

<b>Course number</b>		U-LAS04 20006 LE47					
<b>Course title (and course title in English)</b>		Introduction to Educational Studies I-E2 Introduction to Educational Studies I-E2		<b>Instructor's name, job title, and department of affiliation</b>		Graduate School of Education Professor, Emmanuel MANALO	
<b>Group</b>		Humanities and Social Sciences		<b>Field(Classification)</b>		Pedagogy, Psychology and Sociology(Issues)	
<b>Language of instruction</b>		English		<b>Old group</b>		Group A	
				<b>Number of credits</b>		2	
<b>Number of weekly time blocks</b>		1		<b>Class style</b>		Lecture (Face-to-face course)	
				<b>Year/semesters</b>		2025 • First semester	
<b>Days and periods</b>		Mon.1		<b>Target year</b>		Mainly 1st & 2nd year students	
				<b>Eligible students</b>		For all majors	
<b>[Overview and purpose of the course]</b>							
<p>The main purpose of this course is to provide students with an introduction to some of the key concepts, issues, and perspectives in the study of education. Through a series of lectures, exercises, and discussions in class, students will be encouraged to consider the meaning and functions of education; different theories of teaching and learning; differences in educational systems; strategies in catering for special educational needs and promoting inclusion; and some of the controversies and debates surrounding the issue of gender in education.</p>							
<b>[Course objectives]</b>							
<p>The goals of this course are:</p> <ul style="list-style-type: none"> <li>- To facilitate students' acquisition of knowledge about some of the important concepts, issues, and ideas in educational studies</li> <li>- To foster in students an understanding and appreciation of the multiple perspectives that exist in the study and practice of education</li> <li>- To encourage students to think about the relevance and applications of the knowledge they are acquiring</li> <li>- To facilitate the development of students' thinking and communication skills in English</li> </ul>							
<b>[Course schedule and contents)]</b>							
<p>Course Schedule</p> <p>The following is a guide to what will be covered during the 16 weeks of the semester. As required, some minor adjustments may be made to this schedule.</p> <p>Week 1: Introduction to the course and to the question of what education might mean</p> <p>Week 2: What education means: lecture and discussion</p> <p>Week 3: What education means: reflections about own and others' perspectives on the meaning of education</p> <p>Week 4: Theories of teaching and learning: lecture and discussion</p> <p>Week 5: Theories of teaching and learning: reflections about the usefulness of these theories to the learner</p> <p>Week 6: Theories of teaching and learning: reflections about the usefulness of these theories to the teacher</p> <p>Week 7: Differences in educational systems part 1: lecture and discussion</p> <p>Week 8: Differences in educational systems part 2: lecture and discussion</p> <p>Week 9: Differences in educational systems: reflections about culture and the realities of school settings</p> <p>Week 10: Special educational needs and inclusion: lecture and discussion</p> <p>Week 11: Educating students with learning disabilities: reflections on issues, controversies, and strategies</p> <p>Week 12: Educating students who are gifted and talented: reflections on issues, controversies, and strategies</p> <p>Week 13: Gender in education: lecture and discussion</p>							
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## Introduction to Educational Studies I-E2(2)

Week 14: Gender in education: reflections about fairness and ways to promote equal opportunities

Week 15: Final examination

Week 16: Feedback week

### Course Conduct

Students taking this course will be expected to prepare for each class by reading the appropriate textbook pages and any other materials that the instructor assigns. Class sessions will comprise of lectures provided by the instructor to summarize key points, highlight important issues, and introduce students to other pertinent information that bear on the topic being covered: these will all be provided on the assumption that students have undertaken the preparatory readings. The class sessions will also involve pair, small group, and/or plenary discussions, and exercises for students to complete individually or in cooperation with other students. Active participation in these discussions and exercises is necessary to meet coursework/grading requirements. 40% of the course grade is based on a portfolio of work that students complete relating to the topics dealt with in the course (i.e., exercises completed in class, notes on key points raised in discussions with other students, notes taken from and reflections on assigned and other readings undertaken, etc.).

### [Course requirements]

None

### [Evaluation methods and policy]

Portfolio of work = 40%, Short essay (750 words) = 20%, Class discussion participation and contribution = 20%, Final examination = 20%

### [Textbooks]

Matheson, D. 『An introduction to the study of education (4rd ed.)』 ( London: Routledge ) ISBN: 415623103

### [Study outside of class (preparation and review)]

Students will be expected to spend about 90 minutes each week on out-of-class preparation, readings, and assignments.

### [Other information (office hours, etc.)]

Students will be expected to obtain their own copy of the textbook, and to read assigned chapters and other readings in preparation for each class. During the semester, students can email the instructor to make an appointment or to ask any questions about the course.

### [Essential courses]