

EDUCATION 485-3

THE IMAGINATION IN TEACHING AND LEARNING

Fall Semester, 1988
Tuesday Evening
16:30 - 19:20
MPX 7600

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OBJECTIVES:

To introduce students to various conceptions of imagination, to help them become clearer about what it is and its roles in cognition, and to explore ways in which it can enhance teaching and learning.

OUTLINE OF THE COURSE:

For descriptive purposes the course can be divided into three parts, even though they will be somewhat intermingled during instruction.

1. What is imagination?

This section will explore past conceptions of imagination, from Plato's through the Enlightenment and Romantic periods.

2. Imagination in teaching.

This section will explore ways in which individual teachers can bring imagination to bear particularly on the planning of units and lessons, and on their execution. We will draw on a variety of texts and ideas.

3. Imagination and learning.

Obviously this cannot sensibly be separated from section 2 above. We will, however, consider in some detail characteristics of the changing imaginative lives of children, K-12, and explore ways in which we can draw on these to make what we teach more engaging and meaningful. The implications of this section will involve discussion and critical reflection on the curriculum as well as on teaching practices and learning opportunities.

REQUIREMENTS

Reading all texts. Preparation of a brief introductory paper to a discussion (approx. 2 pp.); a paper on some aspect of imagination and education (8-12 pp.); and a unit or lesson outline, or materials, incorporating ideas from the course.

TEXTS

Egan, K., & Nadaner, D. (eds.) Imagination and Education. New York: Teachers College Press.

Warnock, Mary. Imagination. Faber.

Egan, K. Teaching as Story Telling. Althouse Press.

Frye, Northrop. The Educated Imagination. Toronto: CBC Learning Systems.