

EDUCATION 433-4 PHILOSOPHICAL ISSUES IN CURRICULUM

Examines fundamental philosophical issues involved in designing, evaluating, or changing educational curricula. Such issues as the nature and justification of educational curriculum, the components of a rational curriculum, the nature of knowledge and its differentiation, curriculum integration and the education of the emotions. Also deals with such current issues as the place of "behavioral objectives" in education, the "hidden curriculum" and the sociology of knowledge.

Unit Topics:

Unit 1	Curriculum	Unit 7	Moral Education
Unit 2	Learning How to Learn	Unit 8	Knowledge
Unit 3	Objectives	Unit 9	Critical Thinking
Unit 4	Needs	Unit 10	Empirical Research
Unit 5	Emotions	Unit 11	Developmental Theory
Unit 6	Creativity	Unit 12	Evaluation

PREREQUISITE: 60 credit hours.

REQUIRED TEXTS:

Barrow, R. *The Philosophy of Schooling*. 1981.

Barrow, R. *Understanding Skills*. 1992.

COURSE REQUIREMENTS:

There are five assignments in total. The first assignment is mandatory but ungraded. There are two essay assignments worth 30% each, and two written assignments worth 20% each.

SUPPLEMENTARY FEES:

Course Materials & Service Fee	\$30
Deposit for Additional Materials	\$20

EDUCATION 425-4 SCHOOL COUNSELLING FOR THE CLASSROOM TEACHER

Being a teacher is becoming an increasingly complex career. In B.C., the Ministry's policy document defines the goals of formal education broadly, including not only the traditional academic subjects but education leading to personal development and better citizenship. The expanded role of the school teacher requires educators have a knowledge base and skill repertoire beyond the traditional academic subjects. Education 425 was primarily prepared for school teachers and persons whose vocation involves teaching in less formal settings. The goal of the course is to make accessible to a wide audience some of the theories and techniques that counsellors found useful helping people grow, make decisions and/or solve problems.

The topics covered in this course include: theories, communication, play, gender-fair classroom practices, sexuality, and practical applications of counselling techniques to classroom problems. Some of the units focus on material that can be directly applied in many settings while other parts of the course deal with more general issues.

The course is built around a course reader, texts and a number of assigned readings taken from diverse sources. The student is required to: (a) read the course reader and the assigned readings, and (b) complete the assignments that form part of each unit.

PREREQUISITE: EDUC 401/402, EDUC 220 or PSYC 100 and 102.

REQUIRED TEXTS:

Allan, John A.B. & Nairne, Judith. *Class Discussions For Teachers & Counsellors In Elementary Schools. (2nd ed.)* OISE Press, 1993.

Thompson, C.L., & Rudolph, L.B. *Counseling Children. (5th ed.)* Brooks-Cole, 1999.

COURSE REQUIREMENTS:

The assignments are of two types:

- A "Reflective Journal" involving reading or doing some experiential tasks, and
- formal "Assignments"—involving the completion of some specific task and writing a short (1-3 pages) report or an essay.

The course grade is based on these assignments.

SUPPLEMENTARY FEES:

Course Materials & Service Fee	\$30
Deposit for Additional Materials	\$20

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COURSE REQUIREMENTS:

The assignments are of two types:

- "To Do's"—these involve reading or doing some experiential tasks, and
- formal "Assignments"—involving the completion of some specific task and writing a short (1-3 pages) report or an essay.

The course grade is based on these assignments.

SUPPLEMENTARY FEES: Course Materials & Service Fee \$30
Deposit for Additional Materials \$20

Summer Semester 2000

EDUC 425 - 4
School Counselling for the
Classroom Teacher
E01.00

Dr. Adam Horvath
Office: MPX 8556
Phone: 291-3624
E-mail: adam_horvath@sfu.ca

Thursdays 17:30-21:20

PREREQUISITE

Educ 401/402 & Educ 220 or Psyc 100 &102

COURSE DESCRIPTION

This course is intended for senior students or practicing teachers who wish to explore the contributions counselling concepts and skills will make in the classroom or similar settings. A combination of lectures, discussions, practice exercises and seminars will be used to explore such topics as: the role of the counsellor in the school, different models of counselling, effective helping skills, the use of group discussion to promote affective development, and the use and misuse of assessment techniques in the classroom.

REQUIREMENTS

1. Change project and paper - 30%
(Identification of a desirable change in one's own life and a diary of application of some of the counselling skills learned in class to this issue.)
2. Research task and class presentation - 30%
(Exploration of a specific target problem in counselling, and presentation in class of your findings.)
3. Micro-Projects; small assignments on specific topics - 30%
4. Class participation -10%

READINGS

Thompson, C.L. & Rudolph, L.B. (1999). Counselling Children, 5th edition. Nelson.