



# Simon Fraser University

EDUCATION 487-4 (Group 02): SPECIAL TOPICS

TEACHING TO PROMOTE STUDENT THINKING

Attached is a program description for Special Topics course on "Thinking Skills" to be offered in the Windermere area in the 1985 Spring Semester. Please note that prospective credit students need to complete an "Application for Undergraduate Admission or Re-Admission" by December 6, 1984. Forms and further information are available from Gerry Morgan of Windermere School District (342-9243).

TOPIC: Teaching to Promote Student Thinking

COURSE COORDINATORS: Mr. Gerry Morgan, Windermere School District and Dr. Milton McClaren, Faculty of Education, Simon Fraser University.

SCHEDULE: Every second Saturday, beginning January <sup>12</sup>/~~13~~, 1985 through April 1985.

LOCATION: Windermere, B.C. (details to be announced)

FURTHER INFORMATION: Mr. Gerry Morgan (342-9243)

Attachments

**SPECIAL TOPICS COURSE:  
TEACHING TO PROMOTE STUDENT  
THINKING.**

---

This course is proposed for offering by the Faculty of Education of Simon Fraser University as a follow up course to the FOCUS ON THINKING program offered in the spring of 1984 at Fairmont Hot Springs, B.C. It will bring together current research and curriculum in the area of TEACHING FOR THINKING. Simon Fraser University will offer the course with assistance of Mr. Jerry Morgan, Invermere School District, B.C.

The course will be a credit offering of the Faculty of Education at S.F.U. It may be taken for undergraduate credit, or as a component of the Extended Studies Diploma program for students having advanced approval.

The course will be valued at 4 semester hours of credit and will be offered as a one semester course in the Spring (January-April).

#### TOPICS

I. WHAT IS THINKING? What are the definitional problems of programs which claim to teach improved "Thinking Skill" or to "Extend" or "Enhance" student thinking. Historical examples of attempts to improve/develop human thinking via Education.

II. TYPES OF THINKING. Are all types of thinking the same? What is difference between "Creative" thinking and "Critical" thinking, or between "Linear" vs "Lateral" thinking. Is effective thinking a normal consequence of "effective" teaching? Does a student who attains good test scores have good thinking skills or problem solving attributes?

III. CAN THINKING BE TAUGHT? Does effective thinking arise as a consequence of effective learning of "content"? Should thinking be seen as "integral" to good teaching or should it be developed as a specific focus of the curriculum? What are the arguments "pro" and "con" and who are the major protagonists.

IV. THE HUMAN BRAIN AS THE "ORGAN" OF THOUGHT. What do we now know about the way in which the human brain functions in terms of memory, creativity, synthesis, problem solving, and perception. Does this knowledge have any educational or pedagogic significance? Can we teach specifically to the "Right" or "Left" brain? A review of the concepts and programs of DeBono, Edwards, Brown, Bruner, and Ricci.

V. THINKING AND THE SCHOOLS. How does the curriculum and

operation of schools extend/inhibit thinking. What can classroom teachers do to encourage student thinking. What sort of learning environment encourages thinking?

VI. A CATALOGUE OF PROGRAMS. What "curricula" exist now which claim to develop either thinking "in general" or specific aspects of thinking (ie. "Lateral" or "creative" thinking.). How do these models differ and compare. Are there any generalizations. A review of the models of Raths, DeBono, Wassermann, Osborne, Parnes, Feuerstein, Guilford. The development of a "Taxonomy" of teaching for thinking programs.

VII. IMPLEMENTATION. What does the average classroom teacher have to do to become more effective in supporting thinking. What evidence exists that these changes actually produce any benefits.

VIII. CREATIVITY. Creativity is one of the great "mysteries" of the human species. What do we mean when we say that someone is creative. Can we measure/evaluate/ or develop creativity. What programs exist which claim specific value as agents in the promotion of "creativity."

IX. EVALUATION. It is often said that what is tested is what is taught. Do tests, especially standardized measures of achievement reflect student ability in thinking, in creativity, or in only very narrow segments of human thinking. What can teachers do to encourage and evaluate thinking via evaluation measures.

X. THE TEACHER AS RESEARCHER. How can teachers devise means of evaluating their efforts to become more effective in teaching for thinking. How can we get beyond good intentions to specific results which can attract and sustain support. What is an appropriate agenda for school/teaching improvement in the development of thinking.

#### COURSE REQUIREMENTS.

This course will require the students to read a number of works in the field of "thinking", ranging from those of a theoretical nature, to those of classroom practice. Each student will be expected to demonstrate familiarity with the terminology of cognitive psychology, to understand the major journals in which reports in "thinking", "problem solving" and "creativity" are reported, and to be able to identify and describe some of the major schools of thought and opinion in this area. The course will also introduce the student to sources of curriculum materials, networks, and evaluation devices. The course will entail written tests, oral reports, written reports, and class participation. The course will also likely entail one weekend "THINK TANK" session with resource people at the Fairmont Hot Springs/Banff/Cranbrook/Calgary area.

EDUCATION 487-4 (Group 02): SPECIAL TOPICS

TEACHING TO PROMOTE STUDENT THINKING  
(Windermere, B.C.)

NEW STUDENT and FORMER STUDENT REQUIRING RE-ADMISSION:

New students to the University and students who have not completed S.F.U. courses within the last three semesters. An Application for Admission or Re-Admission accompanied by official transcripts must be submitted to the Registrar's Office by November 9 for Pre-registration or by December 6 for In-person Registration. Please note that a fee of \$25.00 is assessed all applicants whose academic records in whole or in part, originate outside of the Province of British Columbia.

TUITION FEES:

Canadian Citizens and Permanent Residents:

Per semester hour (normal credit)	\$39.00
Per semester hour (audit or special audit)	\$19.50

International Students (admitted as of Fall 1984):

Per semester hour (normal credit)	\$58.00
Per semester hour (audit or special audit)	\$29.00

STUDENT ACTIVITY FEE:

4 credit hours or more	\$24.00
3 credit hours or less	\$12.00
Audit or special audit only	nil
Designated "off-campus" courses only	\$12.00

ATHLETIC-RECREATION FEE:

4 credit hours or more	\$ 9.00
3 credit hours or less	\$ 4.50
Audit or special audit only	nil
Designated "off-campus" courses only	nil

---

AN IN-PERSON REGISTRATION WILL BE HELD AT THE FIRST CLASS ON JANUARY 13, 1985. CONTACT: GERRY MORGAN (342-9243) FOR DETAILS OF TIME AND LOCATION.

---