

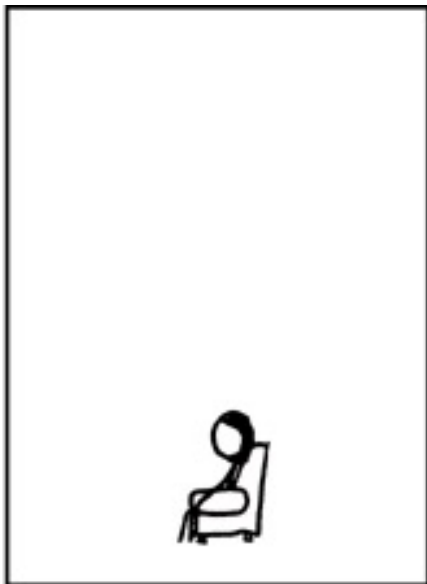
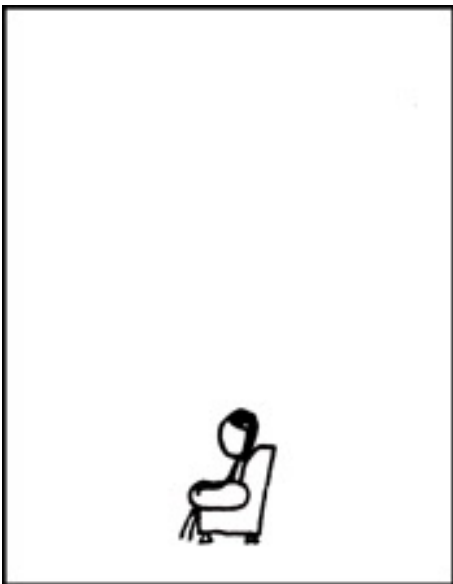
# M12 Reflection Component

Dr YJ Erden

Why  
Philosophy?

What do you already  
know?

What do you expect?



# Outline for today

## **The practical**

- Goals, expectations, motivation
- Content & teaching method
- Assignments: Eduflow / diary
- Assessment criteria & guidance

## **The philosophical**

- What is philosophy?
- How can you know anything?
- Who (or what) are you?

# Follow along...

## On Canvas you'll find...

### Three Reflection pages:

- Course page: outline + links
- Class content: details + readings
- Reflection FAQs: everything else

### Key files:

- Class schedule (*+check timetable*)
- Diary instructions
- Diary assessment criteria

Make:

Course goals,  
expectations, motivation

THINK?

Image: [Thomas Hawk](#)

Reflection Component – Schedule of classes, locations, and deadlines

Week	Date	Topic	Location (any links are unique)	Lecturer	Deadlines
		<b>Block 1: Introduction and preparation</b>			
1	26 April	<b>Introduction:</b> Eduflow, diaries etc. <b>Seminar:</b> What is philosophy?	<b>Intro:</b> HT1100 <i>or</i> online via <a href="#">Teams</a> <b>Seminar:</b> HT1100	YJ	
2	3 May	<i>Reading week</i>		--	Sign up to Eduflow
		<b>Block 2: Epistemology and language</b>			
3	10 May	<b>Topic:</b> Language and meaning <b>Seminar:</b> diary planning	On campus (check timetable)	YJ	
4	17 May	<b>Topic:</b> knowing and being <b>Seminar:</b> diary writing (part 1)	On campus (check timetable)	YJ	Write your first diary entry (D1)
		<b>Block 3: Applied philosophy</b>			
5	24 May	<b>Topic:</b> Bullshit and reproducibility	Online via <a href="#">Teams</a>	Isaac	<b>23 May 23.59:</b> Submit D1 to Eduflow
6	31 May	<b>Topic:</b> Geoinformation	Online via <a href="#">Teams</a>	Isaac	<b>6 June 23.59:</b> 2 x D1 review Eduflow
		<b>Block 4: Minds, brains, and machines</b>			
7	7 June	<b>Topic:</b> Minds and brains <b>Seminar:</b> diary writing (part 2)	On campus (check timetable)	YJ	<b>13 June 23.59:</b> Eduflow Reflection
8	14 June	<b>Topic:</b> Automation and analysis <b>Seminar:</b> diary structure	On campus (check timetable)	YJ	
9	21 June	<b>Topic:</b> Cyborgs and enhancement <b>Seminar:</b> diary editing	On campus (check timetable)	YJ	
		<b>Block 5: Mind, identity, and values</b>			
9	22 June	<b>Online seminar:</b> Sage's lectures	Online via <a href="#">Teams</a>	YJ	<b>24 June 23.59:</b> Reflection diary due

# Assignment 1: Eduflow (peer review)

Content Add icon Add cover photo Flow is hidden from learners

## Introduction to peer review assignment

Settings

In this assignment, you'll give and receive peer feedback on your first reflection diary entry. To get the most from the feedback you receive, you should aim to produce work that is complete, well edited, and meets the assignment requirements.

### Diary entry submission

#### The first step in this

In this activity, you will submit your work. Add your submission below.

- Write your diary entry in the M12 Reflect
- Your work should be complete and well edited. <https://canvas.london.ac.uk/courses/9>
- You should aim to produce work that is complete, well edited, and meets the assignment requirements.
- Aim to paraphrase both approaches and recommend AP

#### Your diary entry should:

- Be approx 500 – 800 words on one course.
- Follow reflective diary instructions <https://canvas.utwente.nl/courses/9>
- Use and reference at least one or two and/or other sources, but ensure they are relevant to the topic.
- Aim to paraphrase source material at both approaches. You can follow what you recommend APA, but whatever applies.

Before submission, check the diary assessment criteria: <https://canvas.utwente.nl/courses/9>

Q1 - Yes / No - Requires additional comment

### Does the work meet all the assignment requirements?

Before you answer, consider if the work:

- has a clear structure (beginning, middle, end) with paragraphs that connect;
- discusses the main issues arising from the topic;
- critically analyses key claims (e.g. strengths and weaknesses).

Q2 - Yes / No - Requires additional comment

### Consider the quality of the sources and cited material

- Are the sources that have been used scholarly, i.e. peer-reviewed?
- Does the work make appropriate use of paraphrasing and quoting?

Q3 - Text

### Consider what grade you think this work could achieve

This is not an easy task, but it will help you to understand your own work better. Consider the following:

- Consult the "Reflective Diary – Assessment criteria" document for more information on what constitutes positive and constructive feedback for each of the criteria.
- You can suggest numerical grades if you want, but this is not required.

Q1 - Text

### What did you learn from the feedback you received?

Response

Write your response here

Edit Duplicate

Q2 - Text

### How do you plan to use that feedback to improve?

Response

Write your response here

Edit Duplicate

Q3 - Scale - Requires additional comment

### How useful is the feedback?

Given you will have received more than one set of feedback, you may find you need to aggregate your assessment in some way. It doesn't matter too much how you do this, so long as you can give a clear overall assessment.

# Assignment 2: Reflective diary



M12 Assessment Criteria for Reflective Diary (2021-2022)

Assessment	≤ 5	6	7	8	9	10
1. Structure and quality of argumentation (30%) <i>e.g. writing, clarity, structure, conclusion that follows</i>	Overall lack of precision, substantial flaws in the reasoning and argument, with poor or very poor structure. Conclusions do not follow.	Writing is ok, but tends to lack clarity and precision. Some promising ideas but arguments contain assumptions or are undeveloped. Structure is rather poor; conclusions rarely follow.	Sometimes well written, sometimes lacks clarity or detail. Arguments sometimes follow, but sometimes need development. Structure is ok, but sometimes opaque. Weak conclusions.	Generally well written, minor gaps in the argument. Mostly good structure, with few gaps in precision. Conclusion mostly follows from arguments and/or evidence, with some minor gaps.	Work is carefully developed and mostly very well written, though there may be minor errors or omissions. Central claims are clearly outlined, and the conclusion is supported.	Writing is polished, accurate, fluent, showing rigorous, systematic, logical, coherent argumentation. Conclusion clearly and unambiguously follows from the arguments and evidence.
2. Philosophical discussion (30%) <i>e.g. identify and discuss relevant philosophical dimensions, incorporate relevant themes and materials</i>	Offers only general or vague account of theories or issues. Understanding is limited. Neglects relevant theories or fails to show how selected theories are pertinent to the selected topic.	Promising but undeveloped ideas, uncritical, or lacking sufficient depth, rigour, or care. Shows some understanding of key theories but may struggle to apply them.	Understanding of key theories is adequate, but with some confusion or misunderstanding. Shows promise but tends to lack nuance or sufficient reflection.	Generally good, comprehensive account of relevant theories mostly well applied. Discussion is clear and thorough but lacks sufficient breadth or nuance.	Very good knowledge and understanding of relevant philosophical issues and theories. Discussion is thorough. Gaps are few and minor.	Impressive understanding of key philosophical content and theories. Substantial knowledge, plus skill in application. Confident handling of all content.
3. Research and evidence (20%) <i>e.g. use of relevant evidence, with reference to reliable sources</i>	Evidence is either not used or not used appropriately. Sources are not appropriate, are unreliable, or are of poor quality. Few or no academic sources used.	Limited evidence provided or uses material with dubious quality or relevance. If good sources are cited, they may not be well used, applied, or understood.	Uses some relevant and good quality evidence, with some success, but also with gaps, such as in understanding or application.	Some good evidence for some central claims. Not all sources are relevant, fully understood or well applied, but main argument remains unaffected.	Very good use of high quality, relevant sources. Good, critical understanding of cited material, with awareness of more obvious limitations in the evidence.	Excellent, nuanced use of high quality, relevant sources. Very good, critical treatment of cited material, including understanding a wide range of limitations.

# Assessment criteria

Reflection Component (Mod 12, Research Project, Q4, 2021-22)

# Assessment guidance

## Reflective Diary – Assessment requirements and guidance

Word count: 2000-2500 (including references)

### Introduction

In this assignment you'll write a reflective diary on three philosophical topics from the reflection component. You should select topics that connect with your research project, and the classes you attend will help you draw those connections. In exceptional circumstances you can select a philosophical issue not covered in the classes or pick topics that don't fit very well with your research project. Just contact YJ and she will help you to find such solutions.

### What is the point of a "reflective diary"?

The aim of the diary is to encourage you to actively and critically reflect on the philosophical topics that you choose and the ways in which these connect with some elements of your research project.

### What will I get from doing this assignment?

- An understanding of key philosophical problems, concepts, and theories, related to your own field of study;
- Development of your ability to identify philosophical problems relevant to a research topic;



The philosophical

# What is philosophy?



# Asking big questions

What can I know?

What must I do?

What is autonomy?

*Can a machine be autonomous?*

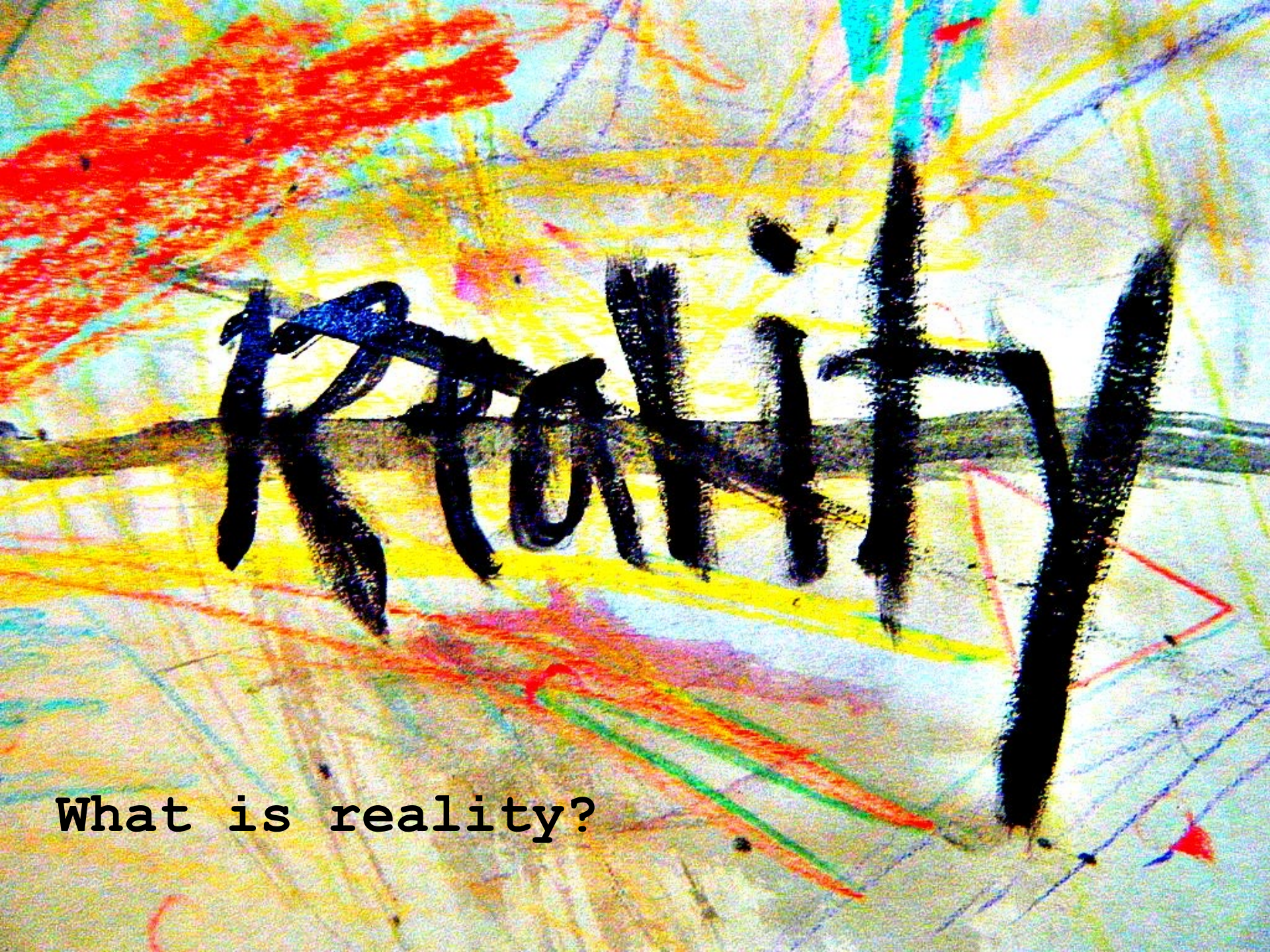




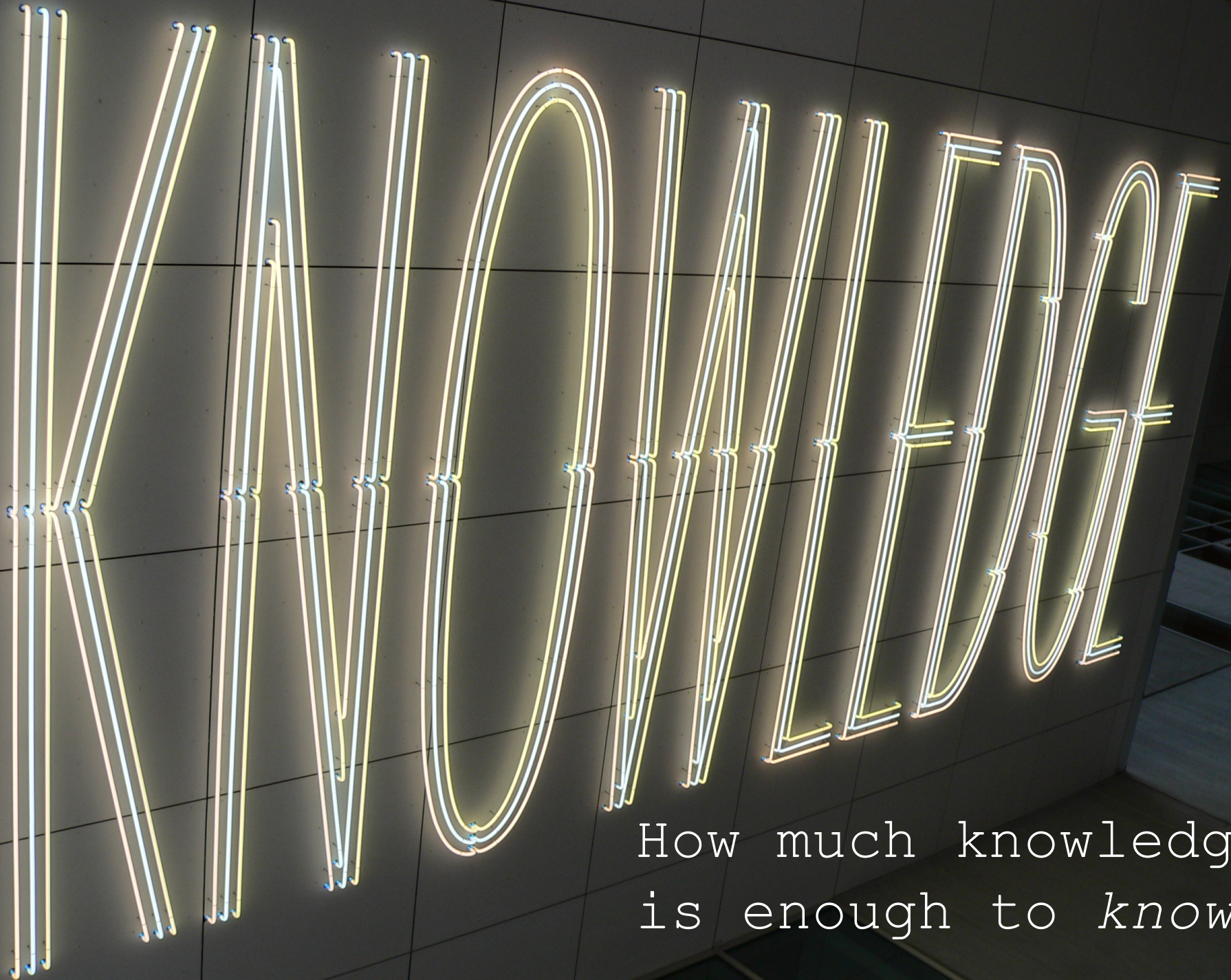
How can  
you know  
anything?

Images:  
Knowledge: [Troels Myrup](#)  
Reality: [kileygilbz](#)





What is reality?



How much knowledge  
is enough to *know*?

# Background

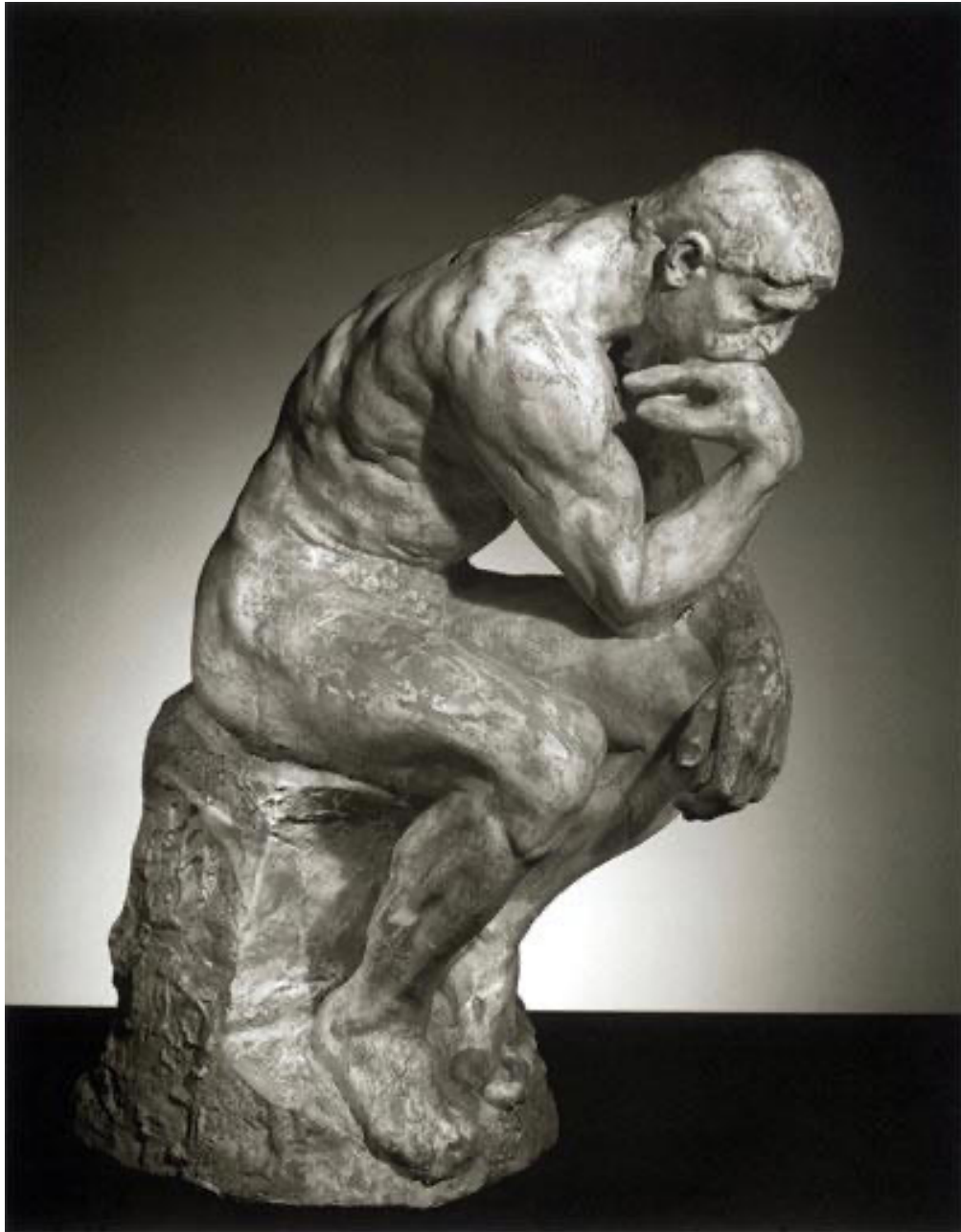
**Epistemology:** philosophy of  
**knowledge**

**Rationalism:** knowledge from **reason**

**Empiricism:** knowledge from **sense-  
experience**

# Descartes: *Discourse on Method and Meditations*

- **Capacity** for reason, judgement, common sense 'equal in all'
- **Application** more important than capacity
- **Question:** what can I know for certain?
- **Answer:** via process of doubt
  - Testimony of others unreliable
  - Senses can fool us; body can be doubted
  - Maybe we're asleep or being tricked
- **Only thing cannot doubt is *thinking*...**



## **Cogito Ergo Sum**


*I think therefore  
I am*

## **Sum Res Cogitans**

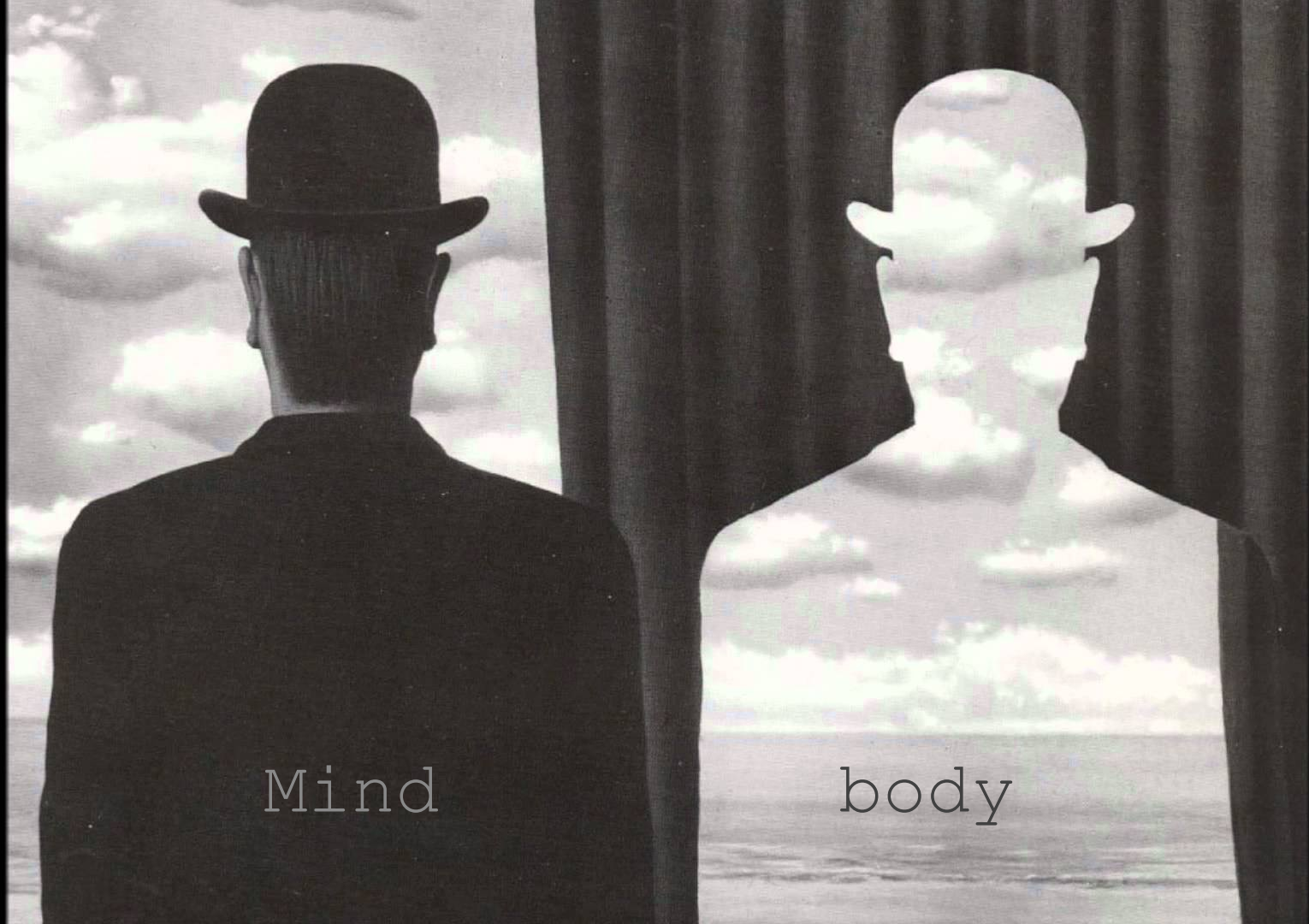
*I am a thinking  
being*

**Key:** 'Never to accept anything as true that I did not know to be evidently so'

**But:** not to imitate sceptics 'who doubt only for doubting's sake... [instead] my whole plan had for its aim **assurance**'

A young child with light hair, wearing a blue and yellow striped long-sleeved shirt and blue pants, is sitting on a dark brown rug. The child is reaching out with their right hand towards a shadow cast on a white wall. The shadow appears to be of the child's hand and arm. The child is holding a light-colored stuffed animal in their lap. The background shows a white door or cabinet. The lighting is warm and soft, creating a cozy atmosphere.

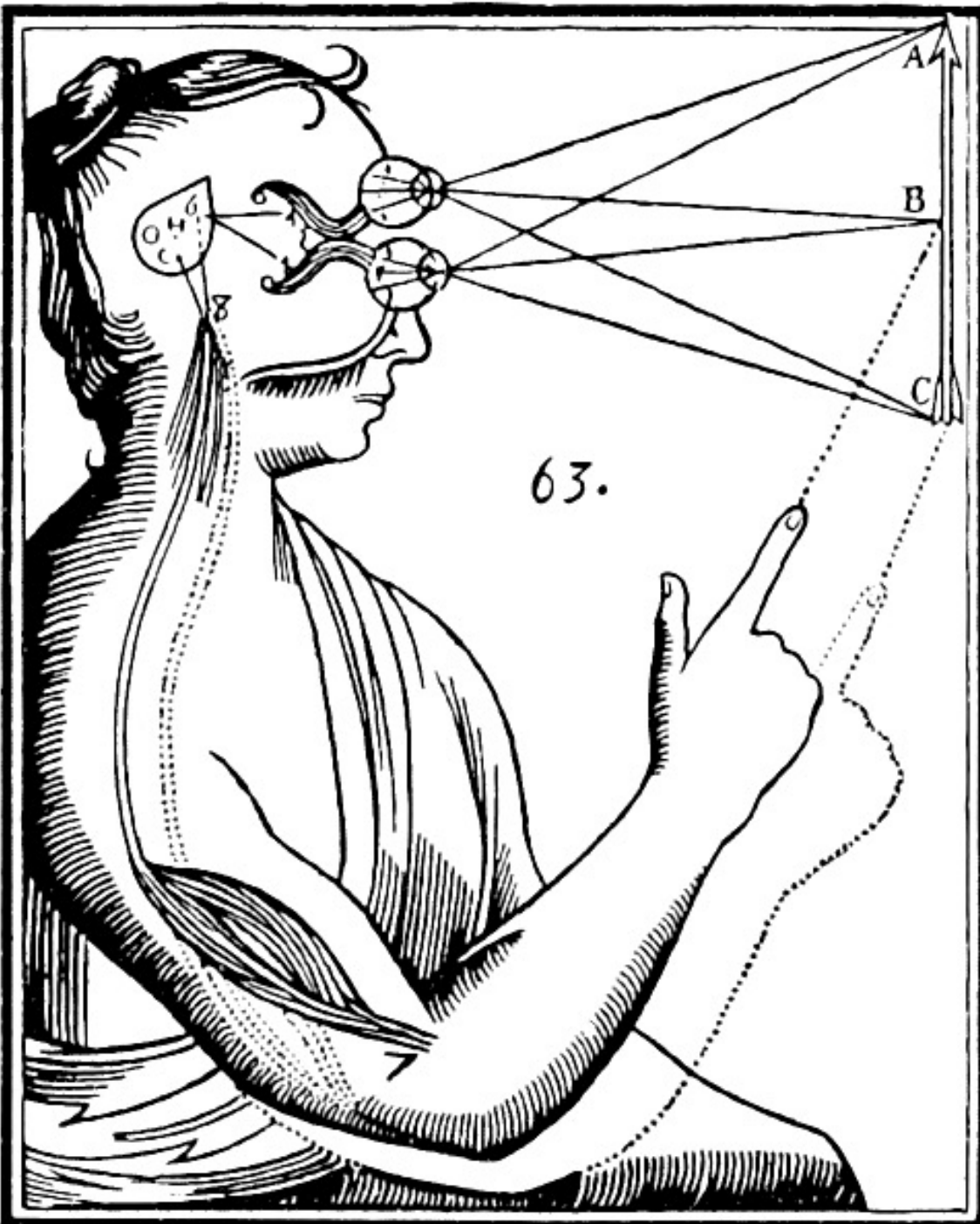
David Hume:  
All knowledge  
comes from  
experience



Mind

body

Who experiences?  
Who/what are you?



*Input*



*Senses*



*Connection  
in brain*



*Immaterial  
mind*

*Dualism*

Illustration by Descartes



David Hume

Cannot move  
from *thought*  
to an *I*

i.e. no clear  
proof *thought*  
= 'I'

Image: [Christopher, Tania & Isabelle Luna](#)

Catching the  
self...

No unchanging  
core; instead a  
series of  
impressions,  
emotions, ideas

Self = collection,  
'bundle' of  
impressions &  
perceptions

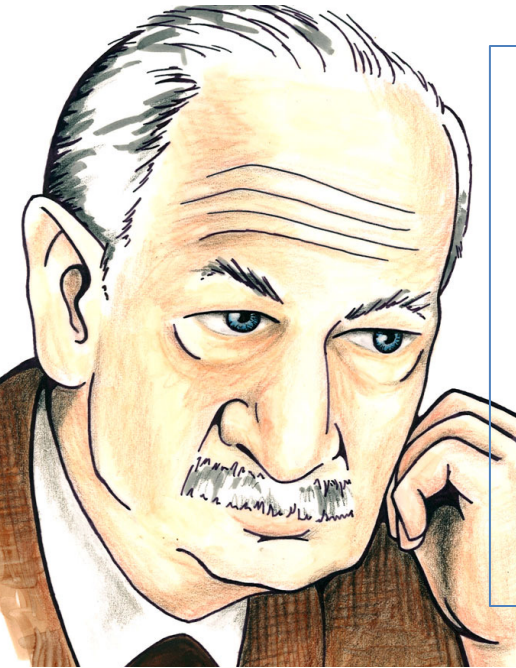
Cat gif [URL](#)



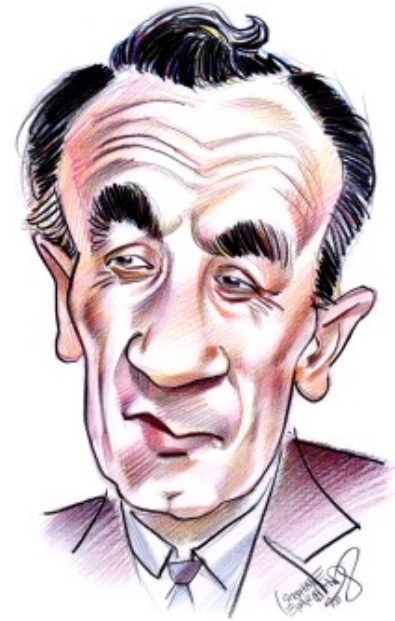
**Series** of related objects,  
perceptions (a river, music)=  
similar to **one invariable &  
uninterrupted object / reality**

River gif [URL](#)





We are *in the world*, shared and constituted *with* necessarily present others. Being is *with*, more than *knowing*, others



World is experienced as *shared /social*. There is not more certainty about *my* existence than yours



Sense/awareness of others prior to sense of self. Problem of *knowing...*, yet they still exist (cf. shame, recognition)

Heidegger [image](#)

Merleau-Ponty [image](#)

# Constructing arguments

What distinguishes an **argument** from a mere statement of opinion, fact or belief is that it brings together **a set of statements**, using some **rational principles**, to give a **conclusion**.

From past  
experience,  
all lemons  
are sharp.  
Therefore,  
the lemons  
on this  
tree are  
also sharp.



Unpicking assumptions

# Finding fallacies

Minds, like rivers,  
can be broad. The  
broader the river,  
the shallower it  
is. Therefore, the  
broader the mind,  
the shallower it  
is.

We must deal  
with crime on  
the streets  
before improving  
schools.

The Idea came  
from Einstein  
so it must be  
right.

# Additional sources

- Churchland, P. M. (1984). *Matter and Consciousness*. Cambridge, MA: Bradford.
- Ryle, G. (1949). *The Concept of Mind*. London: Hutchinson.
- Smith, P., Jones, O.R. & Jones, O.J., (1986). *The philosophy of mind: An introduction*. Cambridge: Cambridge University Press.
- Strawson, P. F. (1964). *Individuals*. London: Routledge.