STAFFING

Examiner: Lesley McAuley-Jones
Moderator: Jon Austin

RATIONALE

It is essential that students involved in studies in Education gain an understanding of how a number of current educational practices have been influenced by various philosophies and theories on the nature and function of education. Therefore, students should be exposed to both historical and contemporary views that will provide a basis from which to reflect upon a number of assumptions underpinning established practices. Further, it is anticipated that his course will act as a catalyst for students to begin to develop their own personal philosophies of education and to understand the nature of ethical practices in a variety of educational contexts.

SYNOPSIS

By examining a number of significant philosophies and theories of education, students will be given the opportunity to identify and evaluate assumptions underpinning various educational perspectives, and to examine the nature of associated ethical practices. This will benefit students in beginning to develop their own personal philosophies. This course will be an adjunct to Education Foundations 3 in which the various social, political and economic factors that influence education will be analysed.

OBJECTIVES

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

- Identify selected dominant and influential educational perspectives and philosophies.
- Identify and related relevant theorists associated with various perspectives and philosophies.
• Compare and contrast various influential perspectives and philosophies for their views on the nature and function of education.
• Identify a number of assumptions underlying current educational practices.
• Reflect upon which perspectives and philosophies appear to have had an impact on shaping current educational practices and assumptions.
• Begin to develop personal theories of education.
• Reflect upon the nature of ethical practices in the provision of education and teaching.

TOPICS

Description .......................................................... Weighting (%)  
1. Why Study Foundations of Education Today? .......................... 5.00
  1.1. Various ideas and philosophies on education and ethics. ........... 
2. From Plato to Skinner: ........................................... 15.00
  2.1. Education as a means to order society. ...........................
3. The Development of Schools in Australia: ............................ 10.00
  3.1. Education as a means of reform. ................................ 
4. Further Education and Training: .................................... 10.00
  4.1. Mass vocational education. ...................................... 
5. The Romantics - Rousseau and Neill: ................................ 10.00
  5.1. The free child. ................................................. 
6. From Froebel to Reggio: .......................................... 15.00
  6.1. The early childhood movement. .................................. 
7. "Othering Education": ............................................ 15.00
  7.1. "New" stories about difference. ................................ 
8. Where To From Here? ............................................. 10.00
  8.1. Developing personal philosophies of education. .................
9. Ethics and Education:

9.1. Why a code of ethics?

**TEXT and MATERIALS required to be PURCHASED or ACCESSED:**

Books can be ordered by fax or telephone. For costs and further details use the ‘Book Search’ facility at http://bookshop.usq.edu.au by entering the author or title of the text.


**REFERENCE MATERIALS**

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.


STUDENT WORKLOAD REQUIREMENTS

ACTIVITY | HOURS
--- | ---
Assessment | 20
Directed Study | 50
Examinations | 2
Lectures | 24
Private Study | 50
Tutorial | 12

ASSESSMENT DETAILS

<table>
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<tr>
<th>Description</th>
<th>Marks Out of</th>
<th>Wtg(%)</th>
<th>Required</th>
<th>Due Date</th>
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<tr>
<td>WRITTEN REPORT</td>
<td>50.00</td>
<td>50.00</td>
<td>Y</td>
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<tr>
<td>PORTFOLIO</td>
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<td>01 Nov 2002</td>
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<tr>
<td>2 HOUR EXAMINATION</td>
<td>50.00</td>
<td>50.00</td>
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NOTES:
2. A value of 1 indicates you have passed the Portfolio component. Zero indicates you have not passed the Portfolio component.
3. Students will be advised of the examination date for this course when the official examination timetable for Semester 2 2002 has been finalised.

OTHER REQUIREMENTS
1. When there is more than one marker for a single item of assessment, the distribution patterns and means for the different markers will be compared and marks adjusted if necessary.
2. Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.
3. Graded assessment items will receive a numerical score. Non-graded assessment will be given either Pass, Fail or Incomplete.
4. Course Grades will be calculated by aggregating the numerical score for each summative assessment item.
5. All assessment items must be attempted and submitted. Marks are accumulative and students must accrue at least 50% of the marks, and also obtain at least 50% in at least one of the assessment items.
6. Assignments submitted after the due date may be penalised in accordance with the University policy on assignments.
7. Attendance at all lectures/tutorials is advised for on-campus students.
8. Pre-service Education students are strongly encouraged to undertake the Report in conjunction with their unsupervised Professional Context Experience.
Successful completion of any professional experience is not a criterion for obtaining a passing grade in this course and other students will be able to complete all necessary assignment tasks.