

# EQ308-15 Philosophy in Education

**20/21**

**Department**

Education Studies

**Level**

Undergraduate Level 3

**Module leader**

Emma Williams

**Credit value**

15

**Module duration**

10 weeks

**Assessment**

100% coursework

**Study location**

University of Warwick main campus, Coventry

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## Description

### Introductory description

This module investigates what it might mean to “teach philosophically”, both in terms of established curriculum concepts and new initiatives. You will critically analyse contemporary approaches to using philosophy in schools and consider alternatives, as well as exploring the ways in which a philosophical approach to teaching generally might be practically implemented. You will also examine how an understanding of the philosophical assumptions behind school curriculum can assist in teaching subjects, both independently and in interdisciplinary contexts, as well as how it could enhance pupil learning.

[Module web page](#)

### Module aims

1. To investigate what it might mean to “teach philosophically”, both in term of established curriculum concepts and new initiatives.
2. To critically analyse contemporary approaches to using “philosophy in schools” and considering alternatives.
3. To explore the ways in which a philosophical approach to teaching generally might be practically implemented.
4. To examine how an understanding of the philosophical assumptions behind school curriculum can assist in teaching subjects, both independently and in interdisciplinary

contexts.

5. To examine how an understanding of the philosophical assumptions behind school curriculum can assist and enhance pupil learning.

## Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

This interdisciplinary module explores the connections between philosophy and education. Taking as its educational context the contemporary concern to develop 'thinking skills' in post-16 education, it will critically engage with the nature of philosophical thinking both in terms of what this can be said to involve, and what a consideration of the procedures and methods of philosophical thought might bring to education. It will encourage students to become familiar and critically engage with the ways philosophy is currently being used as tool of educational innovation, as well as considering future possibilities for the use of philosophy in education (particularly in a post-16 context).

For education students, the module will provide the opportunity to explore in critical depth some key areas of contemporary educational innovation (including 'philosophy in schools', programmes for teaching 'thinking skills' and 'critical thinking'). For philosophy students, the module will provide the opportunity to bring philosophical concepts to bear on practical and applied issues. Education will thus act as a case study for an examination of the broader role of philosophy in public life. The course will include the opportunity to apply the knowledge gained in the lectures and seminars in concrete school settings, hence providing the opportunity for both education and philosophy students to acquire practical pedagogical skills.

Lectures and seminars will cover areas such as:

- Critical consideration of the ways philosophy is currently being utilized in education, particularly the post-16 context. Why this has happened and what justifications are being used? Exploration of educational policy and case studies drawn from the field of education.
- Critically investigating the concept of "thinking philosophically"; the way this is represented in educational literature and in philosophical literature. Considering the educational possibilities this might open.
- Linked to the above, critically considering what "philosophical thinking" involves and debating topics such as:
  - o The role of experience in philosophical arguments
  - o The role of the affects in philosophical arguments
  - o The role of imagination in philosophical arguments
  - o The role and inter-relations between reasons and passions.
- Critically investigating the concept of "teaching philosophically"
- Linked to the above, investigating and critically discussing different pedagogic models (e.g. dialogue, conversation models) and the educational value of such approaches. - Considering, from a broader perspective, the role of academic disciplines in public life. Within the module, students will have the opportunity to devise and lead an activity for sixth

form students designed to facilitate “philosophical thinking”. Through this, students will have the opportunity to apply their theoretical knowledge in a practical setting.

## **Learning outcomes**

By the end of the module, students should be able to:

- To demonstrate a systematic, coherent and detailed knowledge and understanding of established and state-of-the-art arguments for using philosophy as a tool of educational innovation in post-16 education and beyond
- To demonstrate a systematic, coherent and detailed knowledge of the ways in which philosophy is being used in education.
- To show initiative in applying theoretical and conceptual arguments to educational practice, that takes into account complex and unpredictable educational contexts.
- To critically evaluate different ways philosophical thinking might be defined, and relevant debates in metaphilosophy to identify a range of solutions to debates.
- To apply the methods and techniques to review and consolidate literature, to extend arguments, and to create and examples and illustrations.
- To show initiative in applying a practical dimension to conceptual thought, that takes into account complex and unpredictable educational contexts.

## **Indicative reading list**

- Bakhurst, D (2011). *The Formation of Reason*. Oxford: Wiley-Blackwell.
- Bakhurst, David and Fairfield, Paul, (eds.) (2016). *Education and Conversation: Exploring Oakeshott's Legacy*. London: Bloomsbury.
- Bonnett, M. (1994). *Children's Thinking*. London: Cassell.
- Dunne, J. (1993). *Back to the Rough Ground*. Notre Dame Press.
- Gendler, Tamar Szabo (2014). *Thought Experiment: On the Powers and Limits of Imaginary Cases*. Routledge.
- Gendler, Tamar Szabo (2010). *Intuition, Imagination, and Philosophical Methodology*. Oxford University Press UK.
- Glendinning, Simon (2010) *Argument all the way down: the demanding discipline of non-argumento-centric modes of philosophy*. In: Reynolds, J. and Chase, J. and Williams, J., (eds.) *Postanalytic and Metacontinental Crossing Philosophical Divides*. London: Continuum.
- Hand, M. & Winstanley, C. (2008). *Philosophy in Schools*. London: Continuum
- Lipman, M. (1977). *Philosophy in the Classroom*. Montclair State College: Institute for the Advancement of Philosophy for Children.
- Lipman, M. (2003). *Thinking in Education*. Cambridge: Cambridge University Press.
- Peters, M. (2007). *Kinds of Thinking, Styles of Reasoning*. *Educational Philosophy and Theory*, 350-363.
- Siegel, H. (1988). *Educating Reason*. Worcester: Routledge.
- Siegel, H. (1997). *Rationality Redeemed? Further Dialogues on an Educational Ideal*. New York: Routledge.
- Smith, R.D. (2008). *To school with the poets: philosophy, method and clarity*. *Paedagogica Historica: International Journal of the History of Education* 44(6): 635-645.
- Vansieleghem, N., & Kennedy, D. (2012). *Philosophy for Children in Transition: Problems and*

Prospects. Oxford: Wiley-Blackwell Warner, M. (1989). Philosophical Finesse: Studies in the art of rational persuasion. Oxford: Clarendon.

Winch, Christopher (2006). Education, Autonomy and Critical Thinking. Routledge.

Williams, E. (2016). The Ways We Think. Oxford: Wiley-Blackwell.

Williams, E. (2015) In excess of epistemology: Siegel, Taylor, Heidegger and the conditions of thought. Journal of Philosophy of Education, Volume 49 (1). pp. 142-160.

Williams, E. (2013) 'Ahead of all beaten tracks' : Ryle, Heidegger and the ways of thinking. Journal of Philosophy of Education, Volume 47 (1). pp. 53-70.

Zamir, Tzachi. (2007). Double Vision: Moral Philosophy and Shakespearean Drama. Oxford: Princeton University Press.

[View reading list on Talis Aspire](#)

## **Interdisciplinary**

This module draws heavily on the discipline of philosophy

## **Subject specific skills**

Students should demonstrate a critical understanding of -

- the underlying values, theories and concepts relevant to education
- the diversity of learners and the complexities of the education process
- the complexity of the interaction between learning and local and global contexts, and the extent to which participants (including learners and teachers) can influence the learning process
- the societal and organisational structures and purposes of educational systems, and the possible implications for learners and the learning process
- theories, practice and research in the area of education

## **Transferable skills**

- Active listening
- Cognitive flexibility
- Communication skills
- Complex problem solving
- Coordinating with others
- Creativity
- Critical thinking
- Interpersonal and communication
- Personal development skills
- Persuading/influencing
- Reasoning
- Team working

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## **Study**

## Study time

Type	Required	Optional
Lectures	9 sessions of 1 hour (6%)	
Seminars	9 sessions of 2 hours (12%)	
Tutorials	(0%)	1 session of 15 minutes
Practical classes	1 session of 3 hours (2%)	
Private study	120 hours (80%)	
Total	150 hours	

## Private study description

Independent study hours include background reading, completing reading/other tasks in preparation for timetabled teaching sessions, undertaking research using the library resources, follow-up reading work, working on individual and group projects, the completion of formative and summative assignments, revision.

## Costs

No further costs have been identified for this module.

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## Assessment

You do not need to pass all assessment components to pass the module.

### Assessment group A1

	Weighting	Study time
Reflective Assignment A 1,000-word reflective assignment.	15%	
Assessed Essay A 2,000-word essay.	85%	

## Feedback on assessment

Tutorials  
Peer feedback on reflective pieces and whole group feedback during seminar  
Written feedback on all assessed pieces

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## Availability

## Anti-requisite modules

If you take this module, you cannot also take:

- EQ208-15 Philosophy in Education

## Courses

This module is Optional for:

- Year 2 of UMAA-GV19 Undergraduate Mathematics and Philosophy with Specialism in Logic and Foundations
- UPHA-V700 Undergraduate Philosophy
  - Year 2 of V700 Philosophy
  - Year 2 of V700 Philosophy
  - Year 3 of V700 Philosophy
  - Year 3 of V700 Philosophy
- Year 4 of UPHA-V701 Undergraduate Philosophy (with Intercalated year)
- Year 4 of UPHA-V702 Undergraduate Philosophy (with Work Placement)

This module is Option list A for:

- UPHA-VL78 BA in Philosophy with Psychology
  - Year 2 of VL78 Philosophy with Psychology
  - Year 3 of VL78 Philosophy with Psychology
- Year 4 of UPHA-VL79 BA in Philosophy with Psychology (with Intercalated year)
- UMAA-GV17 Undergraduate Mathematics and Philosophy
  - Year 3 of GV17 Mathematics and Philosophy
  - Year 3 of GV17 Mathematics and Philosophy
  - Year 3 of GV17 Mathematics and Philosophy
- UMAA-GV19 Undergraduate Mathematics and Philosophy with Specialism in Logic and Foundations
  - Year 3 of GV19 Mathematics and Philosophy with Specialism in Logic and Foundations
  - Year 4 of GV19 Mathematics and Philosophy with Specialism in Logic and Foundations

This module is Option list B for:

- UMAA-GV17 Undergraduate Mathematics and Philosophy
  - Year 2 of GV17 Mathematics and Philosophy
  - Year 2 of GV17 Mathematics and Philosophy
  - Year 2 of GV17 Mathematics and Philosophy
- UPHA-VQ72 Undergraduate Philosophy and Literature
  - Year 2 of VQ72 Philosophy and Literature
  - Year 3 of VQ72 Philosophy and Literature
- Year 4 of UPHA-VQ73 Undergraduate Philosophy and Literature with Intercalated Year