

Module Specification

Module Summary Information

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

5	Module Overview
<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>	

6	Indicative Content
<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"> - John Locke - Jean Jacques Rousseau - John Dewey - A.S. Neill - E.D. Hirsch - Jane Roland Martin - Jacques Ranciere - Daisy Christodoulou - bell hooks - Paulo Freire - Ivan Illich - Maxine Greene - Nel Noddings 	

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

8 Module Assessment			
Learning Outcome	Coursework	Exam	In-Person
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

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

