H9CEQ: Contemporary and Enduring Questions in Education

Module Code:	H9CEQ
Long Title	Contemporary and Enduring Questions in Education APPROVED
Title	Contemporary and Enduring Questions in Education
Module Level:	LEVEL 9
EQF Level:	7
EHEA Level:	Second Cycle
Credits:	5
Module Coordinator:	Leo Casey
Module Author:	Stephanie Roe
Departments:	NCI Learning & Teaching
Specifications of the qualifications and experience required of staff	

Learning Outcomes	
On successful completion of this module the learner will be able to:	
#	**Learning Outcome Description**
LO1	Critically examine contemporary and enduring debates and issues in education, including contributions from philosophy and sociology of education.
LO2	Identify and justify personal views on education and issues contributing to teaching, learning and assessment practices today.
LO3	Recognise and explore ethical dimensions of teaching, learning and assessment.
LO4	Develop and articulate a personal philosophy of education.

Dependencies
Module Recommendations
No recommendations listed
Co-requisite Modules
No Co-requisite modules listed
Entry requirements	

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Module Content & Assessment

Indicative Content

The nature of knowledge and what it means to learn
• Underpinning ideas: Kinds of knowledge and ways of knowing; Philosophical inquiry; Constructivism; Phenomenology; Forms of rationality; The meaning of learning • Questions (indicative): Why do we learn? Can we predict learning outcomes? How do we come to know? What does it mean to be educated?

Contested questions on assessment
• Underpinning ideas: Assessment and learning; Novice, mastery and expertise; Frameworks for qualifications; Assessment of cognitive and non-cognitive abilities; Learning as experience • Questions (indicative): The usefulness of learning outcomes? The quantification of assessment. Can assessments be objective, fair and reliable? Apprenticeships and learning from participation; The value of self-assessment; Perspectives on literacy; The role of teachers in assessment; Alternatives to current models of assessment

Critical perspectives on education and training
• Underpinning ideas: The role of assumptions; The meaning of education; The nature and role of education systems; Descriptive and prescriptive approaches to education; Philosophical underpinnings of current controversies in education; Lifelong learning; Equity, diversion and inclusion; Meritocracy, social mobility and social reproduction; The digital society; Education futures. • Questions (indicative): What are the purposes of education? What ideological assumptions underpin educational practices? What does it mean to think critically? What is literacy in a digital age? Who pays for education? Who benefits from education? How is technology shaping education? How can we educate for an unknown future?

Ethics & Values
• What makes a good teacher? Professional codes and frameworks. The affective dimension of education. The educational relationship.

Developing and Articulating a Personal Philosophy of Education
• Educational autobiography; dialogical inquiry

Assessment Breakdown	%
Coursework	100.00%

Assessments

Full Time

Coursework

Assessment Type:	Assignment	**% of total:**	100
Assessment Date:	n/a	**Outcome addressed:**	1,2,3,4
Non-Marked:	No		

Assessment Description:
Students are asked to develop and articulate a personal philosophy of education in the form of a written statement that justifies their position on key issues for practice.

No End of Module Assessment

No Workplace Assessment

Part Time

Coursework

Assessment Type:	Assignment	**% of total:**	100
Assessment Date:	n/a	**Outcome addressed:**	1,2,3,4
Non-Marked:	No		

Assessment Description:
Students are asked to develop and articulate a personal philosophy of education in the form of a written statement that justifies their position on key issues for practice.

No End of Module Assessment

No Workplace Assessment

Reassessment Requirement

Repeat failed items
The student must repeat any item failed

Reassessment Description
Students must pass all components of assessment on the module; a component fail leads to a component repeat.

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Module Workload

Module Target Workload Hours 0 Hours

Workload: Full Time

Workload Type	Workload Description	Hours	Frequency	Average Weekly Learner Workload
Lecture	Lecture	24	Per Semester	2.00
Independent Learning	Independent Learning	101	Per Semester	8.42
			Total Weekly Contact Hours	2.00

Workload: Part Time

Workload Type	Workload Description	Hours	Frequency	Average Weekly Learner Workload
Lecture	Lecture	24	Per Semester	2.00
Independent Learning	Independent Learning	101	Per Semester	8.42
			Total Weekly Contact Hours	2.00

Module Resources

Recommended Book Resources

Stephen J. Ball. (2017), The Education Debate (Third Edition), Policy Press, Bristol, p.272, [ISBN: 9781447339281].

Selwyn, N. (2006), Education and Technology: Key Issues and Debates, 2nd. Bloomsbury, London, [ISBN: 9781474235914].

Supplementary Book Resources

Gert J. J. Biesta,Gert Biesta. (2010), Good Education in an Age of Measurement: Ethics, Politics, Democracy, Routledge, London, p.150, [ISBN: 9781594517914].

Biesta, G.J.J. (2017), The Rediscovery of Teaching, Routledge, London.

Henry A. Giroux. (2011), On Critical Pedagogy, Continuum, London, p.192, [ISBN: 9781441162540].

Noddings, N. (2008), Philosophy of Education, 4th. Routledge, Abingdon.

O'Donnell, A. (2015), The Inclusion Delusion: Reflections on Democracy, Ethos and Education. Bern: Peter Lang, Peter Lang, Bern.

Reay, D. (2017), Miseducation: Inequality, Education and the Working Classes, Policy Press, Bristol, p.248, [ISBN: 9781447330653].

Brendan John Walsh. (2011), Education Studies in Ireland: The Key Disciplines, Gill Education, Dublin, p.178, [ISBN: 9780717147663].

Supplementary Article/Paper Resources

UNESCO. (2015), Rethinking Education: Towards a Common Good,
http://www.unesco.org/new/fileadmin/MULT IMEDIA/FIELD/Cairo/images/RethinkingEduc ation.pdf

UNESCO. (2020), Futures of Education,
https://en.unesco.org/futuresofeducation /initiative

Other Resources

[Website], Infed. (2020), Learning, Education and Community,
https://infed.org

Discussion Note:	