

EDUCATION 483-8

Curriculum Studies: Teaching for Thinking I

Spring Semester, 1990
Tuesday and Thursday
4:30 - 8:20 P. M.
Location: MPX 7500

Instructor: Pat Holborn
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PREREQUISITE: EDUC 401/402 or equivalent.

PURPOSES

This course will introduce you to the theory, principles and classroom practices of teaching for thinking. The goals of teaching for thinking are:

- to develop students' higher-level thinking skills across all curriculum areas;
- to increase students' competence and confidence as self-directed learners;
- to decrease behaviours which are counterproductive to learning (e.g., overdependence, impulsiveness, rigidity, dogmatism, faulty reasoning).

OBJECTIVES

This course will help you:

- become familiar with the theory and principles of teaching for thinking;
- examine the implications of teaching for thinking for the role of the teacher, the teaching-learning context, the curriculum, instructional strategies and evaluation;
- understand the role of cooperative learning strategies and "play-debrief-replay" activities in teaching for thinking;
- design classroom activities which teach important curriculum concepts using the thinking operations, cooperative learning, and play-debrief-replay sequences;
- develop classroom interactions (questioning and responding) which sustain and extend students' thinking.

COURSE DATES AND TIMES

Tuesday and Thursday evenings, 4:30 - 8:20, on the following dates:

January 9, 11, 18, 23, 25, 30;

February 1, 6, 8, 13, 20, 22, 27;

March 6, 8, 15, 20, 22, 27, 29;

April 3, 5.

Reading dates: January 16; February 15; March 1, 13

COURSE ACTIVITIES

This course demands a high level of participation from each student. Many of the activities involve discussion and cooperative learning. During each class session, some of the time will be spent working on individual and small-group tasks, and the rest in seminar discussions and large-group learning activities. You will be expected to pace yourself during the semester so that you complete the course tasks in time to get feedback from the instructor before the end of the course.

READINGS

By the end of this course, you should complete the reading of:

British Columbia, Province of. (1989). *The Year 2000*. Victoria, B.C.: Ministry of Education.

Brummet, A. J. (1989). *Mandate for the School System, Province of British Columbia*. Victoria, B.C.: Ministry of Education.

Glasser, W. (1986). *Control Theory in the Classroom*. New York: Harper & Row.

Goodlad, J. (1986). *A Place Called School*. New York: McGraw-Hill.

Raths, L. E., Wassermann, S., Jonas, A., & Rothstein, A. (1986). *Teaching for Thinking: Theory, Strategies, and Activities for the Classroom*. New York: Teachers College Press.

Rogers, C. (1985). *Freedom to Learn*. Columbus, Ohio: Charles Merrill.

Wassermann, S., & Ivany, J. W. G. (1988). *Teaching Elementary Science: Who's Afraid of Spiders*. New York: Harper & Row.

Other readings will be recommended by the instructor during the course.

COURSE REQUIREMENTS

You will be expected to:

- attend and participate in all class activities;
- complete all required readings;
- maintain a reflective journal throughout the course; complete a journal summary at the end of the course documenting growth in your understandings and skills;
- complete course assignments and give them to the instructor for feedback on a regular basis;
- complete a final self-evaluation and hand in to the instructor at the end of the course.

EVALUATION

If you participate fully in this course, your growth should be cumulative. That is, the readings, assignments, journal writing and class activities will each contribute something to your overall development in teaching for thinking. Assignments will not be graded individually, but written feedback will be provided in the form of comments, questions and suggestions to help you extend your understanding and skills. Final grades will be determined by your overall growth and performance in the course. You will be evaluated on each of the following areas:

- growth in understanding of the theory and principles of teaching for thinking and their application in classroom practice, as demonstrated through course activities and written assignments;
- thoughtful examination of professional issues arising from required readings and course activities, as demonstrated through the journal;
- commitment to the professional growth of self and others, as demonstrated through participation in class activities and interactions.

GUIDELINES FOR GRADING

A = excellence demonstrated in completion of all course requirements.

B = satisfactory completion of all basic course requirements, demonstrating understanding of the theory and principles of teaching for thinking and commitment to professional growth.

C = completion of less than all basic course requirements, and/or less than adequate understanding of theory and principles of teaching for thinking or commitment to professional growth.