



CHRISTIAN HERITAGE COLLEGE

ED602

**PHILOSOPHICAL PERSPECTIVES
ON EDUCATION**

This sample unit outline is provided by CHC for prospective and current students to assist with unit selection.

Elements of this outline which may change with subsequent offerings of the unit include Content, Required Texts, Recommended Readings and details of the Assessment Tasks.

Students who are currently enrolled in this unit should obtain the outline for the relevant semester from the unit lecturer.

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	Postgraduate
Unit Coordinator	Dr Terry Dachs
Core/Elective	Core
Weighting	Unit credit points: 10
	Total course credit points: Graduate Certificate in Christian Education - 40 Master of Education - 80
Student workload	Directed study hours: 90 Personal study hours: 60 Total workload hours: 150
	Students requiring additional English language support are expected to undertake an additional 1 hour(s) per week.
Delivery mode	External
Pre-/Corequisites	Nil
Rationale	<p>Exploring ways of thinking Christianly about education is central to the Graduate Certificate in Christian Education and Master of Education, and development of a considered Christian vision of education is foundational to the more specialised studies which follow later in the courses.</p> <p>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.</p> <p>Without developed abilities to draw connections between 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.</p>
Learning outcomes	<p>On completion of this unit, students will have provided evidence that they have:</p> <ol style="list-style-type: none"> 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; and 6. communicated at an appropriate tertiary standard, with special attention to design elements, grammars, usage, logical relations, style and presentation.

Content	<p>Philosophy and education: Philosophic issues in education; Traditional philosophies and education.</p> <p>Modern and postmodern philosophies and education, including diverse ways of knowing.</p> <p>Building a Christian philosophy of education.</p> <p>Contemporary theories of education.</p> <p>Diversity in Christian educational perspectives.</p> <p>Applying Christian thinking about education.</p>
Assessment tasks	<p>Task 1: Analytical essay</p> <p>Word length/Duration: 1500 words</p> <p>Weighting: 25%</p> <p>Learning outcomes: 1, 2, 6</p> <p>Assessed: Y - 2015, S - 2, W - 5</p> <p>Task 2: Literature Review</p> <p>Word length/Duration: 1500 words</p> <p>Weighting: 25%</p> <p>Learning outcomes: 1-3, 6</p> <p>Assessed: Y - 2015, S - 2, W - 95</p> <p>Task 3: Investigative report</p> <p>Word length/Duration: 3000 words</p> <p>Weighting: 50%</p> <p>Learning outcomes: 3-6</p> <p>Assessed: Y - 2015, S - 2, W - 15</p>
Specialist resource requirements	Nil
Prescribed text(s)	Knight, G. (2006). <i>Philosophy and education: an Introduction in Christian perspective</i> . (4th ed.). Andrews University Press, Berrien Springs, MI.
Recommended readings	<p>Bailey, R. (Ed.) (2011). <i>The philosophy of education: an introduction</i>. London: Continuum.</p> <p>Brayley, J., Layman, J. & White, R. (2003). <i>Foundations of Christian school education</i>. Colorado Springs, CO: ACSI.</p> <p>Charlesworth, M. (2002). <i>Philosophy and religion: From Plato to postmodernism</i>. Oxford: Oneworld.</p> <p>Edlin, R. (1999). <i>The cause of Christian education</i>. (2nd ed.). Loveland, CO: Vision Press.</p> <p>Estep, J., Anthony, M. & Allison, G. (2008). <i>A theology for Christian education</i>. Nashville, TN: B & H Publishing Group.</p> <p>Fowler, S., Van Brummelen, H. & Van Dyk, J. (1999). <i>Christian schooling: Education for freedom</i>. Potchefstroom, TVL: Potchefstroom University for Christian Higher Education.</p> <p>Gutek, G. (2003). <i>Philosophical and ideological voices in education</i>. New York, NY: Allyn & Bacon.</p> <p>Ireland, J. & Edlin, R. (2006). <i>Engaging the culture: Christians at work in education</i>. Blacktown, NSW: NICE.</p> <p>Kang, H-C (2003) <i>Contemporary philosophical issues in Christian education</i>. Seoul: Yonsei University Press.</p> <p>Pazmino, R. (2001). <i>God our teacher: Theological basics in Christian education</i>. Grand Rapids, MI: Baker Academic.</p>

<p>Recommended readings (continued)</p>	<p>Peterson, M. (2001). <i>With your entire mind: A Christian philosophy of education</i>. Notre Dame, IN: University of Notre Dame Press.</p> <p>Stronks, G., & Joldersma, C.W. (Eds.). (2000). <i>Educating for life: Reflections on teaching and learning</i>. Grand Rapids, MI: Baker Academic.</p> <p>Van Brummelen, H. (2009). <i>Walking with God in the classroom: Christian approaches to teaching and learning</i>. (3rd ed.). Colorado Springs, CO: Purposeful Design.</p> <p>Journals and Periodicals</p> <p>Journal of Christian Education</p> <p>Journal of Research in Christian Education</p> <p>Christian Scholar's Review</p> <p>Journal of Philosophy of Education</p> <p>Journal of Philosophy and History of Education</p> <p>Educational Philosophy and Theory</p> <p>Websites</p> <p>www.pesa.org.au/</p> <p>http://plato.stanford.edu/entries/education-philosophy/</p> <p>www.philosophy-of-education.org/</p> <p>In addition to the resources above, students should have access to a Bible, preferably a modern translation such as the <i>New International Version (NIV)</i> or the <i>New King James Version (NKJV)</i>.</p> <p>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.</p>
<p>Unit summary</p>	<p>Classical, modern and postmodern philosophies have all generated theories and approaches to education. This unit introduces this 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.</p>