

CALVIN COLLEGE

CATEGORY II

398 Integrative Seminar: Intellectual Foundations of Education (3)

FA, SP. In this course students examine education in its context as a life practice. It involves inquiry into and critique of the philosophical assumptions, historical developments, and social settings that shape the beliefs and practices informing schools as social institutions and education as cultural practice. Throughout the course, students are completing their own faith-based philosophy of education. Prerequisites: junior or senior standing, EDUC 302/EDUC 303, Biblical Foundations I or Theological Foundations I, Developing a Christian Mind, and Philosophical Foundations.

510 Framing Questions, Global Forces, Constraining Structures (3)

On campus and online. This course will center on fundamental questions at the intersection of education, justice, and human flourishing. We will examine key issues surrounding the nature of a good society, the ways in which the global community affects education, and how schooling gets structured by politics and economics. This course will use the faith-based frames of justice and hope in connection with shalom and the kingdom of God to investigate formal education in light of its political, economic, social, and religious contexts. Students will investigate foundational questions around teaching, learning, curriculum, and language as well as structural issues of social class, gender, ability, and race. The aim is for students to articulate their own idea of the purpose of school framed in their own faith-based perspective. The course will leave space for students to explore specific interests and issues.

REDEEMER UNIVERSITY COLLEGE

CATEGORY II

- Edu 304 **Philosophy of Education** (not being taught at present)
- Ed. 306 **Foundations of Education: History and Philosophy (F)** This course provides a review of the history and philosophy of education in the Western world from the Greeks and Hebrews to the development of state sponsored schooling in the nineteenth century. It seeks to help students understand how worldview and philosophy in the ancient world and Europe is focused on helping one understand present educational patterns in Canada. Prerequisite: Philosophy 121
- Phil. 204 **Philosophy of Education (F) *** A philosophical examination of recent challenges to traditional educational theories and practice, especially on the post-secondary level, which challenges flow from such developments as cultural pluralism, the decline of traditional notions of authority, the move toward the privatization of education, and the rise of new technologies for communication and for information storage and retrieval. Prerequisite: 121 or permission of the instructor.
- REL 353 **Foundations of Evangelism and Discipleship**
An examination of the character of discipleship in youth ministry, and an application of discipleship to many specific youth ministry practices.
- REL 355 **Youth, Culture and Spiritual Formation**
This course seeks to explore young adult spiritual formation in the light of the North American cultural context. The objective is to equip youth leaders for a deeper understanding of both the developmental needs of their students and the cultural influences that maybe forming, de-forming, and re-forming them for God's mission in his world. This discernment process will be placed in the context of the dynamics of contemporary church life.

DORDT COLLEGE

CATEGORY II

Ed. 364 Before 1991

Rel. 206 Before 1988

Rel. 309 Before 1993

**KING'S COLLEGE
CATEGORY II**

EDFD No Longer Available
300

INSTITUTE FOR CHRISTIAN STUDIES

CATEGORY II

(Courses no longer available, course numbers may have changed. If there is new numbers to the old courses they will forwarded at a later date.)

- 1108AC/2108AC **Biblical Foundations**
This course will explore the Bible as the ongoing story of and for God and creation, paying special attention to the way in which God's story is intertwined with that of humanity and the world. In asking whether and in what way the Bible is also our story, we will attempt to identify which hermeneutical methods might help us discern its significance for present day life, including the academic enterprise.
- 1500 Biblical Foundations for EDM
- 1510 Intro to Philosophy of Ed.
- 1514 **Wisdom and Schooling**
This course explores a biblical understanding of wisdom as an alternative to the theory into practice paradigm, which has dominated the way in which schooling is conducted at virtually all levels. According to the theory/practice story, schooling is the process by which theoretical insight and abstract academic understanding lay the foundations for an abundant life. The Christian gospel proclaims, however, that walking in the way of Jesus is truth and life. The challenge to the Christian school and the Christian teacher is how to be in the world of schooling while not being of it. The implications of a wisdom perspective for schooling in general will be considered; however, as learning and the curriculum are the foci of other courses, this course attends more closely to issues related to teaching.
- 1560 **Leadership: Vision and Mission (ICSD120304/220304)**
This course is designed to enable participants to understand, develop and encourage faithful leadership in Christian schools. School leaders are a vital link in the translation of parents' hopes and priorities into the life of classrooms. The vision of Christian schooling that leaders seek to sustain, is not simply their own, but that of the supporting community. This is both exciting and challenging. Where does the vision come from? What are the components of an educational vision? How is a vision articulated? How does a vision inform the educational agenda? How does a vision grow and flourish through generations of parents, teachers and students?
- Christian schools have developed a variety of management structures to support their vision for Christ-centred education. This course gives participants the opportunity to examine these structures critically in the light of:
- the school's and their own educational focus and values
 - the need to nurture Christian community
 - the need to sustain a dynamic vision for Christian schooling.

151309/251309 S16

Political Theology and the Secular State

'God is back', on the streets of a liberal democracy neary you. But the return of public religion - its 'de-privatisation' - is generating deep anxieties among secularists who have long assumed that liberal democracy presupposes a 'secular state' and a religion-free public realm. Christians, too, are scrambling to make sense of the new but shifting spaces opening up for their own faith-based political engagement. Drawing on salient insights of contemporary political theology, the course will confront the challenges to, and opportunities for, the secular state presented by the resurgence of public religion in liberal democracies. It explores various concepts of 'secularism', 'secularization', 'the secular' and the 'post-secular', probes the nature and legitimacy of religious public reasoning, and reflects on the shape of constructive and critical religious citizenship in contemporary liberal states.

132501/232501
F16

Meaning and Method

How does one get at the meaning of things? How does one make sense of how people experience the world? How does one make sense of one's own experience of the world? Is it possible to do rigorous research into human experience without dehumanizing that experience? Are there methods by means of which to study human experience that allow for the description of our discoveries in ways that share some of the nuance, luminosity, and breathtaking insightfulness that we sometimes encounter in poetry?

In this course we will consider these kinds of questions. Together we will explore phenomenologically-informed human science research practices that have been shaped by these kinds of concerns. We will experiment with our own small-scale research projects, which we will bring into juxtaposition with the exploration of meaning in key extracts from primary texts in the phenomenological philosophical tradition, in some poetry that explores concerns similar to those of the phenomenological tradition, and in the work of the environmental artist Andy Goldsworthy.

As we craft our research projects we will consider how the phenomenological tradition has informed four different contemporary approaches to doing human science research (and how our own research craft might be honed in interaction with these approaches): reflective lifeworld research as pioneered by Karen Dahlberg, interpretive phenomenological analysis as pioneered by Jonathan Smith, Mark Vagle's post-intentional approach to phenomenological research, and Max van Manen's phenomenology of practice.

TRINITY COLLEGE
CATEGORY II

Information requested not provided by College.

Ed.203 Introduction to Education

TRINITY WESTERN UNIVERSITY

CATEGORY II

Information requested not provided by College

Educ.203

Foundations of Education

A critical consideration of selected educational thinkers and the establishment and development of public schooling in British Columbia. An evaluation of prominent theoretical approaches to education and how they are rooted in certain worldview perspectives. An analysis of concepts such as teaching, training, indoctrination, tolerance, pluralism, multiculturalism, and relevance. An examination of important issues in education such as the nature and aims of schooling, views of knowledge and the curriculum, and moral and values education. The development of a personal theory of education. NB: Offered only in the Spring. Prerequisite(s) or Co-requisites: EDUC 211; second year standing. (3-0; 0-0)

Educ 380

Educ 545

TYNDALE UNIVERSITY COLLEGE

CATEGORY II

Information requested not provided by College

PHIL 171

Introduction to Philosophy

Introduction to the perennial issues in Western philosophy, such as knowledge and skepticism, the existence of God, the problem of evil, freedom of the will and the foundations of morality. Emphasis is placed on critical thinking and the development of understanding through reasoned argument. Exclusion: PHIL 101, 102.

EDUC 511

Change to Reflective Practice

Intended to help teacher candidates develop an educational foundation and an inquiry stance towards their on-going teaching identity through developing a critical, ethical, informed and reflective habit of mind; one that considers the perspectives of various educational philosophers, theorists, researchers and practitioners on the journey to teaching excellence. Using a case study approach, teacher candidates will consider authentic school-based dilemmas through a variety of lenses: Personal, Philosophical, Professional, Pedagogical, Parental and Political.

before Sept. 2015

PHIL 101

History of Philosophy 1

PHIL 102

History of Philosophy 2

EDUC 502

Philosophical Issues in Education (3)

Serves as an introduction to the philosophical considerations of some major educational issues. Among the issues that will be critically examined are the relationship between theory and practice in education; differing conceptions of, and aims in, education; critical thinking and teaching; controversial issues in the classroom; the teaching of values and indoctrination; democratic education and student interests, standards, standardization and equity. Case studies will constitute part of the methodological approach in the delivery of this course.