

UNIT INFORMATION

UNIT CODE	ED602						
UNIT NAME	Philosophical Perspectives on Education						
ASSOCIATED HIGHER EDUCATION AWARDS	Graduate Certificate in Christian Education Master of Education						
DURATION	One Semester						
LEVEL	Level 9						
CORE / ELECTIVE	Core						
WEIGHTING	Unit credit points 10 (0.125 EFTSL) Course credit points: 40 - Graduate Certificate in Christian Education 80 - Master of Education						
LEARNING DELIVERY	<p>External/Online</p> <ul style="list-style-type: none"> Weekly virtual lecture/ tutorial Plus, Learning Portal <p>Learning Portal (Moodle™)</p> <ul style="list-style-type: none"> Power Point presentation and resources Weekly readings Study guides Collaborative forums: Student forums and News forum. Turnitin assessment and feedback tool <p>All unit outlines are reviewed prior to the offering of the unit to take account of student and lecturer feedback.</p>						
STUDENT WORKLOAD	<table> <tr> <td>Contact hours/Directed Online study</td><td>06 hours</td></tr> <tr> <td>Reading, study and preparation</td><td>04 hours</td></tr> <tr> <td>Total</td><td>10 hours</td></tr> </table> <p>Students requiring additional English language support are expected to undertake an additional one hour per week.</p>	Contact hours/Directed Online study	06 hours	Reading, study and preparation	04 hours	Total	10 hours
Contact hours/Directed Online study	06 hours						
Reading, study and preparation	04 hours						
Total	10 hours						
PREREQUISITES / COREQUISITES / RESTRICTIONS	Nil						

RATIONALE

Enduring Understanding:

Exploring ways of thinking Christianly about education is central to the Master of Education degree, and development of a considered Christian vision of education is foundational to the more specialised studies which follow later in the program.

This unit builds upon the study of major worldviews in contemporary society in the preceding unit ED601 Applying Worldview Studies to Christian Education, drawing upon philosophy to provide conceptual tools for thinking about education.

Classical, modern and postmodern philosophies have all generated theories and approaches to education, and the unit therefore introduces the range and variety of educational models and some of the key points of difference. Students can then reflect on their own theological convictions and the varying theological currents which flow through the literature on Christian education.

Without developed abilities to draw connections between their faith and its educational implications, teaching may well be a philosophically eclectic or unreflective task which is Christian only in name rather than by virtue of vital and organic connections.

CONTENT

1. Philosophy and Education: Philosophic Issues in Education; Traditional Philosophies and Education
2. Modern and Postmodern Philosophies and Education, including diverse ways of knowing
3. Building a Christian Philosophy of Education
4. Contemporary theories of Education
5. Diversity in Christian Educational Perspectives
6. Applying Christian Thinking about Education

LEARNING OUTCOMES

On completion of this unit, pre-service teachers will have provided evidence that they have:

1. thought philosophically and theologically about education
2. compared a range of classical and contemporary philosophies, and the educational theories which they have generated
3. considered the foundations, features and implications of Christian educational models
4. described and defended a Christian educational framework in comparison with secular frameworks
5. critically applied Christian thinking to a current educational issue

ASSESSMENT TASKS

In order to receive a passing grade a student must fulfil the following requirements:

- adequate submission/attempt of all assessment tasks
- achieve a summative exit grade of Pass or above

TASK 1: ANALYTICAL ESSAY

Word Length/Duration: 2000 words
 Weighting: 40%
 Assessed: Week 11

TASK 2: INVESTIGATIVE REPORT

Word Length/Duration: 3,000 words
 Weighting: 60%
 Assessed: Week 16

ASSESSMENT ALIGNMENT

Assessment Task	Learning Outcome	Content	Graduate Teacher Standards	Graduate Attributes
Task 1	1, 2, 6			
Task 2	3-6			

ASSESSMENT ELABORATION

Task 1: Analytical Essay

A critical discussion of the relationship between philosophy and education.

Select two philosophies discuss the implications of their standpoints for educational practice. You should consider aspects of metaphysics, epistemology and axiology in your analysis.

In preparing your paper, you should make use of range of resources (journal articles and books) relevant to various philosophies you have chosen. It is important to go beyond prescribed text and those readings required for the unit.

Task 2: Investigative Report

This paper consists of two parts.

Articulate and defend what you consider to be a Christian philosophy of education. Then, select a current educational issue and discuss the contribution a Christian philosophy of education can bring to this issue.

SPECIALIST FACILITIES OR EQUIPMENT

Nil

PRESCRIBED TEXTS

Knight, G. (2006). *Philosophy and education: An Introduction in Christian perspective* (4th ed.). Berrien Springs, MI: Andrews University Press.

Selected readings will be available via the Moodle™ site for this unit.

RECOMMENDED READINGS

CURRICULUM READINGS

Braley, J., Layman, J. & White, R. (2003). *Foundations of Christian school education*. Colorado Springs, CO: ACSI.

Charlesworth, M. (2002). *Philosophy and religion: From Plato to postmodernism*. Oxford: Oneworld.

Edlin, R. (2014). *The cause of Christian education*. (4th ed.). Loveland, CO: Vision Press.

Edlin, R., & Ireland, J. (2006). *Engaging the culture: Christians at work in education*. Blacktown, NSW: NICE.

Estep, J., Anthony, M., & Allison, G. (2008). *A theology for Christian education*. Nashville, TN: B & H Publishing Group.

Fowler, S., Van Brummelen, H., & Van Dyk, J. (1990). *Christian schooling: Education for freedom*.

Potchefstroom, TVL: Potchefstroom University for Christian Higher Education.

Gutek, G. (2003). *Philosophical and ideological voices in education*. New York, NY: Allyn & Bacon.

Kang, H. (2003). *Contemporary philosophical issues in Christian education*. Seoul: Yonsei University Press.

Pazmino, R. (2001). *God our teacher: Theological basics in Christian education*. Grand Rapids, MI: Baker Academic.

Peterson, M. (2001). *With all your mind: A Christian philosophy of education*. Notre Dame, IN: University of Notre Dame Press.

Stronks, G., & Joldersma, C.W. (Eds.). (2002). *Educating for life: Reflections on teaching and learning*. Grand Rapids, MI: Baker Academic.

Van Brummelen, H. (2009). *Walking with God in the classroom: Christian approaches to teaching and learning* (3rd ed.). Colorado Springs, CO: Purposeful Design.

JOURNALS

Journal of Christian Education

Journal of Research in Christian Education

Christian Scholar's Review

Journal of Philosophy of Education

Journal of Philosophy and History of Education

WEBSITES

www.pesa.org.au/

<http://plato.stanford.edu/entries/education-philosophy/> www.philosophy-of-education.org/

OTHER

In addition to the resources above, students should have access to a Bible, preferably a modern translation such as The Holy Bible: The New International Version 2011 (NIV 2011) or The Holy Bible: New King James Version (NKJV).

These and other translations may be accessed free on-line at <http://www.biblegateway.com>. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.

UNIT REVIEW

SEMESTER	FEEDBACK AND RESPONSE

RUBRIC

TASK 1: ANALYTICAL ESSAY

LO	CRITERIA	HIGH DISTINCTION	DISTINCTION	CREDIT	PASS	FAIL
1	Analysis of the chosen philosophies revealing both knowledge and understanding of them	Demonstrates a highly developed knowledge and comprehensive understanding of the specific content area of the chosen philosophies	Consistently analyses the chosen philosophies revealing significant knowledge and understanding of the specific content area of the chosen philosophies	Clearly analyses the chosen philosophies, revealing relevant knowledge and understanding of the specific content area of the chosen philosophies	Analyses the chosen philosophies, displaying basic knowledge and understanding of the specific content area of the chosen philosophies	A poor analysis of the chosen philosophies, demonstrating a lack of relevant knowledge and understanding of the specific content area of the chosen philosophies
1	Application of the tools of philosophy to analyse the chosen philosophies	Consistently applies the tools of philosophy to comprehensively analyse the chosen philosophies	Regularly applies the tools of philosophy to analyse the chosen philosophies in depth	Makes use of most of the tools of philosophy to analyse the chosen philosophies with a moderate level of success	Makes some use of the tools of philosophy to analyse the chosen philosophies at a basic level	Lack of adequate use of the tools of philosophy to analyse the chosen philosophies
2	Identification and comparison of the educational theories which have been generated by the chosen philosophies	Consistently and insightfully identifies and compares the educational theories which have been generated by the chosen philosophies	Consistently identifies and compares significant aspects of the educational theories which have been generated by the chosen philosophies	Identifies and compares aspects of the educational theories which have been generated by the chosen philosophies with insight	Identifies and briefly compares the educational theories which have been generated by the chosen philosophies	Significant errors in identifying and compares the educational theories which have been generated by the chosen philosophies
2	Comparison of the philosophical assumptions which inform those educational theories	Provides a comprehensive and coherent comparison of the philosophic assumptions which underpin the educational theories	Provides a substantial comparison of the philosophic assumptions which underpin the educational theories	Provides a constructive comparison of the philosophic assumptions which underpin the educational theories	Provides a basic comparison of the philosophic assumptions which underpin educational theories	Some difficulties in comparing the philosophic assumptions which underpin the educational theories

LO	CRITERIA	HIGH DISTINCTION	DISTINCTION	CREDIT	PASS	FAIL
2	Discussion of the implications of the philosophical assumptions for education	Comprehensive, clear and accurate discussion of the implications of the philosophical assumptions for education	Articulate and accurate discussion of the implications of the philosophical assumptions for education	Constructive discussion of the implications of the philosophical assumptions for education with some limitations	Satisfactory discussion of some implications of the philosophical assumptions for education	Very limited or inaccurate discussion of the implications of the philosophical assumptions for education
6	Grammar, punctuation, spelling, vocabulary, word usage, sentence structures, logical relations, style and presentation	Consistently controls conventions of academic writing to create meaning and effect	Conventions of academic writing are appropriate and consistent	Few minor lapses in control of the conventions academic writing	Some lapses in controlling the conventions of academic writing	Frequent lapses in controlling the conventions of academic writing
6	Referencing as outlined in CHC Style Guide	Comprehensive referencing across a comprehensive and diverse range of significant resources with consistent control of conventions	Comprehensive referencing across a wide range of pertinent resources with consistent control of conventions	Few referencing omissions across a moderate range of relevant resources with good control of conventions	Some referencing omissions across a minimal level of appropriate resources with some lapses in control of conventions	Lack of adequate referencing and inappropriate adherence to the referencing conventions with a limited range of resources

COMMENT

RUBRIC

TASK 2: INVESTIGATIVE REPORT

LO	CRITERIA	HIGH DISTINCTION	DISTINCTION	CREDIT	PASS	FAIL
1	Use of philosophical structures and strategies in developing a personal philosophy of education and in considering a selected educational issue	Extensive use has been made of philosophical structures and strategies to develop a creative and comprehensive personal philosophy of education	Substantial use has been made of philosophical structures and strategies to develop a comprehensive personal philosophy of education	Appropriate use has been made of philosophical structures and strategies to develop a relevant personal philosophy of education	Philosophical structures and strategies have been used in basic ways to develop a simple personal philosophy of education	Inadequate or inaccurate use has been made of philosophical structures and strategies to develop a personal philosophy of education
3	Research of foundational structures and features of different approaches within Christian education from your philosophical perspective	Articulated a comprehensive understanding of the foundation and features of Christian education principles	Articulated a substantial understanding of the foundations and features of the Christian education principles	Articulated a clear and relevant understanding of the foundations and features of Christian education principals	Articulated a basic understanding of the foundations and features of the Christian education principles	Showed little understanding of the foundations and features of the Christian education principles
3	Analysis and critique of the implications of different perspectives within Christian education	A comprehensive, highly relevant and creative analysis and critique of the implications of different perspectives within Christian education	An articulate, relevant and well-presented analysis and critique of the implications of different perspectives within Christian education	A relevant and accurate analysis and critique of the implications of different perspectives within Christian education	A sound and clear analysis and critique of the implications of different perspectives within Christian education	A poor analysis and critique of the implications of different perspectives within Christian education revealing substantial inaccuracies and/or omissions
4	Description of personal philosophy of education	Creatively and comprehensively described a personal philosophy of education	Comprehensively described a personal philosophy of education	Clearly described a personal philosophy of education	Presented a basic description of a personal philosophy of education	Presented an inadequate and/or inaccurate description of a personal philosophy of education

LO	CRITERIA	HIGH DISTINCTION	DISTINCTION	CREDIT	PASS	FAIL
4	Defence of personal philosophy of education	Creatively and comprehensively defended a personal philosophy of education	Comprehensively defended a personal philosophy of education	Clearly defended a personal philosophy of education	Presented a basic defence of a personal philosophy of education	Presented an inadequate and/or inaccurate defence of a personal philosophy of education
5	Critical evaluation of an educational issue in light of Christian philosophical approaches to education	A creative and highly significant critique of the chosen educational issue in the light of Christian philosophical approaches to education	A substantial critique of the chosen educational issue in the light of Christian philosophical approaches to education	An accurate and relevant critique of the chosen educational issue in the light of Christian philosophical approaches to education	A sound and clear critique of the chosen educational issue in the light of Christian philosophical approaches to education	The critique of the chosen educational issue in the light of Christian philosophical approaches to education reveals inaccuracies and is poor
6	Grammar, punctuation, spelling, vocabulary, word usage, sentence structures, logical relations, style and presentation	Consistently controls conventions of academic writing to create meaning and effect	Conventions of academic writing are appropriate and consistent	Reasonable control of the conventions academic writing	Some lapses in controlling the conventions of academic writing	Frequent lapses in controlling the conventions of academic writing
6	Referencing outlined in CHC Style Guide	Comprehensive referencing across a comprehensive and diverse range of significant resources with consistent control of conventions	Comprehensive referencing across a wide range of pertinent resources with consistent control of conventions	Satisfactory referencing omissions across a moderate range of relevant resources very few minor lapses in control of conventions	Some referencing omissions across a minimal level of appropriate resources with a number of lapses in control of conventions	Lack of adequate referencing and inappropriate adherence to the referencing conventions

COMMENT