

- rec'd from Christina
Nov 82

SIMON FRASER UNIVERSITY

EDUCATION 836-5

ADVANCED SEMINAR IN EPISTEMOLOGY AND EDUCATION

Spring Semester, 1992

Mondays, 4:30 – 9:20

Location: MPX 7504

Instructor: Dr. Tasos Kazepides

Office: MPX 8659

Phone: 291-3641

COURSE PURPOSE

This course deals with the most fundamental questions that lie behind any attempt to plan, evaluate or change an educational 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.

1. The nature of philosophical analysis and its role in thinking about the curriculum.
2. Educational, Non-educational, pre-educational and miseducational activities (Kazepides "Educating, Socializing . . .")
3. Conflicting perspectives on curriculum objectives (survival, citizenship, the needs of students, the development of mind) Dearden "Needs in Education."
4. The logic of aims, goals and objectives (Hirst ch. 1-2, Kazepides "On Educational Aims . . .")
5. The justification of educational activities (Peters, "The Justification of Education", Hirst, ch. 4 "Curriculum").
6. What is meant by 'multidisciplinary' and 'integrated' curricula (Hirst, ch. 9).
7. The range of educational terms (learning and teaching) and cognitive terms (knowledge and belief) (Hirst, ch. 5 "Teaching", Kazepides "Wittgenstein and . . .")
8. Claims about the relativity of knowledge and standards of rationality.

COURSE REQUIREMENTS

1. A short oral presentation in class.
2. A follow-up final paper of about 15 typewritten double-spaced pages on a topic approved by the instructor. The paper is due no later than one week before the last day of classes.

REQUIRED TEXTS

1. Paul Hirst, Knowledge and the Curriculum, London: Routledge Kegan Paul, 1974.
2. Essays

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 .EDUC 220 or equivalent or permission of instructor.

REQUIRED TEXT:

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

Barrow, R. *Understanding Skills*. 1990.

COURSE REQUIREMENTS:

Five assignments are to be submitted. The first assignment (due week 3) is required, but will be ungraded. Of the remaining 4 assignments there will be two written 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.

EDUCATION 433-4 PHILOSOPHICAL ISSUES IN CURRICULUM

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Barrow, R. *Giving Teaching Back to Teachers*. 1984.

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