



1. General Course Information

1.1 Course Details

Course Code:	1699EDN
Course Name:	Philosophy and Ethics in Education
Trimester:	Trimester 3, 2021
Program:	Diploma of Educational Studies
Credit Points:	10 CP
Course Coordinator:	Tanya-Lee Robinson
Document modified:	4 August 2021

Course Description

This course introduces philosophy generally and the philosophy of education in particular. Content is examined through the lens of practical applications to ethical and critical reasoning in and about education.

Philosophy and ethics have always been closely related to education and teaching. Education today has been shaped by major philosophical arguments about the true purpose of education, while teaching is a fundamentally ethical type of work. The aim of this course is to give students keys to understand arguments about the purpose of education and ethical perspectives on the work of teachers. The course also provides philosophical and ethical context for other courses in the program and develops an approach to thinking (critical, dialectical, creative) that will benefit students over their studies and career.

Assumed Knowledge

This is a core first year course and has no pre-requisite, co-requisite or prior-assumed course requirements.

1.2 Teaching Team

Your teacher can be contacted via the email system on the portal.

Name	Email
Tanya-Lee Robinson	taro@portal.griffithcollege.edu.au

1.3 Staff Consultation

Your teacher is available each week for consultation outside of normal class times. Times that your teacher will be available for consultation will be found on the Moodle Course Site.

1.4 Timetable

Your timetable is available on the Griffith College Portal at Class Timetable in Student and Services.

1.5 Technical Specifications

All students must have access to a computer or suitable mobile device.

2. Aims, Outcomes & Generic Skills

2.1 Course Aims

This course aims to:

1. Introduce students to influential philosophies of education.
2. Support students in exploring the impact of academic, humanist and vocational philosophies on contemporary education.
3. Support students in understanding ethical thinking and examining ethical challenges in teaching that can inform their own approach to teaching.



2.2 Learning Outcomes

After successfully completing this course you should be able to:

1. Recognise, explain and analyse philosophies that influence contemporary education.
2. Argue critically, dialectically and creatively on issues in education and teaching.
3. Recognise, explain and apply major ethical perspectives in the context of teaching.









2.3 Generic Skills and Capabilities

For further details on the Generic Skills please refer to the [Graduate Generic Skills and Capabilities policy](#).

Griffith College aims to develop graduates who have an open and critical approach to learning and a capacity for lifelong learning. Through engagement in their studies, students are provided with opportunities to begin the development of these and other generic skills.

Studies in this course will give you opportunities to begin to develop the following skills:

Generic Skills and Capabilities		Taught	Practised	Assessed
Acquisition of discipline knowledge and skills with critical judgement		✓	✓	✓
Communication and collaboration		✓	✓	✓
Self-directed and active learning		✓	✓	✓
Creative and future thinking		✓	✓	✓
Social responsibility and ethical awareness		✓	✓	✓
Cultural competence and awareness in a culturally diverse environment		✓	✓	✓



3. Learning Resources

3.1 Required Learning Resources

All required readings will be made available on the course site.

3.2 Recommended Learning Resources

Details of your Recommended Learning Resources will be made available via the course site.

3.3 College Support Services and Learning Resources

The College provides many facilities and support services to assist students in their studies. Links to information about College support resources that are available to students are included below for easy reference.

[Digital Library](#) – Databases to which Griffith College students have access to through the Griffith Library Databases.

[MyStudy](#) – there is a dedicated website for this course via MyStudy on the Griffith College Portal.

Griffith College is committed to ensuring academic integrity is understood and maintained by all staff and students. All students learn about academic integrity through engagement with the Academic Integrity online modules within the suite of Academic and Professional Studies courses.

Services and Support provides a range of services to support students throughout their studies including academic advice and assignment help from Student Learning Advisors, and personal and welfare support from Student Counsellors.

[Jobs and Employment](#) in the Student Hub can assist students with career direction, resume and interview preparation, job search tips, and more.

[IT Support](#) provides details of accessing support, information on s numbers and internet access and computer lab rules.

3.4 Other Information about your Learning

Attendance

You are expected to actively engage in all learning experiences and learning activities which underpin the learning content in this course. You are expected to engage with the learning content and learning activities outside of timetabled class times. This requires you to be an active agent of your learning. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook. In addition, you are encouraged to BYOD (bring your own device) to class such as a laptop or tablet. This is not a requirement as computer lab facilities are available on campus, however, the use of such devices in the classroom is encouraged with appropriate and considerate use principles being a priority.

Preparation and Participation in Learning

In order to enhance your learning, you need to prepare before participating in the learning experiences. Absorb the learning content and complete the learning activities that are provided online before you attend the scheduled learning experiences. Make sure you complete the learning activities set each week, they are designed to support your learning. Active participation in your learning will enhance your success. Ask questions when something is unclear or when you want to bring some issue to your lecturer or tutor's attention; respond to questions to test your knowledge and engage in discussion to help yourself and others learn.

Consultation Sessions

Teachers offer extra time each week to assist students outside the classroom. This is known as 'consultation time.' You may seek assistance from your teacher on email or in person according to how the teacher has explained this to the class. Attendance during consultation time is optional but you are encouraged to use this extra help to improve your learning outcomes.

Course Learning Materials

Learning materials are made available to you in MyStudy on the Griffith College Portal. The learning materials are arranged in Modules. In each Module you will find Learning Content, Learning Experiences and Learning Activities. **Learning Content** will be engaged with prior to the scheduled **Learning Experience (your weekly class)**. This will ensure you are prepared for the scheduled Learning Experience by being aware of the content to be covered and therefore will be able to actively participate in the session. **Learning Activities** are accessed after the scheduled session for purposes of review, consolidation of learning, and preparation for the Evidence of Learning tasks (assessment) in the course.

In addition, **Anytime Anywhere** learning material is provided in the course. This learning material provides support, interactive tools and directions for students who occasionally cannot attend the weekly scheduled Learning Experience (either in person or on Zoom) perhaps due to illness or other commitments. The Anytime Anywhere learning material should also be used in conjunction with Learning Content and Learning Activities resources.

Self-Directed Learning

You will be expected to learn independently. This means you must organise and engage with the course learning content even when you are not specifically asked to do so by your teacher. The weekly guide will be helpful to organise your learning. This involves revising the weekly course learning material and completing the learning activities. It also means you will need to find additional information to evidence your learning (assessment) beyond that given to you, and to construct your own response to a question or topic. All of this requires careful planning of your time. Expect to spend, on average, at least 10 hours per week including class time for each of your courses.

Program Progression

You are reminded that satisfactory Program Progression requires that attendance in classes is maintained at equal to or greater than 80%, and that GPA is maintained at equal to or greater than 3.5 [please see Griffith College Policy Library - [Program Progression Policy](#) - for more information].






Teacher and Course Evaluation

Your feedback is respected and valued by your teacher. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your teacher or by completing course and lecturer evaluations via Griffith College's evaluation tool whenever these are available.



4. Learning Content, Learning Activities and Learning Experiences

4.1 Modules for Learning and Weekly Learning Content, Learning Experiences and Learning Activities

Wk	Learning Content 	Learning Experiences 	Learning Activities 	Evidence of Learning 	Learning Outcome 
Module 1 (Weeks 1-4): Influential Philosophies of Education: an introduction					
1	<p>Course introduction: an overview of course aims, methodologies and assessments.</p> <p>REQUIRED READ: Week 1 Learning Guide <i>NB. Learning Guide engagement is crucial in this course</i></p>	<p>Getting to know one another, the expectations of the course & an introduction to philosophy and why philosophy and ethics are fundamental to educators.</p> <p>IMPORTANT: Review of Assessment 1</p>	<p>Review Assessment 1 task, criteria & resources (in Evidence of Learning tile), note questions for class discussion in week 2.</p>		1
2	<p>Introduction to the Academic philosophy of education & Plato's vision of education.</p> <p>REQUIRED READ: Week 2 Learning Guide</p>	<p>Individual and collaborative activities to foster engagement with and understanding of the Academic philosophy of education. An exploration of how this philosophy impacts educational practice.</p>	<p>Draft assessment 1: summarise & evaluate key philosophy: Academic philosophy of education (250 words). Bring questions to class next week.</p>		1
3	<p>Introduction to the Humanist philosophy of education & Rousseau's arguments.</p>	<p>Individual and collaborative activities to foster engagement with and understanding of the Humanist</p>	<p>Draft assessment 1: summarise & evaluate key philosophy: Humanist philosophy of education (250</p>		1





	REQUIRED READ: Week 3 Learning Guide	philosophy of education. An exploration of how this philosophy impacts educational practice.	words). Bring questions to class next week.		
4	Introduction to the Vocational philosophy of education & Dewey's vision. REQUIRED READ: Week 4 Learning Guide	Individual and collaborative activities to foster engagement with and understanding of the Vocational philosophy of education. An exploration of how this philosophy impacts educational practice. Troubleshoot assessment 1 before submission.	Draft assessment 1: summarise & evaluate key philosophy: Vocational philosophy of education (250 words). Proofread & edit in response to formative feedback provided.	IMPORTANT: Written assignment – summarise & evaluate key philosophies. Due 9am, Monday, Week 5, worth 30%	1
Module 2 (Weeks 5-8): Ethics in Education: an introduction					
5	Introduction to ethics in education REQUIRED READ: Week 5 Learning Guide <i>NB. Learning Guide engagement is crucial in this course</i>	Introducing ethics in education. IMPORTANT: Arranging groups and review of the Group Presentation assessment.	Review Assessment 2 task, criteria & resources (in Evidence of Learning tile), note questions for class discussion in week 6.		1, 2
6	Action-based ethical theories: consequentialism and deontology REQUIRED READ: Week 6 Learning Guide	An explanation of action-based ethical theories: consequentialism and deontology. Scenarios for application.	Individual & collaborative tasks related to the weekly topic & developing your assessment.		1, 2
7	Agent-based ethical theory: Virtue Ethics and Care Ethics REQUIRED READ: Week 7 Learning Guide	An explanation of agent-based ethical theories: virtue ethics and care ethics. Scenarios for application.	Individual &/or collaborative tasks related to the weekly topic & developing your assessment.		1, 2
8	Ethical reasoning REQUIRED READ: Week 8 Learning Guide	Responding to an assignment scenario. Understanding cooperative values. Last opportunity to discuss your Presentation with your teacher before submission.	Individual &/or collaborative tasks related to the weekly topic & developing your assessment. Finalisation and submission of assessment 2.	IMPORTANT: Group Presentation video task & supporting paperwork. Due 5pm, Friday, Week 8, worth 30%	1, 2
Module 3 (Weeks 9-12): Ethics in Education: scenario analysis					

9	Analysing ethical scenarios I REQUIRED READ Week 9 Learning Guide	Responding to ethical scenarios: analysing, reasoning & justification. IMPORTANT: Review of the written assignment: final assessment for the course.	Review Assessment 3 task, criteria & resources (in Evidence of Learning tile), note questions for class discussion in week 10.		2, 3
10	Analysing ethical scenarios II REQUIRED READ: Learning Guide	Preliminary analysis of scenarios. Dialectical, critical & creative thinking.	Individual tasks related to the weekly topic & developing your assessment.		2, 3
11	Analysing ethical scenarios III REQUIRED READ: Learning Guide	Analysis of the question and assessment rubric. Final Take-aways.	Individual tasks related to the weekly topic & developing your assessment.		2, 3
12	Assignment support	Last opportunity to discuss your assignment with your teacher. Opportunities provided for task clarification, guided proofreading, editing and individual feedback.	Finalisation of written assessment 3: proofread, edit & submit.	IMPORTANT: Written assignment – Analyse an ethical scenario. Due Monday Exam Week, worth 40%	2, 3



5. Evidence of Learning (Assessment Plan)

5.1 Evidence of Learning Summary

	 Evidence of Learning	 Weighting	 Learning Outcome	 Due Date
1	Written assignment – summarise & evaluate key philosophies	30% (Must submit)	1	9am, Monday, Week 5
2	Group Presentation – Justify a philosophy of education	30% (Must submit)	1, 2	5pm, Friday, Week 8
3	Written assignment – Analyse an ethical scenario	40% (Must submit)	2, 3	9am, Monday, Exam week

5.2 Evidence of Learning Task Detail

Assessment Details

Title: Summarise & evaluate key philosophies

Type: Written assignment – 750 words

Learning Outcomes Assessed: 1

Weight: 30%

Task Description:

For this assessment item, you are required to:

Demonstrate your understanding of the three philosophies of education explored in module 1, and show evidence of your critical evaluation of these philosophies with regard to their impact on contemporary education practice. To succeed in this task, students will need to complete the required readings and learning content and engage with the weekly learning experiences and activities. It is expected that the set structure be followed; this will be explained in a Learning Experience.

To achieve well in this task, students will think critically: evaluate and select only the most relevant ideas for inclusion in a brief summary of each philosophy, and then briefly explain a significant impact each philosophy has had on teaching/learning today. No additional sources are required – APA 7th referencing is required when citing sources provided in the course material.

Criteria & Marking:

- Knowledge and understanding of the three philosophies: academic, vocational and humanist. This will require you to engage consistently with the course content, learning experiences and activities.
- A concise but thoughtful critique of each philosophy demonstrating objective consideration of its relevance to current teaching practice (one strength and one limitation).
- Academic skills relating to written and personal literacy, academic integrity and referencing using APA 7th style.

Submission: via Turnitin - 9am, Monday, Week 5

Title: Justify a philosophy of education

Type: Group Presentation – graded individually

Learning Outcomes Assessed: 1 & 2

Weight: 40%

Task Description:

For this assessment item, you are required to:

Collaborate with your peers in creating a coherent oral presentation that demonstrates an understanding of the relevance of the three key philosophies studied in module 1 to contemporary education. As a team, you should consider the following:

In a rapidly changing world, which of the philosophies you have studied in 1699EDN (vocational, academic, humanist) would be best to guide the education of today's young people? Why?

In teams of three, each member should present a five-minute argument for one philosophy (all 3 philosophies must be covered by the team). In addition to presenting an argument for your chosen philosophy as a valuable guide to education practice today, each member's argument should respond to the arguments presented by both other team members (that is, evidence of team collaboration and communication). Supporting resources and suggested structure are provided in the Evidence of Learning tile. Individual scripts with the youtube url for the team video are to be submitted to Turnitin. No additional sources are required – APA 7th referencing is required when citing sources provided in the course material. No ppt. is required.

Criteria & Marking:

- Demonstrated understanding of the vocational, academic and humanist philosophies of education. .
- Ability to argue critically, dialectically and creatively about educational philosophies.
- Present, in a clear and engaging manner, using effective verbal and non-verbal skills.
- Academic skills relating to written and oral literacy, academic integrity and referencing using APA 7th style.

Submission: via Turnitin – 5pm, Friday, Week 8 (Individual script with team video youtube url.)

Title: Analyse an ethical scenario

Type: Written Assignment - 1,500 words

Learning Outcomes Assessed: 2 & 3

Weight: 40%

Task Description:

Apply your knowledge of ethical perspectives developed in the course to analyse one ethical scenario (provided), and argue for a course of action. The scenario will focus on key teacher challenges. You are required to:

- Identify the features of the scenario that make the situation ethically challenging.
- Apply each of the ethical perspectives when analysing the scenario.
- Describe and argue for possible courses of action supported by the ethical perspectives used in the analysis.

Criteria & Marking:

- Recognise and explain major ethical perspectives in the context of teaching.
- Recognise the ethical features of key teacher challenges.
- Apply major ethical perspectives to key teacher challenges critically, dialectically and creatively.
- Refer to relevant academic sources, apply APA 7th referencing style and communicate effectively.

Submission: To be submitted via Turnitin link on the course site by 5:00pm Monday of Exam week

5.3 Late Submission

An evidence of learning (assessment) task submitted after the due date, without an approved extension from the Course Coordinator, will be penalised. The standard penalty is the reduction of the mark allocated to the assessment item by 5% of the maximum mark applicable for the assessment item, for each working day or part working day that the task is late. Evidence of learning tasks submitted more than five working days after the due date are awarded zero marks.

Please refer to the Griffith College website - Policy Library > [Assessment Policy](#) for guidelines and penalties for late submission.

5.4 Other Information about Evidence of Learning

Retention of Originals

You must be able to produce a copy of all work submitted if so requested. Copies should be retained until after the release of final results for the course.

Requests for Extension

To apply for an extension of time for an evidence of learning item, you must submit an [Application for Extension of Assignment](#) form to your teacher at least 24 hours before the date the assignment is due. Grounds for extensions are usually: serious illness, accident, disability, bereavement or other compassionate circumstances and must be able to be substantiated with relevant documentation (e.g., [Griffith College Student Medical Certificate](#)). Please refer to the Griffith College website - [Policy Library](#) - for guidelines regarding extensions and deferred assessment.

Return of Evidence of Learning Items

1. Marks awarded for in-trimester evidence of learning tasks, except those being moderated externally with Griffith University, will usually be available on the Student Portal fourteen [14] days of the due date. This does not apply to the final evidence of learning task in this course (marks for this task will be provided with the final course result).

2. Students will be advised of their final grade through the Student Portal. Students can review their final exam assessment tasks after student grades have been published. Review of final exam papers will not be permitted after the final date to enrol.
3. Marks for **all** evidence of learning task including the final exam (if applicable) will be recorded in the Moodle course site and made available to students through the Moodle course site.

The sum of your marks of evidence of learning tasks in this course does not necessarily imply your final grade for the course. Standard grade cut off scores can be varied for courses, so you need to wait for the official release of grades to be sure of your grade for this course.

6. Policies & Guidelines

Griffith College assessment-related policies can be found in the [Griffith College Policy Library](#) which include the following policies:

[Assessment Policy](#), [Special Consideration](#), [Deferred Assessment](#), [Alternate Exam Sitings](#), [Medical Certificates](#), [Academic Integrity](#), [Finalisation of Results](#), [Review of Marks](#), [Moderation of Assessment](#), [Turn-it-in Software Use](#). These policies can be accessed within the [Policy Library](#)

Academic Integrity

Griffith College is committed to maintaining high academic standards to protect the value of its qualifications. Academic integrity means acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching and research. It is important for students, teachers, researchers and all staff to act in an honest way, be responsible for their actions, and show fairness in every part of their work. Academic integrity is important for an individual's and the College's reputation.

All staff and students of the College are responsible for academic integrity. As a student, you are expected to conduct your studies honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is considered a breach of academic integrity and is unacceptable.

Some students deliberately breach academic integrity standards with intent to deceive. This conscious, pre-meditated form of cheating is considered to be one of the most serious forms of fraudulent academic behaviour, for which the College has zero tolerance and for which penalties, including exclusion from the College, will be applied.

However, Griffith College also recognises many students breach academic integrity standards without intent to deceive. In these cases, students may be required to undertake additional educational activities to remediate their behaviour and may also be provided appropriate advice by academic staff.

As you undertake your studies at Griffith College, your teachers and academic advisors will provide you with guidance to understand and maintain academic integrity; however, it is also your responsibility to seek out guidance if and when you are unsure about appropriate academic conduct.

In the case of an allegation of a breach of academic integrity being made against a student he or she may request the guidance and support of a Griffith College Student Learning Advisor or Student Counsellor.

Please ensure that you are familiar with the Griffith College Academic Integrity Policy; this policy provides an overview of some of the behaviours that are considered breaches of academic integrity, as well as the penalties and processes involved when a breach is identified.

For further information please refer to the Griffith College website - Policy Library > [Academic Integrity Policy](#)

Risk Assessment Statement

There are no out of the ordinary risks associated with this course.

Copyright © - Griffith College

Note: For all Diploma level programs, Griffith College acknowledges content derived from Griffith University.