ED6028: The Subject of Education Module Handbook

School: Education
Subject: Education and Childhood Studies
Module Code & Title: ED6028: The Subject of Education
Co-ordinator details: Dr. Darren Garside

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Your module leader is Darren Garside and I can be contacted at the following locations and times:

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Office: TNG.06, Newton Park
Email: d.garside@bathspa.ac.uk

For the academic session 2014-15 I am full-time but am hard to get hold of on Wednesday and Friday. 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 three working days.

Introduction to the module

Module descriptor

Where it fits in the programme

This module explores the broad themes of professional identity, radical pedagogy and ethics. The module considers what it is to be an educational subject from philosophical and historical perspectives. Considering subjectivity and intersubjectivity in this way can be seen to have profound consequences for educational identity and ethics. The primary theoretical influences in this module draw on both continental philosophy and the analytical tradition.

This module is intended to complement ED6001: Independent Research Project by offering opportunities to explore concepts that emerge from researching classroom practice and policy, and the assessments are designed to facilitate the production of a literature review.

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 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. To critically analyse the conceptualisation of children and teachers in the context of education
2. To evaluate the impact of radical pedagogies in comparative international contexts.
3. To critically analyse ethical aspects of the teacher-pupil relationship

**Employability**
No specific measures.

**Transferable skills**
See above.

**Opportunities for placements, visits, visiting speakers**
No specific measures.

**Outline teaching schedule**

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<th>Session</th>
<th>Core reading</th>
<th>Notes</th>
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<td>1</td>
<td>Course introduction</td>
<td>Handbook / Aristotle</td>
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<td>2</td>
<td>Classical subjectivity</td>
<td>Aristotle (2010)</td>
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<td>3</td>
<td>Modern subjectivity</td>
<td>Solomon (1981)</td>
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<td>4</td>
<td>Pragmatic subjectivity</td>
<td>Dewey</td>
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<tr>
<td>5</td>
<td>Radical subjectivity</td>
<td>Nietzsche</td>
<td>End of introductory cycle</td>
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<td>6</td>
<td>The Practice of Education</td>
<td>MacIntyre</td>
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<td>7</td>
<td>Autonomy and accountability</td>
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<td>8</td>
<td>Educational edification</td>
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<tr>
<td>9</td>
<td>The voice of the other</td>
<td>Irigaray</td>
<td>End of Applied cycle</td>
</tr>
<tr>
<td>10</td>
<td>The death of the subject</td>
<td>Biesta</td>
<td>Assignment 1 due at end of term 1.</td>
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<td>11</td>
<td>Curriculum subjects</td>
<td>Foucault</td>
<td></td>
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<tr>
<td>12</td>
<td>Crisis of education</td>
<td>Arendt</td>
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Assessment details

Tasks with assessment briefs
There are two formally assessed components that must both be completed to pass the module. First, there is a literature/book review that is designed to help you come to terms with philosophical literature, the module themes of subjects, subjectivity and subjection, and your own enquiries. Second, there is a conceptual analysis designed to help you think critically about the concepts and ideas underpinning your chosen area of interest. There is a restriction that needs to be placed on your choice of concepts and literature for the assessments. The module is about subjectivity, relationships in the classroom and ethics. Your choice of dissertation topic may be quite broad or only tangentially related to the themes in this module. You will need to focus on perhaps just one small aspect of your wider interests. For example, if you are interested in inclusion for your dissertation then you will need to review literature about identity and normativity and then exploring the concept of inclusion in the seminar.

Dates, times and places
Essay: Friday 12.12.2014, 5pm; electronic copy only, submit to TurnItIn.
Feedback: Monday 26 January 2015 via Grademark
Feedback tutorial: Arranged with Darren by mutual convenience

Seminar report: Friday 29.05.2015, 5pm; electronic copy only, submit to TurnItIn.
Feedback: Monday 15 June 2015 via Grademark

Marking criteria for each task set/ referencing expectations
Assessment proformas (ARFs) are available on Minerva under the Assessment tab.
Essay

Not everyone on this module will have encountered the discipline of philosophy of education. The first assignment is designed to help you understand the distinctive approach of philosophy and translate previous understandings from other modules. You will be required to submit an essay that explores how philosophical accounts affect our understanding of the module themes of subjectivity, subjection and subjects in the context of education. You must choose one philosopher from list A and one from list B and show how their work can influence our understanding of the module themes, if you wish, in the context of your own dissertation or other interests. The specific title will need to be negotiated with me before submission.

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):


<table>
<thead>
<tr>
<th>List A</th>
<th>List B</th>
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<tbody>
<tr>
<td>Aristotle</td>
<td>Arendt</td>
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<tr>
<td>Kant</td>
<td>Foucault</td>
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</table>
Seminar report
The second component, the conceptual analysis, is an extended analysis of a particular concept or idea. Drawing on literature and your own thinking, you will be expected to rehearse in a seminar your ideas and thoughts about the concept; you will need to provide definitions, qualifications, and evidence to make claims about the significance and relevance of your concept. Once rehearsed, you will be expected to produce a written report that offers your definitive position. You will need to directly address some of the arguments and points made during the course of the seminar by your peers and tutor.

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-](http://www2.bathspa.ac.uk/services/student-services/current-students/your-).
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-FWGd5cTN0OU1GX1U

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**

In previous years students noted (red identifies suggested actions for DG; green, actions for students):

- This was a thoroughly enjoyable module, and seminars were always interesting and engaging. The team dynamic that formed within the seminar group that ultimately facilitated our exploration of difficult topics was possibly the most endearing and valuable part of the module; and this could not be achieved without excellent leadership from our lecturer. In terms of improvement, sometimes people were confused about which reading was meant to have been done for the seminar. Perhaps to improve this, it would be good to re-iterate at the end of a seminar what the next reading is so that everyone is on the same page. Alternatively, sending a quick email out to confirm the reading would ensure everyone is able to contribute when it came to feeding back.
- At the beginning I did not enjoy, I panicked because I wasn’t sure about the learning outcomes. As weeks passed I realised the method used by the tutor to develop our thinking/reasoning skills. I now use these skills in my day to day life besides using it in other modules too. I though only if I had these basic skills in my first two years I could have developed my academic writing. overall I really enjoyed the module. this group comparing to the other module group made me feel like a family!
- I have really enjoyed this module, it has been thought provoking and broadened my mind. The problem I found was that all the modules ran simultaneously, which made it hard to give my all to any of them. Having this module every week did mean, however, that a comfortable group could develop.
- This is the best module I have taken on my whole university course. It has exposed me to new ways of considering ideas and developed my critical thinking of both educational issues and wider ideas. The module leader is very successful at increasing our understanding of complex ideas and demonstrating the importance of considering the wider concepts that influence education today. The seminars are really enjoyable, giving us the opportunity to voice our opinions and debate various arguments. The leader consistently shows us that he values our contributions and is genuinely interested in our personal development and learning. The readings are always carefully chosen based upon where we are in our thinking and how we can develop further. I feel that this module has increased my learning and development across all areas of my degree and will continue to benefit me once I have left university. The only change I would suggest would be shorter readings as these can be quite heavy going and take a lot of time.
- This was actually the best module I've taken in my whole degree. It made me think about things in ways I've never thought about before; definitely the most
intellectually stimulating. As a lecturer Darren gives off the overwhelming air of caring, which is so great and encouraging, in discussions he always thanks us for our contribution, even if I feel like I've totally missed the point and just rambled on about rubbish!

- At the start of my degree I would get annoyed at seminars that didn't deal directly with stuff that would get me through assignment assessment criteria, but through this module I have learnt so much about learning just for learning's sake. Also I feel like I have learnt so much; at the start of the year talking about Kant and other philosophers I wouldn't have joined in discussions because I didn't know much about what they thought or what views they had, but I can definitely see progress and I feel much more confident in my own abilities.

- I think this module should be compulsory for all education students. I feel like every session was so much more relevant to life that the core modules of 1st and 2nd year. Learning to question and think is so applicable to the field of education. Also Darren is the most supportive tutor I've ever been taught by, he always goes the extra mile in replying to emails and answering questions etc. Equally, this module was invaluable in supporting my dissertation. Darren was also great at providing a good learning environment through the style and format of the seminars, he learned all our names so quickly, and made sure that we knew each others too, through playing name games for the first few weeks. It meant that we were all so much more comfortable with each other, and class discussions were free flowing, fast paced and mentally stimulating, instead of being awkward. I will absolutely use the things I have learnt in this module in the future. This is the one module that the students were completely able to express themselves and be honest. All of the topics were highly interesting and Darren was very very helpful throughout. The module has increased my confidence as a speaker and helped formed my opinions on a variety of topics such as religion, politics and the meaning of life. There are a lot of questions unanswered but that is the whole point of it. Was great and it will be missed.

- Feel reading was too much as there is a lot to all do at once at so late in the day
- Very confusing module not sure how it will help me in the future as I do not want to be a teacher
- Very interesting module. I found it helped expand my knowledge and made me think about and question things more. It was challanging but allowed me to improve on other areas of my university work and think that what i have learned will really help me in the future.

- This was my first attempt at philosophy and I have to admit I have struggled. I have found the module interesting however and it has made me think deeper. I think that some of the readings were interesting and others hard to understand but that may be due to my own lack of knowledge! Overall this has been a module to work the grey matter, sometimes harder than mine will work!! But all the same the seminars have helped my own ability to philosophise! Darren's knowledge and passion shines through and I hope that some of his wisdom will have been passed through.

- I was very apprehensive on the first session of this module, but Darren made this an interesting module to be part of. I have found it a difficult subject to master but believe that I will be no philosopher, but would strongly recommend it to other students as it has given me the ability to question my self and my practice.

- I didnt see how the module was relevant to me as a student on an early years
education degree as it held no relevance but this is not a criticism on the module or Darren I just feel it shouldnt be a module offered to people on an early years working degree. The set reading was far too academic and too long - we have 4 other modules to read for and me personally I also have a full time job!!

- This was the hardest module I have done. It has pushed me to my intellectual limits. I'm not sure it has been what I was expecting but I can see the value in it as a module. I'm not even sure whether I can say I enjoyed it but I attended all but one lectures and found it interesting. The weekly time table really worked and the 'community' established felt a fairly safe if challenging one! I have had an experience within this module that has been both terrifying when I had no idea as to what was being discussed, and strangely exhilarating when I felt I understood!!!!
- Thank-you Darren for a rewarding albeit at times bewildering journey.

- I would like to take this opportunity to say thank you to Darren for his wisdom and honesty throughout this module. I would also like to make some comments regarding the module.
  a. Students who are in full time employment find keeping up to date with the reading for all modules quite a challenge, so maybe chapters can be summarised if they are lengthy or complex.
  b. It was not always possible to access postings on minerva.
  c. The timing of the module 4-6 on a Monday evening, it can be difficult to concentrate when modules have been attended all day.
  d. Attending this module for the first time was difficult as others had studied it previously.
  e. But by attending this module each week kept the subject live and easy to engage in, giving all the information needed for assignments.
  f. The flexibility to hand in work in our own time has been useful so that other deadlines can be avoided.
  g. Discussions were thought provoking.
  h. Maybe just a few refresher sessions when assignments were in progress/coming to an end would be useful.
  i. Good to know Darren is always at the end of an email and happy to meet for tutorials.

- This module was thoroughly enjoyable. I particularly enjoyed the seminar led sessions, although at the time I was unaware of how this would link to the assignment. I enjoyed writing both of the essays, however in hindsight I wish I would have started them before I did as I feel the fortnight that I spent on them was not enough to do them justice. I learnt half way through writing one of the essays that my argument was weak but had little time left to amend this. I also found that the more I read on my selected topics for the essays my argument changed, I did not allow enough time to allow my reading to shape my essay and instead let my essay shape my reading. I am glad I attended all of the seminars as I feel this was important in order to understand the module and to complete the assignments. The readings were challenging and at times lengthy but were detrimental to my understanding of this module.
- I particularly enjoyed talking about virtues and morals, these I found to be the most interesting.

- This module has left me questioning my practice and the type of teacher and person I want to be. I strongly believe it will continue to do this throughout my career. This module was one of the most enjoyable modules I selected this year and I would not hesitate in recommending it to second year students.
Thank you, Darren.

I love Philosophy, and although I enjoyed this year, I felt that we weren’t getting enough teaching time. Due to the number of presentations/talks, often about very similar subjects, there was less tutor input. I like the concept of the talks, but it was very very student led, and some topics were irrelevant to me.

I do like how there is a class every week, even if it means we finish earlier, but I did prefer the teaching and assessment methods of last year, if I were to compare. I would also like to comment that it is frustrating when people constantly don’t turn up to discuss your topic, and then expect you to contribute to theirs.

Despite initial concerns about my intellectual ability, this module has been the most beneficial for me throughout my entire undergraduate studies because it has given me the skills to improve my critical thinking and analysis of arguments. I do think that all students would benefit from some form of philosophical thinking and therefore suggest that future assessment(s) are directed in this way on all modules.

Darren is an excellent tutor who makes everyone feel ‘safe’ in quite a daunting environment. No question was too stupid and everyone’s opinions are welcomed and encouraged. At times I did feel the sessions were ‘heavy’ which I suppose is a by product of philosophy but some kind of activity to assist learning would be have been appreciated. Monday’s are long days for students and by the time 4pm arrives, we are tired!

I recommend that the last five weeks are moved to after the Easter holidays. This will alleviate some pressure before the dissertation deadline and also provide philosophical learning closer to the essay deadlines which will assist with writing our essays.

Overall a very good module taught by a knowledgeable, friendly and approachable tutor.

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.