Philosophy of Education and Theories of Learning and Teaching

Module Code: PETLT
NQF level: 7
Credit Value: 20
Study duration: 12 weeks

Module description:
This module provides an introductory overview of the historical and philosophical context in which educational practice sits. It explores some fundamental questions such as what we understand the concepts of education and knowledge to entail, what we believe the purpose of education to be, how education impacts on and is impacted by society, culture and politics and how values are reflected and communicated in education systems and in individual educational practice. Module content will include an overview of key educational theories and students will be guided to identify how theory informs and shapes pedagogical practice and materialises in approaches to educational policy, curriculum design, teaching, learning and assessment methods as well as in the roles and relationships of teachers and learners. Students will be encouraged to evaluate the effectiveness of theoretical approaches and practical methods in facilitating educational practice that meets the diverse needs of learners in a range of contexts.

This module aims to:
▪ Introduce students to the historical, philosophical and cultural context of education
▪ Prompt students to explore and refine their understanding of key concepts, values and beliefs related to education and educational practice
▪ Provide an introductory overview of some of the key theories of education and learning and how these are realised in practical pedagogy
▪ Promote the development of students’ critical evaluation skills, reflective skills and their ability to synthesise knowledge in the context of educational theory and practice

Learning outcomes
On completion of this module, students will be able to:
▪ Synthesize and critically evaluate a broad range of complex concepts related to the field of philosophy of education.
▪ Identify the salient features of key educational theories and describe how they apply to educational practice.
▪ Critically evaluate the effectiveness of a range of educational approaches and pedagogical practices in facilitating learning in given contexts.
▪ Reflect on own approach to teaching and learning and justify pedagogical choices in relation to educational theory.
Philosophy of Education and Theories of Learning and Teaching

Syllabus
- The field of the philosophy of education
- The concepts of ‘education’ and ‘knowledge’
- The purpose of education
- The social, cultural and political context of education
- The impact of values and beliefs on education and practice
- Theories of education and learning, e.g. cognitivism, behaviourism, constructivism, constructionism, humanism, 21st century pedagogies
- Models of learning, e.g. Gardner’s Multiple Intelligences
- Meta-theories, e.g. Bloom’s Taxonomy
- Critical Theory & Critical Pedagogy, e.g. the works of Paulo Freire & Ira Shor
- Education policy & its critics, e.g. Professor Stephen Ball, Michael Apple and ‘New Learning’

Learning and teaching methods
Input will be delivered through specified reading materials and pre-recorded lecture-casts provided on the UoEO Learning Platform. This is supported by guided discussion forums, and biweekly online question and answer sessions (using synchronous communication software and application sharing facility). The pre-recorded lecture-casts and online Q & A sessions will include referenced use of selected case studies drawn from the reading materials and the tutors’ professional / educational contexts and experience. Self-managed learning will supplement input and to this end students will be given direction on required and indicative reading, including relevant websites, and encouraged to identify and share appropriate web-based resources with their peers.

The pedagogical approach for this module is informed by the principles of collaborative enquiry and constructionism. Collaborative enquiry is supported through our internet-mediated learning platform, the aim of which is to facilitate the activity of the learning community through online dialogue, peer discussion and feedback. The participants’ subject understanding, engagement and learning experience will be enhanced through interactions in which they explain their perceptions, discuss their views, share their experience, and receive feedback from peers and tutors.

<table>
<thead>
<tr>
<th>Description of unit of assessment</th>
<th>Length/Duration</th>
<th>Submission Date</th>
<th>Weighting</th>
</tr>
</thead>
</table>
| Collaborative learning question   | 400 words       | Post: Friday week 3  
Response: Monday week 5 | 10%        |
| Poster presentation               | 500-600 words   
5-10 minutes                      | Week 6          | 30%        |
| Assignment - case study report    | 3000 words      | End of module   | 60%        |