

STATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

1. Calendar Information

Department: Education

Abbreviation Code: Educ. Course No.: 432 Credit Hours: 4 Vector: 3-1-0

Title of Course: Philosophical Issues in Teaching

Calendar Description of Course: In this course a number of classroom practices and teacher related activities are philosophically examined. Assumptions underlying these practices are made explicit; the meaning and structure of the arguments clarified; and the merits of the arguments assessed. Examples of topics to be discussed are: instruction, indoctrination, individualization, play, creativity, discipline, and open education.

Nature of Course (See attached course outline).

Prerequisites (or special instructions): Educ. 230 or equivalent or permission of instructor.

What course (courses), if any, is being dropped from the calendar if this course is approved: Educ. 442

2. Scheduling

How frequently will the course be offered? Once or twice yearly

Semester in which the course will first be offered? '82-2

3. Goals of the Course. To enable teachers to assess the merits of adopting certain practices as a result of increased understanding of the nature and meaning of claims made, of the type of evidence they require, and of the assumptions underlying them. It responds to the demand that philosophy of education be more relevant to the teacher.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty None

Staff None

Library Acquisition of those few additional library holdings marked with an asterisk in the readings list.

Audio Visual None

Space None

Equipment None

5. Approval

Date: 8/sept/81 \_\_\_\_\_

W. Egan \_\_\_\_\_  
Department Chairman Dean Chairman, SCUS

EDUC. 432: PHILOSOPHICAL ISSUES IN TEACHING

I. OUTLINE OF TOPICS

1. The teacher as educator
  - (a) 'Efficient' and 'good' teaching distinguished
  - (b) Criteria for 'educative' teaching
  - (c) Teaching in the educational process. Why teach?
2. The teacher and rational planning
  - (a) Elements of curriculum: objectives, content, methodology
  - (b) Content-centered teaching
  - (c) Child-centered teaching
3. Teaching and related activities
  - (a) The concept of teaching
  - (b) The concept of indoctrination
  - (c) The concept (and place) of conditioning
4. The teacher's treatment of children
  - (a) Freedom and authority in the classroom
  - (b) Discipline and punishment in the classroom
  - (c) Meaning (and role) of compulsion, coercion, manipulation
  - (d) The student-teacher relationship
5. Teaching techniques examined
  - (a) Play; learning to learn; learning by discovery; instruction
  - (b) Individualization and values clarification as teaching technique
  - (c) Creativity and teaching
6. The teacher as facilitator of learning
  - (a) Open education
  - (b) Alternative education
  - (c) Self-education

II. INDICATIVE SOURCES

Journals

Educational Philosophy and Theory  
Educational Theory  
The Journal of Educational Thought  
Journal of Philosophy of Education  
Proceedings of the Philosophy of Education Society of Great Britain  
Studies in Philosophy and Education

Books

- Barrow, Robin, Radical Education: A Critique of Freeschooling and Deschooling, London, Martin Robertson, 1978.
- Dearden, R.F., Philosophy of Primary Education, London, Routledge and Kegan Paul, 1968.
- Dearden, R.F., Problems in Primary Education, London, Routledge and Kegan Paul, 1976.
- Green, Thomas F., The Activities of Teaching, New York, McGraw-Hill, 1971.
- Hirst, P.H., and Peters, R.S., The Logic of Education, London, Routledge.
- Lloyd, D.I., Philosophy and the Teacher, London, Routledge and Kegan Paul, 1976.
- MacMillan, C.J.B., and Nelson, T.W. (eds.), Concepts of Teaching: Philosophical Essays, Chicago, Rand McNally, 1968.
- \*Nyberg, D. (ed.), The Philosophy of Open Education, London, Routledge and Kegan Paul, 1975.
- \*Passmore, John, The Philosophy of Teaching, Cambridge, Mass., Harvard University Press, 1980.
- Peters, R.S., Authority, Responsibility and Education, London, George Allen and Universe (New Edition).
- Peters, R.S. (ed.), The Concept of Education, London, Routledge and Kegan Paul, 1967.
- Peters, R.S. (ed.), The Philosophy of Education, Oxford University Press, 1973.
- \*Peters, R.S. (ed.), Perspectives on Plowden, London, Routledge and Kegan Paul, 1969.
- Rich, J.M., Innovations in Education (2nd Edition), Allyn and Bacon, 1978.
- Scheffler, I., Reason and Teaching, New York, Bobbs-Merrill, 1973.
- Snook, I.A. (ed.), Concepts of Indoctrination, London, Routledge and Kegan Paul, 1972.
- Wilson, J., Philosophy and Practical Education, London, Routledge and Kegan Paul, 1977.
- Woods, R.G., and Barrow, R., An Introduction to Philosophy of Education, London, Methuen, 1975.

### III. TYPICAL COURSE REQUIREMENTS

Typical course requirements might be as follows:

1. Required reading of two texts and five or six selected essays.  
Two good texts are:

D.I. Lloyd (ed.) Philosophy and the Teacher

John Passmore, The Philosophy of Teaching

Selected essays might include:

P.H. Hirst, "The Logic of the Curriculum" in  
Journal of Curriculum Studies, 1969.

B.P. Komisar, "Teaching: Act and Enterprise" in  
Studies in Philosophy and Education,  
Vol. VI, #2, 1968.

D. Cockrane, "Teaching and Creativity: A Philo-  
sophical Analysis" in Educational  
Theory, Vol. 25, #1, 1975.

Examination on required readings is recommended.

2. Extended essay on a topic selected or approved by instructor.  
This will require selected readings in addition to required  
course readings.
3. Class presentations on required or recommended readings.