

## **Selected Questions and Issues in Education**

Education 100W

Section: D400

Term: 2012 Fall

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Office:

Office hours:

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Day/Time/Location: Tuesday & Thursday 2:30-4:20 pm in Technology & Science 8201 Burnaby Campus

Discussion Topics:

### COURSE TOPIC

#### Education

is a central feature of all societies today and learning is an essential part of who we are: learning creatures. Through our classroom discussions, readings, and online explorations, we will create a learning community, collectively reflecting on and critically analyzing various dimensions of education: our own educational journeys, the various ways we learn, the big questions of education, different ways of looking at learning organizations in our society, what kinds of education are important in our increasingly complex and ever-changing societies, teachers and students, and what it means to be an educated person in an educated society.

### FORMAT

#### The

course will be structured as a series of modules in which we explore various educational topics. Each module is a separate exploration but, of course, all the various module topics are connected in some ways. Through our classroom discussions, readings, online explorations, we will create a learning community, collectively reflecting on and critically analyzing the purpose of education and being educated, the messages embedded in educational environments and to consider future possibilities for education.

Taught in a seminar format involving a wide

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variety of readings, discussions, and assignments, the course aims to develop a better understanding of the multifaceted nature of teaching and learning, schools and school systems.

The course design will be partially responding to your interests, and you will actively take part in shaping the course. Emphasis will be given to engaging in your own inquiry as a way of investigating the relationship between the personal and the universal and growth and transformation.

As a writing intensive course, it will provide opportunities for you to develop a number of writing genres. In these writing assignments, and throughout the course, an emphasis is placed on connecting personal experience, observation and belief with an understanding of broader philosophical, social and political issues in education.

### **SCHEDULE OF CLASSES**

Sept.  
4/6  
Sept.  
11/13  
Sept.  
18/20  
Sept.  
25/27  
Oct.  
2/4  
Oct.  
9/11  
Oct.  
16/18  
Oct.  
23/25  
Oct.  
30/Nov. 1  
Nov.  
6/8  
Nov.  
13/15  
Nov.  
20/22  
Nov.  
27/29

Grading:

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### ASSIGNMENTS

#### 1. Attendance/Active Participation (50%)

This constitutes not only attending class, but the presence which you bring to class. It will be expected that you will foster a deep attentiveness during the class, as this constitutes ways of knowing that are deeply engaged. It will be expected that you have read the texts and are able to discuss them during class and engage, critique, and reflect on the readings. It is encouraged to bring an open spirit and mind to this class, and ability to risk is valued in terms of your own educational growth.

#### 2. Oral Presentation in Groups (part of participation mark)

In groups of 3 or 4 you will be asked to present and engage the class in an idea, issue, or workshop that explores an educational concern you are passionate about, and encouraged to integrate a variety of ways of knowing in communicating your research and findings. Each person needs to hand in a page showing how he/she contributed to the group and what was important to the learning. Your group will plan and lead a 45-60 minute class on some educational question, and subsequently discuss the teaching choices you made. You will also be asked to include a practical activity that reflects the theory you discuss in practice what does it look like?

#### 3. Reading

##### Response Journal (20%)

You will be invited to have a weekly writing practice, and there will be times where you will hand in your entries, both from in class and outside class. Throughout the semester I will ask you to submit writings for review. The nature of these writings will be prompted from the textbooks, your lived experience and ongoing inquiry during the semester. There will be ample opportunity during class to both write and share your work. During the term, you will maintain a journal that responds to the readings. The journal is meant to be a way of sharing your reflections and questions that stems from your readings and discussions. You may include observations, reflections, and questions prompted by the course experience. Journals will be submitted at the end of the course. However, you can submit your journal 8 weeks before the end of the course for feedback.

#### 4. Final

##### Paper/Project in connection to ways of knowing (30%)

This is your personal opportunity to explore an area that has picqued your curiosity, and present it in a final project. I would encourage you to integrate arts-based ways of

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research, including narrative inquiry, poetic inquiry, visual, dance, movement, voice, text, media as ways of supporting your work. Your weekly writing is a good place for you to develop your ongoing inquiry in connection to the class. Mid-way through the semester I will ask you to give me a paragraph of what you are doing for your project.

#### Required Texts:

#### REQUIRED TEXT

Morgan,  
G. (2006). Images of organizations. Thousand  
Oaks, CA: Sage Publications.  
ISBN:  
1-4129-3979-8 (pbk)

Additional  
readings will be supplied to the students in class.

#### Recommended Texts:

#### Materials/Supplies:

Prerequisite/Corequisite: None

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](http://www.educ.sfu.ca/ugradprogs/student_resources/index.html)

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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 2014 and the data migrated to SFU Archives in 2015.