



TEACHING AND LEARNING AUDIT 1998-1999

SUBJECT:

PHILOSOPHY

LEVEL:

A

TOPIC AREA:

CONTINENTAL PHILOSOPHY

NAME OF LECTURER:

M. KASMIRLI

**NAME(S) OF
OBSERVER(S):**

N. LUND & A. ROBERTS

DATE:

13-4-00

DURATION OF CLASS:

1:30.

TEACHING AND LEARNING OBSERVATION FORM

Date:	Lecturer:				Programme:				
Students Present: 3	Students Absent: 1				Observation Time(Mins): 80		Observers: AR / NL		
	Y	N	P	NA		Y	N	P	NA
Lessons are effectively planned to meet the needs of all students	✓				Students can organise their own work where appropriate	✓			
Aims and objectives are made clear to students	✓				Enthusiasm from the teacher is apparent	✓			
Appropriate methods are used to meet individual and group needs	✓				Lesson is delivered at an appropriate pace	✓			
Equal Opportunities are addressed & there is exploration of cultural/ moral /social issues	✓				Teaching methods are sufficiently varied to sustain the students' interest	✓			
Where appropriate, students carry out practical work safely				✓	Students are given the opportunity to question	✓			
Students understand the purpose of assessment and what is expected of them	✓				Effective use of questions by the lecturer	✓			
Students work is of an appropriate standard	✓								
Students' other achievements are recognised and valued	✓				Resources & equipment are appropriate to support learning	✓			
Teachers are knowledgeable and up to date	✓				Specialist rooms & equipment are suitably and safely equipped				✓
Key skills are developed, assessed and, where appropriate, accredited	✓				Students have access to appropriate materials	✓			
Students attend regularly, are punctual and attentive, and organise their own work	✓				Students have suitable access to Information Technology				✓
Types of assessment & opportunities for accreditation are appropriate	✓				Specialist rooms & equipment are used when needed				✓
Assessment is regular, fair and formative	✓				Rooms are well furnished and maintained		✓		
Targets set and monitored for individual students where appropriate	✓				Students have access to appropriate learning venues	✓			

Please note: These criteria may not be applicable to certain teaching situations, (eg. workshops, Open Learning or NVQ Portfolio work). Key: Y = Yes: N = No: P = Partly: NA = Not applicable

KEY STRENGTHS	KEY AREAS FOR DEVELOPMENT
<p>Excellent support - staff / student & student / student</p> <p>Very inclusive & encouraging</p> <p>Excellent staff knowledge</p> <p>Good evidence of previous learning</p> <p>Well structured lesson delivered at appropriate pace.</p>	<p>Initial 'scene setting' & roundup too long - became a mini lecture.</p>

Grade	2	Signed: <i>Monika</i>	Signed: <i>NL</i>	Signed: <i>NL</i>
		Lecturer	Observer 1	Observer 2

GRADE DESCRIPTORS

Strengths		Strengths and weaknesses	Weaknesses	
Grade 1: Outstanding provision which has many strengths and few weaknesses	Grade 2: Good provision in which strengths clearly outweigh weaknesses	Grade 3: Satisfactory provision with strengths but also some weaknesses	Grade 4: Less than satisfactory provision, in which the weaknesses clearly outweigh the strengths	Grade 5: Poor provision which has few strengths and many weaknesses

Additional Comments on the Lesson

e.g., appropriateness of teaching methods, use of learning resources, rapport with students, use of discipline, structure of lesson etc.,

The observers were impressed by the lecturer's knowledge & enthusiasm. The class discussions were excellent & demonstrated detailed & complex part learning by the students, & a high level of interest. The structure & pace of the lesson were very good & dealt with the topic clearly & succinctly. The prepared materials were clear & well thought out. The rapport with the group & with the lecturer was excellent. All students were encouraged to join discussion & contribute ideas.

Summary of the Lesson Observation

A very good lesson - stimulating & well organised.

Signature: Maria Kavitha (Lecturer)

Date: 13/4/00

Signature: N/S (Observer)

Date: 13-4-00

Signature: A. K. S. (Observer)

Date: 13.4.00



Student Interviews

Group	No. Interviewed 3	Date 13/4/00
Interviewer(s) A. ROBERTS		

Questions	Yes	No	Not Sure	Comments
1. Are you generally enjoying this subject?	✓			
2. Do you think you are on the right course?	✓			
3. Do you think this subject is taught well by the lecturer?	✓			
4. Do you think your lecturer has a good knowledge of his/her subject?	✓			
5. Are you given enough support to help you with this subject?	✓			
6. Are you given a variety of different teaching and learning activities?	✓			
7. Are you given opportunities to work both in groups and on your own?	✓			
8. Are Key Skills integrated within this subject?				Communication, not others (3)

Questions	Yes	No	Not Sure	Comments
9. Is the pace and level of work right for you?	✓			
10. Do you have a record of how well you are doing in this subject?	✓			
11. Do you think your assignments/assessments are evenly spaced out?	✓			
12. Do you feel that you are aware of the standard needed to succeed in this subject?	✓			
13. Are you given assessed work back within a reasonable time?	✓			
14. Are you given enough useful comments on your assessed work to help you progress?	✓			both verbal & written
15. Would you recommend your subject to others?	✓			

Additional comments

Hate MS 7 - stools, no drinking, lot of talking
 insufficient knee holes



Student Portfolios/Work Files

Group	No. Files/Assignments sampled	Date
Observer(s) N. LUND & A. ROBERTS		

Checklist	Yes	No	N/A	Comments
1. Portfolio/files clearly presented and well organised	✓			Very well organised.
2. Written evidence of tasks set by tutors	✓			A variety of essays & work set
3. Assessment criteria for tasks clearly stated	✓			
4. Clear, comprehensive and constructive feedback on assessed work	✓			Detailed comments & feedback
5. Evidence of action planning, profiling and review	✓			
6. Evidence of Key skills Coverage	✓			Communication only
7. Sufficient evidence of students own work (as opposed to notes and handouts)	✓			

<u>Comments</u> A well motivated & organised group.

Scheme of Work

Subject: PHILOSOPHY (NEAB)

Term 1

	Work to be covered in Lecture	Method	Homework/Assignment
Week 1	Descartes' Dualism	(OHP + HANDOUTS) Lectures + Discussion	
2	Dualism + Issues	BUILDING UP STUDENTS' VIEWS,	Group discussion debate + Essay choices
3	Problems for Descartes' Dualism	ARGUMENT SKILLS + CONFIDENCE IN THEIR ABILITIES	
4	R: FOCUSING ON 'OTHER MINDS' PROBLEM	(OHP + HANDOUTS) Lectures + Clarification	CLASS DEBATE
5	R: SUGGESTING ONE SOLUTION	+ Lectures + Discussion	
6	R: SHOWING HOW RYLE'S BEHAVIOURISM CAN HELP	HELPING STUDENTS'	Group discussions + Essays on specific
7	R: WHAT IS ACTUALLY RYLE SAYING? I	WITH THEIR WRITING SKILLS IN	issues such as: 'category mistakes',
8	R: " " " " " II	PHILOSOPHY (DRAFTING + RE-DRAFTING)	'Dispositions + Occurrences' 'Consciousness'...
9	REVISION: THE STORY SO FAR. (1)		CLASS DEBATE
10	P: MORE ON 'THE SELF' LOCKE I (PERSONAL IDENTITY)	Lectures (OHP) (HANDOUTS)	BUILD UP THEIR OWN APPROACH TO THE PROBLEMS OF SELF
11	P: LOCKE II	(OHP) (HANDOUTS) Lectures + Discussion	ONE LONG ESSAY; (to be drafted)
12	P: RESPONSE I: REID	HELPING STUDENTS WORK OUT	"
13	P: RESPONSE II: BUTLER	THEIR INTU- TIONS. + (TO ARGUE FOR + AGAINST)	"
14	P: HUME + IDENTITY	(HANDOUTS) LECTURES + Discussion	
15	P: HUME + PERSONAL IDENTITY I	+ HELPING STUDENTS (HANDOUTS)	ONE LONG ESSAY (TO BE DRAFTED)
16	P: HUME + PERSONAL IDENTITY II	WITH THE MATERIAL (INCREDIBLY HARD!)	MOCK EXAM
17	REVISION: THE STORY SO FAR (2)	DISCUSSION ON THE EXAM	CLASS DEBATE

18	INTRODUCING AYER: ANALYTIC TRADITION + LOGICAL POSITIVISM	(HANDOUTS) LECTURES + DISCUSSION	GETTING THE CONTEXT.
19	A: CRITIQUE OF METAPHYSICS	"	/
20	A: PRINCIPLE OF VERIFICATION	"	WORK ON ESSAYS +
21	A: THE 'A PRIORI'	"	ON A LOT OF MATERIAL
22	A: THE EMOTIVE THEORY OF VALUES (ETHICS + RELIGION + AESTHETICS)	"	ESSAYS
23	A: THE NATURE OF PHILOSOPHICAL ANALYSIS + REVISION ON AYER (3)	"	REVISE 'AYER'
24	S: INTRODUCING SARTRE	HANDOUTS LECTURES	/
25	S: Choice, responsibility, anxiety, despair and bad faith	DISCUSSIONS CLASS ESSAYS	ESSAYS IN CLASS
26	S: Subjectivity + the cogito	"	+ TO DRAFT AT HOME
27	S: Authenticity of Existence + (the existence of others)	"	/
28	S: REVISION (4)	"	/
T: 29	Kierkegaard	LECTURES + Group Discuss.	short Essay
T: 30	Wittgenstein	"	"
T: 31	Heidegger	"	"
T: 32	Merleau-Ponty + Derrida	"	"
T: 33	Nietzsche	"	"
T: 34	(Husserl)	"	"
35	REVISION [ON A S T] (5)		MOCK EXAM (2)

Handout for week 29/30
Kierkegaard on the Limits of Objectivity
Maria Kasmirli

Key points

- Kierkegaard addresses the question 'How should I live my life so as to be inwardly happy' by painting a picture of the religious lifestyle and contrasting it with inferior aesthetic and ethical lifestyles.
- He claims that the religious lifestyle is best because it involves a 'blind leap of faith'. It is a lifestyle you endorse on the intuitive level. You are drawn to it, you cannot help but 'leap' into such a lifestyle without having any inclinations to look for evidence that would support your choice.
- Kierkegaard thinks that only through this way of living can we become inwardly happy. The thought is that we get to be genuinely happy because we get to be true to ourselves.
- This sounds shocking to a person brought up in the analytic tradition! We have been taught to look for the truth, to look for objective facts of the matter: nothing less will do.
- But Kierkegaard tells us, 'Wake up: when it comes to questions about how to live your life, there *are* no facts of the matter!' He thinks we have two options:
- The first option is to live on the level of objectivity, searching for certainty and doubting everything. Since there are no facts of the matter, any answers will be temporary, open to doubt, and eventually falsified. And once we realise this, he thinks, we can never be inwardly happy because we will always be looking for a truth we cannot find and filled with emptiness and eternal worry. We will live a frustrated life as opposed to a genuinely happy one.
- The second option is to live a life 'true-to-yourself': to live a genuine existence. For this to be possible we have to live according to what feels right to us on an intuitive level, not on a factual level.
- To follow this second option, Kierkegaard says, we have to endorse the idea of objective uncertainty (the idea that the only claim we can hold onto objectively is that nothing is certain). And so you 'risk' your life, but you risk it like the religious do.
- The religious believe in God in the absence of a proof for his existence, on the mere basis that it feels right to them. Unlike those who adopt pleasurable or ethical lifestyles, these people are inwardly happy because they live a life they chose passionately and so are true to themselves. Their individual inward happiness is their own doing, not the result of a passive acceptance of common standards in response to societal and peer pressures.

Questions

1. If something is 'merely subjectively true', it is less important than if it was 'objectively true'.

Agree ☐

Disagree ☐

Don't know ☐

2. Which of the two modes of truth are more significant when considering issues that can be classified under the following categories:

Issue	Subjective truth	Objective truth	Don't know
Scientific			
Moral			
Aesthetic			
Religious			
Social			
Psychological			

3. It is necessarily the case that if one emphasises subjective and non-scientific notions at the expense of such things as objective truth, evidence, reason, and knowledge, then one must be recommending inconsistency, irrationality, superstition, and ignorance.

Agree ☐

Disagree ☐

Don't know ☐

4. Subjective truth in Kierkegaard's views amounts to the idea that, what I hold can be true merely *in virtue of the way in which* I hold it, even though *what* I hold is objectively false.

Agree ☐

Disagree ☐

Don't know ☐

5. We have forgotten what it means to exist as human beings". What does Kierkegaard mean by this? (Think here about issues to do with authenticity - with the way in which human beings ought to exist).

Agree ☐

Disagree ☐

Don't know ☐

6. It is inevitable that the adoption of a scientific world-view (with its emphasis on what is general, objective, testable...) leads to an increasing insensitivity or indifference to what is genuinely subjective and personal.

Agree ☐ ☐
Disagree ☐ ☐
Don't know ☐ ☐

7. If (6) were true, would that be a good thing?

Agree ☐ ☐
Disagree ☐ ☐
Don't know ☐ ☐

For general discussion

8. Does Kierkegaard's view lead inevitably to a radical form of relativism?
9. How, if at all, does relativism about scientific truth differ from relativism about moral, aesthetic... values?
10. Where does Kierkegaard's view leave people like Hitler and suicide bombers?

Maria Kasmirli
13/04/00

OPTION B

LESSON PLAN

Newcastle-under-Lyme College

LECTURER: MARIA WASMIRLI	COURSE LEVEL: A LEVEL
DATE: 13/04/00	LEVEL: A2
TIME: 3:00 - 4:30	TOPIC AREA: CONTINENTAL PHILOSOPHY
DURATION: 100	NUMBERS ON CLASS: 04
WEEK NUMBER: 29/30	

SPECIFIC LEARNING OBJECTIVES OF LESSON:

FOR STUDENTS TO BE INTRODUCED TO MAIN ISSUES IN S. KIERKEGAARD'S WORK

['the limits of objectivity', 'is subjective truth' as this is felt/experienced in faith, 'authentic-life'.]

RESOURCES: - A mini lecture to set the context (with handouts to cover the material)
 - A brief discussion. This will draw upon central questions (handout)
 - Group work: to work out the main issues (how these relate in K's view) and to draw out any implications.

PROPOSED CONTENT AND STRUCTURE

Introduction: mini lecture to set the context of the question Kierkegaard is asking in his Postscript. [see handout]

Development of theme: I will introduce Kierkegaard's main views in view of answers to certain questions. I will say a bit more on the issue of faith and how it relates to subjectivity and authenticity in view of the following themes:

- "Authentic human existence requires us to take a blind leap of faith".
- "It is with subjectivity that Christianity is concerned; and it is only in subjectivity that its truth exists".
- We have "forgotten what it means to exist as human beings".

Conclusion K's view, that it is more important to be passionately sincere (and in this sense truthful) than it is to be objectively right, will be made clear through group work. The class will go back to review the question, 'what would God's existence mean to me ... how would it shape my existence, in the way I live, and act and think and feel?'

Homework: Students will work on flow-chart essays on the themes introduced in the lecture for after Easter.

SELF EVALUATION: The session went quite well despite the fact that I was being observed. Upon the arrival of Dr Lund and Ms Roberts I explained to the class that the visitors were here to observe my teaching and their learning experience and not to assess them. And I asked the class to be themselves and carry on as normal. I think this was a good idea because they were not so nervous in their presence. Still, the class was not as lively as usual at the start. Having said that, they enjoyed the topic and the group work, as planned. The mini lecture was a bit longer than anticipated because I allowed students to interrupt with questions. All in all though, we all had fun. I even forgot I was being observed and I think the students did too.

RECOMMENDATIONS FOR NEXT TIME

I need to remind the students to leave discussing questions until after the mini lecture so that we don't get bogged down.