

EDUCATION 489-4

Developmental Theories in Education

Summer Session, 1990
(July 3 - August 17)
Mondays - Wednesdays
8:30 A. M. - 12:20 P. M.
Location: MPX 8542

Instructor: Dr. Stephen F. Foster
Office: T.B.A.
Telephone: T.B.A.

PREREQUISITE: EDUC 401/2 or equivalent.

ELIGIBILITY:

Persons enrolling for academic credit should be students in education or allied fields. Previous coursework in psychology, sociology or philosophy is advised. Auditors admitted by instructor's authorization.

GOALS:

TO SURVEY THEORIES OF HUMAN DEVELOPMENT THAT HAVE A BEARING ON EDUCATIONAL PRACTICE. Emphasis will be upon psychological theories; however, philosophical and sociological positions will be considered where applicable.

OBJECTIVES:

Upon successful completion of this course students will --

- A. have acquired a broad overview of theories of human development and their implications for education;
- B. have acquired a deeper understanding of one or more theories of development having implications for their prospective teaching.
- C. be prepared for further studies in human development theory in particular with a view toward educational applications.

***THEORETICAL AREAS AND POSITIONS CONSIDERED:**

Psychoanalytic schools of thought	Freud/Jung
Ego-Development theory	Adler/Erikson
Maturational positions	Gesell/Havighurst
Piaget's genetic epistemology	Piaget/Inhelder/Flavell
Moral Development	Piaget/Kohlberg
Neo-Behavioristic approaches	Skinner/Bandura/Mischel
Information processing	Neisser
Soviet theories of development	Vygotsky/Leontieff
Humanistic and existential approaches	Maslow/Rogers
Contemporary Canadian views	Case/Egan/Barrow

* Time and interest permitting not all of these (or possibly one or two others) may be addressed.

REQUIREMENTS:

All students enrolled for academic credit will demonstrate their attainment of objectives A, B, and C above through a combination of out-of-class readings, regular class participation, written and oral presentations determined or approved by the instructor.

REQUIRED TEXT:

Thomas, R. Murray. Comparing Theories of Child Development. Wadsworth.