

History and Philosophy of Education

PGED1006

MODULE DESCRIPTOR

ECTS credits ¹	5	Programme	Professional Masters of Education
NQF level	9	School	School of Education
Stage	1	Module Co-ordinator	Fiona King
Trimester	1	Module Team	School of Education staff
Contact	Catherine Creagh, School Administrator: creaghc@staff.ncad.ie		
Responsibility	The NCAD Academic Council and the School of Education Board have responsibility for this module.		

1. Introduction

This module focuses on the integration of the components of the Education Studies Module. Aspects of contemporary Irish Education will be linked to issues of a philosophical nature. These will also be linked to current issues in curriculum policy and to current and potential issues in arts education, in art and design and in personal and social development. These issues are addressed from both a historical and philosophical perspective. A common thread will be the relationship between educational rhetoric and educational practice in Ireland in the past and at the beginning of the 21st century. Three 'moments' of Irish education history are chosen for study – (i) the early years of the Irish free state, (ii) mid-20th century Ireland and (iii) the turn of the 21st century.

The module also provides students with the capacity and tools to consider the purposes of education and their own personal relationship with the process. The approach is to introduce some fundamental philosophical treatments of education through the lived experience of the students and thereby provide a platform and a set of references for each student for the construction of an ethical paradigm within which to develop their professional practice

The aims of this module are to:

- Give the students an understanding of the historical context of Education Studies.
- Allow students to become familiar with aspects contemporary Irish Education and their philosophical context.
- Assist students in identifying key curriculum policy issues with particular reference to Art and Design Education.
- Allow students to consider the purposes of education and their own personal relationship with the process.
- Enable students to understand fundamental philosophical treatments of education through the lived experience of the students.

¹ European Credit Transfer and Accumulation System, where 60 ECTS credits equate to the workload of a full-time academic year (two trimesters)

- Enable students to understand an ethical paradigm within which to develop their professional practice.

2. What will I learn?

On successful completion of this module students will be able to:

1. Discuss critically how Irish education and society have shaped and influenced each other at key moments of policy formation;
2. Identify the educational priorities and practices of the Irish state as it has evolved through key phases of national development, with particular reference to national economic matters;
3. Analyse the values apparent in the evolution of Irish education policy in past century;
4. Evaluate current educational policy discourse in terms of the values and ethos that can be discerned within those discourses;
5. Discuss critically the role of the arts in education at various key moments in Irish education
6. Consider the senses in which the term education is used, and map the 'logical geography' of the concept of education.
7. Become familiar with recurring themes in education (e.g., as a process of 'growth', as the development of 'interest', as the acquisitions of 'knowledge', as initiation into 'cultural inheritance'.
8. Critically discuss issues in the philosophy of curriculum – the basis upon which choices are made, the notion of 'relevance', the place of the 'arts' in education.
9. Examine critically personal relationships and education – the role of the teacher/what it means to be a 'teacher', what it means to enter a 'teacher-pupil relationship', moral issues which arise in the education of the young (e.g., compulsion, punishment, respect for persons/for individuality etc).

Module content

Delivery includes tutorials, seminars and lectures, and other learning methods specific to the module.

3. How will I learn?

The module is delivered face to face, with some online learning incorporated into it.

Learning tool	Hours
Lectures and seminars	9
Autonomous Student Learning	91
Total Workload	100

4. What learning supports are provided?

The module includes tutorial support. A reading list and uploaded copies of articles will be provided through the online learning platform.

5. Am I eligible to take this module?

Module Requisites and Incompatibles

Pre-requisites	None
Co-requisites	None
Incompatibles	None
Prior learning	Where a student can demonstrate that they have achieved at least 80% of the learning outcomes of this module, by academic certified achievement, or through quantifiable and documented experience, they can apply to the School for that prior learning to be recognised. Applications must be received prior to the commencement of delivery of the module.
Recommended	None

6. How will I be assessed?

Students are required to submit an assignment as a typed essay of 3,000 words.

Assessment tool	% of final grade	Timing
Assignment	100%	At the end of the trimester
Total	100%	

Assessment tool	Learning outcomes assessed
Assignment	All learning outcomes

7. Feedback, results and grading

Feedback

Students will receive feedback on their assignment at the end of the module.

Grading

Students' assessments will be graded using the [NCAD Grade Descriptors](#).

8. What happens if I fail?

If students fail to gain a Pass grade in the assessment submission, they will have another opportunity to submit the assignment during Trimester 2.

9. When and where is this module offered?

The module takes place in the School of Education classrooms, and where appropriate off campus, during Trimester 1.

10. How will I have the chance to evaluate the module?

It is important to NCAD that students inform the development of teaching and learning at NCAD. We encourage all students to communicate their concerns and their observations about their study to members of staff so that any changes can be made in a timely manner.

About two-thirds of the way through the year, a student forum will be convened to gather students' comments about their study and the delivery of the programme. In addition, at the end of Trimester 2, students have the opportunity to complete an online evaluation of their study and experience at NCAD. Students are also encouraged to complete the Irish Student Survey of Engagement. These evaluation events are important to current and future students, to ensure we can enhance the delivery of programmes at NCAD.

In addition, students are invited to discuss their experience on the module with their lecturers at any point during the year. Students can also relay your comments to the class student representative who will communicate their comments to the staff.

**For further details on the content of your module and teaching arrangements,
consult your Programme or Module Handbook**