

UNIT OUTLINE FOR EDM122.9 Education Philosophy and Christian Worldview

Name of Unit 1 (Unit Code 1)
Education Philosophy and Christian Worldview (EDM122.9)

SECTION 1 – GENERAL INFORMATION

Administrative details

Associated higher education awards	Duration	Level	Unit Coordinator
Master of Education	One semester	Advanced	Victoria Warren

Core or elective unit

Indicate if the unit is a

- core unit
 elective unit
 other (please specify below):

Unit weighting

Using the table below, indicate the credit point weighting of this unit and the credit point total for the course of study (for example, 10 credit points for the unit and 320 credit points for the course of study).

Unit credit points	Total course credit points
12 credit points	96 credit points

Student workload

Using the table below, indicate the expected student workload per week for this unit.

No. timetabled hours per week	No. personal study hours per week	Total workload hours per week
3	15	18

For those students requiring additional English language support, how many additional hours per week is it expected that they will undertake?

Additional English language support: 0 hours per week

Pre-requisites and co-requisites

Are students required have undertaken a prerequisite or co-requisite unit for this unit?

- Yes No

SECTION 2 – ACADEMIC DETAILS**Brief description of the content of the unit**

This unit is designed to facilitate rigorous thinking through critical evaluation and reasoning in order to explore philosophy and its impact on education, as well as developing considered educational frameworks.

The content begins with ancient philosophers and their ideologies linked to understanding of reality, and the 'big questions of life' (Jensen & Miller 2008) moving through to Descartes and Neo-Scholasticism, then modern philosophies that have impacted education and society such as Behaviorism and Existentialism. All the philosophies studied are juxtaposed with Christianity and considered regarding their impact on education.

The unit may include the following topics: What is Philosophy? Philosophy and Education; Philosophical reasoning and critical thinking; Plato, Socrates and Aristotle; Descartes: The function of doubt; Idealism and Realism in Education; Behaviourism; Existentialism; Philosophical inquiry – the existence of God; St. Augustine and Christian Education; The thinking behind curriculum; The thinking behind pedagogy.

Learning outcomes for the unit

1. Critically evaluate own personal Christian philosophy of education
2. Identify and critically evaluate the philosophical foundations of selected educational practices;
3. Synthesise and evaluate the historical development of various schools of Educational philosophies, including a Christian worldview
4. Integrate various educational philosophies, including Christian perspectives, into an educational framework.

Assessment tasks

Type	Learning Outcome/s assessed	When assessed – year, session and week	Weighting
Philosophy and self-awareness: philosophical influences (2500 words). A reflective narrative focussing on personal philosophical influences and resulting professional philosophy.	1,2,3	Week 8	25%
Reflective e-journal: 5 e-journal entries (2500 words) e-journal entries will be in the form of Forum Posts which arise from lecture threads. Participants are expected to discuss, expand upon and apply their learning from the unit. Two live discussion sessions will be offered for participants to share cumulative insights and develop further understanding of content arising from the unit.	1,2,3	Week 14	25%
Educational Framework Design and Philosophical Rationale: Choice of Focus – Curriculum, Pedagogy, Professional Development, School development. (5000 words) The chosen Educational Framework Design will form the basis of a practical approach to use in schools. The framework criteria will include a theoretical basis, scope and sequence plan, and Rationale. Modes of design and presentation will be workshopped.	2,3,4	Week 14	50%

2.1 Prescribed and recommended readings

Provide below, in formal reference format, a list of the prescribed and recommended readings for the unit.

Prescribed reading:

An electronic Reader will be supplied

Recommended reading:

Bailey, R., Barrow, R., Carr, D., & McCarthy, C. (2013). *The Sage handbook of philosophy of education*. London: Sage Publications, Ltd.

Price, T. Warren, V., & Ben, F. (2020). *Pedagogies enabling redemptive learning*. Christian Schools Australia

Carr, D. (2003). *Making sense of education an introduction to the philosophy and theory of education and teaching*. RoutledgeFalmer.

Jensen, J., & Miller, L. (Eds.). (2008). *Questions that matter: An invitation to Philosophy* (6th ed.). New York: McGraw-Hill 100 MIL (4)

Kenny, A. (2012). *A new history of western philosophy*. Oxford University Press.

Knight, G. (2006). *Philosophy & education : an introduction in Christian perspective* (Fourth edition.). Andrews University Press.

McCarthy, C. (2013). Concepts of mind. In Bailey, R., Barrow, R., Carr, D., & McCarthy, C. *The Sage Handbook of philosophy of education*. London: SAGE Publications Ltd, pp.307-321.

Murray, A. (2012). *Thinking things through : essays on philosophy and christian faith*. ATF Press.

Ozmon, H., & Craver, S. (2012). *Philosophical Foundations of Education* (9th ed.). Upper Saddle River: Merrill Prentice Hall. ASK 370.1OZM (4)

Pietsch, J. (2018). *Character reborn : a philosophy of Christian education*. Acorn Press, an imprint of Bible Society Australia.