

EDUCATION 240-3

SOCIAL ISSUES IN EDUCATION

REGULAR SEMESTER 1980

INSTRUCTOR: Prof. S. DeCastell

Monday, 9:30 - 12:30

The course will examine the function and structure of the school as a social institution, focusing on specific social issues which relate to schooling. A variety of theoretical and analytic perspectives will be introduced to facilitate understanding of these issues.

The course will involve a combination of seminar discussions, lectures, presentations by visiting speakers, film/video, and student presentations. Topics to be covered include:

1. the role of the school in society
2. the practical contemporary structure of the school
3. socialization and indoctrination
4. alternative educational theory and practice
5. the concept of equality of educational opportunity:
sexism in school and society
6. equal educational opportunity: racism and classism
7. cultural imperialism: curriculum and Canadian society
8. cultural difference in education: religion in schools
9. the core curriculum in British Columbia/the concept of
minimum competency
10. literacy: a social and educational issue
11. the rights of students and teachers
12. the university and social reproduction

COURSE REQUIREMENTS: During the semester the student will be asked to prepare two short discussion papers on different topics. A short critical essay is to be submitted in the last week of the term. A mid-term examination will be required. There will be no final examination for the course.

REQUIRED TEXTS:

MARTELL, G.; The Politics of the Canadian School

NELSON, R. and NOCK, David; Reading, Writing and Riches

A variety of films will be presented during the semester. Included are: Summerhill, Wiseman's High School, Men's Lives, Hutterites, and others.

A supplementary reading list and detailed outline will be available during the first week of classes.

Text: West, C. K., & Foster, S. F. The psychology of human learning and instruction in education. Belmont, Calif.: Wadsworth, 1976.

Content Outline

1. Introduction to Learning and Instruction
Planning for instruction: (1) instructional objectives, (2) assessing entering capabilities, (3) selecting and organizing appropriate learning experiences, (4) guiding the learning process, (5) evaluating outcomes.
2. Major Concepts from Theories of Learning
Pavlov, Watson, Guthrie, Hull, Thorndike, Skinner, Tolman, Lewin, Bandura, Bruner, Ausubel, Hunt, and Gagne.
3. The Frame of Reference: A Cognitive Relativistic View of Behavior and Learning.
Six components: Concepts, structures, affect, values, needs, and interests.
4. Motivation, Reinforcement, and Imitation.
5. Retention and Transfer in Human Learning.
Memory and attention.
6. Thinking, Problem Solving, and Creativity
Piaget and Torrance.
7. Educational Approaches to Individual Differences
Mastery learning, programmed instruction, open education.
8. Attitude Learning in the Schools
Moral attitudes and values: Cognitive Development and Social Learning
9. Measurement and Evaluation of Learning
Formative and summative evaluation.
10. Teacher-Influences Learning Variables and Implications for Teaching
Stages 1-5

Grading*

- C
 1. Attendance & participation.
 2. Achieve 85 points on chapter/lecture quizzes. (Each quiz will be 10 questions, with one point given for each correct answer.)
- B
 1. Complete requirements for a "C".
 2. Do an individual project consisting of (1) an Application paper, (2) a diagram, (3) a chapter summary card, (4) a Reaction paper, and (5) a class presentation on one of the above. (To be discussed more fully in class.)
- A
 1. Complete requirements for a "B".
 2. Write a synthesis level paper of a literature review or mini-research project (min. 10 pages, typed in CPA format).

*Since grading will be criterion referenced, the student's work will have to achieve a quality set by the instructor.