

**GRANDE PRAIRIE REGIONAL COLLEGE**  
**DEPARTMENT OF HUMANITIES AND SOCIAL SCIENCES**  
**EDUCATIONAL FOUNDATIONS**  
**EDUCATION 2010**  
**WINTER, 1993.**

**INSTRUCTOR:** Jan Shields

**OFFICE:** C-203

**PHONE:** 539-2861 (office) 532-4295 (home)

**OFFICE HOURS:** *MWF* 11:00 - 12:00, *W* 4:00 - 6:00. and by appointment.

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**TEXT AND RELATED MATERIALS**

Titley, Brian E. (1990). Canadian education: Historical themes and contemporary issues. Calgary, AB: Detselig Enterprises Ltd.

Schultz, Fred (Ed.). (1992-1993). Education. Guilford, CT: The Duskin Publishing Group, Inc.

**OPTIONAL:**

Hacker, Diana. A Canadian Writer's Reference. Scarborough, Ontario: Nelson Canada, 1989.

**N.B.** If you do not have a good style manual, I strongly recommend that you buy this optional text - it is an excellent resource when revising, editing, and proof-reading work. It also gives specific instructions for correct manuscript style and APA.

**PURPOSE**

Education 2010 serves as an introduction to the concepts of education in general and Canadian education, as it has developed over the past 200 years, in particular. This understanding is applied to a disciplined consideration and critical analysis of historical and contemporary Canadian schooling.

## MAJOR OBJECTIVES

1. To give students an historical perspective of Canadian education
2. To facilitate the development of philosophical, reflective, and critical thinking related to significant educational movements, theorists, and issues.
3. To develop a basis for understanding education as a social phenomena.
4. To examine various issues in Canadian education and relate them to the role of teacher.

## COURSE ORGANIZATION

Educational Foundations (Ed 2010) is the study of the history, philosophy, and sociology of education. Such study leads to an understanding of the analytical insights of others and to development of a "critical awareness and understanding of the process [of teaching] in which one is engaged" (Titley, 1990, p.3).

The following study areas will constitute the underlying structure of the course. The student should note that each area represents an historical time period important to the shaping of education thought. Study will include discussions of major educational events and important educational thinkers and critical analyses of the issues which developed during the time period.

### **STUDY AREA ONE**

1600-1840	THE FORMATION OF THE EDUCATIONAL STRUCTURE OF CANADA
1840-1905	

The influence of Egerton Ryerson

### **READINGS**

Titley: 1,2

**STUDY AREA TWO**

1905 -1970

**PROGRESSIVE EDUCATION  
AND THE SOCIAL GOSPEL**

Title: 3,4,5

The influence of John Dewey

**STUDY AREA THREE**

1970- 1992

**EDUCATION: OPPORTUNITY  
AND EQUALITY**

Title: 6,7,8

**EVALUATION**

All grades will be assigned on the nine-point stanine scale.

stanine	description	% equivalent
9	markedly superior	90-100
8	excellent	80-89
7	very good	72-79
6	good	65-71
5		55-64
4	pass	50-54
3	failure	45-49
2		26-44
1		0-25

Attendance, preparation for class, and occasional assignments 20%

Papers:  
 Review of a Newspaper Article 10%  
 Reaction Papers 30%

Quizzes and/or Mid-term 20%

Quizzes (possible) and Final 20%

**CONTEMPORARY ISSUES IN EDUCATION**

## TRADITION AND REFORM FOR THE YEAR 2000

Jim Dinning's Vision for the 90's

Teacher Empowerment

Participative Decision-making

School-based Management

Professionalism and Leadership

## TEACHER TRAINING ISSUES

Determining Competency to Teach

Professionalism

Induction

The Reflective Practitioner

Staff Development

## SOCIAL AND RESTRUCTURING ISSUES

Choice

Home Schooling

Dropouts

Mainstreaming

Common Curriculum

Retention

Tracking

Ungradedness

## PEDAGOGICAL ISSUES

Whole Language

Measurement-driven Instruction

Outcome-based Education

Discipline Programs

Cooperative Learning

Authentic Evaluation

Differentiation of Instruction