

The University of Edinburgh

The Moray House School of Education

Programme and Course Information Management (PCIM) and Approval Process
for Philosophy of Education major amendments

Reference document: Programme and Course Approval and Management Policy (Sept 2016)

CONSULTATION

	Recommendations	Action completed date
DUGS/ DPGS academic consultation Consideration of equality issues	Amendment discussed with DPGS	January 2017
Hol Consultation on Resource Implications/ Risk for new course/ programme proposals or closures		

SCHOOL UNDERGRADUATE/ POSTGRADUATE STUDIES COMMITTEE

Required Documents

MAJOR COURSE AMENDMENT	
Course amendment proforma	✓
Existing CCAM record or New CCAM record if required	✓

NEW COURSE CREATION	
Rationale	
New CCAM record created	

PROGRAMME AMENDMENT	
Programme Amendment proforma	
before and after DPTs	

NEW PROGRAMME PROPOSAL	
Degree programme specification	
CHASS programme proposal	
Enhanced course descriptors	

PROGRAMME CLOSURE	

Rationale for Closure	
Arrangements to support existing students	

Actions required by SUGSC/ SPGSC meeting on (date) 2 February 2017

	Completed
Review and Approval.	

SCHOOL POLICY AND RESOURCES COMMITTEE (SP&RC)

Required Documents

Financial modelling and costings	

Actions required by SP&RC meeting on (date) N/A

	Completed
Review and Approval.	N/A

SCHOOL BOARD OF STUDIES

Actions required by Board of Studies on (date) 16 February 2017

	Completed
Review and Approval.	

The University of Edinburgh
The Moray House School of Education
School Postgraduate Studies Committee

[2.2.2017]

[Changes to assessment arrangements in the philosophy of education course]

Brief description of the paper

[50-100 words should normally suffice]

Three changes are proposed to the assessment arrangements for the philosophy of education course. The word count of the blog task is revised (1000 words to 500 words); the word count of the essay is revised (2500 words to 2000 words) and an additional assessed group presentation is added. These changes are designed in response to feedback from students at the staff student liaison committee and during the last session of the course this year.

Action requested

[e.g. For comment

For information

To consider recommendations *(summarised or cross-referenced to the paper)*

To note formally

etc.

Judgement will be needed here: the cover sheet must be concise, and must not simply repeat large sections of the paper.]

Resource implications

Does the paper have resource implications? No

If 'Yes', in which section(s) of the paper are they described?

Risk assessment

Does the paper include a risk analysis? No

If 'Yes', in which section(s) of the paper is it set out?

Equality and diversity

Have due considerations been given to the equality impact of this paper? Yes.

Freedom of information

Can this paper be included in open business? Yes

If no, please indicate why the paper must be withheld, and for how long (eg until decision is publicly announced):

Its disclosure would substantially prejudice a programme of research		Its disclosure would substantially prejudice the effective conduct of public affairs	
Its disclosure would substantially prejudice the commercial interests of any person or organisation		Its disclosure would constitute a breach of confidence actionable in court	
Its disclosure would constitute a breach of the Data Protection Act		Other (please give further details)	

Any other relevant information

*[If any: e.g. Matters arising from meeting held on.....
X will attend for discussion of this item.
To be presented by Y.*

If not relevant, omit]

Originator of the paper

[Name and function; date of preparation – these should also occur on the paper itself.]

Dr James MacAllister, MSc Education Programme Director and course co-ordinator of the philosophy of education course

MHSE SPGSC/Board of Studies Course Amendment Form

***will result in a new course code being created**

Changes requiring SPGSC/Board of Studies Approval	PRE AMENDMENT	POST AMENDMENT
Home Subject Area*	MSc Education	MSc Education
Course name* (and code)	The Philosophy of Education	The Philosophy of Education
SCQF credit level *	Masters, SQF Level 11	Masters, SQF Level 11
Credit Value*	20 credits	20 credits
Learning Outcomes	No changes	1. 2. 3. 4. 5.
Balance of Assessment Types (formative , summative)/ Components (eg essay, exam) with % Weightings (Please indicate alignment with learning outcomes)	There are two summative assessment tasks for this course as well as marks for participation: a 1000 word blog post (contributing 25% of the final course mark) and a 2500 word essay (contributing 75% of the final course mark). The blog post assignment is submitted mid-course and requires students to choose a topic within philosophy of education research from a list of options, and use 3 or 4 research articles to write a critical overview of the topic. The course tutor will award 20% of the grade for the blog post while an extra 5% will be available to students who offer critically supportive comments on blog posts compiled by their peers. Prior to submission of their second assignment (2500 word essay), students will receive feedback on their blog post, as well as feedforward guidance on their essay plans. Essay content will relate to one or more of the topics discussed during class.	There are three summative assessment tasks for this course: 1. A 500 word blog post (contributing 15% of the final course mark), 2) A group presentation (contributing 15% of the final course mark) and 3. A 2000 word essay (contributing 70% of the final course mark). The blog post assignment is submitted mid-course and requires students to choose a topic within philosophy of education research from a list of options, and use 2-3 research articles to write a critical overview of the topic. The course tutor will award 10% of the grade for the blog post while an extra 5% will be available to students who offer critically supportive comments on blog posts compiled by their peers. Students will work together in small groups for the presentation task and deliver a 5-7 minute academic article related to the course. Prior to submission of their third assignment (2000 word essay), students will receive feedback on their blog post, as well as feedforward guidance on their essay plans. Essay

		content will relate to one or more of the topics discussed during class.
Pass requirements (compensation/ aggregation)	No changes	No changes

Rationale for Changes: During the last session of the philosophy of education course I taught this year I asked students how they felt the course could be improved. There was a strong consensus that having a graded group presentations to compliment the essay and blog was a very good idea. Similar views about the desirability of a graded group presentation were also expressed at the Staff Student Liaison committee about this course. Having taught this course once now I also feel it is a very relevant way to assess students.

Changes to assessment arrangements for: The philosophy of education course

This paper sets out proposals to change the assessment arrangements for the philosophy of education course. This course is a compulsory one for students on the MSc Education. Three changes are proposed to the assessment arrangements for the philosophy of education course. The word count of the blog task is revised (1000 words to 500 words); the word count of the essay is revised (2500 words to 2000 words) and an additional assessed group presentation is added. These changes are designed in response to feedback from students at the staff student liaison committee held in semester one and during the last session of this course when all students who took the course were asked to engage in debate about strong points and about how it could be improved.

The following issues were raised by students who took this course this year.

There was a strong consensus that 1) having a graded group presentations to compliment the essay and blog was a very good idea. Students enjoyed working on the group presentation this year and put a lot of work in to the tasks and feel it is important that they can be rewarded for this effort. Having taught this course once now I also feel a group presentation is a very relevant way to assess the knowledge students are developing – often philosophical clarity emerges out of conversation rather than writing. 2) Students also wanted the opportunity to write a relatively low stakes critical analysis blog during the course where they get feedback from peers and the tutor that could inform their final essay task.

Current Tasks

There are two summative assessment tasks for this course as well as marks for participation: a 1000 word blog post (contributing 25% of the final course mark) and a 2500 word essay (contributing 75% of the final course mark). The blog post assignment is submitted mid-course and requires students to choose a topic within philosophy of education research from a list of options, and use 3 or 4 research articles to write a critical overview of the topic. The course tutor will award 20% of the grade for the blog post while an extra 5% will be available to students who offer critically supportive comments on blog posts compiled by their peers. Prior to submission of their second assignment (2500 word essay), students will receive

feedback on their blog post, as well as feedforward guidance on their essay plans. Essay content will relate to one or more of the topics discussed during class.

Proposed Tasks

There are three summative assessment tasks for this course: 1. A 500 word blog post (contributing 15% of the final course mark), 2) A group presentation (contributing 15% of the final course mark) and 3. A 2000 word essay (contributing 70% of the final course mark). The blog post assignment is submitted mid-course and requires students to choose a topic within philosophy of education research from a list of options, and use 2-3 research articles to write a critical overview of the topic. The course tutor will award 10% of the grade for the blog post while an extra 5% will be available to students who offer critically supportive comments on blog posts compiled by their peers. Students will work together in small groups for the presentation task and deliver a 5-7 minute presentation where they critically analyse an academic article related to the course. Prior to submission of their final assignment (2000 word essay), students will receive feedforward guidance on their essay plans. Essay content will relate to one or more of the topics discussed during class.

Course Descriptor: MSc Education

Course Title

The Philosophy of Education (EDUA11363)

Course Outline

School	School of Education	College	Arts, Humanities and Social Science
Course type	Standard	Availability	To all students
Credit level (Normal year taken)	SCQF Level 11	Credits	20
Home subject area	Education	Other subject area	None
Course website	None	Taught in Gaelic?	No
Course description	<p>This course explores some fundamental educational questions from a wide variety of philosophical perspectives, both Scottish and international. The course is underpinned by the view that ‘education’ does not just occur in educational institutions such as school classrooms and university buildings. Instead it can happen anywhere, at any phase of a person’s life. The course is also founded on the view that ‘philosophy’ is not only an academic discipline, but also a way of life. It is proposed that being philosophical entails careful thought, feeling <i>and</i> action - including thinking for oneself, understanding the perspectives of others and acting for the common good. Questions considered in this course may include:</p> <ul style="list-style-type: none"> • What is the nature of philosophy of education inquiries? What are the possibilities and limitations inherent in a ‘what works’ view of educational research? • What is ‘education’? How does it differ from teaching, training, socialization, maturation or indoctrination? What should education be for? What educational aims are most justifiable and why? Can these aims be reached and what is the most appropriate way? • What does it mean to be an ethical and ‘professional’ teacher? How might education and teaching be implicated in the ‘good’ life, if at all? How might examinations and discipline in education interrupt pursuit of the ‘good’ life? • What is ‘knowledge’ and how is it taught/and or acquired? What types of knowledge are of educational value in different contexts of learning such as classrooms, sports halls, colleges, museums, the outdoors and workplaces? • Do educational institutions encourage or hinder the pursuit of democracy, social justice and the understanding of personal and cultural differences? What can be learned from comparing educational traditions in different communities, countries and contexts? <p>By the end of the course students will be able to express their own point of view in respect to these questions, issues and literatures based on a solid line of argumentation.</p>		

Entry Requirements (not applicable to Visiting Students)

Pre-requisites	None	Co-requisites	None
Prohibited Combinations	None	Other requirements	None
Additional Costs	None		

Information for Visiting Students

Pre-requisites	None
Displayed in Visiting Students Prospectus?	Yes

Summary of Intended Learning Outcomes

On completion of this course, the student will be able to:

1. Critically consider the nature of philosophy of education research
2. Critically explore the nature and purposes of education and teaching
3. Critically analyse the contested nature of educational knowledge and how it is best acquired
4. Critically engage with the ideas of key educational thinkers, both Scottish and international
5. Develop a critical awareness of the relationship between educational institutions, democracy, social justice, community learning and cultural difference

Assessment Information

There are three assessment tasks for this course. 1. A 500 word blog post (contributing 15% of the final course mark), 2) A group presentation (contributing 15% of the final course mark) and, 3. A 2000 word essay (contributing 70% of the final course mark). The blog post assignment is submitted mid-course and requires students to choose a topic within philosophy of education research from a list of options, and use 2-3 research articles to write a critical overview of the topic. The course tutor will award 10% of the grade for the blog post while an extra 5% will be available to students who offer critically supportive comments on blog posts compiled by their peers. Students will work together in small groups for the presentation task and deliver a 5-7 minute presentation where they critically analyse an academic article related to the course. Prior to submission of their final assignment (2000 word essay), students will receive feedforward guidance on their essay plans. Essay content will relate to one or more of the topics discussed during class.

Special Arrangements

None

Additional Information

Academic description	Not entered
Syllabus	
Transferable skills	Group presentation skills, analytic reading and writing skills, group discussion skills
Reading list	<p>Indicative Reading for this course includes:</p> <p>Biesta G (2010) <i>Good Education in an Age of Measurement: Ethics, Politics, Democracy</i> (Paradigm, London)</p> <p>Dewey J (2007) <i>Democracy and Education</i>, (Echo Publishing, Middlesex)</p> <p>Friere (1970) <i>Pedagogy of the oppressed</i>, (Penguin, London)</p> <p>Higgins C (2011) <i>The Good life of Teaching: An ethics of professional practice</i> (Wiley-Blackwell, Chichester)</p>

	<p>MacAllister J (2016) <i>Reclaiming Discipline for Education: Knowledge, relationships and the birth of community</i> (Routledge, London)</p> <p>Nietzsche F (2016) <i>Anti-Education: On the future of our educational institutions</i> (NYRB Classics, New York)</p> <p>Nussbaum M (2011) <i>Creating Capabilities: The Human Development Approach</i> (Harvard, London)</p> <p>Plato (1956) <i>Protagoras and Meno</i> (Penguin, London)</p>
Study Abroad	Not entered
Study Pattern	20 contact hours combining lectures, videos, seminars, guided reading and self study
Keywords	Philosophy, education, ethics, teaching, epistemology

Contacts

Course organiser	<p>Dr James MacAllister</p> <p>Tel: (0131 6) 51 6467</p> <p>Email: james.macallister@ed.ac.uk</p>	Course secretary	<p>Mrs Mairi Ross</p> <p>Tel: (0131 6)51 4241</p> <p>Email: mairi.ross@ed.ac.uk</p>
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