Fall Semester 2000

EDUC 382 - 3 Special Topics: Self, Psychology and Education E01.00

Dr. Jack Martin Office: EDB 8642 Phone: 291-3529

E-mail: martina@sfu.ca

Tuesday 16:30-19:20 in EDB 8651/2

PREREQUISITE

Educ 220 & 60 hrs of credit

COURSE DESCRIPTION

The purpose of this course is to promote a critical consideration of the role of psychology in education with respect to issues of subjectivity, identity, and personhood. Most educators are familiar with concepts such as self-esteem, self-concept, self-efficacy, and self-regulated learning. Indeed, such terms often are included in broad statements of educational goals and objectives. Nonetheless, it often is difficult to determine exactly what is being referenced in such concepts and terms. Students in this course will participate in a wide-ranging seminar that considers topics such as the relationship between personal and social being, historical perspectives on the self, the formation of social identity, the roles of memory, imagination, and narrative in selfhood, and the psychological development of agency and self. Understandings gained from such exploration will be applied to a critical consideration of theoretical and empirical programs of inquiry in educational psychology, especially those in the areas of self-concept and self-regulated learning. Possible implications for classroom practice will be highlighted and debated.

REQUIREMENTS

Students each will prepare one major paper (25-30 double-spaced pages). In consultation with the instructor, each student will select a topic relevant to the course and submit an initial draft/outline of the paper by mid-term (worth 30% of the final grade). The final copy of the paper will be due on the last day of class (worth 70% of the final grade).

REQUIRED READINGS

Martin, J. (Compiler). (2000). Courseware: Education 382 - Self, Psychology, and Education.

Schiebe, K. E. (1995). Self studies: The psychology of self and identity. Westport, CT: Praeger.

Fall 2000 Semester

Open to students with PSYC 100 & 102

EDUC 382-3 SPECIAL TOPICS: SELF, PSYCHOLOGY & EDUCATION

Tuesdays 16:30-19:20 in EDB 8651/2 Instructor: Dr. Jack Martin

(Catalogue #68952)

DESCRIPTION

The purpose of this course is to promote a critical consideration of the role of psychology in education with respect to issues of subjectivity, identity, and personhood. Most educators are familiar with concepts such as self-esteem, self-concept, self-efficacy, and self-regulated learning. Indeed, such terms often are included in broad statements of educational goals and objectives. Nonetheless, it often is difficult to determine exactly what is being referenced in such concepts and terms. Students in this course will participate in a wide-ranging seminar that considers topics such as the relationship between personal and social being, historical perspectives on the self, the formation of social identity, the roles of memory, imagination, and narrative in selfhood, and the psychological development of agency and self. Understandings gained from such exploration will be applied to a critical consideration of theoretical and empirical programs of inquiry in educational psychology, especially those in the areas of self-concept and self-regulated learning. Possible implications for classroom practice will be highlighted and debated.

REQUIREMENTS

Students each will prepare one major paper (25-30 double-spaced pages). In consultation with the instructor, each student will select a topic relevant to the course and submit an initial draft/outline of the paper by mid-term (worth 30% of the final grade). The final copy of the paper will be due on the last day of class (worth 70% of the final grade).

REQUIRED READINGS

Martin, J. (Compiler). (2000). <u>Courseware: Education 382 – Self, Psychology, and Education</u>.

Schiebe, K. E. (1995). <u>Self studies: The psychology of self and identity</u>. Westport, CT: Praeger.