

FACULTY OF EDUCATION

Educ. 489-4 Critique of Teaching: Subject specialization and relevant philosophies-of.

Spring 1975

G. R. Eastwood

This course is designed for the subject matter teacher. i.e. for the teacher of mathematics, natural science, social science or history. That it has relevance and interest only for those teachers does not necessarily follow.

The objectives are:

1. To introduce subject matter specialists to philosophical and critical literature pertaining to these areas.
2. To provide opportunity for 'in depth' study of one area. (The individual's area of specialization)
3. To create a critical approach to the subject matter taught and hence encourage critical rather than descriptive-explanatory teaching.

The rationale for the course assumes that, in contemporary society, teaching, particularly at the post elementary levels, is a critical not an informative activity. If teachers are to approach teaching and the subject matter taught critically then a primary source for any specialist teacher is the critiques and questions raised by the philosophy-of associated with the subject. Only the mediocre teacher is content to know only the subject matter of his field. The superior teacher wants to question the assumptions made about the data and the conclusions drawn from them. The difference is between knowing the subject matter of a field and understanding the field. The latter entails in addition to the content of the former (1) understanding of the form of thought represented by a subject, (2) evaluation and criticism of such forms of thought. Achieving these is the objective of the course.

Organization and procedure

The class will meet in two hour sessions twice per week. These sessions will be devoted to lecture, and seminar discussion with the emphasis on the latter. The content of these sessions will be general in the sense of being applicable to all teaching subject areas.

Readings and assignments will provide more than enough opportunity for students to study the literature of their respective specialist fields, as well as of general literature in other fields.

Texts and References

No text has been prescribed mainly because no suitable single volume is available. A general bibliography as well as special bibliographies for each area will be issued to enrolled students. Additionally a considerable quantity of xeroxed material will be provided by the instructor.

EDUCATION 489 - 4

CONTEMPORARY ISSUES AND NEW DEVELOPMENTS IN TEACHING

OBJECTIVES AND RATIONALE FOR THE COURSE:

This course was developed for students entering the Extended Studies Diploma to introduce them to new developments and current issues in teaching. As such the course provides a survey of those areas where significant research and developmental activities have occurred and identifies issues pertaining to these new developments. The course also provides an opportunity for E.X.D. students to relate their expectations for professional development or problem areas to subsequent themes of coursework.

CONDUCT OF THE COURSE:

The course will take the form of presentations, seminars and workshops done by faculty and groups of faculty on topics fitting into a conceptual framework. The presentations are intended to highlight new developments in sufficient depth in order that the participants can have a glimpse of the cutting edge of development within the area. Faculty making presentations will be asked to relate their presentation both to the conceptual basis of the area and to the practical problems facing teachers.

Prior to each presentation, seminar or workshop, the participants will have read a minimum of two papers relating to the presentation. These papers will be available in a book of readings.

Continuity will be provided by a single instructor who will attend all lectures. He will be responsible for assisting the participants to see the continuity of the presentations, to relate the material to school problems, and to evaluate the progress of the participants and the course.

TOPICS WILL INCLUDE:

Introduction: (a) Criteria for assessing new developments
(b) What constitutes an issue?

Learning Disabilities

(Bernice Wong)

Social Context: (a) Cultural differences
(b) English as a second language

(June Wyatt)

Analysis of teaching - Psychological perspective

Ed. 489 - 4 (con't)

Models of teaching and developments in teaching fields

Curriculum evaluation

Children's thinking in different subject areas

(Selma Wassermann)

English as a second language - structural communication

Physical education - Environmental education

Movement education

Administrative concerns: (a) children's rights
(b) class size

Summary

Students will be expected to read papers relative to each presentation, prepare thick papers and one major paper and contribute to the discussion.

A grade will be assigned on the basis of contribution in class, written work and a final interview.

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Ed 489-4 (con't)

TOPICS WILL INCLUDE:

Introduction: (a) What is an issue?
(b) What is a development?
(c) Criteria for assessing new developments

Learning disabilities

Multiculturalism in education

Analysis of teaching - psychological perspective

Models of teaching and developments in teaching fields

Children's thinking in different subject areas

Environmental education

Movement education

Early childhood education

A new look at literacy

Summary

Students will be expected to read the papers relative to each presentation before class and contribute to the discussion. A grade will be assigned on the basis of contribution in class (20%), two short "think" papers (20%), a major paper (30%), and a final interview (30%).