

EDUCATION 433-4

PHILOSOPHICAL ISSUES IN THE CURRICULUM

Fall Semester, 1987

Tuesdays, 4:30 - 8:20

Instructor: Dr. T. Kazepides

Office MPX 8659

Phone: 291-3641

Location: MPX 9511/12

PREREQUISITES

60 hours of credit. Educ. 230 or equivalent or permission of instructor.

COURSE DESCRIPTION

This course deals with the most fundamental questions that lie behind any attempt to plan, evaluate or change an education curriculum. The course should be valuable to educators and prospective teachers as well as to all those persons who have a serious interest in the study of education.

COURSE OUTLINE

1. The role of Philosophy in curriculum planning. (Hirst: 1)
2. Educational aims and curriculum objectives. (Hirst: 2, Kazepides, Lloyd: 4)
3. Needs, wants, interests and the curriculum. (Dearden, Hirst: 2)
4. Education as the development of mind. (Hirst: "The Logic of the Curriculum")
5. Educational and miseducational activities. (Lloyd: 2, Kazepides-Hudson)
6. Forms of knowledge and the curriculum. (Lloyd: 5-6, Hirst: 3 + 6)
7. Relativism, Rationality and the Sociology of knowledge. (White-Young)
8. Language, Thought and Understanding. (Hirst: 5)
9. Interdisciplinary and Integrated Curriculum. (Lloyd: 8, Hirst: 9)
10. Teaching and Learning. (Hirst: 7, Kazepides: "Wittgenstein and")
11. Creativity. (Lloyd: 9)
12. Freedom and Authority in Education. (Lloyd: 10-11)

COURSE REQUIREMENTS

1. A short paper of 3-5 pages.
2. A short oral presentation in class.
3. A follow-up final paper of about 15 typewritten double-spaced pages on a topic approved by the instructor. The paper is due one week before the last day of classes.

REQUIRED TEXTS

1. Hirst, Paul H, Knowledge and the Curriculum. London: Routledge and Kegan Paul, 1974.
2. D. I. Lloyd (ed.), Philosophy and the Teacher. London: R.K. P., 1976.

N.B. This course is also offered by Graduate Programs, Educ. 836-5 Advanced Seminar in Epistemology and Education.

1986

CENTRE FOR DISTANCE EDUCATION
Distance Education Course
Simon Fraser University

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:

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| 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 |

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REQUIRED TEXTS:

- Barrow, R. The Philosophy of Schooling. 1981.
- Barrow, R. Giving Teaching Back to Teachers. 1984.

COURSE REQUIREMENTS:

There will be two assignments (worth 20% each) and two essays (worth 30% each). The answers to the written assignments should be about five typed pages while the essays should be between five and ten pages typed.

COURSE SUPERVISOR RESERVE THE RIGHT TO MAKE CHANGES WITHOUT NOTICE.