ICO Course Manual

*Philosophy of education*

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# Basic information

**Course name:** Philosophy of education

**Theme group:**

**Tutors:** Johannes Drerup, Julien Kloeg, Michael Merry, Anders Schinkel (coordinator)

**ECTS** *(for the full course; 1 ECTS=28 hours):*3

**Course description**

This course will introduce PhD students to the field of philosophy of education by way of four central themes: aims of education, educational justice, democratic education, and the ‘worldliness’ of education.

## Summary of the setup of the course

|  |  |  |
| --- | --- | --- |
| June 2025 | Subjects + preparation (task title and/or literature to read) | Assignment Deadline |
| Tuesday, June 2, 13:00 | -Philosophy of education: what it is and what its use is.  -Aims of education: is there a general ‘aim of education’? | Friday, May 29, 13:00 |
| Tuesday, June 9, 13:00 | -The theory and practice of democratic education  -What should be taught as controversial: general problems and specific cases | Friday, June 5, 13:00 |
| Tuesday, June 16, 13:00 | -Educational justice  -Equality of educational opportunity | Friday, June 12, 13:00 |
| Tuesday, June 23, 13:00 | -The ‘worldliness’ of education: education and politics, the child and the citizen (according to Hannah Arendt and Philippe Meirieu) | Friday, June 19, 13:00 |

**Course objectives**

The central objective of this course is to introduce beginning researchers in the Educational Sciences to a discipline and a mode of thinking they are probably unfamiliar with, namely that of philosophy of education. Though the specific topics covered in the course are among the most debated topics in philosophy of education, and though they may have specific relevance to participating PhD students, it is the initiation into a different way of looking at education, asking other types of question, and using other than empirical approaches to answering them, that is most important. Corresponding more specific objectives are the (further) development of a disposition to critically question silent assumptions (one’s own, or that of one’s research field or discipline); of open, receptive attention to situations, problems, texts, and so on; and of habits of sound and careful reasoning.

**Requirements/entry level**

There are no special entry requirements, but it would be most helpful to take this course early in the PhD trajectory.

# Course Set up

|  |  |
| --- | --- |
| **Type of course**: | Face-2-face course  Blended Course  Online Course |

### Specify the starting dates, end dates and other deadlines of the course:

There are no separate modules, just four meetings (13:00-15:30 hours)

### Give a description of the course and each of the course days

All three meetings follow the same format:

1. *Preparation beforehand (reading /assignment)*: read the two papers and prepare a substantive (0,5-1 page, 2-4 paragraph) response; submit this via the designated folder on surfdrive (<https://surfdrive.surf.nl/files/index.php/s/5plmjyf8SGRFfdw>) **on the Friday preceding the meeting** at the latest. (In the folder ‘Meeting 1’ you’ll find the literature and a subfolder for the assignments, etc.) Also prepare at least 1-2 questions related to the readings for the discussion during the meeting; include these in the submitted document.
2. *Describe lecture or workshop (what information will be given, in what way, see the list of work forms below)*: The meeting has the format of a brief introduction by the lecturer followed by in-depth discussion of the papers/issues on the basis of your questions.
3. *Assignments (how will the information be processed, learning objective);* You will receive feedback on your critical response to the readings, to which you respond online; this may go back and forth a couple of times. The resulting three discussions form a small portfolio on the basis of which, together with your participation in and preparation for the meetings, it will be decided whether you have passed or failed the course.
4. *Assessment and feedback / peer-feedback:* Feedback from the lecturer on your response to the readings; assessment on the basis of your responses and participation.

Requirements:

* Presence at and active participation in all meetings: if, due to circumstances beyond your control, you can’t attend a particular meeting, notify the lecturer in advance; an alternative assignment may be assigned.
* Fulfilment of all reading assignments and practical assignments (response papers, questions prepared for discussion).
* Failure to submit responses before the deadline (4 days in advance of the meeting) may affect your final grade.

**What work forms will be used?:**

Workshop

Lectures / Guest lectures. If “yes”, how many guest lecturers:….

Discussion

Web lectures

Videoclips

Forum

Wiki

Other: ...

**What data sets will be used?:**

Not applicable.

**Specification of the workload:**

21 hours per meeting:

-2,5 hours for the meeting itself

-7,5 hours preparation

-11 hours for the 1000-word paper

**Specification of the literature**

For meeting 1:

* Biesta, G. (2009). Good education in an age of measurement: On the need to reconnect with the question of purpose in education. *Educational Assessment, Evaluation, and Accountability* 21(1): 33-46
* Standish, P. What is the philosophy of education? In: R. Bailey (ed.), *The philosophy of education: An introduction* (pp. 4-20). Bloomsbury

For meeting 2:

* Hand, M. (2008). What should we teach as controversial? A defense of the epistemic criterion. *Educational Theory* 58(2): 213-228.
* Hess, D. E. (2002).Discussing controversial public issues in secondary social studies classrooms: Learning from skilled teachers. *Theory & Research in Social Education* 30(1): 10-41.

For meeting 3:

* Calvert, J. (2014).  Educational equality: Luck egalitarian, pluralist and complex*.* *Journal of Philosophy of Education* 48(1): 69-85*.*
* Meyer, K. (2016). Why should we demand equality of educational opportunity? *Theory and Research in Education* 14(3): 333-347.

For meeting 4:

* Arendt, H. (1993) [1954]. The crisis in education. In: H. Arendt, *Between past and future: Six exercises in political thought* (pp. 173-195). Penguin
* Meirieu, P. (2016). Attending to the breakthrough of freedom. Unofficial translation by J. Kloeg of Het doorbreken van de vrijheid begeleiden, ch. 5 in P. Meirieu, *Pedagogiek: De plicht om weerstand te bieden* (pp. 67-75). (Transl. S. Verwer). Phronese

All literature can be found here: <https://surfdrive.surf.nl/files/index.php/s/5plmjyf8SGRFfdw>

# Options to tailor this course to your current needs

ICO considers it very important that PhD candidates can tailor the courses to their current needs, so that they can make the most of these courses within their PhD trajectory. Hence, the present course offers you several options to tailor the content and assignments to your needs.

You can tailor the *content* of this course to your current needs as follows:

Before or during the first meeting, you can *indicate specific topics* you would like to see covered during the course. The course coordinator(s) take(s) these wishes into account as much as possible.