

Master of Education (M.Ed.)

Title of the Course: R4.4: Philosophical Research in Education (Semester: III)

MM: 100 (External: 70 Credits: 4
Internal: 30)
Contact Week 15

Introduction of the Course

This course explores the intersection of philosophy, education, and research. The importance of philosophy in educational research is often overlooked, as is the significance of philosophical inquiry in educational practice. Students will critically analyze philosophical concepts and methods related to teaching, learning, and the broader goals of education. The intent is to develop skills in philosophical reasoning, research methodologies, and critical reflection on educational issues.

Learning Outcomes

After completion of the course, student will be able to:

1. Analyze the relationship between philosophy, education, and research.
2. Appreciate the importance of philosophy in educational research.
3. Apply philosophical methods to think about current educational issues and practices.
4. Identify and analyze the philosophical roots of some popular research methods.
5. Develop a philosophical research design in educational contexts.

Number of Units (4)

Weeks 15 = 60 hours

Unit 1: The Philosophical in Educational Research

(2 weeks = 8 hours)

- The relevance of philosophy in education.
- Understanding the philosophical issues in educational research: Epistemological, Metaphysical, & Axiological

Unit 2: Philosophical Tools for a Rigorous Inquiry in Education

(5 weeks = 8 hours)


- Dialectic, dialogue, deduction, induction, analysis, synthesis, and thought experiments
- Ways of Knowing and *Pramanas*

Unit 3: Philosophical Research in Education

(6 weeks = 24 hours)

Exploring the 'philosophical method' of research in education Understanding methods of philosophical inquiry:

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- Conceptual and philosophical analysis,
- Phenomenological,
- Existential,
- Hermeneutic,
- Critical Theory

Unit 4: Designing a Philosophical Study in Education

(2 weeks = 8 hours)

Practicum/ Suggested Projects / Assignments (Any Two)

1. One conceptual analysis/term paper on an educational issue (15 marks)
2. A comparative analysis of courses (5 marks) OR
3. Reading research papers to identify the philosophical methods used (5 marks)
4. Designing a philosophical study in education. Proposing a detailed methodology (10 marks)

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Recommended/ Essential Readings

- Baggini, J., & Fosl, P. S. (2020). *The Philosopher's Toolkit: A Compendium of Philosophical Concepts And Methods*. John Wiley & Sons.
- Bailey, R., Barrow, R., Carr, D., & McCarthy, C. (Ed.). (2010). *The Sage Handbook of Philosophy of Education*. Los Angeles: Sage.
- Barrow, R., & Foreman-Peck, L. (2005). What Use is Educational Research: A debate. *Impact*, 2005(12), 9-56.
- Bhattacharyya, K.K. & LohoChoudhury, B. L. (2014). Tracing the Roots of Research from Indian Perspective. *The Visva-Bharati Quarterly*, 23(1), (ISSN 0972-043X), 102-116.
- Blake, N., Smeyers, P., Smith, R., & Standish, P. (Eds.). (2003). *The Blackwell Guide to the Philosophy of Education*. UK: Blackwell.
- Bridges, D. (2016). *Philosophy in educational Research: Epistemology, Ethics, Politics And Quality*. Springer.

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- Brown, B. J., & Baker, S. (2007). *Philosophies of Research into Higher Education*. Bloomsbury Publishing.
- Cappelen, H., Gendler, T., & Hawthorne, J. P. (Eds.). (2016). *The Oxford Handbook of Philosophical Methodology*. Oxford University Press.
- Carr, W. (Ed.). (2005). *The RoutledgeFalmer Reader in the Philosophy of Education*. London & New York: Routledge.
- Chambliss, J. J. (Ed.). (1996). *Philosophy of Education: An Encyclopedia*. New York & London: Garland Publishers.
- Curren, R. (Ed.). (2003). *A Companion to the Philosophy of Education*. UK: Blackwell.
- Daly, C. (Ed.). (2015). *The Palgrave Handbook of Philosophical Methods*. Springer.
- D'Oro, G., & Overgaard, S. (Eds.). (2017). *The Cambridge Companion To Philosophical Methodology*. Cambridge University Press.
- Doyle, J. (Ed.). (2010). *Educational Judgements: Papers in the Philosophy of Education*. London: Routledge.
- Hayden, G. (1998). *50 Years of Philosophy of Education*. London: Institute of Education.
- Heyting, F., Lenzen, D., & White, J. (Eds.). (2001). *Methods in Philosophy Of Education*. London: Routledge.
- Howell, K. E. (2013). *An Introduction to the Philosophy of Methodology*. SAGE Publication London.
- Johnston, J. S. (2019). *Problems in philosophy of education: A systematic approach*. Bloomsbury Publishing.
- Lawson, H. (2004). Philosophy as saying the unsayable. *What Philosophy Is*, 274-291.
- Pendlebury, S. (1998). Feminism, epistemology, and education. In D. Carr (ed.). *Education, Knowledge and Truth: Beyond the Postmodern Impasse*. London: Routledge
- Peters, M. A. (Ed.). (2017). *Encyclopedia of Educational Philosophy and Theory*. Singapore: Springer.
- Phillips, D. C. (Ed.). (2014). *Encyclopedia of Educational Theory and Philosophy*. Sage Publications.
- Pring, R. (2015). *Philosophy of Educational Research*. (3ed.) Bloomsbury Publishing.

- Ruitenberg, C. (Ed.). (2010). *What Do Philosophers of Education Do?:(and How Do They Do It?)*. John Wiley & Sons.
- Singh, R.P. (2007). On Method in Indian Philosophy: A Reflection on Professor Daya Krishna's Philosophy. *Sandhan: Journal of Centre for Studies in Civilizations*. VII (2). 207-218
- Smeyers, P. (Ed.). (2018). *International Handbook of Philosophy of Education*. Springer
- Winch, C., & Gingell, J. (1999). *Key Concepts in the Philosophy of Education*. Psychology Press.

Additional Readings

- Carr, D. (1998). *Education, Knowledge & Truth*. London: Routledge.
- Cooper, D. (2010). *Illusions of Equality*. London: Routledge & Kegan Paul.
- Dewey, J. (1938). *Logic: The Theory of Inquiry*. New York: Henry Holt & Company.
- Flint, K. J. (2015). *Rethinking practice, research and education: a philosophical inquiry*. Bloomsbury Publishing.
- Gettier, E. (1963). Is Justified True Belief Knowledge? *Analysis*, 23, 121-123.
- Gutek, G.L. (2009). *New perspectives on philosophy and education*. Ohio, New Jersey: Pearson
- Habermas, J. (1992). *Postmetaphysical Thinking*. MIT: Cambridge.
- Hirst, P. (1974). *Forms of Knowledge and the Curriculum*. London: Routledge & Kegan Paul.
- Kant's Lecture Notes on Pedagogy, in C. Bowyer. (1960). *Philosophical Perspectives for Education* (A. Churton, Trans.). University of Michigan Press. pp. 215-225.
- Sherwin, S. (1988). Philosophical methodology and feminist methodology: Are they compatible? In L. Code, S. Mullett, & C. Overall, (ed.). *Feminist perspectives: Philosophical essays on method and morals*. Toronto: University of Toronto Press. Pp.13-28
- Stryke, K., & Egan, K. (Eds.). (1978). *Ethics and Educational Policy*. London: Routledge & Kegan Paul.
- Williamson, T. (2020). *Philosophical method: A very short introduction*. Oxford University Press.

Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks that enhance reading comprehension of core writings in the area, and innovative projects.

Assessment Method

The assessment will be formative based on Individual and group tasks and assignments. A summative evaluation will be done through an end-semester examination.

Keywords: Philosophical research, philosophical underpinnings of methods, foundations of research, and philosophical methods



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