<div align="center">**Course Description**

MEDD8922 Philosophical and Ethical Issues in Educational Research</div>

Course description
This course is designed to introduce students to methods for engaging in research in philosophy of education. A great deal of educational research aims to examine and illustrate what is happening in education by gathering and analyzing data, without focusing on whether what is happening is good or bad. While all educational research should touch on 'what should happen' in education, philosophy of education is best equipped to respond to this question through systematically using logic and reflection. This course enables students to engage in clear analytical thinking about educational research, examine the assumptions embedded in all educational research, and make normative arguments based on logic and reflection. Students interested in engaging in effective critiques of educational ideas and practices and aligning educational recommendations with ethical and moral values (such as equality, equity, justice, harmony, diversity, etc.) will particularly benefit from this course. **Coursework / Examination ratio: 100   % Coursework,   0   % Examination**

Course objectives
1. Understand different ways to make logical arguments as well as common flaws involved. 2. Examine the role of normative thinking and making assumptions in educational research and how educational researchers using any methods might engage in normative thinking and making assumptions. 3. Consider competing values in education and education research. 4. Learn what constitutes an effective research project using philosophy of education.

Course learning outcomes	Aligned programme learning outcomes (PLOs)
1. Demonstrate the ability to differentiate between logical and illogical kinds of argumentation.	PLOs 1, 2
2. Recognize how normative thinking and assumptions underlies educational research across methods.	PLOs 1-5
3. Examine competing values and their role in decision making about education and education research.	PLOs 1-5
4. Elaborate what constitutes an effective research project using philosophy of education.	PLOs 1, 2, 4, 5

Course assessment methods			
Assessment method	**Type of assessment (e.g. description of assignment)**	**Weighting (%)**	**Aligned course learning outcome(s)**
Logic exercises (2)	Participate in logical exercises at the beginning and end of class, and reflect on the outcomes (maximum 300 words each)	20	CLOs 1, 2, 4
Essay	Analyze two values in tension in your research area (maximum 1500 words)	40	CLOs 2, 3
Presentation	Describe your project, including its thesis and main arguments (20 minutes max)	40	CLOs 1, 2, 3, 4

Course content and topics
1. **Introduction to philosophy of education.** What is philosophy of education; how is philosophy of education conducted; introduction to philosophy of education as a scholarly community and kind of educational research. 2. **Arguments and fallacies.** Philosophy of education makes analytic arguments using logic as well as appeals to other forms of evidence. Watching out for various kinds of fallacies is important in making good arguments. The class will examine different kinds of logic used in arguments as well as common fallacies in educational research and other philosophical research that they should be mindful of.

3. **What are your assumptions as a researcher?** All educational research involves making assumptions about what is 'good', 'effective', 'quality', 'impactful' 'learning'. Students will query their assumptions and examine the nature of assumptions and how they operate in educational research in their major area. How to manage one's assumptions in philosophy of education is also addressed.

4. **Using empirical data.** Philosophy of education is concerned with educational issues and as such it does consider empirical data, although in different ways form other kinds of educational research. Various ways to think about empirical data in philosophy of education will be considered in this session.

5. **Organizing a philosophy of education project.** Considers styles of philosophical projects and the major parts of any sound project and how to approach them.

6. **Writing a philosophy of education project.** Some communicative virtues are valuable in any academic research, but effective communication is particularly important in philosophical work. This session considers communicative and writing virtues, examining what are virtues and how to express philosophical arguments effectively.

7. **Arguing a philosophy of education project.** This session focuses on virtues of argumentation in philosophical writing, including strategies to make persuasive arguments and common pitfalls.

8. **The question of significance.** All educational research including philosophy of education should be significant and should spell out significance. This session considers what are important educational questions and ways to address significance in writing.

Required / recommended readings and online materials

Bailey (2010), *The Philosophy of Education: An Introduction*

Bailey, Barrow, Carr & McCarthy (2010), *The SAGE Handbook of Philosophy of Education*

Biesta (2020), *Educational Research: An Unorthodox Introduction*

Curren (2003), *A Companion to the Philosophy of Education*

Hytten (2021), *Oxford Encyclopedia of Philosophy of Education*

Magnus (2017), *An Introduction to Formal Logic*, https://www.fecundity.com/codex/forallx.pdf

Peters (2016), *Encyclopedia of Educational Philosophy and Theory*

Ruitenberg (2010), *What Do Philosophers of Education Do? (And How Do They Do It?)*

Siegel (2009), *The Oxford Handbook of Philosophy of Education*

Smeyers (2018), *International Handbook of Philosophy of Education*

Critical Thinking Web, https://philosophy.hku.hk/think/

Fallacy Files, http://www.fallacyfiles.org/index.html

How to Write a Philosophy Paper, https://youtu.be/aHQ8cWM4c2c

Introductory Logic, https://attitudeadjustment.tripod.com/Books/Logic.htm

Philosophy of Education Journal, https://www.philofed.org/

Philosophy Pages: Logic, http://www.philosophypages.com/lg/

UNC Writing Center, https://writingcenter.unc.edu/tips-and-tools/

Other additional course information

Advanced Research Method course