

ADL565 Critical Inquiry into Socio-Political Contexts of Education and Learning

Level: 5

Credit Units: 5 Credit Units

Language: ENGLISH

Presentation Pattern: EVERY JAN

Synopsis:

ADL565 Critical Inquiry into Socio-Political Contexts of Education and Learning explores the purposes, presuppositions and implications of major approaches to understanding curriculum, as well as the value commitments and principles that undergird content choices and forms of pedagogy and practice in educational or learning environments. The course seeks to question, interrogate and expand learning horizons, and where possible, propose ideas, measures or steps to encourage educational reform. A broad range of socio-political and philosophical concepts will be examined from different perspectives, with time for reflection on how participants' own understanding and practice of teaching and learning can be enhanced or revised as a result.

Topics:

- The Purpose(s) of Education or Learning
- What is Curriculum? Knowledge-Centred Approaches
- What is Curriculum? Learner-Centred Approaches
- What is Curriculum? Society-Centred Approaches
- The Question of Indoctrination
- Critical Pedagogy
- Ethics, Values and Character Education
- Education for Citizenship
- Identity, Multiculturalism & Global-mindedness
- Inquiry, Higher Order Thinking & Epistemic Dispositions
- Opportunity, Equality & Meritocracy in Education or Learning
- Prospects and Challenges facing Education and Learning in Singapore

Textbooks:

Gopinathan, S. (2015).: Singapore chronicles: Education. Singapore: Institute of Policy Studies & Straits Times Press.

ISBN-13: 9789814747059

Gert Biesta: World-centred education – A view for the present. (eText) (2022).1st Edition. Routledge

ISBN-13: 9781000410693

Robin Barrow & Ronald Woods: An Introduction to Philosophy of Education. (eText) (2021).5th Edition Routledge

ISBN-13: 9781000396096

Learning Outcome:

- Discuss the meaning, significance and implications of different theories of curriculum on educational or learning practice.
- Analyse key epistemic, social, philosophical and/or political concepts surrounding education or learning.
- Evaluate how values shape learning or educational content and practice
- Critique at least one example of curriculum from your organization or an authentic context based on the purposes or outcomes of education or learning.
- Appraise the role of inquiry or higher-order thinking as they occur in your organization or an authentic context.
- Propose ways in which education or learning ought to be reformed based on various epistemic, social, philosophical and/or political concepts.

Assessment Strategies - Regular Semester (Evening Class):

Components	Description	Weightage Allocation (%)
Overall Continuous Assessment	TUTOR-MARKED ASSIGNMENT 1	50
Overall Examinable Components	ECA	50
Total		100

*The information listed is subject to review and change.