

Sault College Of Applied Arts and Technology

Sault Ste. Marie, ON

COURSE OUTLINE

COURSE TITLE : PHILOSOPHY OF EDUCATION

CODE NO.

ED 224

SEMESTER: FOUR

PROGRAM:

TEACHER ASSISTANT

AUTHOR:

LINDA POZZEBON

DATE:

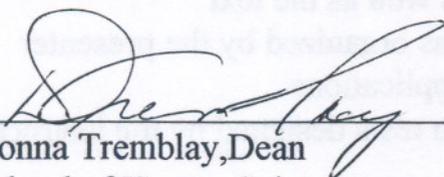
JANUARY 1997

PREVIOUS OUTLINE: JANUARY 1996

NEW _____

REVISED x

APPROVED:



Donna Tremblay, Dean
School of Human Sciences
and Teacher Education

DATE

Jan 8/97

*** DO NOT DISCARD THIS OUTLINE. IT WILL BE REQUIRED BY OTHER EDUCATIONAL INSTITUTIONS IF YOU ARE ATTEMPTING TO OBTAIN CREDIT FOR THIS COURSE.

Philosophy of Education ED224
Instructor: Linda Pozzebon

1. **Philosophy/Goals**

In this course, students will examine and discuss various contemporary issues to education.

11. **Learning Outcomes**

Upon successful completion of this course, the students will be able to:

1. Demonstrate an awareness of the current contemporary issues affecting the educational system at the national, provincial and local level.
2. Participate constructively in discussions about educational issues.
3. Design a presentation on a selected educational issue.
4. Translate information on current issues to formulate an opinion on the role and various positions taken by their peers, teachers, parents, and administrators concerning various educational issues.

111. **Learning Outcomes and Elements of the Performance**

1. Demonstrate an awareness of the current contemporary issues affecting the educational system at the national, provincial, and local level.

Potential Elements of the Performance

- *to analyse information presented to the class through lecture, student presentations, guest speakers, as well as the text
- * to participate in class activities as organized by the presenter
i.e. games, puzzles, hands-on applications
- * to apply the presented content in tests designed by the instructor with input by the presenters

2. Participate constructively in discussions about educational issues.

Potential Elements of the Performance

- *to evaluate the presentations by students and guest speakers

- *to derive a summary for each issue and investigate through questioning and examining the content as it applies to education today and tomorrow
- * to attend each session to gain knowledge and insight

3. To design a presentation on a selected educational issue.

Potential Elements of the Performance

- *to restate the content for an educational issue in a creative presentation
- *to convey various positions on a particular issue to demonstrate increased understanding and empathy for all who are involved in education thus encouraging critical thinking and problem solving

4. To translate information on current issues to formulate an opinion on the role and various positions taken by their peers, teachers, aprents, and administrators concerning various educational issues.

Potential Elements of the Performance

- *to interpret, assess and critique reading logs and journals on current educational issues
- *to compare ideas and theories with fellow classmates
- *to judge current educational procedures and traditions to hypothesize possible future recommendations or proposals

1V.TOPICS TO BE COVERED

1. Schools and Society
2. Equity in Education in a Diverse Society
3. Historical Foundations of Canadian Education
4. Philosophical Foundations of Education
5. Goverance and Support of Education in Canada
6. Legal Concerns in Canadian Education
7. Students : The Focus of your Teaching
8. Dynamics of Classroom Life
9. The School Curriculum
10. Teaching and the Challenge of the Future

V. Required Student Resources/Text/Materials

Becoming A Teacher by Parkay, Stanford, Gougeon.

VI. Evaluation Process/Grading System

Reading Log

3 articles x 5 = 15%

Presentation 25%

Assignments

(in-class activities)

assessment of student based on in-class performance 15%

2 class absentees are understandable before

5% per class missed is reduced from the 15%

Tests

3 x 15 = 45%

VII. Evaluation Method (cont'd)

A+ =90-100

A =80-89

B =70-79

C =60-69

R =<60

Special Note

Students with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor. Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of the students.