교 육 학 과

(DEPARTMENT OF EDUCATION)

1. *INTRODUCE DEPARTMENT*

College of Education seeks to maintain quality education for secondary school teachers, as well as to realize the spirit of foundation of Yeungnam University-the devotion to the creation of a new history in our country. Our school devotes itself to the development and presentation of teacher preparation and certification programs. It provides rigorous professional courses and administers established teacher education programs. Our program strives to educate the prospective teacher to perform all the roles which may be expected of a teacher. To accomplish this objective, we focus upon a sound liberal or general education, an extended knowledge of the subjects to be taught, and skills in managing a classroom and supervising the learning process.

Thus, we exert ourselves to educate enterprising-spirited, eligible teachers whose personality is well-balanced and well-disciplined and whose sense of responsibility is strong enough to assume the secondary education of the future generations.

2. *Faculty*

▪Kim, Byoung-Joo, Ph.D., Professor (Educational Administration)

▪Gim, Chae Chun, Ph.D., Professor (School Curriculum)

▪Cho, Kyoo-Lak, Ph.D., Professor (Educational Technology)

▪Cheong, Eun, Ph.D., Professor (Special Education)

▪Lee YoonJoo, Ph.D., Professor (Educational Counseling)

▪Kim Sang Sup, Ph.D., Professor (Educational Philosophy)

▪Heo, Joon. Ph.D., Professor (Lifelong Education)

▪Lee, YongSang. Ph.D., Assistant Professor (Educational Evaluation & Measurement)

3. Course Description

■ 기초공통 (Basic Major Courses)

교육문제의행정학적이해3 credit

[ADMINISTRATIVE UNDERSTANDING OF EDUCATIONAL PROBLEMS AND ISSUES]

This course is a basic and common course for the administrative understanding of educational problems and issues; the concepts, the areas of discourse, and the systems of educational administration. Values in education, the structure and activities of education, and the nature of educational administration are to be inquired. Some discussions will be attempted concerning both the theoretical possibility and limit of educational administration. Students will analyze the cause and effect of educational problems with the emphasis on the comparative study of the present condition and problems of Korean education with other countries and search for the solution for them.

교육연구법(2):질적연구 3 credit

[METHODOLOGY OF EDUCATIONAL RESEARCHⅡ:QUALITATIVE RESEARCH]

This is the course for learning the qualitative research methodology for education researchers. Students will improve basic insights into the qualitative research paradigm and learn basic theories and skills about that qualitative research. Additionally, this course contains practice sections on how to write a qualitative report.

교육연구법I:양적연구3 credit

[METHODOLOGY OF EDUCATIONAL RESEARCHⅠ:QUANTITATIVE RESEARCH]

This course deals with various methodological approaches which are widely practiced in the field of educational studies. The purpose of this course is not only to make students better understand methodological theories in the educational studies, but also to guide them to find out their own method in their studies. Quantitative method of educational research as well as qualitative ones such as a hermeneutical and phenomenological one will be examined and studied in form of team-teaching

교육의심리학적이해3 credit

[PSYCHOLOGICAL FOUNDATION OF EDUCATION]

This class is designed for considering the psychological foundation of education. In doing so, it examines various viewpoints of psychology in connection with educational activities of human.

학교와교육과정의이해3 credit

[UNDERSTANDING OF SCHOOL AND CURRICULUM]

This course provides an overview of what, why, and how to teach and evaluate at school. This course is designed to develop the ability to understand and improve the school curriculum by examining the philosophical, historical, sociological, psychological, and administrative aspects of school education and curriculum.

학습디자인세미나3 credit

[SEMINAR ON LEARNING DESIGN]

Learning design interests in how to generate and continue learning. Recent research on phenomena and mechanism of learning conducted from various fields such as cognitive science, embodied cognition, brain science, and ecological psychology have complemented and replaced existing perspectives, which well indicates the importance of learning design. This course, based on the cutting edge theories, explores significant issues on learning design and concrete prescription on generation of learning.

학교교육에대한철학적이해3 credit

[A PHILOSOPHICAL APPROACH TO SCHOOL EDUCATION]

The purpose of this course is to study the nature of school education. The major topics which are dealt with in the course can be illustrated: the aim of school education, the nature of its curriculum, the role of teachers and the position of students, the possibility and limitation of school education, the appropriate relationship between liberal education and vocational education in school, and so on.

교육혁신연구세미나3 credit

[SEMINAR ON EDUCATIONAL INNOVATION RESEARCH]

This course aims to develop basic competencies for conducting research in the field of educational innovation. In this course, students will learning to enhance practical research capabilities, such as subject finding, research planning, research implementation, ways of paper submission and so on, which are necessary to carry out research as well as a basic understanding of Korean society and local education problems and educational innovation.

지역혁신교육상담프로그램의기획과운영3 credit

[LANNING AND OPERATION OF EDUCATIONAL COUNSELING PROGRAMS FOR REGIONAL INNOVATION]

In this course, students learn the principles and processes of developing a counseling program that meets the characteristics and needs of local communities. Then, experience the process of developing and operating an creative and innovative program. Through this, students can experience learning to innovate local communities through educational counseling. Through this, the professionalism and efficacy of educational counseling program development and progress will be improved.

프로보노형교육혁신인재론3 credit

[HEORIES OF PRO BONO-TYPE EDUCATIONAL INNOVATION TALENTS]

This course aims to explore the basic concepts, major roles, and professional competencies of pro bono-type educational innovation talents. In this course, students will conduct case studies on major educational practice areas such as schools, communities, companies, universities, etc and then analyze and conceptualize the role of experts necessary to contribute to publicity in education."

■ 전공(Major Courses)

개별연구(1) 3 credit

[NDEPENDENT STUDY (1)]

This course is offered to make it possible for a master's degree student to thoroughly investigate a topic related to his or her research interest.

개별연구(2) 3 credit

[NDEPENDENT STUDY (2)]

This course is offered to make it possible for a doctoral degree student to thoroughly investigate a topic related to his or her research interest.

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세계의학교와교육3 credit

[SCHOOL EDUCATION OF ADVANCED COUNTRIES]

This course aims to study schools and school education of advanced countries. In this course students have an opportunity to study school systems, educational policies, curriculum framework, school subjects, school calender, evaluation methods and so on of the advanced countries such as USA, UK, Germany, France, Finland, Japan and so on.

학교교육탐구3 credit

[INQUIRY INTO SCHOOLING]

This course aims to study the rise and fall of schooling; the structure and function of schooling; school as an educational organization; innovation strategies of school system, behaviors of educational system, and characteristics of school curricula and policies.

문항반응이론:라쉬모형분석3 credit

[ITEM RESPONSE THEORY: RASCH MODEL ANALYSIS]

The purpose of this course is to develop the ability to understand and apply item response theory. The course focuses on the Rasch model which is one of item response models. This course deals with the Rasch model for the binary response, the partial credit model. the Rating scale model, and the multi-dimensional model(multidimensional within or between item models).

대학교양교육과정의이해3 credit

[UNDERSTANDING OF LIBERAL EDUCATION IN UNIVERSITIES]

This course aims to study the current status of the liberal education in universities and to explore what the desirable aspects of the curriculum for liberal education may be. This course includes the understanding of the historical flow of liberal education from the medieval and modern Universities to the present-day Universities. This course also explores how the future liberal education in Universities should be organized and operated, especially in the era of the Fourth Industrial Revolution.

교육과정과평가의이해3 credit

[UNDERSTANDING OF CURRICULUM AND EVALUATION]

This course deals with curriculum evaluation from the theoretical and practical dimensions. heoretical dimensions includes history of curriculum evaluation, major theories of curriculum evaluation, and classification of curriculum evaluation theories. Practical dimensions deals with the understanding of the practices of the curriculum evaluation being implemented on the levels of national, regional, and school authorities and the examination of the problems in the current practices of curriculum evaluation.

지역교육과정의연구개발혁신3 credit

[RESEARCH, DEVELOPMENT AND INNOVATION OF SCHOOL CURRICULUM IN LOCAL AND REGIONAL LEVELS]

This course aims to implement research, development and innovation of educational programs of the various levels of educational institutions. It includes regional-level and local-level curriculum development and building-level curriculum development. It also deals with the cases of regional and local curriculum development in advanced countries and the various theories of curriculum development of the regional and local educational authorities.

교육평가혁신세미나3 credit

[EDUCATION EVALUATION INNOVATION SEMINAR]

This course is designed to explore ways to innovate education evaluation to foster pro bono-type educators for the regional education. In this course, through presentations and discussions, we will look at the way to improve education evaluation and to test the competence of pro bono-type educators from a measurement point of view.

교육평가세미나3 credit

[EDUCATION EVALUATION SEMINAR]

This course is designed to explore various issues related to the education evaluation. Especially this course deals with the achievement evaluation system, high school credit system, and college entrance exam and so on. Students will deepen their understanding on these issues with presentation and discussions.

교육에서의컴퓨터와마음도구3 credit

[COMPUTERS AND MIND TOOLS IN EDUCATION]

Computer becomes cognitive tool or mind tool and brings about meaningful learning process and learning outcomes, when used as tools that support and reflect learner’s cognitive activities. This course identifies the problems of the traditional use of computer and softwares and addresses the computer use as mind tools, since mind tools are a new and alternative way of compute use. Regarding the computer use as mind tools, the course deals with fundamental knowledge, skills, and attitude that teacher should possess as well.

지역혁신과교육행정의과제3 credit

[REGIONAL INNOVATION AND CHALLENGES OF EDUCATION ADMINISTRATION]

If one of the key research subjects in educational administration is ""organization (nation, government, provincial office of education and schools),"" recent social (regional/national/global) changes require a major shift in perception of organizations that have been approached by existing education administration. The scope and role of 'educational administration' inside and outside the organization is complex, ambiguous, and diversified. Therefore, discussions are needed to identify the various changes taking place at each school site(elementary, middle and high school) as well as the organization of educational administration. In particular, the educational administration's interest is expanding to the areas of various evaluations and teaching and learning in line with the rapidly changing social and educational environment. In response to this point, it is necessary to re-examine the role and task of educational administration in each school education.

In addition, the world is now facing a spectacular technological revolution called the Fourth Industrial Revolution. In addition, among the many factors that determine the future of Korean society and education, population changes and regional extinction are important. In the meantime, the birth rate has been continuously decreasing, and it suddenly fell below 1.0 in 2018. The population fluctuation greatly changes the educational conditions of the region. Korean education is facing the crucial task of reorganizing education at the regional level.

In the midst of such rapid changes in society, such as the huge trend of the Fourth Industrial Revolution, the response task of population change and regional extinction, the change in concept and character of educational administration, and thus various discussions on the roles and tasks of various required educational administration across nation, local society and school boundaries are required. This subject will have various approaches to these tasks and roles of educational administration.

지역사회문제와평생교육실천3 credit

[COMMUNITY ISSUES AND LIFELONG EDUCATION PRACTICE]

This course aims to explore theories and methods of lifelong educational practice for solving social problems arising from the community areas such as schools, enterprises, universities, civil society, etc. Students will investigate and analyze the major social problems in each area of the community, including politics, economy, society, culture and education, and explore relevant educational practices in the theoretical and practical context of lifelong education and critical pedagogy.

인공지능을활용한교육평가3 credit

[EDUCATION EVALUATION USING ARTIFICIAL INTELLIGENCE]

This course look at cases of applying artificial intelligence robots such as chatbots to education evaluation. The course also explore ways to utilize artificial intelligence for the customized and individualized evaluation. This course includes theoretical lectures on machine learning algorithms and AI and its application to education evaluation.

에듀테크와미래교육3 credit

[EDUTECH AND FUTURE EDUCATION]

From the perspective of the field of educational technology, this course predicts how technology would change education in the future and explores desirable ways and methods along with educational issues. For this purpose, students in the course educationally inquire into utilizing ways of cutting edge technologies, including remote learning, e-learning, smart learning, augmented & virtual reality, and gamification tools, that emerge from un-contact situations.

다층모형분석3 credit

[MULTILEVEL MODEL ANALYSIS]

The purpose of this course is to understand and apply the multilevel model, which is a hierarchical linear model that reflects the hierarchical structure of educational data. Since the linear regression model doesn’t reflect this hierachical structure of data it may provide inaccurate information about the relationship of variables. In order to address this problem, this course deals with the multilevel model through projects.

교육과빅데이터3 credit

[EDUCATION AND BIG DATA]

This course is designed to explore various issues related to the education evaluation. Especially this course deals with the achievement evaluation system, high school credit system, and college entrance exam and so on. Students will deepen their understanding on these issues with presentation and discussions.

교육기초통계3 credit

[BASIC EDUCATIONAL STATISTICS]

This course explore statistical analysis methodologies for social science research. The purpose of this course is to develop the ability to analyze data using statistical programs. For this purpose this course includes statistics labs in addition to theoretical lectures on t-test, multiple regression analysis, ANOVA and chi-squared test.

검사도구개발이론과실제3 credit

[THE ASSESSMENT DEVELOPMENT : THEORY AND PRACTICE]

This course is designed to explore principles of the assessment development for cognitive and affective domain. In this course, students are expected to experience series of assessment development processes(including pilot test, item analysis, item revision.). After this course, they will be able to develop various assessment tools, which will be used for quantitative research.

상담과융복합3 credit

[COUNSELING AND CONVERGENCE]

This course explores specific ways in which counseling can be integrated with the various fields of society in order to actively cope with the Fourth Industrial Revolution Society. In this course, we will look into the areas that need counseling and apply the principles and techniques of counseling to develop new ideas and create concrete products. The products can include various forms such as institutions, programs, and specific goods.

교육과정의철학적이해:교육적인식론3 credit

[PHILOSOPHICAL UNDERSTANDING OF CURRICULUM]

This course deals with the philosophical issues of curriculum. In particular, it deals with the epistemological issues underlying school curriculum. This course also includes the issues of knowledge that works in the course of human learning, especially the problem of educational epistemology.

평생교육프로그램개발이론과실제3 credit

[THEORIES AND PRACTICES ON LIFELONG EDUCATION PROGRAM DEVELOPMENT]

The aim of this course is to make students learn various theories concerning lifelong education development models based on understanding on lifelong education program. In addition, students will have chances to learn theories and to promote skills about planning, designing, marketing, implementing and evaluating lifelong education programs, which are basic tasks to programers.

교육과데이터과학3 credit

[EDUCATION AND DATA SCIENCE]

Recently, due to the development of Internet and SNS, the features of education are changed and related research is conducted through varied forms of data. This course addresses the methods to utilize data science in the field of education that is specialized in analyzing varied forms of data. Specifically, the course, through the insight on data analysis, deals with how to solve problems in education, and how to conduct related research and studies.

현대교육의이슈와연구과제3 credit

[THE ISSUES AND RESEARCH TASKS OF MODERN EDUCATION]

Graduate students explore and study the major educational problems and issues of modern society and organize them into a research article.

평생학습자와학습생애 3 credit

[LIFELONG LEARNERS AND LEARNING LIFE]

Through consilient approaches to learning activities, students will explore the nature of human as learners. In this course students can learn the philosophical, biological, historical and psychological perspectives which help them to understand human learners. In addition, this course will give them opportunities to gain insights into learning lives.

코칭상담의원리와실제3 credit

[PRINCIPLES AND PRACTICE OF COACHING COUNSELING]

This course deals with coaching and counseling understanding and practical skills. Students will learn basic theories for effective coaching counseling. Students will understand the nature and principles of coaching and counseling and practice coaching counseling based on this understanding.

상담연구방법론3 credit

[COUNSELING RESEARCH METHODOLOGY]

In this class, students will learn and discuss the curiosity about the counseling phenomenon to develop into research. In this class, students will improve their ability to understand, design and conduct counseling research. Through this course, students are expected to improve their research skills.

고급상담이론및실제3 credit

[THEORY AND PRACTICE OF ADVANCED COUNSELING]

This course is a doctoral course, and students who take courses need basic counseling theory and practice. Students will practice a comprehensive case study based on a counseling approach that is appropriate for them and to develop a consistent counseling goals and plans.

집단상담프로그램개발3 credit

[DEVELOPMENT OF GROUP COUNSELING PROGRAM]

In this lecture, students will learn the principles and process of group counseling program development. Then, students will experience the process of developing an effective and creative group counseling program. This will enhance students' professionalism and efficacy in developing group counseling programs.

교육과정에대한사회학적이해3 credit

[SOCIOLOGY OF SCHOOL CURRICULUM]

This course is a lecture for analyzing problems in the sociological viewpoint of the school curriculum. To this end, this course deals with various academic methods and theories such as New Sociology of Education in Europe and critical theories in America.

교육과정연구와개발3 credit

[ESEARCH & DEVELOPMENT OF SCHOOL CURRICULUM]

This course deals with school curriculum development on the various levels of educational institutions. It includes national-level curriculum development, regional-level curriculum development, and school-level curriculum development. It also deals with the practices of curriculum development in foreign countries and the theories of curriculum development.

교육과정세미나(2) 3 credit

[EMINAR ON SCHOOL CURRICULUM Ⅱ]

This course deals with new research trends, major problems, policy issues, and so on in the field of school curriculum. It especially deals with contemporary issues which can be easily found in the research Journals or in the public media such as daily newspapers and TV. In the course, students are expected to develop critical eyes on the theoretical and practical matters of school curriculum.

교육과정세미나(1) 3 credit

[EMINAR ON SCHOOL CURRICULUM Ⅰ]

This course deals with new research trends, major problems, policy issues, and so on in the field of school curriculum. It especially deals with contemporary issues which can be easily found in the research Journals or in the public media such as daily newspapers and TV. In the course, students are expected to develop critical eyes on the theoretical and practical matters of school curriculum.

현대사회와성인문해3 credit

[MODERN SOCIETY AND ADULT LITERACY]

Literacy in modern society is a basic condition for liberated lives as well as a beginning of lifelong learning. Literacy practice is an activity to solve problems of everyday life and a process of critical understanding and transformation of the world. Purposes of this course are to learn the latest theories on adult literacy and to obtain professional perspectives on literacy education based on the search for literary practices.

학습사회연구3 credit

[STUDY ON THE LEARNING SOCIETY]

Students will study theories concerning lifelong learning society as a expansion concept of lifelong learning. Particular, this course focuses on problems of lifelong learning in the social context through investigating on the learning ecological system built in the areas of lifelong education institutions and policies, communities and markets as sub-systems of the learning society.

비고츠키(Vygotsky)와발달심리학3 credit

[VYGOTSKY AND DEVELOPMENTAL PSYCHOLOGY]

L. S. Vygotsky's theory of psychology is an important contribution to the difficulties having modern education. This lecture is to understand the psychology of Vygotsky as a way of Vygotsky and want to retrace the meaning of the social environment in the human development process.

미적교육과신경인문학3 credit

[AESTHETIC EDUCATION AND NEUROHUMANITIES]

\_sthetik has been translated and used in terms of aesthetics. But, This is clear Korean expression can be described as 'Emotional learning'. This lecture is to understand the meaning of Aesthetic education by grafting modern neurology, and want to establish the phase of the Neurohumanities at education.

창의적인적자원개발론3 credit

[CREATIVE HUMAN RESOURCE DEVELOPMENT]

This course addresses the varied aspects of human creativity from different kinds of perspectives and theories. Based on these aspects, students in the course learn how to develop valuable human resources.

교육과인권3 credit

[EDUCATION AND HUMAN RIGHTS]

There has been a very close relationship between education and human rights for education itself is for people and their well-being. This course emphasizes the importance of human rights in all educational situations, especially in the education of people with different backgrounds, cultures and values.

평생교육경영의이론과적용3 credit

[THEORIES AND PRACTICES OF LIFELONG EDUCATION MANAGEMENT]

This course covers major theories concerning the management of lifelong education institutions. In particular, students will research theories and practices about co-operatives and social enterprises and investigate operating principles of the lifelong education institutes

평생교육이슈3 credit

[ISSUES ON LIFELONG EDUCATION]

Students will investigate major theoretical and practical issues on lifelong education. Theoretically, we will study lifelong learning society theory in perspectives of sociology of education, and practically we review current trends made in governments, markets and civil society. This may help students to have a more professional perspective concerning lifelong education.

통합교육론3 credit

[INCLUSIVE EDUCATION]

People have different values and needs, and education should address itself to this difference. From this perspective, this course will examine the way to construct more comprehensive concept of Inclusive Education beyond the inclusion of disabled students into the school environment.

성인교육방법론3 credit

[THEORIES ON ADULT EDUCATION METHODS]

Based on understanding of adult learners and learning experiences, students will study main theories about adult education methods. Particularly, in this course students will learn theories and practices concerning learning life history in perspectives of adult education practices and research.

고등교육정책3 credit

[POLICIES AND ISSUES OF HIGHER EDUCATION]

The Role of Higher Education is very important in knowledge based society of twenty first century. This subject is aim to discuss about various policies for improving quality in higher education. And it focuses on special analysis and discussion about pass, present and future of Korean higher education, and arranging various higher education policies.

평생교육실습세미나3 credit

[SEMINAR ON LIFELONG EDUCATION PRACTICE]

This is a practicum course for the purpose of improving skills of students who want to become lifelong educators. Students who take this course should perform exercises for four weeks in lifelong education institutions and organizations. In addition, students should participate in the basic skills training section and the assessment section before and after exercises.

칸트교육사상연구3 credit

[STUDY ON KANT'S EDUCATIONAL THOUGHTS]

This course aims at understanding Kant's educational thoughts. Kant's moral philosophy and his pedagogy lecture will be interpreted and understood especially from a modern standpoint of moral education. Critics and interpretations on Kant's philosophy will be also examined.

상담의최근동향과방법3 credit

[CURRENT MOVEMENT AND METHODS OF COUNSELING]

This course is designed: to provide students with an awareness of current movements and issues in counseling research in Korea and abroad as well as practical business; and to enable students to communicate with other professional counselors about what they find in academic and practical counseling areas. It will include: academic activities in Korea and abroad, topics of theses in academic journals, workshops and seminars, major issues in various counseling areas, and publication. These approaches will be expanded to other academic fields related to counseling, which will help students to take a broad view of the field.

학습심리및학업상담3 credit

[LEARNING PSYCHOLOGY AND ACADEMIC]

This course will provide priciple and theory of learning psychology on learning process, methods and technique of academic counseling for disstressful learners. This course also address academic counseling program development.

정신건강과상담3 credit

[COUNSELING FOR MENTAL HEALTH]

This course addresses theories and methods for improvement of mental health in general. This course will deepen the student’s understanding of various wellness issues and alternatives through counseling and psycho-education.

아동청소년상담3 credit

[COUNSELING FOR CHILDREN AND YOUTH]

This course addresses professional orientation, building of counseling plans, and counseling theories for school counseling. This course also addresses current issues, practice, and research about counseling for children and youth.

성과커뮤니케이션그리고인간발달3 credit

[SEXUALITY, COMMUNICATION AND HUMAN DEVELOPMENT]

Humans are social beings; communication is therefore an essential human need and fundamental social necessity. At the core of communication is the human body. The body is an essential element in the human relationship and determines the quality of the relationship. This course, in this vein, will examine human development in relation to communication and sexuality from a wide variety of perspectives.

상담의이론과철학3 credit

[COUNSELING THEORY AND PHILOSOPHY]

This course introduces major counseling theories in terms of human nature, goals, basic concepts, application, and evaluation. In addition, the course covers how to apply theories to practical counseling settings.

상담교육및슈퍼비젼3 credit

[COUNSELING EDUCATION AND SUPERVISION]

This course intends to integrate theoretical knowledge and practical application in actual counseling settings. Students will come to understand practical business, case management, case study, and case analysis. They will be provided with opportunities to watch actual educational counseling situations, to supervise the Counseling Service Center, and to present and interpret case studies.

교육철학방법론3 credit

[METHODOLOGY IN PHILOSOPHY OF EDUCATION]

This course aims at studying diverse methodological approaches to the studies in philosophy of education. Some of the representative approaches will be selected and inquired: the methodologies especially in critical philosophy, hermeneutics, and analytical philosophy.

교육목적론탐구3 credit

[PHILOSOPHICAL STUDIES ON EDUCATIONAL AIMS]

This course deals mainly with two types of philosophical arguments which justify educational aims outside of educational practices and inside of educational ones. By comparing the two forms of argumentations it will be lead to the discussion about practical meanings of educational aims for the purpose of a better understanding of educational process itself.

도덕교육론3 credit

[THEORIES OF MORAL EDUCATION]

This subject aims at analyzing and understanding of the moral judgement and behaviors in education based on various moral theories. It includes the themes such as the moral dimension of educational activities and moral being as major realm of education.

현대철학과교육3 credit

[MODERN PHILOSOPHY AND EDUCATION]

This subject aims at analyzing and understanding of modern philosophy and its application on the education. On the one hand, we will study the mainstream of modern philosophy, and we will discuss the demands of the modern philosophy on a new concept or paradigm of education.

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인식론과교육3 credit

[EPISTERNOLGY AND EDUCATION]

The knowledge education is faced on the enormous press to change its methode especially from the viewpoint of the knowledge-based society or postmodern philosophy. This subject aims at analyzing and understanding of the phenomena and problems in the knowledge education based on the epistemological studied in the philosophy.

미적교육론3 credit

[THEORIES OF AESTHETICAL EDUCATION]

This subject aims at analyzing and understanding of the aesthetical experience in the education based on various aesthetical theories. It includes the themes such as the aesthetical dimension of educational activities and aesthetical experiences as major realm of education.

신경심리학의이해3 credit

[UNDERSTANDING NEUROPSYCHOLOGY]

Neuropsychology is one of the scholarly fields actively investigated in recent days. This class intends to understand the subject of neuropsychology from the viewpoint of humanics and at the same time to devise new approaches to human development. For the effective examination of this subject, lectures are specifically to focus on the studies of A. Lurija who has been acknowledged as one of the best neuropsychologists in 20th centuries.

장애인교육론3 credit

[THEORIES OF DISABILITY EDUCATION]

This class explores various theories of disability education also overviews potential problems existing in the educational field, considering future directions that disability theories are to develope. In doing so, it specifically examines the viewpoints of disabled people themselves.

애착과발달정신병리3 credit

[ATTACHMENT AND DEVELOPMENTAL PSYCHOPATHOLOGY]

This class aims to examine the meanings of attachment in the developmental process of active human psychology and explore the meanings with reference to the standpoints of developmental psychopathology. It also intends to develop the principles which could lead to synthetic understandings of the process of adaptive and maladaptive developments.

교육심리연구3 credit

[STUDY ON EDUCATIONAL PSYCHOLOGY]

The purpose of this class is to found the ground in developing the productive methodologies for educational psychology through critically overviewing the existing theories of educational psychology and their practical application. It further aims to develop more universal and valid theories of educational psychology for the learners who have distinctive personal backgrounds and also are in different academic levels.

교육법3 credit

[EDUCATIONAL LAW]

교육학과 2005-1

This course include concept and principle of educational law, present conditions and isuues of educational law in Korea.

상담및심리검사론3 credit

[COUNSELING AND PSYCHOLOGICAL TESTING]

교육학과 2005-1

Issues of measurement and inference in personality and psychopathology, beginning with a unit on psychometrics. Exposure to various instruments, such as MMPI, Rorschach, MBTI, TAT and Enneagram.

혁신의확산과채택3 credit

[DIFFUSION AND ADOPTION OF INNOVATIONS]

교육학과 2005-1

No matter how a good technology or innovation is developed, it either takes a long time for it to be accepted, diffused, and widely used by public, or even dissapears without an influence to public at all. That is, change caused by innovation would not occur. This course theoretically examines problems and phenomena that innovation is not adopted and diffused quickly, and makes plans to solve the problems.

학습이론과교육공학3 credit

[LEARNING THEORIES IN EDUCATIONAL TECHNOLOGY]

교육학과 2005-1

Learning theories in education technology provide very useful ideas for the design of effective teaching and learning environments. The purpose of this course is to make students identify and understand the meaning of learning, principles, learning mechanism, etc. provided by varied learning theories. Included are behaviorism, cognitivism, and constructivism.

전통교육사상과현대교육철학의만남3 credit

[A DIALOGUE BETWEEN TRADITIONAL THOUGHTS AND CONTEMPORARY PHILOSOPHIES IN EDUCATION]

교육학과 2005-1

The purpose of this course is to offer a forum between the traditional korean thoughts and contemporary philosophies in relation to education. The dialogue can treat the relationship of traditional thoughts with contemporary philosophies, the theoretical and institutional elements which originate in and be handed down from the thoughts, the possible suggestions to the present education in which the thoughts are involved.

구성주의와학습환경설계3 credit

[CONSTRUCTIVISM AND LEARNING ENVIRONMENT DESIGN]

교육학과 2005-1

How will we know if we are engaging students in meaningful learning so that they achieve learning objectives? As an answer to this question, learning environments provided to students are to emphasize learning activities and tasks in which students actively work together with peers, and technologies play a key role to keep students active, constructive, collaborative, intentional, complex, contextual, conversational, and reflective. This course provides students with guidelines and goals for designing constructivist learning environments and has them design a meaningful learning environment.

교육행정연구법3 credit

[RESEARCH METHODS OF EDUCATION ADMINISTRATION]

교육학과 2005-1

This course offer various research methodology of educational administration.

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교육제도비교연구3 credit

[COMPARATIVE STUDY ON EDUCATIONAL SYSTEM]

교육학과 2005-1

Students will analyze various educational system of other countries at this course.

교양교육의성격3 credit

[THE NATURE OF LIBERAL EDUCATION]

교육학과 2005-1

The course aims to study the concept and nature of liberal education. The major topics examined are composed of the aim and nature of liberal education in ancient Greece, that of the Middle Ages, Renaissance, Modern Times. More importantly, the ideas of liberal education which were developed by Dewey, Peters, Hirst in the twentieth century are studied. Besides, the course deals with the important issues such as the ideal and function of liberal education in the contemporary society, the desirable relation of liberal education to vocational education, etc..

교육개혁론3 credit

[THEORY OF EDUCATION REFORM]

교육학과 2005-1

This course include ideology and principle of educational reform, process of educational reform in other countries, current issues and process of educational reform in Korea.

교수체제분석3 credit

[INSTRUCTIONAL SYSTEMS ANALYSIS]

교육학과 2005-1

This course addresses various analysis methods currently used in instructional design process, such as performance analysis, needs assessment, task analysis, procedural analysis, environmental analysis, etc. With the help of these analyses, instructional designers and teachers can clarify the outcomes of instruction, decide which outcomes should be further analyzed and developed, analyze the components and requirements of those outcomes, arrange or rearrange those components into an instructional sequence, and determine the cognitive/affective/skill learning requirements. That is, the result of these analyses is a blueprint for building an instructional lesson or a learning environment.

교수설계전략3 credit

[INSTRUCTION DESIGN STRATEGIES]

교육학과 2005-1

This course examines the role of instructional design strategies, discusses fundamental techniques for effective instructional programs, and applies them to actual production practices. Students in the course prepare plans for effective applications using diverse instructional design strategies such as cognitive strategies and tactics, message design, user interface, instructional media, etc.

교수설계모형과개발3 credit

[INSTRUCTIONAL DESIGN MODELS AND DEVELOPMENT]

교육학과 2005-1

This course introduces students to the concepts of diverse instructional design models providing the foundations for the development of effective instructional programs and has students acquire the capability necessary for the design and development of effective instructional programs by exploring practical application cases and guidelines. Students in the course design and develop an instructional program based on one of the instructional design models.

교육재정및교육경제학3 credit

[FINANCE AND ECONOMICS OF EDUCATION]

This course is to study Educational Finance and Economics of Education together. These two areas of study are essential for students studying Educational Administration.

교수-학습이론3 credit

[THEORIES OF TEACHING AND LEARNING]

This course deals with various types of teaching-learning theories, especially emphasizing constructivistic ones. It includes developmental theories of J. Piaget and L. Vygotsky, Situated Learning, and New Meaning of Educational Epistemology. This course is distinguished from the traditional courses of similar titles because the former does not deal with learning theories and teaching theories separately, but them in the tight relationship.

교원교육과교육인사행정3 credit

[TEACHER EDUCATION AND EDUCATIONAL PERSONNEL ADMINISTRATION]

This course consist of two parts: teacher education and educational personnel administration. Part one cover the conceptual perspectives on teacher education, teacher education curriculum, processes of teacher education, teacher education institutions, evaluation of teacher education, and current status of Korean teacher education. Part two cover the basic concepts, areas, and principles of educational personnel administration, planning, selection, assignment, evaluation, and development of school personnel(salary and conditions of service), and current status of administrative and instructional personnel.

교육행정학특강3 credit

[SPECIAL TOPICS ON EDUCATIONAL ADMINISTRATION]

This course is to learn the special knowledge and research methodology of educational administration. It cover the various topics of educational administration as supervision, educational leadership, law of education, educational system, educational administration in local educational authority, school and classroom management, school organizations, teacher education, ethical issues on educational administration, and evaluation of educational institutions, etc. It designed to provide an opportunities to graduate students to develop thesis/dissertation, depending on students needs.

교육정책세미나3 credit

[SEMINAR ON EDUCATIONAL POLICY]

This coures consist of two parts, part one cover the natures of educational policy, inquiring approach, policy-analysis frameworks. This framework is to be applied to the study of educational policy of Korea: development, problems, issues and policy-logics. Part two designed to provide a group-discussion and directed research in selected topics in educational policy studies. Advanced doctoral students preferred.

조직행위론과상담3 credit

[ORGANIZATIONAL BEHAVIOR AND COUNSELING]

교육학과 2005-1

Organizations always change continuously adopting rapidly changing management environment. This program offers methods to diagnosis individual. group and organization. It also offers dynamics and process of organization transformation. The philosophy of organizational behavior approaches the organization not as a static subatance but as a dynamic organism. The students also learn how to intervene to revitalize organizational behavior.

인간관계와가족상담론3 credit

[HUMAN RELATIONS AND FAMILY COUNSELING]

This lecture covers the theoretical aspects of the whole life cycle, the understanding of the complex and diverse aspects of human relationships, and the developmental psychological effects among members of the family. This course also explores theories, techniques, and practices related to human relationships and family counseling.

인간주의교육3 credit

[HUMANISTIC EDUCATION]

This course deals with the humanistic tradition in education. A special emphasis will given to new attempts to interpret the traditional humanism in the present situation. It includes also such topics as education for the whole man and education for emotion.

진로지도와상담론3 credit

[CAREER GUIDANCE AND COUNSELING]

The awareness of the world of work and career is becoming increasingly diverse. This course aims to develop counseling skills to help cope with changes in career-related situations. This course will also cover theories and methods for career guidance and counseling, and the principles and methods of career counseling. Students will acquire the qualities that a career counselor should have.

집단상담의이론과실제3 credit

[THEORIES AND PRACTICES OF GROUP COUNSELING]

The purpose of this lecture is to provide a theoretical approach to group counseling, including the purpose of group counseling, epidemiological process of group, group leadership, role and leadership of group leader, planning and evaluation of group counseling, and ethical issues. In addition, students will experience group counseling practice and enhance the efficacy of group counseling.

한국교육문제세미나3 credit

[SEMINAR IN KOREAN EDUCATIONAL PROBLEMS]

Have students present the subjects concerning issues of education in Korean society and discuss what they present.

■ 논문대체 (NON-THESIS PROJECT)

논문대체 3 credit

[NON-THESIS PROJECT]

This course is for master degree-seeking students who take an option of non-thesis. This option is to conduct assignments by the department which is one of the graduation requirements. Once the academic assignments are approved by the committee, the credit will be accredited which is equivalent to three (3) hour credit course.