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### Citation for published version

Gough, A.Martin (2011) Education as Philosophy and Philosophy as Education: lessons for disciplinarity from running a philosophy course within an academic development programme. In: Learning and teaching conference organised by the Subject Centre for Philosophical and Religious Studies "Foundations for the future", 13-14 July 2011, University of Greenwich, Greenwich campus,

### DOI

### Link to record in KAR

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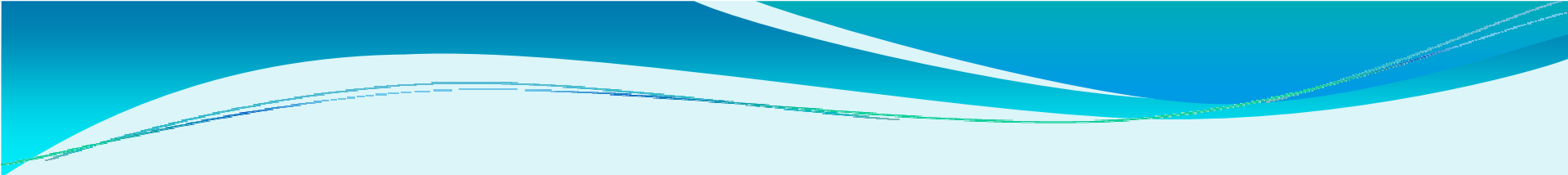
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**Education as Philosophy and Philosophy as  
Education:  
lessons for disciplinarity from running a philosophy  
course within an academic development programme**

‘Foundations for the future’, HEA Subject Centre for Philosophical and  
Religious Studies conference, 13-14 July 2011

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# Philosophy as Education: insertions in

## Academic/Professional Development programmes

UCL:

- Research Methods
- Issues in Research Practice
- Issues in Higher Learning

UoK:

- Educational Research Methodology
- Philosophical & Theoretical Issues in Higher Learning

# But what does it add?... the double-bind (even for Locke's "under-labourer")

(1) Philosophy as making another subject more well-rounded?

a) Problem: if beyond the 'Education' curriculum...

- Hifalutin, etc....
- If it should be done, how if no-one qualified?

b) Problem: if naturally part of the 'Education' curriculum...

- No need to change anything
- Or, if it should be done explicitly, don't need anyone especially qualified – why should one who is be superior?

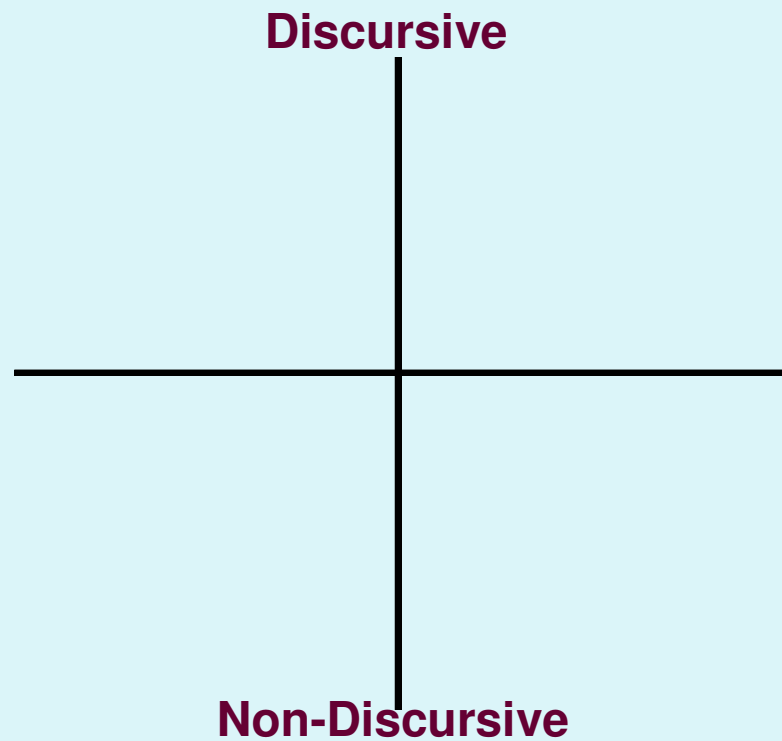
Also (2) Philosophy as meddling:

- Making issue more complicated than it really is (for "getting on with it")

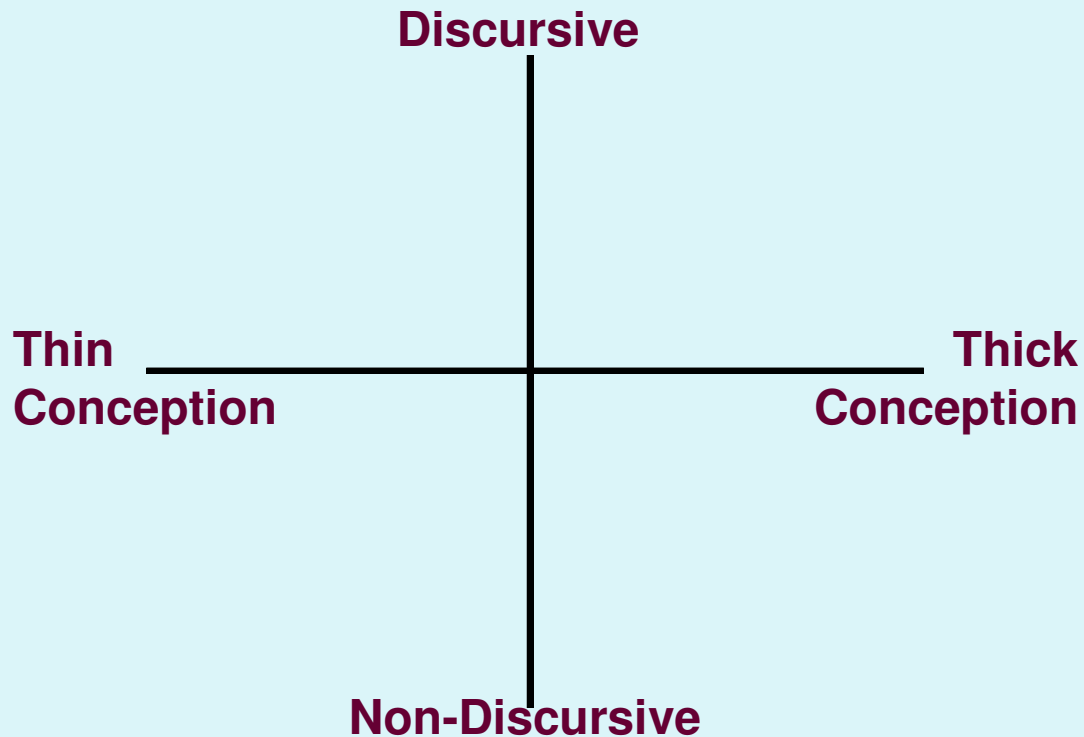
# Dimensions of (Knowledge) Practices

- Individual vs Group vs Social(=societal) vs Institutional
- Discursive vs Non-Discursive
- Thin vs Thick (Luntley)
- Primary vs Secondary (Keith Hoskin)

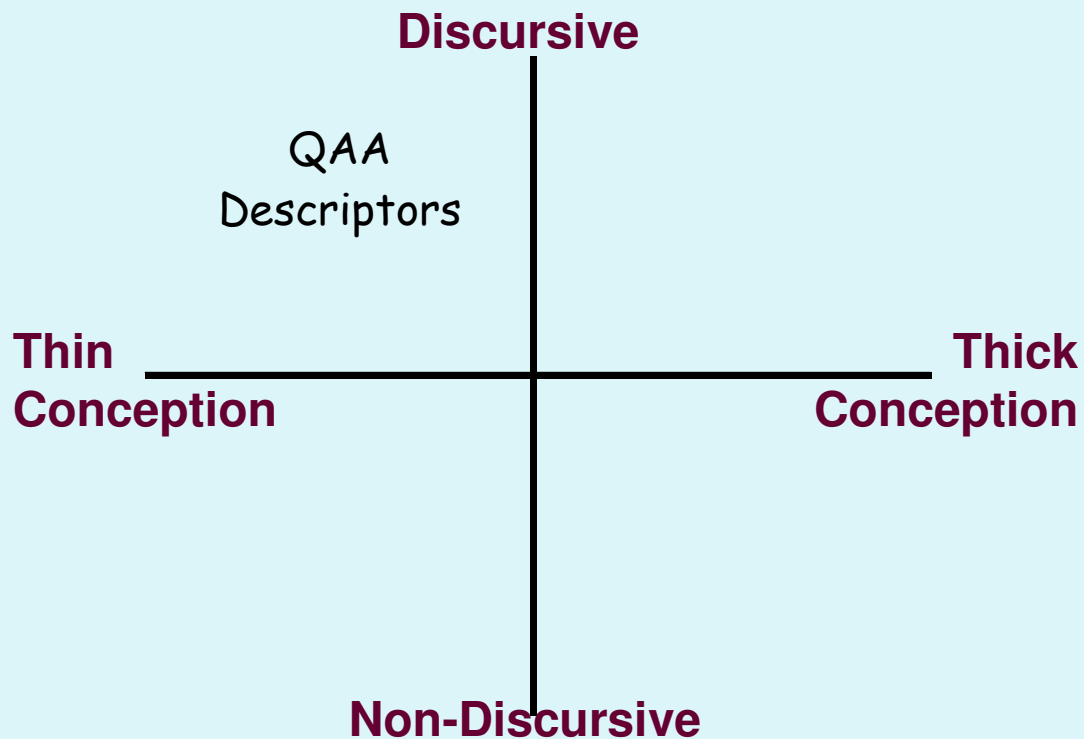
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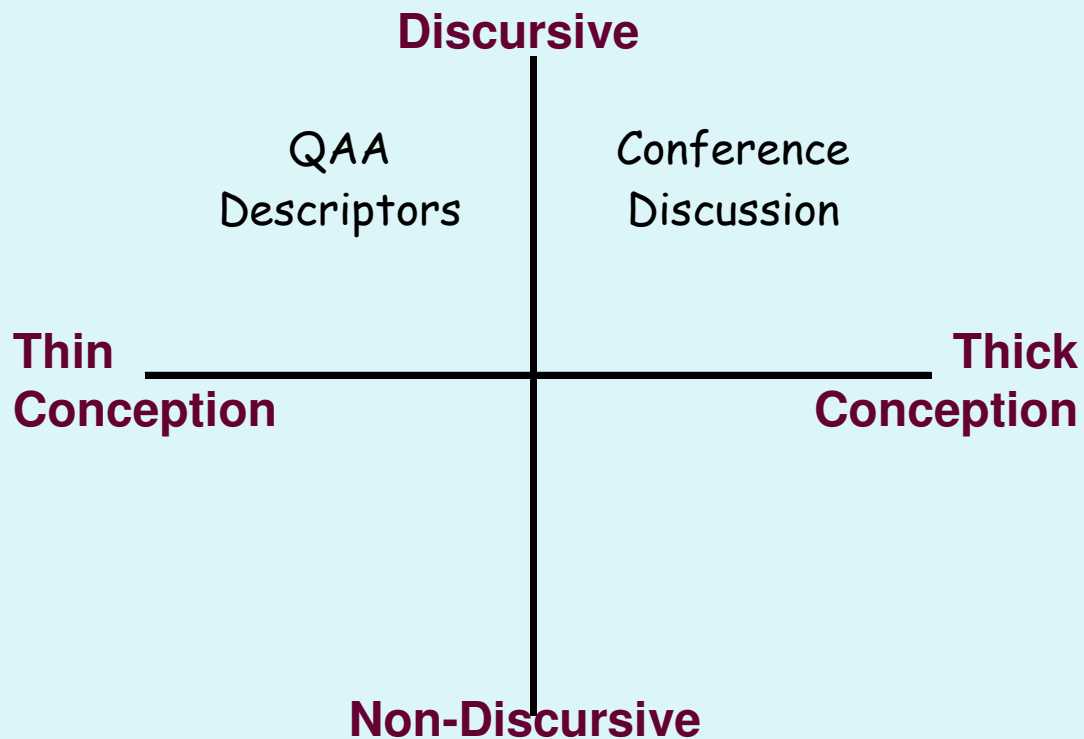


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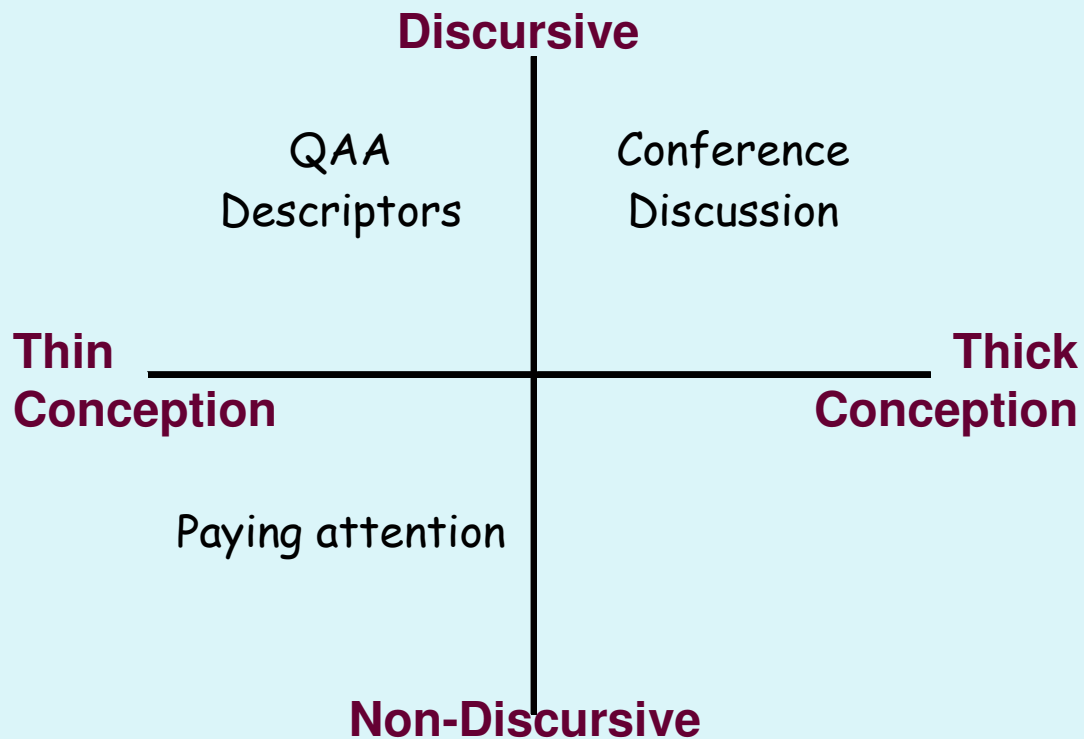




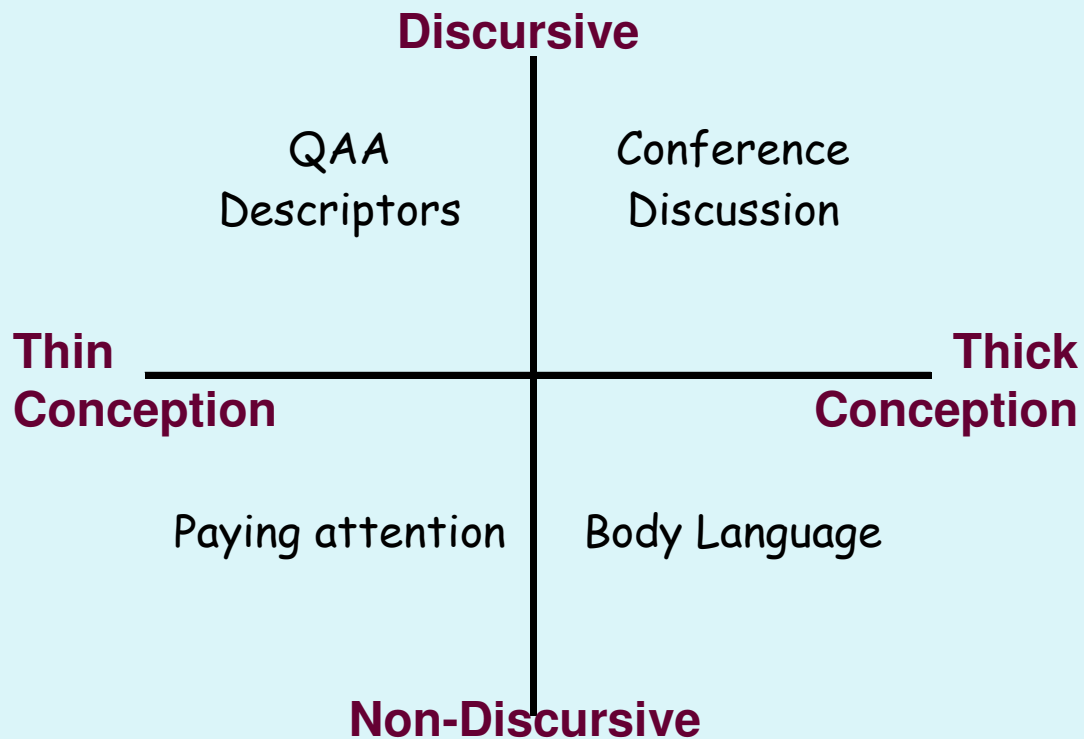
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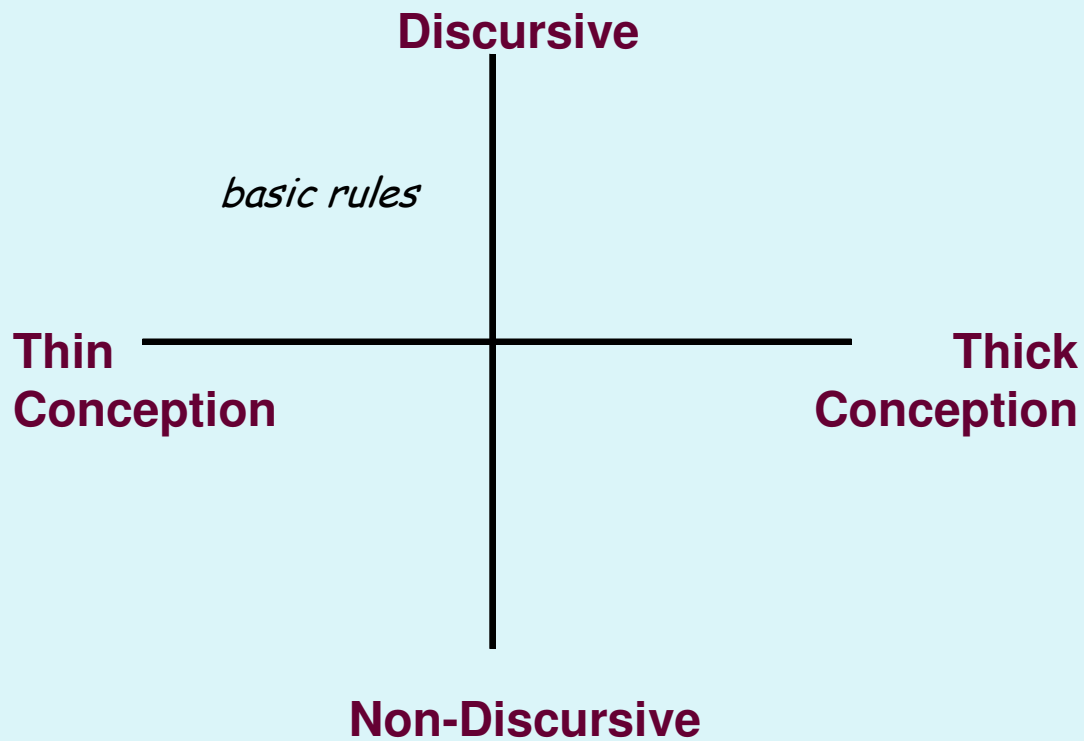
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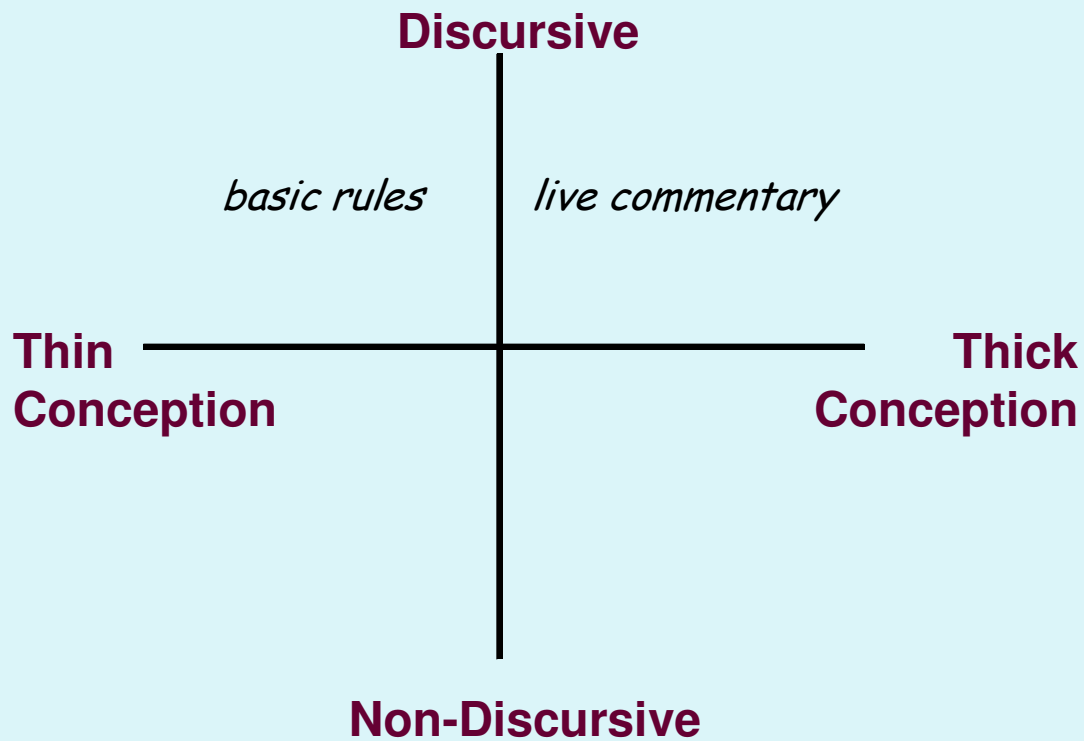
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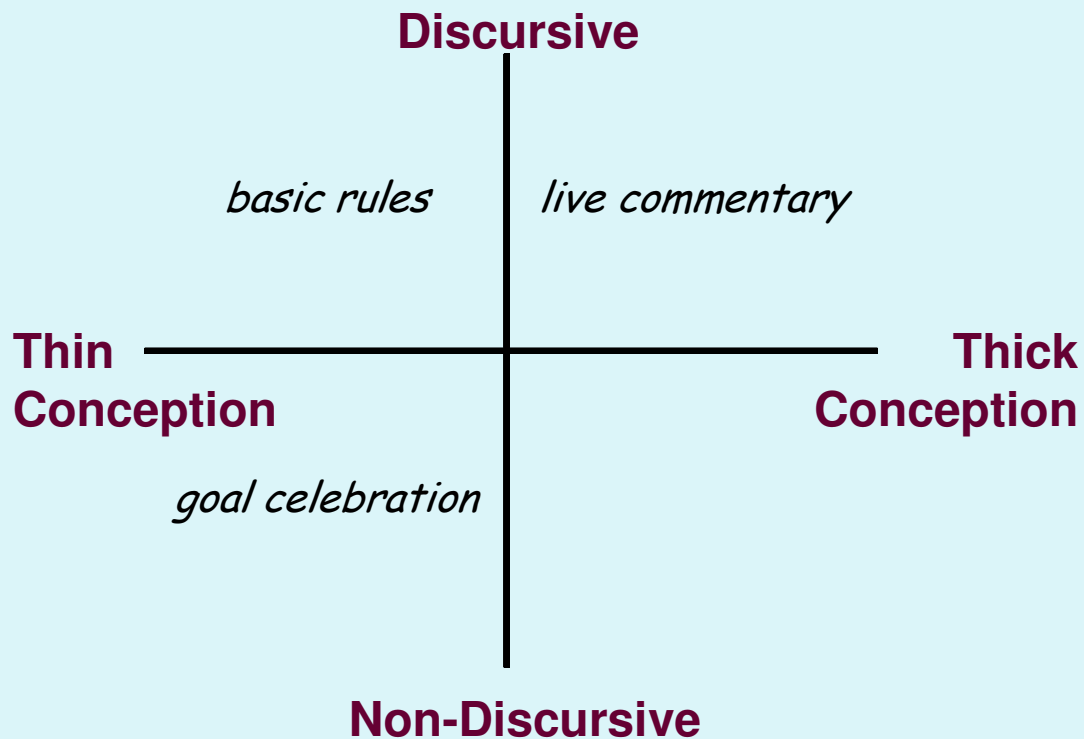
# Dimensions of (Knowledge) Practices - Footy



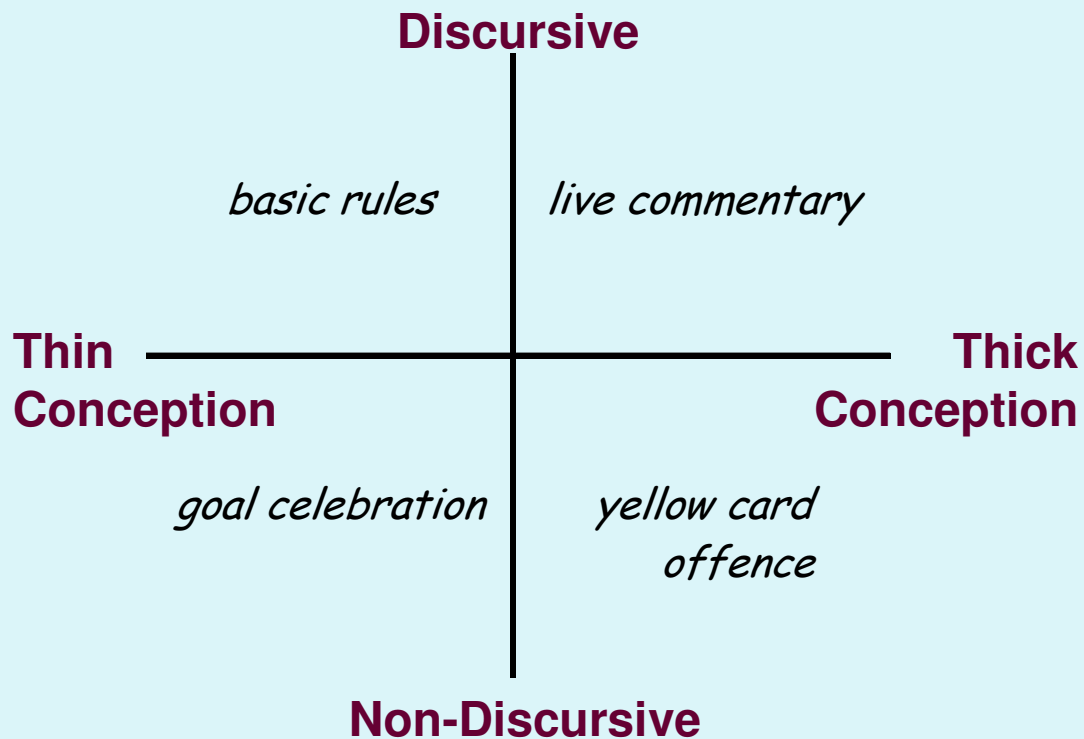
# Dimensions of (Knowledge) Practices - Footy



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# Dimensions of (Knowledge) Practices - Footy



# Dimensions of (Knowledge) Practices

Primary level of practice:

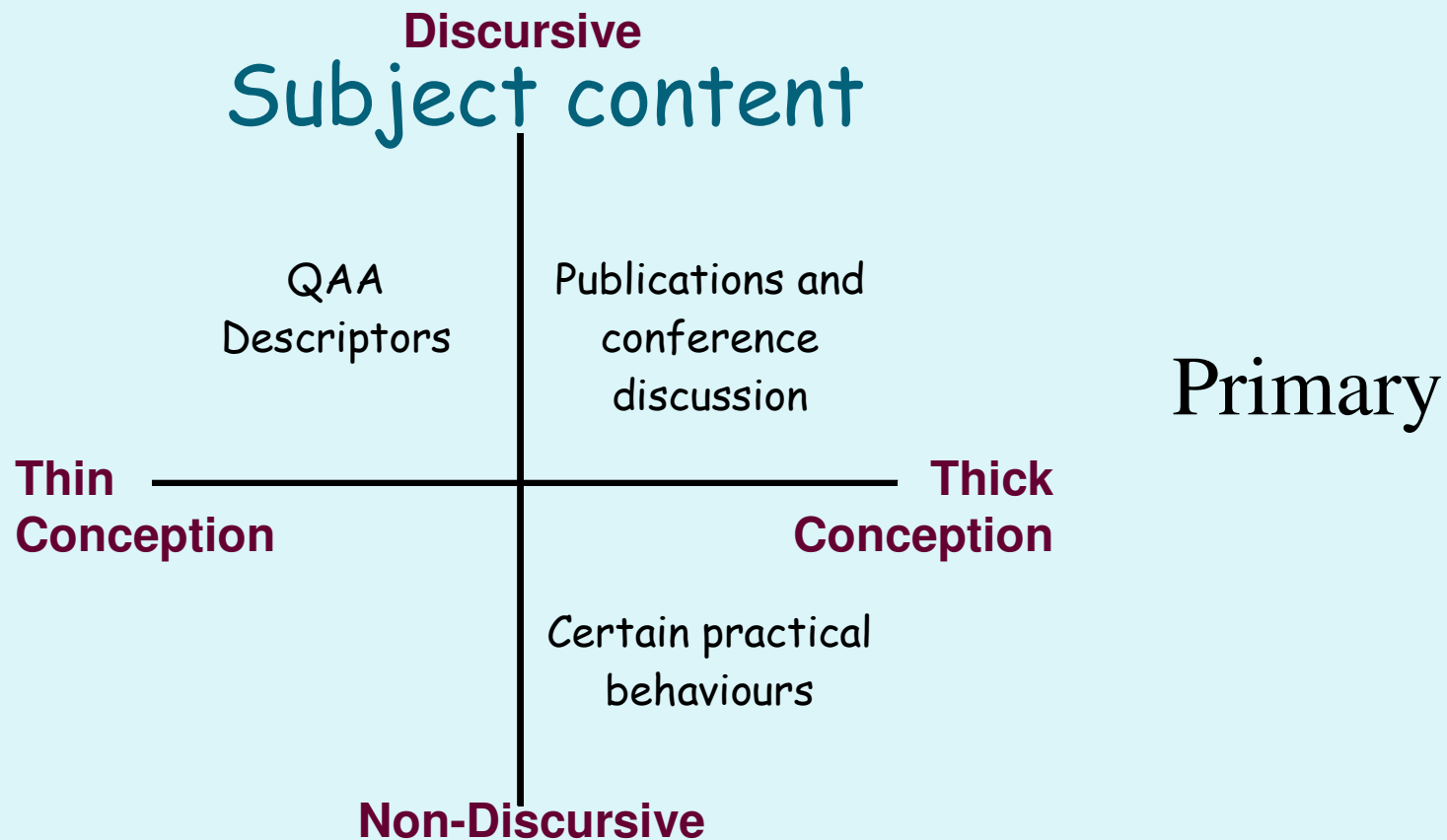
- What defines what your discipline is about uniquely, e.g. explicit subject content

Secondary level of practice:

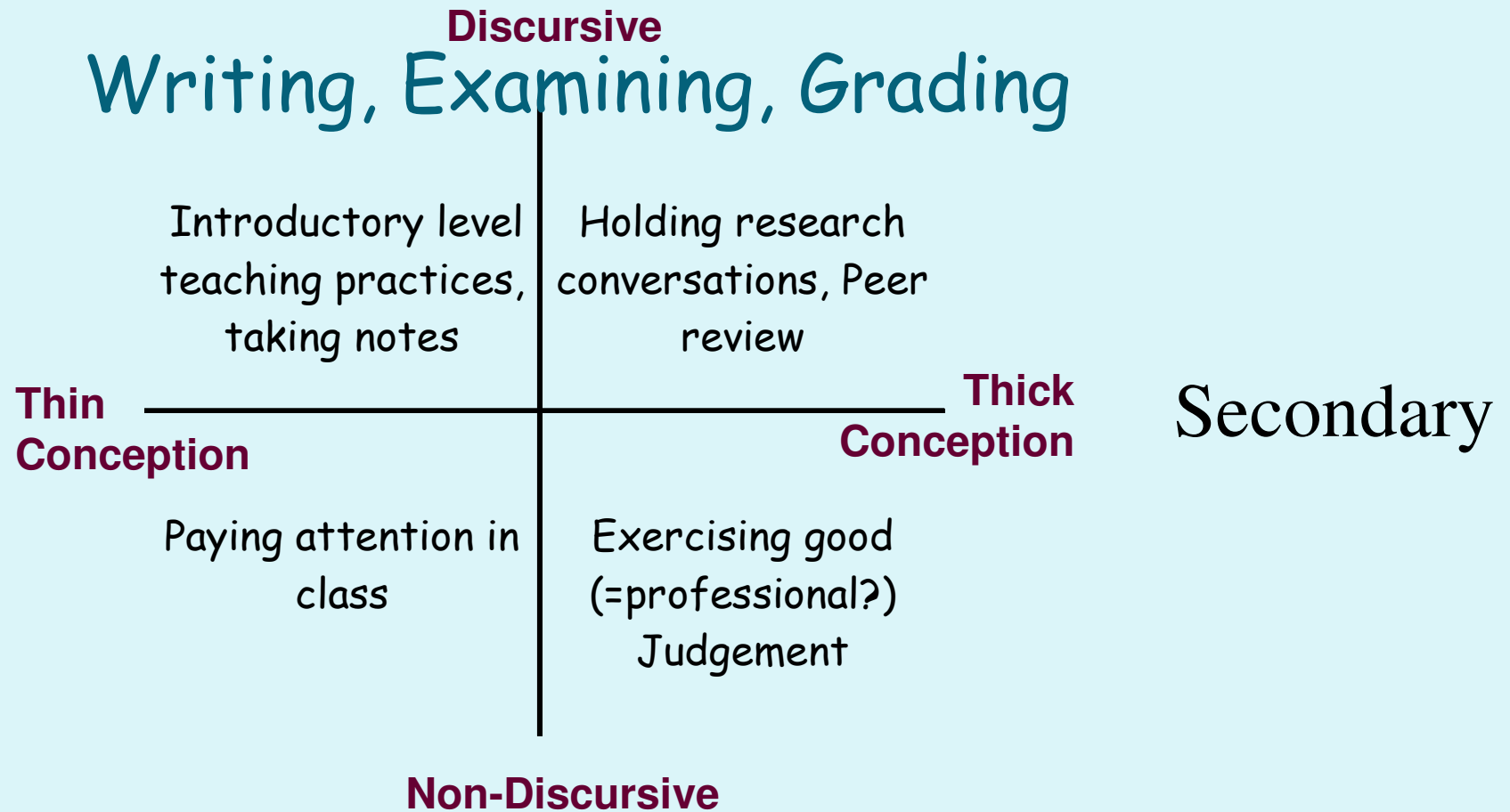
- What you do which underpins the primary level, relatively generic and more disciplining aspects
  - Hoskin: writing, examining and grading



# Dimensions of (Knowledge) Practices



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# Re-conceptualising disciplinary relations

Hoskin: Education not a discipline

- Not because Teaching & Learning sub-disciplinary under-labouring
- Education is supra-disciplinary
- Ditto for Philosophy

Knowledge as transdisciplinary? (c.f. Gibbons et al.)

Rather.... individuals become transdisciplinary  
(‘connective specialists’ – Young)