

## Module Specification

### Module Summary Information

<b>1</b>	<b>Module Title</b>	Key Educational Thinkers and the Philosophy of Education
<b>2</b>	<b>Module Credits</b>	20
<b>3</b>	<b>Module Level</b>	4
<b>4</b>	<b>Module Code</b>	EDU4133

<b>5</b>	<b>Module Overview</b>
<p>This module will introduce you to a range of different key thinkers in the philosophy of education. The module is only loosely designed and the content will be decided as part of collaborative process in the first session: there is a long list of thinkers we will talk through and a short list will be decided upon. Additionally, the module will build the connection between theory and experience as we use the various theoretical understandings of education to explore personal experiences.</p>	

<b>6</b>	<b>Indicative Content</b>
<p>The module will cover a wide range of philosophers of education, with specific individuals drawn from the list below (with the possible inclusion of others):</p> <ul style="list-style-type: none"> <li>- John Locke</li> <li>- Jean Jacques Rousseau</li> <li>- John Dewey</li> <li>- A.S. Neill</li> <li>- E.D. Hirsch</li> <li>- Jane Roland Martin</li> <li>- Jacques Ranciere</li> <li>- Daisy Christodoulou</li> <li>- bell hooks</li> <li>- Paulo Freire</li> <li>- Ivan Illich</li> <li>- Maxine Greene</li> <li>- Nel Noddings</li> </ul>	

<b>7</b>	<b>Module Learning Outcomes</b>
<b>On successful completion of the module, students will be able to:</b>	
<b>1</b>	Identify and differentiate between different key educational thinkers.
<b>2</b>	Trace the development of different key concepts in educational thinking and philosophy.
<b>3</b>	Relate educational philosophical traditions to your own education experiences.
<b>4</b>	Demonstrate an ability to write clearly and accurately; follow academic conventions appropriate to undergraduate study
<b>5</b>	To demonstrate high levels of commitment and engagement in sessions.

<b>8 Module Assessment</b>			
<b>Learning Outcome</b>	<b>Coursework</b>	<b>Exam</b>	<b>In-Person</b>
1. Identify and differentiate between different key educational thinkers.	x		
2. Trace the development of different key concepts in educational thinking and philosophy.	x		
3. Relate educational philosophical traditions to your own education experiences.	x		
4. Demonstrate an ability to write clearly and accurately; follow academic conventions appropriate to undergraduate study	x		
5. To demonstrate high levels of commitment and engagement in sessions.			x

<b>9 Breakdown Learning and Teaching Activities</b>	
<b>Learning Activities</b>	<b>Hours</b>
<b>Scheduled Learning (SL)</b> includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable	48
<b>Directed Learning (DL)</b> includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	60
<b>Private Study (PS)</b> includes preparation for exams	92
<b>Total Study Hours:</b>	200

