



School of Education

EDST2032

Critical Thinking and Education

Summer 2020

Contents

1. LOCATION
2. STAFF CONTACT DETAILS
3. COURSE DETAILS

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH
5. TEACHING STRATEGIES
6. COURSE CONTENT AND STRUCTURE
- 7.

6. COURSE CONTENT AND STRUCTURE

Module	Lecture Topic	Tutorial Topic
Week 1	What is education and schooling?	-
Day 1: Mon	Introduction & administration Purposes of education	Purposes of education
Day 2: Tue	Goals of Australian education	Goals of Australian education
Day 3: Thu	Different conceptions of education	What is education for?
Day 4: Fri	The profession of teaching	Professional obligations & rights
Week 2	What can, and should, be taught and learned?	-
Day 5: Mon	Conceptions of knowledge	Empiricism, rationalism, social constructivism
Day 6: Tue	Conceptions of meaning	Scepticism, empiricism, constructivism
Day 7: Thu	Meaning & curriculum	Constructivism, constructionism
Day 8: Fri	Approaches to learning	Individual & social learning approaches, critical thinking
Week 3	What are schools for politically?	-
Day 9: Mon	Ethical theories	Deontology, consequentialism, virtue ethics
Day 10: Tue	Political models of education	Democracy, civics
Day 11: Thu	Multiculturalism	Politics of difference

7. RESOURCES

Required Readings

Note: A copy of all 8 of the required readings will be posted on the

- Hattie, J. (2008). *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*. London: Routledge.
- Hodgson, N. (2010). What Does It Mean to Be an Educated Person? *Journal of Philosophy of Education*, 44(1), 109-123.
- Hurley, P. (2005). *A Concise Introduction to Logic*. 9th Edition. Boston: Cengage Learning.
- Jones, P.N. (2010). Toleration and Recognition: What should we teach? *Educational Philosophy and Theory*. 42(1), 38-56.
- Katz, M. S. (2010). R. S. Peters' Normative Conception of Education and Educational Aims. *Journal of Philosophy of Education*, 43(S1), 97-108.
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- Education. *Educational Theory*, 61(1), 75-96.
- Loughran, J. (2012). *What Expert Teachers Do: Enhancing Professional Knowledge for Classroom Practice*. London: Routledge.
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- Education and the Ideal*. Epping: New Frontier Publishing, pp. 219-247.
- Matthews, M.R. (1995). Constructivism: The Good and the Bad. *Challenging New Zealand Science Education*. Palmeston North: Dunmore Press, pp. 92-109.
- Mendus, S. (1995). Tolerance and Recognition: education in a multicultural society. *Journal of Philosophy of Education*, 29(2), 191-201.
- Meyer, D.L. (2009). The Poverty of Constructivism. *Educational Philosophy and Theory*, 41(3), 332-341.
- Mulnix, J.W. (2012). Thinking Critically about Critical Thinking. *Educational Philosophy and Theory*. 44(5), 464-479.
- Oancea, A. and Bridges, D. (2009). Philosophy of education in the UK: the historical and contemporary tradition. *Oxford Review of Education*, 35(5), 553-568.
- Phillips, D. C. (2010). What is Philosophy of Education? In R. Bailey, Barrow, R., Carr, D., McCarthy, C. (eds). *The SAGE Handbook of Philosophy of Education*. London: SAGE.
- Refshauge, A. (2004). Values in NSW public schools. *Ministerial Statement of the Minister for Education and Training and Minister for Aboriginal Affairs*. Sydney: NSW Department of Education and Training.
- Sachs, J. (2001). Teacher professional identity: competing discourses, competing outcomes. *Journal of Education Policy*, 16(2), 149-161.
- Smeyers, P. and Depaepe, M. (2012). The Lure of Psychology for Education and Educational

8. ASSESSMENT

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	National Elaborations Assessed	Due Date
1: Essay	2000 words	25%	1,2,3,4	1.1,1.2		Tuesday 28/1/2020 By 5.00pm
2: Reflective Portfolio	3200 words	75%	1,2,3,4	1.1,1.2,7.1	B,C,D,E,F	Friday 31/1/2020 By 5.00pm

Submission of assessments

assessment. All assessment will be submitted online via Moodle by 5pm. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc.:

all suggestion, all moral training, all religious instruction. We have been called brave, but it did not require courage. All it required was what we had a complete belief in the child as a good, not an

immediately want to do in the belief that restriction placed on their negative freedom now will be more than compensated by their enhanced autonomy or positive freedom later on (White, 1973, p. 22), as a

Central question: Is freedom or compulsion/obligation the best way to educate the young?

Involved steps and questions: Explain the views of freedom and compulsion discussed by these educational theorists. Which view do you agree with, and why? Briefly describe what approach to pedagogy and content would be involved in your evaluation of the best view of education.

□ no less than health and justice an inherently normative concept; secondly (and consequently), that teaching is no less than medicine and law

He further cl

some capacity for authentic and intellectually responsible engagement with controversial questions about the ultimate contribution of professional practice to human flourishing must surely be a *sine qua non* [that is, defining or intrinsic characteristic] of effective professionalism, and the job of the professional academy cannot therefore be merely that of instruction in second-hand or (White, 2003, p.41).

Central questions: Is teaching a professional enterprise? What does this mean for how teachers are trained?

Involved steps and questions: What defines a profession? Is teaching a profession? Do you agree that teaching is an inherently moral enterprise? Why or why not? What implications for the training of teachers would result from your position? What implications for your approach to pedagogy and content would result from your position?

Trying to defend the reducibility of all knowledge to propositional knowledge, I think it better to admit that the justified true belief account really applies

Central question: What, if any, knowledge can be taught by teachers to students?

Involved steps and questions: What is the justified true belief account of knowledge? Are there other kinds of knowledge? Do we really know anything? If we have knowledge, what do we know? If we

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UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST2032 CRITICAL THINKING AND EDUCATION

Student Name:

Student No.:

Assessment Task: Reflective Portfolio

SPECIFIC CRITERIA

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Understanding of the question or issue and the key concepts involved: