

FACULTY OF EDUCATION

Educ. 435-4: Educational Theory and Theory Criticism

Spring, 1973

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The purpose of this course is to develop in prospective teachers the capacity to understand and evaluate educational slogans and theories
(a) by examining the nature and dimensions of educational theory, and
(b) by studying and evaluating various proposals for education

Outline

I. The Nature of Educational Theory

- 1) The view that Educational Theory is an autonomous discipline.
- 2) The view that Educational Theory is an architectonic discipline.

II. Dimensions of Educational Theory

- 1) The empirical dimensions
- 2) The value dimensions
- 3) The metaphysical dimensions
- 4) Philosophy and Educational Theory

III. Theory and Practice

- 1) The Utopian approach: Plato's Republic
Skinner's Walden II
- 2) The piecemeal approach: Evaluation and reorganization

IV. Two Popular Slogans

- 1) Child - centered education
- 2) Education as socialization

V. Contemporary Educational Theorists

- 1) John Dewey - Paul Goodman
- 2) Jerome Bruner - James McClellan

Bibliography

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5. Charles D. Hardie, Truth and Fallacy in Educational Theory, New York: Teachers College, Columbia University, 1962.
6. Jerome Bruner, The Process of Education, Cambridge, Mass.: Harvard University Press, 1960.
7. Jerome S. Bruner, Toward a Theory of Instruction, Cambridge Mass.: Harvard University Press, 1966.
8. Paul Goodman, Compulsory Mis-education. New York: Vintage Books, 1966.
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11. B.F. Skinner, Walden II.
12. B.O. Smith, "The Need for Logic in Methods Courses." Theory into Practice, Vol. III, No. 1 (February) 1964, pp. 5-8.
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