<thead>
<tr>
<th>Week / Session</th>
<th>Theme</th>
<th>Core reading</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Weeks 1-5: SAPERE form community building</td>
<td>Haynes</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Fisher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Matthews (1994)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Murris (2000)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Splitter and Sharp</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Self Directed Study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Weeks 7-11: P4C form</td>
<td>Lipman (2008)</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>Lipman (2002)</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>Lipman (1996)</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>McCall (2009)</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Essay Q&amp;A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Group preparation</td>
<td></td>
<td>Assignment 1: Essay due 17.01.14, 5pm, Turnitin only</td>
</tr>
<tr>
<td>14</td>
<td>Self-directed preparation time</td>
<td>Darren available in seminar room</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Group facilitation 1</td>
<td>Set by Group 1 by 22/01</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Group facilitation 2</td>
<td>Set by Group 2 by 29/01</td>
<td></td>
</tr>
<tr>
<td></td>
<td>University Reading</td>
<td>Week</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Group facilitation 3</td>
<td>Set by Group 3 by 12/02</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>----------------------</td>
<td>------------------------</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Group facilitation 4</td>
<td>Set by Group 4 by 19/02</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>CoPI</td>
<td>Cassidy (2007)</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Socratic Dialogue</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Other thinking skills programmes</td>
<td>Johnson</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Other programmes</td>
<td>Somerset</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Case studies</td>
<td>Garside (in press)</td>
<td></td>
</tr>
</tbody>
</table>

### Assessment details

**Tasks with assessment briefs**

The assessment philosophy of this module mirrors the module’s content. At heart this module is about philosophy and critical thinking and how this type of thinking is analysed and evaluated. The community of inquiry is central to the process of inquiry and learning and it is together as a community that you will assess the quality of your and your peers’ work. Half the marks awarded for this module are from peer-assessment, moderated by tutors and the remaining half are from a tutor-marked assignment.

The peer assessment component is a 2500 word reflective commentary on the process of participating in and facilitating P4C inquiries. In parts 1 & 2 of the module you will spend part of each weekly session engaged in inquiry. After the inquiry you will have opportunities to discuss the reading and to note your thoughts, reflections and observations. Eventually you will transform these notes and any additional reading, into an account of “To what extent has my understanding of P4C affected my understanding of learning and education?”. This recount will be assessed by your peers and subsequently moderated by the module leader and one other tutor.

The essay component is assessed by the module leader. You must choose one title from the list enumerated later in this section. Work on the assignment
can take place throughout the year and in part 4 P4C inquiries are used to help examine in detail the underlying issues in the question.

**Dates, times and places**

Peer assessed Seminar report: Session of 9th April 2014. Subsequent moderation by DG/ANO.
Feedback: 21 May 2014 via Grademark

Essay: Monday 06.01.2014, 5pm; electronic copy **only,** submit to Turnitin.
Feedback: Monday 27 January 2014 via Grademark

**Marking criteria for each task set/ referencing expectations**

**Peer assessment / Seminar report**

This piece of assessment assesses your understanding of the following learning outcomes:

1. To know about the general types and particular examples of thinking skills programmes used in UK educational settings.
2. To know about the historical, philosophical and pedagogical context of the development of P4C.
3. To understand the philosophical and linguistic features of dialogic enquiry and communities of philosophical enquiry.
4. To analyse different programmes using criteria identified in the academic literature.
5. To analyse and reflectively evaluate the formation of and participation in a community of philosophical enquiry.

**Reflective task 1**

Each week you will be preparing for the seminar, participating actively in the seminar, and following-up issues after the seminar. As you do these things you will generate evidence of your activities which you will be able to assemble into a portfolio. Examples of pieces of evidence might include

- Annotations of an article you have read
- A book review
- A précis of website you have read
- A diary or journal entry
- An exercise carried out in class
- A reflective recount of another seminar or lecture
- A written account of a personal inquiry into a topic
- A mindmap
- A Carroll diagram
- An personal reflection on a Youtube video

This is by no means an exhaustive list and I look forward to being surprised and delighted by the range of evidence submitted. There are no restrictions to the medium by which the portfolio can be made available. You may wish to present a wiki, personal website, electronic portfolio or good (old-fashioned?)
Reflective task 2
Before Christmas the responsibility for organising and facilitating the inquiries will be assumed by the module leader. In those eleven weeks you will have encountered two distinct styles of P4C - Lipman’s original P4C and SAPERE’s P4C. After the Christmas break there will be six P4C inquiries organised and facilitated by small groups of 4-5 students. However, the first two weeks will be devoted to practical facilitation skills and planning your inquiry. You will need to plan and organise an inquiry that lasts for a minimum of 40 minutes and a maximum of 60 minutes. The remaining time in the seminar will be facilitated by the module leader who will assume responsibility for facilitating the peer assessment of your management of the inquiry.
In your groups you will need to decide on
1. What style you are going to adopt (Lipman/SAPERE)
2. Working pairs (If there is an odd number in the group then there may be one trio)
3. What pairs/trios will take responsibility for each element/stage of the inquiry
4. How you will prepare and co-ordinate your efforts
5. What resources you will use (stimulus, exercises)

Submission format
The final commentary needs to be a 2500 word piece of continuous prose (50% of the available module mark). In this you will define your terms and describe your starting position. By referring to pieces of evidence from task 1, included as appendices at the end of your commentary, you will address the question:

To what extent has my knowledge and understanding of P4C affected my position on learning and education?

Essay
The first assessment component is a written essay. The essay assesses your understanding of the following learning outcomes:
1. To know about the general types and particular examples of thinking skills programmes used in UK educational settings.
2. To know about the historical, philosophical and pedagogical context of the development of P4C.
3. To understand the philosophical and linguistic features of dialogic enquiry and communities of philosophical enquiry.
4. To analyse different programmes using criteria identified in the academic literature.

The written essay is worth 50% of the module mark which is equivalent to 2500 words. There is a tolerance of 10% on the word limit which gives an effective range of 2250-2750 words. Please consult the Education Studies Student Handbook for further details on what is/is not included in the word
You must choose one of the following two titles:

1. Analyse and evaluate similarities and differences between P4C and contemporary educational practice.
2. What is the educational worth of P4C practice?

Books under 370.1 classmark in library.

Journal of Philosophy of Education
Studies in Philosophy of Education
Educational Philosophy and Theory
Education and Ethics
Education Theory
Analytic Teaching and Philosophical Practice [http://www.viterbo.edu/atpp/]
Thinking [http://www.montclair.edu/cehs/academics/centers-and-institutes/iapc/thinking/](Contact me for articles)

Other matters including Mitigating Circumstances and Unfair Practices

In the first instance please refer to the Education and Childhood Studies Subject handbook and then to the Undergraduate Modular Scheme handbook.


Unfair practice

- All assessed work will normally be submitted electronically, and is checked via the online Turnitin system for evidence of plagiarism. Plagiarism involves the copying of someone else’s work and passing it off as if it were your own. Students should be in no doubt that plagiarism is CHEATING, and is a very serious offence in higher education. Plagiarism will result in a penalty even when it is unintended or unwitting. Full information of the university policy and penalties related to unfair practices is in the Guide to the Modular Scheme available online at [http://www2.bathspa.ac.uk/services/student-services/current-students/your-course/guide-for-students-course-of-study/default.asp]
Late submission of work

Please note that the submission dates given in this Handbook must be adhered to. Late work received within one week of the submission date will normally receive a maximum mark of 40%. If you do not meet this cut-off date you risk failing the assessment item. See the Education Studies student handbook for information about extension requests, late submission procedures, claiming mitigating circumstances and penalties for late submission. If you have medical reasons for late submission then a doctor’s certificate must be provided to the Student Programmes Office.

Resubmission of failed tasks – requirements for August

You will be notified of your final mark for the module at the end of the year via the student portal. If you gain less than 35% in any of the above tasks you will need to resubmit and pass it before completing level 4 (year one). Work marked between 35 and 39%, although failed, may be compensated by other work for the module that has passed. Talk to your tutor if you are not sure about the implications for a failed piece of work. It is your responsibility to understand course regulations and requirements. A final resubmission date for all tasks will be set for August – again see the student portal for the exact date.

If you had a claim for mitigating circumstances accepted for this assessment item, then you may submit the initial assessment task and not the one detailed above. If you are in any doubt please email mycourse@bathspa.ac.uk

Resources

Set texts, supplemental and general reading

Following a peer-review process in 2011-12 I have decided to organise reading material into three categories. Core readings are essential and must be read in preparation for the weekly seminar. Familiarity with core readings are a necessary but not sufficient condition for successfully passing the course assessments. Supplemental readings can serve many functions such as exploring specific arguments, providing more detail on philosophers, movements and concepts, helping make links to other parts of the degree programme. Drawing on supplemental readings is a necessary but not a sufficient condition in order to achieve the higher mark bands. General readings are suggestions that are loosely related to the module and degree programme and an understanding of which allows for a more sophisticated and informed position to be taken on many matters.

This is a ‘barebones’ handbook. The following URL links to the Philosophy of Education annotated bibliography. Comments are enabled and you are welcome to comment on the document for whatever reasons such as accuracy, suggestions, etc.

https://docs.google.com/a/bathspa.ac.uk/open?id=0Bw7A58IfO7-FNWRzNExvTTVXUkU

Update [03/12/12]: The bibliography is taking longer to produce than anticipated. Please refer
instead to the following list. Articles from ‘Thinking’ can be obtained by applying to me directly since the library is unlikely to stock them.

**Articles from ‘Thinking’**


If reproducing or using in any form please reference Bath Spa University. Contributor, Darren Garside.


**General articles**


Daniel, M.-F., 2007. epistemological and educational presuppositions of P4C: from critical dialogue to dialogical critical thinking. Gifted Education International, 22(2), pp.135–147. Available at:


Glaser, J., 2007. the need for recognition: P4C as a response to Simister’s “bright girls who fail”. Gifted Education International, 22(2), pp.218–228. Available at:


126–163.

Other Journals

http://www.viterbo.edu/analyticteaching.aspx?id=45074
http://fapsa.org.au/resources/journal/

Philosophy of Education Bibliography

Useful journals for this field are:
Journal of Philosophy of education
Studies in philosophy and education
Education Theory
Ethics and education
Educational Philosophy and Theory
Theory and Research in Education

Core textbooks in the library include (caveat - anything in library under 370.1 is likely to be analytical philosophy of education only):

Minerva and other online material/links
Additional resources will be uploaded to Minerva in due course.

Student Evaluation of the module

Method of student evaluation (paper or Minerva link)
Towards the end of the year there will be posted a link in Minerva to a module evaluation questionnaire.
The nature of the module is such that there is a continuous and open dialogue concerning student needs and formative evaluations.

Evidence of student evaluation in previous cycle and resulting action

I did enjoy this module a fair amount although I found it rather challenging at times, I believe it has helped me a lot in many different aspects such as thinking and communication skills.

Thouroughly enjoyed the module. Has helped me considerably when evaluating what I have
learnt throughout the past year and, most importantly during assessments as I have used the methods in which the class has been conducted to evaluate my opinions surrounding particular topics. Would recommend to future students!

Very enjoyable, useful and intellectually stimulating module, made me look at things from new and intriguing perspectives that will definitely help in later life. Darren is a top class tutor.

I felt that this module was not suited to me and I would not choose it if given the chance again. I can see how some people may prefer this style of learning but I believe I am more suited to a traditional method. My attendance was not good throughout and I think that this was partly due to the fact that I felt my other modules were 'more important'. If I had any work to do in other areas I would preference them over this class. Although I know this is not good practice I felt that this module was no real use to me and would prioritize any other work above it.

I would recommend this module to anyone who is looking at going into teaching as philosophy for children may be of interest. I am not sure it is of much use to anyone who dose not.

I found that the weekly reading was useful in understanding the ideas in the module and it was good to go over it in class. The readings also made clear why the class was set up the way it is and the reasons we were doing certain tasks. The assessments were not always clear and there seemed to be confusion with many of the students about what was being asked of us.

I did enjoy the discussions and debating in class and I think that it has made me more aware of what I say and how I should always explain my ideas.

**Details of student rep system where issues can be raised**

Each year ECS identifies course reps with whom issues can be raised and who will make representations if appropriate.

*If you have any concerns about the module, please speak to your seminar tutor, who you should find approachable and happy to listen, or contact the module leader.*

*Alternatively, your student academic representatives (STAR) will be identified at the start of the academic year and you can ask them to speak on your behalf. There will be termly Education Studies staff-student liaison meetings where matters can be discussed and reconciled. STARs will also represent student views at meetings organized by the Students’ Union. One of your representatives will also sit on the Education School Board – they will be able to raise any matter of serious concern to senior staff in this forum.*