

Introduction

This course is offered for students and practicing teachers who wish to explore alternatives to traditional teaching-learning settings. The course is designed to demonstrate, by its organization as well as by its content, the principles upon which open education is based, as well as the teaching practices which are integral to the open education concept.

The course is organized to include three types of experiences:

(1) Learning in the open-access, "learning centres" environment.

The open-access, "learning centres" environment provides a setting in which students use curriculum materials, faculty resources and media to inquire into three content areas related to teaching. Three centres -- "KIDS," "CURRICULUM" and "INTERACTIONS" provide resource personnel and materials to enable students to gain competency in furthering their understanding of human growth and development, of processes of curriculum development, of the ways in which they interact with others. In addition, a fourth learning centre, "TEACHER" focuses on the teacher as person and encourages inquiry into the teacher's role in the classroom. Learning in the open access environment is primarily self-directed.

(2) Creative explorations.

At the beginning of each class, students engage in a variety of experiences involving the use of a range of media. The purpose of creative explorations is to give students opportunities to use different kinds of media for creative expression.

(3) Seminars.

In seminars, students engage in small group discussions as they reflect upon and clarify their ideas and beliefs about teaching and learning. In addition, seminars will provide opportunities for inquiry into the principles and practices of open education.

Meeting Times

Tuesday, Wednesday, Thursday and Friday, 9:30 - 12:00
creative explorations and open-access, centre time

Tuesday, Wednesday and Thursday, 1:30 - 3:00
seminars

Location

The new Day Care Centre, at the westernmost end of campus,
Rooms 1112 and 2112

Objectives of the Program

- (a) To increase understanding of the concepts and principles underlying open education chiefly in the areas of human growth and development, verbal interactions and curriculum development
- (b) To promote understanding of how open education classrooms may operate
- (c) To develop specific teaching competencies which help promote learning, e.g.,
 - diagnosis and remediation of learning difficulties
 - analysis and use of verbal interaction strategies
 - organizing curriculum experiences
 - promoting self-directed learning
- (d) To further personal experience in self-directed inquiry, based upon choices relevant to one's own professional needs and goals
- (e) To further acquaintance with the literature and thinking in the field of open education
- (f) To contribute to the continued growth of the teacher as person

Course Requirements

Students are required to attend and participate in all parts of the program.

Students are required to complete the assigned readings.

Students are required to demonstrate competency in the specific tasks of each centre.

Evaluation

The completion of the course requirements presented above form the basis for evaluation. There are three components in the final evaluation:

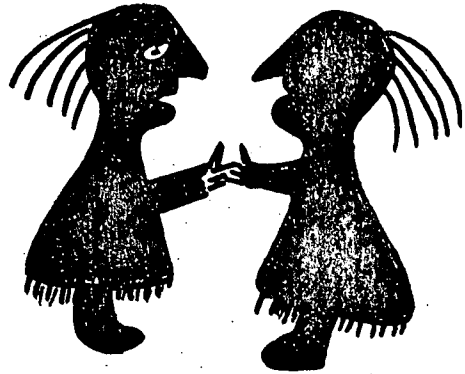
- (a) Self-evaluation. Students will assess their fulfillment of course requirements in a self-evaluation report.
- (b) Faculty evaluation. Students will discuss their self-evaluations with their faculty advisors in a final interview during which time the faculty advisor will also assess student performance.
- (c) Grading. Final grades are determined by the faculty advisor. They are based upon two criteria:
 - (1) the degree to which students have demonstrated fulfillment of course requirements
 - (2) the quality of the student's work

- A = Outstanding. A grade of A will represent outstanding quality in the completion of all course requirements.
- B = Good. A grade of B will represent outstanding quality in the completion of most course requirements or good quality in the completion of all course requirements.
- C = Satisfactory. A grade of C will represent good quality in the completion of most course requirements or acceptable quality in the completion of all course requirements.

- D = Poor. A grade of D will represent poor quality in the completion of course requirements and/or lack of completion of course requirements.
- F = Failing. A failing grade will represent unacceptable quality in students' work and/or lack of completion of course requirements.

READING LIST

INTERACTIONS CENTRE



Required Reading:

Raths, Louis, Harmin, Merrill, Simon, Sidney, VALUES AND TEACHING. Columbus, Ohio: Charles Merrill, 1965.

Raths, L., Wassermann, S., Jonas, A., Rothstein, A., TEACHING FOR THINKING: THEORY AND APPLICATION. Columbus, Ohio: Charles Merrill, 1966.

Raths, Louis, MEETING THE NEEDS OF CHILDREN. Columbus, Ohio: Charles Merrill, 1972.

Wassermann, S., TEACHING FOR THINKING MINI HANDBOOK. (mimeo)

Wassermann, S., INTRODUCTION TO EMPATHY TRAINING, MINI HANDBOOK. (mimeo)

Wassermann, S., USING VALUES CLARIFICATION, MINI HANDBOOK. (mimeo)

Additional Reading: (Choose at least one book in addition to the required reading, if you are enrolled in 483-8 OR 484-8. Choose at least two books in addition to the required reading if you are enrolled in 483 AND 484.)

Amidon, T., Hunter, E., IMPROVING TEACHING: THE ANALYSIS OF CLASSROOM VERBAL INTERACTIONS. New York: Holt, Rinehart, 1966.

Axline, V., PLAY THERAPY. Boston: Houghton Mifflin, 1969.

- Brammer, L., THE HELPING RELATIONSHIP: PROCESS AND SKILLS. New Jersey: Prentice Hall, 1973.
- Carkhuff, R., HELPING AND HUMAN RELATIONS, VOLUME I. New York: Holt, Rinehart, 1969.
- Carkhuff, R., THE ART OF HELPING. Amherst, Mass.: Human Resource Development Press, 1973.
- Combs, A., Avila, D., Purkey, W., HELPING RELATIONSHIPS: BASIC CONCEPTS FOR THE HELPING PROFESSIONS. Boston: Allyn and Bacon, 1971.
- Coopersmith, S., THE ANTECEDENTS OF SELF ESTEEM. San Francisco: Freeman Press, 1967.
- Dreikurs, R., CHILDREN: THE CHALLENGE. New York: Hawthorne, 1964.
- Ginott, H., BETWEEN PARENT AND CHILD. New York: Macmillan, 1965.
- Ginott, H., TEACHER AND CHILD. New York: Macmillan, 1969.
- Gazda, G., et al, HUMAN RELATIONS DEVELOPMENT. Boston: Allyn and Bacon, 1973.
- Harris, T., I'M O.K., YOU'RE O.K. New York: Avon, 1969.
- Holt, J., HOW CHILDREN FAIL. New York: Pitman, 1964.
- Jackson, P., LIFE IN CLASSROOMS. New York: Holt, Rinehart, 1968.
- Jourard, S., THE TRANSPARENT SELF. New York: Van Nostrand, 1962.
- Kozol, J., DEATH AT AN EARLY AGE. New York: Houghton Mifflin, 1967.
- Moustakas, C., THE AUTHENTIC TEACHER. Cambridge, Mass.: Doyle, 1966.
- Moustakas, C., TEACHING AS LEARNING. New York: Ballantine, 1972.
- Purkey, W., SELF CONCEPT AND SCHOOL ACHIEVEMENT. Englewood Cliffs, New Jersey: Prentice Hall, 1971.
- Rosenthal, R., Jacobson, L., PYGMALION IN THE CLASSROOM. New York: Holt, Rinehart, 1968.
- Truax, C., Carkhuff, R., TOWARDS EFFECTIVE COUNSELING AND PSYCHOTHERAPY. Chicago: Aldine Publishing Co., 1967.

KIDS CENTRE



Required Reading:

Long, N., Morse, W., Newman, R., CONFLICT IN THE CLASSROOM.
Belmont, California: Wadsworth Publishing Co., 1966.

Raths, Louis, VALUES AND TEACHING. (see Interactions Reading List)

Raths, Louis, TEACHING FOR THINKING. (see Interactions Reading List)

Raths, Louis, MEETING THE NEEDS OF CHILDREN. (see Interactions list)

Additional Reading: (Choose at least two books in addition to the required reading if you are enrolled in 483-8 OR 484-8. Choose at least four books in addition to the required reading, if you are enrolled in 483 AND 484.)

A. S. C. D., PERCEIVING, BEHAVING, BECOMING. Washington, D. C.:
Association for Supervision and Curriculum Development, 1962
Yearbook. A. Combs, editor.

Ashton-Warner, S., SPEARPOINT. New York: Knopf, 1972.

Axline, V., DIBS: IN SEARCH OF SELF. Boston: Houghton Mifflin, 1964.

Axline, V., PLAY THERAPY. Boston: Houghton Mifflin, 1969.

Bettelheim, B., THE EMPTY FORTRESS. New York: Free Press, 1967.

Bettelheim, B., LOVE IS NOT ENOUGH. New York: Collier, 1950.

Bronfenbrenner, U., TWO WORLDS OF CHILDHOOD. New York: Russell
Sage Foundation, 1970.

Cole, R., CHILDREN IN CRISIS. New York: Dell, 1967.

Covington, M., Beery, R., SELF WORTH AND SCHOOL LEARNING. New
York: Holt, Rinehart, 1976.

- Davis, A., Dollard, J., CHILDREN OF BONDAGE. New York: Harper and Row, 1940.
- Dennison, G., THE LIVES OF CHILDREN. New York: Random House, 1969.
- Doll, R., Fleming, R., CHILDREN UNDER PRESSURE. Columbus, Ohio: Charles Merrill Co., 1966.
- Erikson, E., IDENTITY: YOUTH AND CRISIS. New York: W. W. Norton, 1968.
- Erikson, E., CHILDHOOD AND SOCIETY. New York: W. W. Norton, 1950.
- Fadar, D., THE NAKED CHILDREN. New York: Macmillan, 1971.
- Fraiberg, S. THE MAGIC YEARS. New York: Scribner, 1959.
- Friedenberg, E., COMING OF AGE IN AMERICA. New York: Random House, 1965.
- Friedenberg, E., THE VANISHING ADOLESCENT. New York: Dell, 1959.
- Fullager, W., Lewis, H., Cumbie, C., READINGS FOR EDUCATIONAL PSYCHOLOGY. New York: Crowell Co., 1964.
- Green, H., I NEVER PROMISED YOU A ROSE GARDEN. New York: Holt, Rinehart, 1964.
- Gross, B., Gross, R., THE CHILDREN'S RIGHTS MOVEMENT. New York: Doubleday, 1977.
- Guy, R., CHILDREN OF LONGING. New York: Bantam, 1970.
- Heath, D., HUMANIZING SCHOOLS. New York: Hayden, 1971.
- Henry, J., CULTURE AGAINST MAN. New York: Random House, 1963.
- Janov, A., THE PRIMAL SCREAM. New York: Dell, 1970.
- Janov, A., THE FEELING CHILD. New York: Si-on & Schuster, 1973.
- Koocher, G., CHILDREN'S RIGHTS AND THE MENTAL HEALTH PROFESSIONS. New York: John Wiley, 1977.
- Lane, H., Beachamp, M., UNDERSTANDING HUMAN DEVELOPMENT. New Jersey: Prentice Hall, 1962.
- Leiner, M., CHILDREN OF THE CITIES. New York: New America Library, 1975.

- Moustakas, C., CHILDREN IN PLAY THERAPY. New York: McGraw Hill, 1953.
- Natchez, G., GIDEON: A BOY WHO HATES LEARNING IN SCHOOL. New York: Basic Books, 1975.
- Parker, B., MY LANGUAGE IS ME. New York: Basic Books, 1962.
- Prescott, D., THE CHILD IN THE EDUCATIVE PROCESS. New York: McGraw Hill, 1957.
- Purkey, W., SELF CONCEPT AND SCHOOL ACHIEVEMENT. New Jersey: Prentice Hall, 1970.
- Platt, K., THE BOY WHO MADE HIMSELF DISAPPEAR. New York: Dell, 1968.
- Rasey, M., IT TAKES TIME. New York: Harper and Row, 1953.
- Redl, F., Wineman, D., THE AGGRESSIVE CHILD. New York: The Free Press, 1957.
- Roswell, F., Natchez, G., READING DISABILITY: DIAGNOSIS AND TREATMENT. New York: Basic Books, 1967.
- Rubin, T., JORDI/LISA AND DAVID. New York: Ballantine, 1962.
- Salinger, J. D., CATCHER IN THE RYE. New York: Little, Brown, 1951.
- Sarason, S., et al, ANXIETY IN ELEMENTARY SCHOOL CHILDREN. New York: John Wiley, 1960.
- Sears, P., Sherman, V., IN PURSUIT OF SELF ESTEEM. Belmont, Calif.: Wadsworth, 1964.
- Schreiber, F., SYBIL. New York: Warner Books, 1973.
- White, B., THE FIRST THREE YEARS OF LIFE. New Jersey: Prentice Hall, 1977.
- Wolff, Sula, CHILDREN UNDER STRESS. London: Penguin, 1974.
- Church, J., THREE BABIES: BIOGRAPHIES OF COGNITIVE DEVELOPMENT. New York: Random House, 1966.
- Piaget, J., THE LANGUAGE AND THOUGHT OF THE CHILD. New York: International Universities Press, 1932.



CURRICULUM CENTRE

Required Reading:

MINI HANDBOOK OF SELECTED READINGS (mimeo)

and

Silberman, C., THE OPEN CLASSROOM READER. New York: Random House, 1973.

or

Rogers, C., FREEDOM TO LEARN. Columbus, Ohio: Charles Merrill, 1969.

Additional Reading: (Choose at least three books from this list in addition to the required reading if you are enrolled in 483-8 OR 484-8. Choose at least five books from this list in addition to the required reading if you are enrolled in 483 AND 484.)

Open Classrooms: How They Work (Primary)

Ashton-Warner, S., TEACHER. New York: Simon & Schuster, 1963.

Brown, M., Precious, N., THE INTEGRATED DAY IN THE PRIMARY SCHOOL. London: Ward Lock, 1970.

Murrow, C., Murrow, L., CHILDREN COME FIRST. New York: American Heritage Press, 1971.

Central Advisory Council for Education (England), CHILDREN AND THEIR PRIMARY SCHOOLS. (The Plowden Report) London: Her Majesty's Stationary Office, 1967.

Pratt, C., I LEARN FROM CHILDREN. New York: Simon & Schuster, 1948.

Ridgway, M., Lawton, S., FAMILY GROUPING IN THE PRIMARY SCHOOL.
London: Ward Lock, 1971.

Open Classrooms: How They Work (Intermediate)

Blitz, B., THE OPEN CLASSROOM: MAKING IT WORK. Boston: Allyn
and Bacon, 1973.

Dennison, G., THE LIVES OF CHILDREN. New York: Random House, 1969.

Featherstone, J., SCHOOLS WHERE CHILDREN LEARN. New York:
Liveright, 1971.

Glines, D., IMPLEMENTING DIFFERENT AND BETTER SCHOOLS. Mankato,
Minnesota: Campus Publishers, 1969.

Howes, V., INFORMAL TEACHING IN THE OPEN CLASSROOM. New York:
Macmillan, 1974.

Marshall, S., AN EXPERIMENT IN EDUCATION. Cambridge, England:
Cambridge University Press, 1968.

Miller, P., HUMANIZING THE CLASSROOM. New York: Praeger, 1976.

Nyquist, E., Hawes, G., OPEN EDUCATION: A SOURCEBOOK FOR PARENTS
AND TEACHERS. New York: Bantam Books, 1972.

Postman, N., Weingartner, C., THE SCHOOL BOOK. New York: Delacorte, 1973.

Richardson, E., IN THE EARLY WORLD. New York: Random House, 1964.

Rogers, V., TEACHING IN THE BRITISH PRIMARY SCHOOL. New York:
Macmillan, 1970.

Silberman, C., THE OPEN CLASSROOM READER. New York: Random House, 1973.

Howes, V., INDIVIDUALIZATION OF INSTRUCTION: A TEACHING STRATEGY.
New York: Macmillan, 1970.

Musgrave, G. R., INDIVIDUALIZED INSTRUCTION: TEACHING STRATEGIES
FOCUSING ON THE LEARNER. Boston: Allyn & Bacon, 1975.

Talbert, E., Frase, L., INDIVIDUALIZED INSTRUCTION: A BOOK OF READINGS.
Columbus, Ohio: Charles Merrill, 1972.

Open Classrooms: How They Work (Secondary)

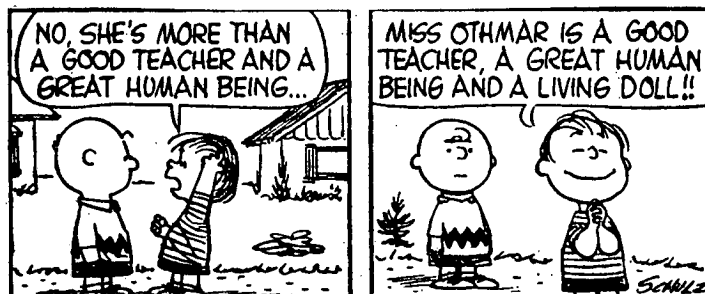
- Aiken, W., THE STORY OF THE EIGHT YEAR STUDY. New York: Harper & Row, 1942.
- Bremer, J., SCHOOLS WITHOUT WALLS: THE PARKWAY PROJECT. New York: Holt, Rinehart, 1971.
- Heath, D., HUMANIZING SCHOOLS. New Jersey: Hayden, 1971.
- Postman, N., Weingartner, C., TEACHING AS A SUBVERSIVE ACTIVITY. New York: Delacorte Press, 1969.
- Gibbons, M., "Walkabout," PHI DELTA KAPPAN, June, 1974.
- Gibbons, M., THE NEW SECONDARY EDUCATION. Bloomington, Indiana: Phi Delta Kappan, 1976.
- Gross, R., Osterman, P., HIGH SCHOOL. New York: Simon & Schuster, 1971.
- Saucier, W., Wendel, R., Mueller, R., TOWARD HUMANISTIC TEACHING IN THE HIGH SCHOOL. Boston: D. C. Heath, 1975.
- Wilson, L. C., THE OPEN ACCESS CURRICULUM. Boston: Allyn & Bacon, 1971.

Resource Texts for Help in Specific Curriculum Areas

- Biggs, E., MacLean, J., FREEDOM TO LEARN: AN ACTIVE APPROACH TO MATHEMATICS. Don Mills, Ontario: Addison Wesley, 1969.
- Piltz, A., Sund, R., CREATIVE TEACHING OF SCIENCE IN THE ELEMENTARY SCHOOL. Boston: Allyn & Bacon, 1974.
- Landsdown, B., Blackwood, P., Brandwein, P., TEACHING ELEMENTARY SCIENCE THROUGH INVESTIGATION AND COLLOQUIUM.
- Budd Rowe, M., TEACHING SCIENCE AS CONTINUOUS INQUIRY. New York: McGraw Hill, 1973.
- Moffatt, J., A STUDENT CENTRED LANGUAGE ARTS CURRICULUM, GRADES K - 12. (Revised edition) Boston: Houghton Mifflin, 1968.

- Veatch, J., READING IN THE ELEMENTARY SCHOOL. New York: Ronald Press, 1966.
- Harris, A., HOW TO INCREASE READING ABILITY. Sixth edition. New York: Longmans Green, 1974.
- Howes, V., INDIVIDUALIZING INSTRUCTION IN SCIENCE AND MATHEMATICS. New York: Macmillan, 1970.
- Province of Alberta, Department of Education, EXPERIENCES IN DECISION-MAKING. Edmonton: Department of Education, 1966.
- Brubaker, D., Murray, T., DECISIONS IN TEACHING ELEMENTARY SOCIAL STUDIES. Belmont, California: Wadsworth, 1971.
- Lowenfeld, V., CREATIVE AND MENTAL GROWTH. New York: Macmillan, 1957.
- Kirchner, G., Cunningham, J., Warrell, E., INTRODUCTION TO MOVEMENT EDUCATION. Dubuque, Iowa: W. C. Brown, 1970.
- Phillips, R., TEACHING FOR THINKING IN HIGH SCHOOL SOCIAL STUDIES. Don Mills, Ontario: Addison Wesley, 1974.
- Romey, W. D., INQUIRY TECHNIQUES FOR TEACHING SCIENCE. New Jersey: Prentice Hall, 1968.
- Politzer, R. L. FOREIGN LANGUAGE LEARNING: A LINGUISTIC INTRODUCTION. New Jersey: Prentice Hall, 1970.

TEACHER CENTRE



All of the readings for this centre are optional.
They are recommended, but not required.

Cullum, A., THE GERANIUM ON THE WINDOW SILL JUST DIED BUT TEACHER YOU WENT RIGHT ON. Holland: Harlin Quist, 1971.

Hamachek, D., ENCOUNTERS WITH THE SELF. New York: Holt, Rinehart, 1971.

Kelly, E., EDUCATION FOR WHAT IS REAL. New York: Harper & Row, 1947.

Maslow, A., TOWARD A PSYCHOLOGY OF BEING. New Jersey: Van Nostrand, 1968.

Romey, W., RISK-TRUST-LOVE: LEARNING IN A HUMANE ENVIRONMENT.
Columbus, Ohio: Charles Merrill, 1972.

Rogers, C., ON BECOMING A PERSON. New York: Houghton Mifflin, 1961.

Included for your information: "Activity" books with ideas for specific teaching strategies.

Kaplan, S. et al, CHANGE FOR CHILDREN: IDEAS AND ACTIVITIES FOR INDIVIDUALIZED LEARNING. Pacific Palisades, California: Goodyear, 1973.

Canfield, J., Wells, H., 100 WAYS TO ENHANCE SELF CONCEPT IN THE CLASSROOM. New Jersey: Prentice Hall, 1976.

Simon S., Howe, L., Kirschenbaum, H., VALUES CLARIFICATION. New York: Hart, 1972.

Borton, T., REACH, TOUCH AND TEACH. New York: McGraw Hill, 1970.

Corft, D., Hess, R., AN ACTIVITIES HANDBOOK FOR TEACHERS OF YOUNG CHILDREN. Boston: Houghton Mifflin, 1972.

Shaftel, F., Shaftel, G., ROLE PLAYING FOR SOCIAL VALUES. New Jersey: Prentice Hall, 1967.

Maidment, R., SIMULATION GAMES: DESIGN AND EXECUTION. Columbus, Ohio: Charles Merrill, 1973.

Wurman, R., YELLOW PAGES OF LEARNING RESOURCES. Cambridge, Mass.: M.I.T., 1972.

Lorton, M., WORKJOBS: ACTIVITY-CENTRED LEARNING FOR EARLY CHILDHOOD EDUCATION. Don Mills, Ontario: Addison Wesley, 1972.

MAKING IT STRANGE: A NEW DESIGN FOR CREATIVE THINKING AND WRITING. Synectics, Inc., New York: Harper, 1968.

Ascheim, S., MATERIALS FOR THE OPEN CLASSROOM. New York: Dell, 1973.

Rekdal, C., THE ECLECTIC CLASSROOM. Seattle: Papillon Press, 1976.