

EDUC. 361-4 CONTEMPORARY ISSUES AND NEW DEVELOPMENT IN TEACHING

Fall, 1981

INSTRUCTOR: Dr. David Hopkins

Wednesday 4:30 - 8:20

LOCATION: on campus

The aim of this course is to develop in students a critical orientation towards the art of teaching. We will attempt to achieve this goal in a number of different ways. First, a major attempt will be made to relate the process of teaching to the concepts of flexibility and praxis. The resulting theoretical framework will be used not only to conceptualize teaching, but also and secondly as a means of considering various contemporary issues and new developments. Third, students will be encouraged to relate the issues and ideas discussed during the course in a practical way to their own teaching practice. So the course will move through three phases -- the establishing of a theoretical framework within which to consider teaching; a discussion of various contemporary issues and finally the relating of educational theory to educational practice.

The requirements for the course reflect these phases. A student's final grade will be based equally on the following:

- contribution to seminar discussions, knowledge of the readings
- an oral presentation on a contemporary issue or new development in teaching
- a project that relates educational practice to educational theory
- a final paper on a topic different from the above.

Further information about the course may be obtained from the instructor, David Hopkins (local 4344 or home 463-4588).

BACKGROUND READING: (Required)

Bruce Joyce & Marsha Weil. Models of Teaching (2nd ed.) Prentice-Hall, 1980

Recommended:

David Hopkins & Marvin Wideen. Alternate Perspectives on School Improvement.

Bruce Joyce, et al. Flexibility in Teaching.

Bryan Magee. Popper

Lawrence Stenhouse. An Introduction to Curriculum Research and Development.

Marvin Wideen, David Hopkins & Ivy Pye. In-Service: A Means of Progress in Tough Times.