

COURSE NUMBER: 431-4

COURSE NAME: Analysis of Educational Concepts

SEMESTER: Summer, 1975

CALENDAR DESCRIPTION: A study of major concepts relating to processes of teaching and learning, using contemporary philosophical methods.

COURSE INFORMATION:

<u>Instructor</u>	<u>Dates</u>	<u>Day(s)</u>	<u>Time(s)</u>
C. Bereiter	July 2 - Aug 8	Tues, Thurs	8:30 - 12:30

Range of Topics: Educational talk is filled with contrasts: education vs. training, development vs. learning, divergent vs. convergent thinking, difference vs. deficit, concrete vs. abstract, socialization vs. self-actualization, intrinsic vs. extrinsic motivation, teacher-centered vs. child-centered, and so on. There is a tendency to treat these dichotomies as moral issues, to be discussed in terms of good and bad. The emphasis of this course will be on clarifying these concepts so that they can be used for constructive thinking rather than for name-calling.

Recommended Reading:

Magee, J.B. Philosophical analysis in education.

Green, T. F. The activities of teaching.

Hirst, P.I., & Peters, R.S. The logic of education.

Smith, B.O., & Ennis, R.H. Language and concepts in education.

Beck, C. Educational philosophy and theory.

Bereiter, C. Must we educate?

Peters, R.S. The concept of education.

Requirements: