

Fall Semester 2001

EDUC 327 - 3
Self, Psychology and Education

E01.00

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Office Hours: Mondays 1-3pm

Wednesdays 16:30-19:20 in EDB 8651/2

PREREQUISITES

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 the role of psychology in education with respect to issues of subjectivity, identity, and personhood. Most educators 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 educational goals and objectives. 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 the relationship between personal and social being, historical perspectives on the self, the formation of social identity, the roles of memory, imagination, and narrative in selfhood, and the psychological development of agency and self. Understandings gained from such exploration will be applied to a critical consideration of theoretical and empirical programs of inquiry in educational psychology, especially those in the areas of self-concept and self-regulated learning. Possible implications for classroom practice will be highlighted and debated.

REQUIREMENTS

Students each will prepare one major paper (20-25 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 October 24, 2001 (worth 30% of the final grade). The final copy of the paper will be due on the last day of class, November 28, 2001 (worth 70% of the final grade).

REQUIRED READINGS

Martin, J. (Compiler). (2000). Courseware: Education 327 – Self, Psychology, and Education.

Schiebe, K. E. (1995). Self studies: The psychology of self and identity. Westport, CT: Praeger.