



National College of Art and Design
A Recognised College of University College Dublin

PME1-4 History and Philosophy of Education

Credits	5	Course	PME
Level (NQAI Framework)	9	School	Education
Stage	1	Module Leader	A. Gallagher
Semester	1	Module Coordinator	D. Jordan

The History and Policy of Education 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 Philosophy of Education 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.

Indicative Learning Effort: - Tutor contact hours - 8 x 1.5 hour lectures

On successful completion of this module students will be able to

- Discuss critically how Irish education and society have shaped and influenced each other at key moments of policy formation;
- 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;
- Analyse the values apparent in the evolution of Irish education policy in past century;
- Evaluate current educational policy discourse in terms of the values and ethos that can be discerned within those discourses;
- Discuss critically the role of the arts in education at various key moments in Irish education
- Consider the senses in which the term education is used, and map the ‘logical geography’ of the concept of education.
- 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’.

- 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.
- 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).
- Write an essay on a chosen topic (from a list of five).

How will I learn?

Studio-based projects Tutorials Group Critiques Seminars Lectures Site visits Other learning methods specific to module...	HRS/ Semesters
Contact hours	18
Autonomous Student Learning /self-directed study	82
Total Workload	100

How will I be assessed?

	% of Final Grade	Timing
1 assignment at end of module	50	End of module
Group work throughout module	50	Duration of module
Total	100	