

## Special Topics

Education 398

Section: D100

Term: 2014 Spring

Instructor: Dr. Gillian Judson

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Friday 9:30-1:20 pm Surrey Campus Room 2980

Discussion Topics: This course will begin by exploring educational literature and research indicating the role of imagination in our intellectual development. Selected readings aim to highlight the value of imagination for learning as well as why it is so often neglected in educational theory and practice. Students will focus on what is distinctive about imagination-focused pedagogical practice in theory and will be required to create imaginative units/lessons that demonstrate the practical implications of imaginative engagement in learning in relation to their chosen teaching areas.

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## COURSE OBJECTIVES

This course has two central objectives: to provide theoretical understanding of the central role of imagination in learning, and to provide detailed practical knowledge of how to implement imagination-focused pedagogy in all curricular areas and with students of all ages.

Grading: (a detailed outline of assignments will be provided during the first class meeting) Group and class work. Throughout the course students will be responsible for completing various in-class assignments including, for example, presenting an educational idea, leading a discussion, and introducing various theoretical concepts to the class. Because students are expected to actively participate in all small and large group activities, attendance in all sessions is mandatory.

Short paper. Students will be expected to write a research paper (due mid-term) that articulates the role of imagination in education.

Imaginative curriculum design. Students will outline two teaching units that demonstrate understanding of the principles of Imaginative Education and of the teaching templates based on these principles. All students will be expected to bring well-developed drafts of their work to class for peer-editing/feedback.

Required Texts: Egan, K. (2005). An imaginative approach to teaching. Jossey-Bass: San Francisco.

\*\*A list of required additional readings will be provided during the first week of classes.

Recommended Texts:

Materials/Supplies:

Prerequisite/Corequisite: One of EDUC 100, 220, 230 or permission from the instructor.

Notes: ACADEMIC HONESTY STATEMENT

All members of the University community share the responsibility for the academic standards and reputation of SFU. Academic honesty is a condition of continued membership in the university community. Please review the Policy at

<http://www.sfu.ca/policies/teaching/t10-02.htm>

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