

Educ. 432-4 Philosophical Issues In Teaching

Educ. 821-5 Philosophical Issues In Classroom Practices

FALL, 1985

INSTRUCTOR: Dr. C.M. Hamm

Educ. 432 - Wednesdays, 4:30 - 8:20

LOCATION: MPX 7504

Educ. 821 - Wednesdays, 4:30 - 9:20

COURSE DESCRIPTION:

This course is constructed in response to a frequently heard demand that philosophical studies in education be of more direct service to the practising classroom teacher. Accordingly a number of classroom practices and teacher related activities (as outlined below) are philosophically examined. Assumptions underlying these practices are made explicit; the structure and meaning of the arguments clarified; and the merits of the arguments assessed.

THERE ARE NO PRE-REQUISITIES FOR THE COURSE.

BRIEF COURSE OUTLINE:

- A. The teacher as an educator.
- B. The teacher and the curriculum. (child-centered curriculum; integrated curriculum; the "needs" curriculum)
- C. The teacher and classroom control. (compulsion; freedom and authority; discipline and punishment)
- D. Concepts of teaching and teaching practices. (conditioning; indoctrination; behaviour modification; learning by discovery; play; creativity; values clarification; individualized instruction)
- E. The teacher and facilitation of learning. (open-education; self-education; alternative education)

COURSE REQUIREMENTS:

- A. Seminar presentations - 20%
- B. Mid-term exam (on required reading) - 30%
- C. Major paper - 50%

REQUIRED READINGS:

- A. John H. Chambers. The Achievement of Education, Harper & Row, 1983.
- B. Selected essays.