

**SIMON FRASER UNIVERSITY
FALL SEMESTER 2004**

**EDUC 327-3
SELF, PSYCHOLOGY AND EDUCATION
(D01.00)**

Jack Martin

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WEDNESDAYS 9:30-12:20 in AQ 2109

PREREQUISITE

60 credit hours and EDUC 220 or 230 or 240 or 250

DESCRIPTION

The purpose of this course is to promote a critical consideration of issues of subjectivity, identity, and personhood in educational contexts. Both modern and postmodern perspectives on the self will be studied, and their possible educational implications examined. Most of us are familiar with concepts such as self-esteem, self-concept, self-efficacy, and self-regulated learning. Indeed, such terms often are included in broad statements of goals and objectives at all levels of education. Nonetheless, it often is difficult to determine exactly what is being referenced in such concepts and terms. Students in this course will participate in a wide-ranging seminar that considers topics such as: historical conceptions of the self; self, education, and citizenship; perspectives and debates related to self-concept, self-esteem, and self-regulated learning; and culture, gender, and identity in school and society. Understandings gained from such exploration will be applied to a critical consideration of educational theories and practices, especially those in the areas of self-concept and self-regulated learning. Possible implications for classroom practice will be highlighted and debated, as will the broader roles of education and schooling within past and contemporary societies, especially with respect to the development of persons.

COURSE REQUIREMENTS

Students each will prepare brief (two-page, single-spaced) summaries of 10 readings (together worth 20% of the final grade) that they select from the courseware package; and prepare one major paper (15 – 20 double-spaced pages, including references). In consultation with the instructor, each student will select a topic relevant to the course and submit an initial draft/outline of the paper by the eighth meeting of the class (worth 20% of the final grade). Each student will give a brief presentation of her/his major paper to the class during weeks nine to twelve inclusive (20% of the final grade). The final copy of the paper will be due on the last day of class (worth 40% of the final grade).

COURSE READING

Martin, J. (Compiler). (2004). Courseware: EDUC 327 –Self, Psychology, and Education (required)