

Self, Psychology and Education

Education 327

Section: D100

Term: 2014 Spring

Instructor: Dr. Jeff Sugarman

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Location, Day and Time: Tuesday 4:30-7:20 pm EDB 8620

Note: In the first class of the semester, important themes and their historical context are detailed in ways that set the foundation for the course. This material cannot be extracted from the readings. It is strongly advised that students attend this class.

Discussion Topics: The purpose of this course is to promote 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, these terms often are included in broad statements of educational goals and objectives. Nonetheless, it can be 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: historical conceptions of the self; the relevance of conceptions of the self to views of education and citizenship; perspectives and debates related to self-concept, self-esteem, and self-regulated learning; and psychology's influence with respect to conceptualizing and studying issues of culture, gender, and identity in school and society. 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, as will the broader roles of education and schooling within past and contemporary societies, especially with respect to the development of persons.

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Grading:

Course Requirements

Students are required to attend classes, complete readings prior to class, and participate in discussions. Grades will be derived from marks given for student participation (/6); weekly preparation of brief summaries of readings (/11); a take-home, short essay examination (/30); and a major paper of 12 pages (double spaced) in length and outline of the paper (/40). The total achieved out of 87 marks will be converted to a percentage.

Required Texts: Sugarman, J. (Compiler). Courseware: Education 327 Self, Psychology, and Education. (required)

The courseware contains those readings not available on-line.

Recommended Texts:

Materials/Supplies:

Prerequisite/Corequisite: 60 units, including one of EDUC 220, 230, 240 or 250.

Notes: Students in all Faculty of Education courses are encouraged to review policies pertaining to academic integrity available on the Undergraduate Programs website: http://www.educ.sfu.ca/ugradprogs/student_resources/index.html

This outline is derived from a course outline repository database that was maintained by SFU Student Services and the University's IT Services Department. The database was retired in

Self, Psychology and Education

2014 and the data migrated to SFU Archives in 2015.