ED5002: Values, Philosophy and Education Module Handbook

School: Education
Subject: Education and Childhood Studies
Module Code & Title: ED5002: Values, Philosophy and Education
Co-ordinator details: Darren Garside

ED5002: Values, Philosophy and Education Module Handbook

Contact information

Introduction to the module

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

Group presentation

Seminar report

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 Dr. 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 full time. On Wednesdays and Fridays I am difficult to get hold of but 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
This module provides an introduction to key debates in philosophy of education with a particular focus on personal and institutional value systems in educational contexts. The module introduces a coherent framework enabling students to understand how philosophy differs from psychology. The module will enable you to actively develop your debating and arguing skills and apply them to topics of contemporary relevance in education today

Where it fits in the programme
This module explores a fundamental tension in Education Studies, that between normative and empirical enquiry. By normative we mean the shoulds, oughts and musts of education. These are areas that cannot be resolved through straightforward appeals to evidence because by their very nature they are contested, and rightly so. The question ‘How are we to live?’ is not a solvable question. For individuals in one life span and for groups over what might be decades, if not centuries, we position ourselves against earlier answers and arguments. This use of normative reveals how agreement or disagreement against a range of values underpins how we tackle these open-ended questions. And what might seem uncontentious to one generation is very much an issue for another.

In contrast, empirical inquiry is very much focused on the here and now. It is descriptive rather than prescriptive (or normative). Much of your degree work so far has focused on empirical research e.g. what have educational researchers had to say about class, ethnicity and gender (sociological perspective) or theories of learning and development (psychology). You may have encountered linguistic research on dialogue and maybe historical or anthropological studies. Theory or philosophy might be an important part of these works and their purpose may be to persuade, often educational policy aims overtly at persuasion, yet they differ from normative enquiries through their focus on the primacy of data - how it is generated, analysed and used.
For philosophy of education data is important; one cannot illustrate an argument without locating it in context and relating it to educational practice as we observe and experience it. Yet what marks out philosophy of education or normative enquiry, is the focus on argument. In particular
the clarity, soundness and relevance of argument. Inseparable from this analysis is an awareness of who is arguing and how they conduct themselves.

In this module you will argue a lot and you will learn how arguments advance one’s thinking and one’s stance on matters of educational importance. We start by focusing on oral forms since gaining expertise and confidence arguing with one another can be translated into written forms that are highly valued, not just in Universities but in schools, business and civic life. In other words the skills you learn on this module are highly transferable - they are life skills.

This module is the second 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)\(^1\) 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. Analyse difference between philosophical and empirical inquiry;
2. Know about themes and historical traditions of inquiry in Western philosophy;
3. Relate philosophical debates to personal value systems in context of education;
4. Use methods of philosophical analysis to argue and persuade others;
5. Analyse and evaluate using philosophical framework contemporary educational policy and/or phenomena.

**Employability**

No specific measures.

**Transferable skills**

See above.

**Opportunities for placements, visits, visiting speakers**

In recent years both Dr. Howard Gibson (BSU) and Professor Andrew Stables (University of Bath) have contributed to the module.
Outline teaching schedule

<table>
<thead>
<tr>
<th>Week (Tues.)</th>
<th>Session</th>
<th>Core reading</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 01.10</td>
<td>Course introduction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. 08.10</td>
<td>The purpose of schooling</td>
<td>White (2007)</td>
<td></td>
</tr>
<tr>
<td>3. 15.10</td>
<td>Theory and practice of argument: persuasion</td>
<td>Aristotle Rhetoric</td>
<td></td>
</tr>
<tr>
<td>5. 29.10</td>
<td>Philosophy and education</td>
<td>Standish (2010)</td>
<td>Formative assessment</td>
</tr>
<tr>
<td>6. 05.11</td>
<td>Self Directed</td>
<td>Directed</td>
<td>Study</td>
</tr>
<tr>
<td>7. 12.11</td>
<td>Indoctrination</td>
<td>Barrow and Woods (2006)</td>
<td></td>
</tr>
<tr>
<td>10. 03.12</td>
<td>SEN</td>
<td>Elliot and Gibbs (2006)</td>
<td></td>
</tr>
<tr>
<td>12. 07.01.14</td>
<td>Final formative debates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. 14.01</td>
<td>Self-directed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. 21.01</td>
<td>Self-directed</td>
<td></td>
<td>Props for week 15 to provide reading</td>
</tr>
<tr>
<td>15. 28.01</td>
<td>Assessed debates 1</td>
<td>Set by Props</td>
<td>Props for week 16 to provide reading</td>
</tr>
</tbody>
</table>

Assessment 1
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Side</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>16. 04.02</td>
<td>Assessed debates 2</td>
<td>Set by Props</td>
<td>Assessment 1 completed</td>
</tr>
<tr>
<td>Date</td>
<td>Reading</td>
<td>Week</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>----------------------------------------------</td>
<td>-----------------------------</td>
<td></td>
</tr>
<tr>
<td>17. 18.02</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. 25.02</td>
<td>Educational research</td>
<td>Standish</td>
<td></td>
</tr>
<tr>
<td>19. 04.03</td>
<td>Educational research</td>
<td>Smith</td>
<td></td>
</tr>
<tr>
<td>20. 11.03</td>
<td>Seminar report tutorials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. 18.03</td>
<td>What counts and what matters</td>
<td>Biesta (2014)</td>
<td></td>
</tr>
<tr>
<td>22. 25.03</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23. 01.04</td>
<td>Analytical Philosophy of Education</td>
<td>R.S. Peters</td>
<td></td>
</tr>
<tr>
<td>24. 08.04</td>
<td>American pragmatism and education</td>
<td>Dewey</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment 2 (Seminar report) due</td>
<td></td>
</tr>
<tr>
<td>25. 06.05</td>
<td>Continental philosophy and education</td>
<td>McCumber (2011), Introduction</td>
<td></td>
</tr>
<tr>
<td>26. 13.05</td>
<td>Other voices</td>
<td>Noddings</td>
<td></td>
</tr>
</tbody>
</table>

**Assessment details**

**Tasks with assessment briefs**

There are two assessments on this module. The first assessment is a group presentation conducted through the medium of a formal debate. There will be extensive formative assessment and feedback, including ‘mock’ debates, in order for you to feel comfortable with this method of assessment. The second assessment builds on the first and is an individual seminar report. In this report you will analyse the process of argumentation and develop the argument further.

**Dates, times and places**

Group presentation: all presentations will be completed by w/e 7 February 2015 (weeks 14-16); agreement forms and briefing notes submitted to Module Leader.
Feedback: w/e 8 March 2015 via Grademark

Seminar report: Tuesday 08.04.2015, 5pm; electronic copy only, submit to TurnItIn.
Feedback: Monday 20.05.2014 via Grademark
Marking criteria for each task set/ referencing expectations

**Group presentation**

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

1. Analyse
2. Argue and persuade
3. Evaluate

You will be assessed over the course of four weeks on how you prepare for, conduct and participate in formal debates. A formal debate gets its name from its specific structure or form that governs how the debaters interact with one another. This assessment will be based on the widely accepted Mace rules of the English Union. More details will be provided in sessions and on Minerva as the course progresses.

**Seminar report**

The final assessment component is a seminar report. The report assesses your understanding of the following learning outcomes:

1. Analyse
2. Know about
3. Relate
4. Evaluate

The seminar report draws upon your group presentation and you will use your experience to analyse and evaluate:

1. the process of argumentation
2. the substantive issue; making explicit reference to both your values and academic literature.

**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.

**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**
The 2010-11 instance of the module identified that the debate assessment carried too limited a range of marks clustered around the 60% boundary. In 2011-12 the assessment was modified and marks ranged from 24% - 68%.
In 2011-12 students noted (red identifies suggested actions for DG; green, actions for
students):
  - Not having to hand in a paper copy of assessments was highly useful.
  - Overall the best module of second year
○ Really wished I had taken this module first time round, Darren is brilliant and always there to help when needed. The debate was an interesting form of assessment and the topics discussed through the module helped with my third year modules. So whoever takes this module it will definitely help with level 6 topics.

○ Only module I looked forward to every week. Interesting, challenging and valuable to the development of the skills needed both in my future career and in other modules. The seminars offered a place for us to explore our own understanding of philosophical and educational concepts in a way not many other modules or seminars offered. Interesting assignments, the debate particularly a chance for us to show our development and understanding of both educational content and in the art of argumentation, in a way not attempted by any of my other modules.

○ By far my favourite module of the whole year, looking forward to it next year as well. Probably the most useful module I've ever done as it has helped me with essay writing skills, as well as argumentation, and the debates forced me to read articles and become more aware of what goes on in the world. The readings were sometimes difficult but because we talked about them in the seminar, I felt much more confident at the end, and that I actually learnt something. I have never walked away from a seminar thinking that I could have spent my time better doing something else, which I sometimes feel with other modules.

○ This was a challenging yet rewarding module. I found the final assignment very difficult although the module leader was available to help. It has been the one module I really look forward to attending every week. The format of seminars is great; room layout, group discussion, everyone is entitled to their opinions, topics discussed, etc. Although it must be said that some of the readings were perhaps too difficult to understand.

○ I really enjoyed this module, I thought the assessments were brilliant, I loved the debate.

○ I thought it was fantastic that we only had to submit our assignment 2 on Turnitin, rather than on Turnitin and in the drop box.

○ I was really pleased that all the readings for the seminars were available right at the beginning of the year and I really enjoyed looking at children's philosophy books at the end of the year, especially Rose Blanche.

○ I think the skills learnt in the debate will be of great use in the future and also the ways to make our argument stronger.

○ I would recommend this module to anyone as I believe it is a great module that teaches skills that are transferable to other modules.

○ I really enjoyed the module, even though I found it very challenging at times but it allowed me to really progress academically. If I was to pick my modules again for the second year, this one would be at the top of my list.

○ The regular people that turned up all participated in our discussions and I have made a number of new friends through the module.

○ The module also helped me understand what argumentation is and how vitally
important it is to higher education.
  ○ I thoroughly enjoyed this module and was a module I looked forwards going to. There was an incredible balance between hard work and enjoyable work that
was set out in each seminar. I enjoyed the readings before the lectures and found myself annoyed if I didn't manage to that week; this was largely due to the layout of the module. A big assistance to my learning is down to the tutor, who made the seminars a place where one can enquire and grow.

○ Thank you.

○ Really enjoyed the module. Its focus on rhetoric I am certain will prove beneficial in the future s my consideration of argumentation within all areas of my study had immediate benefit. Thank you Darren. However, recommendation for perhaps more information regarding the informality of the outcome of each debate. This is because I did for a few weeks after still detect tension amongst the group still retained from the competitive pathos of the debates. Perhaps a session afterwards to defuse such and a prior explanation of the assessment focus on contribution rather than victory. Thanks Again

○ A thoroughly interesting and engaging module. The deep understanding of the development of arguments, the value of intersubjective discussion and exposure to philosophical concepts and ideas have been invaluable. I have also further developed my critical engagement with literature and my own and society's normative values. The approach with which I engage with every aspect of my degree has been altered by this module.

○ The one minor suggestion I have is that early on in the module I believe it would be helpful to include a set reading or seminar of encyclopaedic nature, that is a kind of glossary or dictionary so as to define some philosophical words, schools of thought, concept and general 'isms' that students may encounter both in reading and from more wider read peers during inquiries. I feel this early exposure may support fluidity in later readings and inquiries, as a feel at times different members of our learning community became lost in the discussions of others, not because the concepts were beyond their intellect or comprehension, but due to not understanding the meanings of the terms and philosophical jargon being used.

○ This module has supported my development both academically and personally.

○ The tutor has been present, understanding and helpful.

○ The content has been particularly challenging but the teaching method made it easier to grasp new concepts and theories.

○ I have enjoyed this module and would not change what is taught or the way it is taught.

○ This was a very challenging module but one that I feel will be useful to me in the future. The content, although I could not always see the relevance to education, allowed me to develop many skills which will be useful to me throughout the rest of my time at university and in future jobs.

**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.