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Assignment Cover Sheet

Level 2

Level 3

Name:

Address:

.....

Tel: Email:

Course dates:

Course venue:

Course tutors:

Please attach this form to the front of your assignment and post one hard copy with the CD/DVD to the address above as well and email these documents to: assignments@sapere.org.uk You should receive an acknowledgement within a week of submission. WE ARE UNABLE TO PROCESS YOUR ASSIGNMENT WITHOUT THIS FORM.

For Office use only

Date received:

Marker:Date sent:.....

Date due back from Marker:

Date received from Marker:

Marker: SATISFACTORY UNSATISFACTORY

If UNSATISFACTORY, date amendments requested:

Date resubmission received:

Date marked resubmission received from marker:.....

Final outcome:

SATISFACTORY ASSIGNMENT WITHDRAWN OTHER (details overleaf)



SUBMISSION PROCEDURE

1. Assignments for SAPERE Level 2 courses should be sent:

by post to Sara Liptai, SAPERE, consisting of

- the completed cover sheet
- 1 hard (printed) copy of the assignment
- a CD/DVD or memory stick with the unedited recording of the enquiry, **with your name clearly marked**

AND by email:

- 1 electronic copy **with cover sheet** to assignments@sapere.org.uk

Important:

Please

- send your assignment as *one* attachment if at all possible,
- put your name and course level in the title of the attachment (or every file you send) e.g. Cinderella Smith L2
- add page numbers to your assignment throughout

Failure to meet these conditions will result in the return of the assignment to you and/or significant delays in processing it. We simply do not have the capacity to do detective work on insufficiently annotated assignments.

2. The cover sheet and assignment guidelines will be provided by the course tutor and are also available from the website.

3. An email acknowledging receipt will be sent to the candidate within one week of receipt.

4. Assignments will be marked by a Level 2 or 3 tutor. Inadequate assignments will be returned to the candidate by the marker with suggestions for improvements. The candidate is then expected to resubmit the assignment as soon as possible. If the resubmitted assignment is still deemed inadequate by the marker it will be referred to another tutor.

5. On completion of the marking process the candidate will receive the marker's feed-back with a cover letter from the SAPERE office. The submitted CD/DVD will also be returned to the candidate.

6. The SAPERE office retains a hard copy of the assignment.



ASSIGNMENT CRITERIA

ASSIGNMENT FOR CERTIFICATION AS A SAPERE TEACHER-COACH IN "THE THEORY AND PRACTICE OF PHILOSOPHICAL ENQUIRY IN COMMUNITIES"

Aim and expectations

To assess the candidate's competence in:

- Planning the organisation of philosophical enquiry sessions
- Evaluating a particular enquiry, both educationally and philosophically
- Analysing, and evaluating and planning for, the development of a community of philosophical enquiry in a teaching group.

Assignment criteria

After the course and further practice (see note **a**) below) and **within 6 months of the end of the course:**

- 1) a written presentation of 3000 words, excluding bibliography, references and supporting appendices, covering the 3 units of competence, and requiring:
- 2) a video-tape or audio-tape (unedited) of a philosophical enquiry that the candidate has facilitated with a group (see note a) below),
- 3) an accompanying transcript (2 sides of A4) of part of the recorded enquiry, which will be the main basis for assessing the educational and philosophical aspects of the discussion,
- 4) the assignment cover sheet

In order to achieve a mark of satisfactory, assignments will need to demonstrate sound evidence of:

- Knowledge and understanding of the topic
- Critical analysis of issues under consideration
- Insight and reflection on matters of practice
- Reference to relevant literature on the topic
- The ability to present arguments from more than one perspective



Notes

- (a) Candidates are expected to present their written assignment after having independently facilitated **at least 12 sessions of philosophical enquiry, 6 of which are expected to be with the same group**. Those wishing their certificate to cover practice with children must present a recording showing a group of **no fewer than 15 children**, and preferably a whole class.
- (b) Candidates are recommended to keep a private journal as a basis for this presentation, and are encouraged to be both self-critical and creative in the presentation as well as in the journal. The journal will not count towards the wordage of the assignment, but may be requested by the marker if the assignment is deemed to be lacking evidence of competence.
- (c) Candidates will be expected to show evidence of reading from the Level 2 handbook, the articles sent before the Level 2 course and other texts, such as Robert Fisher's 'Teaching Thinking', by making specific references, in the form recommended in the referencing guidelines, in their assignment.

Units of competence

1. Planning for community of philosophical enquiry sessions, inc. preparation of materials

- 1.1 Explain your general approach to the sessions e.g. setting, introduction
- 1.2 Discuss and justify your choice of stimuli for philosophical discussions
- 1.3 Discuss your preferred way(s) of drawing out and displaying the questions
- 1.4 Discuss ways in which you have helped the community to select the question for discussion
- 1.5 Discuss what activities you have or might have planned to follow up the enquiry

2. Evaluating philosophical enquiry - both educationally and philosophically (An assessment of the discussion recorded, particularly as evidenced in the transcript.)

- 2.1 Explain the context of the taped discussion, e.g. stimulus, which questions raised and chosen?
- 2.2 Comment critically on educational elements of the discussion, e.g. speaking and listening
- 2.3 Comment critically on the **philosophical aspects** of the discussion, e.g. questions, ideas, concepts
- 2.4 Discuss strategies to maintain discipline and ethos of a community of enquiry
- 2.5 Discuss strategies to develop philosophical enquiry, reflection and reasoning

3. Analysing the development of a community of philosophical enquiry in a teaching group

- 3.1 Comment on the progress of the group and how it might be further developed
- 3.2 Analyse your own style and strategies as a facilitator, and discuss ways they might improve



Advice to candidates

Units of Competence 2.3, 2.5 and 3.2 are the focus of your critical analysis. They have considerably more weight than the other units and should make up a significant part of your assignment (about 500 words each or not less than 1000 words in total).

Try to (video- and/or audio-) record more enquiries than the one you expect to analyse, to get the pupils accustomed to the equipment.

If you have video equipment available you may still want to separately audio-record the enquiries as the video microphones are often too weak to pick up all the children's voices.

If you have difficulties with submitting your assignment within the deadline please contact your tutor for advice. SAPERE tries to be as accommodating as possible.

SAPERRE ASSIGNMENT REFERENCING GUIDELINES

How to Reference

The system described here is the internationally applied ‘**Harvard System**’ of referencing. When writing your assignments you should follow the referencing guidelines. If you have access to Word 7 we recommend you use their citation facility.

Referencing within the text

Referencing within the text employs a brief indication of the work, by author and date that will then have a full entry in your reference list.

Example:

“...a different approach to the consideration of language in learning is taken (Vygotsky 1962).”

If the author’s name is mentioned in the line then the date is added in brackets following the name.

Example:

“Vygotsky’s (1962) main text considering the role of language in thinking ...”

If you are referring to a work that has two authors indicate both names, but if there are three or more authors, use the expression *et al.*

Example:

Edwards & Mercer’s (1987) seminal account of classroom interaction ...

Wertsch et al’s (1995) collection of socio-cultural studies ...

At the end of your assignment you need to include a reference list of all references actually referred to in the assignment. We DO NOT require a bibliography of everything you have read. Only include those authors you have actually referred to in the text, i.e. if you have read it and want us to know – reference it!

Constructing the Reference List

Rules:

- The author’s name is given first, with the initial or initials leading the entry.
- Date of publication. Where the author or authors have other works cited in the reference list published in the same year, insert an alphabetical letter with the date (1996a; 1996b).
- The title of books, journals and theses is given in italics (not underlined; underlining was used by typewriters because they could not use italics).
- Papers within journals or collected works, or chapters within a book are not italicised.
- Place of publication.
- Name of publisher.
- Where relevant, page numbers. If you have referred to a range of pages, i.e. a chapter in a book,



an article in a journal, employ the expression pp. (pp.360-82).

- Journal titles should be indicated after the title of the paper and you must add the Volume indicator and the issue number (Vol. 8, No. 6) as well as the page numbers.

Examples

A book:

Author(s), editor(s), etc.
Year of publication
Title
Edition (if other than first)
Place of publication
Publisher.

Reference entry:

Lipman, M. (2003) 2nd Edition. *Thinking in Education*. Cambridge: Cambridge University Press.

Or:

Splitter, L and Sharp, A. M. (1995) *Teaching for Better Thinking: the classroom community of inquiry*. Australia: ACER.

A contribution IN a book:

Author(s) of chapter, article, paper.
Year of publication.
Title of chapter/article/paper.

In:

Author/Editor
Title
Edition (if other than first)
Place of publication
Publisher.
Page numbers of chapter/article/paper.

Example:

Kolb, D. A. (1993) The process of experiential learning in Thorpe, M., Edwards, R. & Hanson, A. (Eds) *Culture and processes of adult learning* London: Routledge, pp. 138-156.

A journal article:

Author



Year of publication
Title of article
Title of journal
Volume number(s)
Page numbers of article.

Example:

Claxton, G. (2004) Talking about Creativity; an interview with Steve Williams. *Teaching Thinking and Creativity*, Issue 15, Winter 2004.

A World Wide Web (WWW) document:

Author
Year
Document title
Location of document
Date accessed

Example:

Barnes, N. (2001) What Makes Research Useful?
www.edweek.org/ew/ewstory.cfm?slug=32barnes.h20&keywords+Annenberg (Accessed October 2, 2008).

Where WWW references do not provide an author they should be numbered sequentially in the body of the text and listed separately in the reference list as WWW references

Example:

WWW1 <http://new.wales.gov.uk> (Accessed November 10, 2008)

Papers published as conference proceedings

Author
Date
Title
Place of conference
Year of publication
Place of publication
Publisher

Example:

Percy, R. (2001) Deep Learning: a case study amongst men and women of different cultures. University of Glamorgan: Paper presented at the 6th Annual International Learning Styles Conference. (unpublished)