PROGRAMME DESIGN & ASSESSMENT

Educational Philosophy Exercise

Author: Geraldine O'Neill

Email: Geraldine.m.oneill@ucd.ie

Date: 13th January 2010

Exercise on a Programme's Educational Philosophy:

Complete this exercise individually and then as part of a team to begin the debate on a composing a programme's educational philosophy.

Programme: …………………………………………………………

Section 1: Individually					
Based on **some** beliefs from **some** educational philosophies and theories, to what extent to **you** agree with these statements related to student learning:					
	Strongly agree			Strongly Disagree	
	5	**4**	**3**	**2**	**1**
1 Knowledge is not transmitted it is constructed *(rationalism: constructivism)*					
2 Knowledge construction is the unique combination of new knowledge and a learner's individual prior knowledge *(individual constructivism)*					
3 It is inappropriate to propose goals for learners because educators do not know what the learners need or want to learn *(radical constructivism)*					
4 All learning should occur in collaborative work groups *(social constructivism)*					
5 Learning, whether in groups or individual interaction with work of an author of a text, involves individuals working towards an agreement or understanding *(social constructivism)*					
6 Problems should not be simplified for novice learners but presented in their full complexity early in the process *(contextualism)*					
7 Learning should occur in realistic setting *(situated cognition, experiential learning)*					
8 Assessment should be integrated into the task, not a separate activity *(contextualism)*					
9 Knowledge, in a particular field, is negotiated based on an agreement of experts to a common interpretation of experiences: 'truth for now'. (*pragmatism*)					
10 Learning has occurred when learners evidence the appropriate response *(Behaviourism)*					
11 Learning is a series of transformations of information through several types of storage or memory. *(information processing theory)*					
12 Independent learning can be assisted (scaffolded) by a teacher or more knowledgeable peer. *(socio-cultural theory)*					
13 Control and choice in learning, must be shifted, as far as possible, from the teacher to the student. *(Student-centred learning)*					

(Smith & Ragan, 2005; Carlile & Jordan, 2005; O'Neill & McMahon, 2005)

Section 2: Collectively
Now discuss with your programme/module team (or one colleague you work closely with) , which statements do you think you would: a) **Generally agree on**:   Numbers…………………………………………………………… b) **Might disagree on**:   Numbers……………………………………………………………

Section 3: Details of the Programme	
Name: **Level (UG/PG)** **Numbers of Years in the programme:**	
Description of students: (e.g. mainly straight from school, approx class size, level of points, any student strength/difficulties).	

Section 4: Based on your current knowledge, beliefs what do you as a team believe and value about student learning? **Write the start of this Programme's educational philosophy, in language that the student would understand:**	
Programme's Educational Philosophy **(4 5 sentences, i.e.** (Your comments on the key purposes of the programme; Your comments on the environment student will learn in; Your beliefs about how students learn and will learn on the programme; The type of learning and teaching and assessment approaches the student will encounter..)	**References to back this up:**

References:

Carlile, O. Jordan, J. (2005) It works in practice but will it work in theory? The theoretical underpinnings of pedagogy. In: *Emerging Issues in the Practice of University Learning and Teaching.* O'Neill, G., Moore, S., McMullin, B. (Eds). Dublin:AISHE, 2005. http://www.aishe.org/readings/2005-1/

O'Neill, G. McMahon, T. (2005) Student-centred learning: What does it mean for student and lectures. In: *Emerging Issues in the Practice of University Learning and Teaching.* O'Neill, G., Moore, S., McMullin, B. (Eds). Dublin:AISHE, 2005. http://www.aishe.org/readings/2005-1/

Smith, P.L., Ragan, T.J. (2005) Foundations of Instructional Design. In, *Instructional Design*. NJ: John Wiley & Sons Inc. pp17-37.