

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

Education 100W

Section: D200

Term: 2011 Spring

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Wednesday & Friday 2:30-4:20pm Surrey Campus Room 5060

Discussion Topics: \x09This is an introductory course in education aimed at students not necessarily already committed to, or interested in, pursuing educational studies.

The course introduces you to a small but representative sample of questions and issues of importance to education and of interest to educators today.

You will examine questions relating to: the concept or idea of education; learning and the learner; teaching and the teacher; disciplines and discourses of education; and the broader contexts of education in the global village and the postmodern world.

You will be introduced to ways of exploring educational questions and issues, from philosophical and critical analysis, to historical and cross-cultural studies, to empirical research.

The course models a range of instructional strategies, including: lecture, seminar, panel-discussion and workshop; discussion and debate; story; case study, and simulation game.

The course offers a range of learning experiences, including: reading and responding orally and in writing; discussion in tutorial and on-line; library research and field-work. This is a "W" course -- that is, a writing-intensive course. The writing required of you arises organically and continuously from what you are reading and reflecting on and discussing in class and on-line. There are regular and frequent written assignments of many and various kinds/genres throughout the course. You write to journal your learning through the course (e.g., reflecting on your service learning) and you write to respond to presentations and readings and to each other's writings.

### **TOPICS**

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A first outline of topics will be proposed at the first class; others will emerge organically from our work together over the course of the semester.

### **Grading: REQUIREMENTS**

\x09The course requirements for Education 100W comprise:

completion of readings in the scholarly and professional literature  
completion of weekly written postings and participation in online discussions \x09of one  
another's writings (40%)  
completion of a documented service learning project (20%)  
completion of a take-home, open-book, Final Examination (25%)  
attendance and participation(15%)

### **ATTENDANCE & PARTICIPATION**

\x09Consistent and punctual attendance at all classes is expected and required:

If you miss class, you will not be able to engage in the curriculum substantively enough to successfully complete the course (and you will also be penalized in your final grade).

This is because the course is designed:

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to unfold and develop with each session building on the previous one to be interactive and collaborative.  
So it is difficult, after class, to make-up learning that can occur only in class-time.

## **EVALUATION**

\x09The completion of course requirements forms the basis for evaluation.

The final evaluating process will comprise both your own self-evaluation and evaluation by the course instructor.

Required Texts: Readings will be available from the instructor at the first 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)

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.