

**SIMON FRASER UNIVERSITY
SPRING SEMESTER 2006**

**EDUC 230-3
INTRODUCTION TO PHILOSOPHY OF EDUCATION
(D01.00)**

Elias Stavrides
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Tuesday 8:30-10:20 am AQ 3005
plus 1 hour tutorial

PREREQUISITE: None.

DESCRIPTION:

Philosophers of education are not so much concerned with how we teach what we teach, but what we ought to teach. As such, a key question which is uppermost in their minds is what the content is of what we want to impart to students. This course examines the concept of education and such related topics as knowledge and understanding, creativity and imagination, from the perspective of analytical philosophy. In other words, the course seeks to determine the criteria behind meanings as a prerequisite to engaging in meaningful dialogue. During lectures and accompanying tutorials, (6), students will be exposed and familiarized with more related concepts such as curriculum theory, the differences between schooling and education, indoctrination and free thought, and about needs, wants, and interests, as well as culture. This course is ideal for students interested in education in general, and for all those planning to become teachers.

EVALUATION:

- Participation (10%)
- Two small papers (25% each)
- Final exam (40%)

REQUIRED TEXTBOOK:

Barrow, Robin, & Woods, Ronald. (2000). Introduction to Philosophy of Education (Third Edition). London and New York: Routledge.

SUGGESTED READING:

Barrow, Robin, & Milburn, Geoffrey. (1990). A Critical Dictionary of Educational Concepts. (Second Edition). New York and London: Teachers' College, Columbia University.

Return to Education's Undergraduate 2006-1 Course Outlines Main Page.

THIS COURSE MAY BE APPLIED TOWARD THE CERTIFICATE OF LIBERAL ARTS

FALL SEMESTER 2005 COURSE OUTLINE
EDUC 230-3 (EDUCATION)
INTRODUCTION TO PHILOSOPHY OF EDUCATION

C100



This online course invites prospective teachers as well as others interested in education to enter into a reflective, convivial dialogue, examining rich and diverse visions and arguments concerning aims, values, methods, and assumptions underlying education. The course introduces students to a broad range of philosophical viewpoints, such as the feminist, ecologist, spiritualist, multiculturalist, critical pedagogist, and other perspectives. Through the lens of these diverse viewpoints, we will explore and examine the conceptions of education, knowledge, curriculum and pedagogy, and ethics. Students will come away with a comprehensive picture of the kinds of philosophical debates waged around these themes in education. They will be able to think, question, and interpret any educational issue from multiple perspectives. Students will emerge from the course with strong but informed personal voices and stances, capable of entering into dialogue and debate with confidence. This course is divided into four units: (1) conceptions of education—what should be our aims of education? (2) knowledge—what is knowledge for? (3) curriculum and pedagogy—what shall we teach? What shall students study? What does it mean to be a teacher and to teach? (4) ethics—what morals and values shall we teach our young?

PREREQUISITE: None

TEXT(S):

There are no required texts for this course.

REQUIREMENTS: Assignment 1	10%
Assignment 2	20%
Assignment 3	25%
Assignment 4	30%
Participation in on-line discussions	15%

REQUIREMENTS NOTE: Students requiring accommodations as a result of a disability, must contact the Centre for Students with Disabilities (604-291-3112 or csdo@sfu.ca).

DELIVERY MODE: Print
FirstClass Computer Conferencing

MODE OF DELIVERY NOTE:

SUPPLEMENTARY FEES: Course materials and service fee	\$40.00
Deposit for additional materials	\$25.00

If one or more of these symbols appear at the top of this page, it indicates an equipment requirement :

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|---------------------|-----------------------|----------------------------|
| computer (see over) | CD player | TV (Knowledge Network) |
| internet access | Audio cassette player | telephone (teleconference) |
| email | VCR | |

Last updated: 6/13/2005

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