

MEMORANDUM

To: Pat Holborn

From: Karen Kirkland
Undergraduate Programs

Re: Directed Studies - Cowichan

Date: July 23rd, 1987

I am writing to confirm a short conversation we had some time ago concerning the administration of the Directed Studies course, "Teaching for Thinking" that you will be teaching in Cowichan in the Fall Semester.

We had agreed that the students would all register under course number Educ 492-4. You had mentioned that you felt from 5 - 12 students would complete this course for credit. It is my understanding that you are also operating a non-credit component to this course.

It is my understanding that this course is supported through the Cowichan District and would not have a financial impact on Undergraduate Programs.

As you know, we have another document required for the Directed Studies process. Rather than rush documentation around, can you please provide Linda Bannister with a confirmed list of credit students taking Educ 492-4 with you in Cowichan? I assume you would be able to provide the list to Linda about the middle of September. She can then match up the student names, instructor and 'course' for grading purposes, etc.

I have attached a copy of the course outline I have. Can you let me know if you have made any changes I should know about.

The first registration period is now over and the second registration period for course authorization will be August 26th - 28th.

Please let me know if we can aid you in any way.

KK/ac

cc Mike Manley-Casimir
Linda Bannister
Ann Cardus

Karen

DIRECTED STUDIES IN TEACHING FOR THINKING

PROPOSED COURSE OUTLINE 1987-1988

The following outline describes a two-semester sequence of directed studies activities totalling 6 credits (Simon Fraser University) or 3 units (University of Victoria, University of British Columbia). The proposed breakdown for S.F.U. students would be 4 credits in the fall semester and 2 credits in the spring semester. For UVic or U.B.C. students, the total sequence of activities would be equivalent to a 3-unit, two-term course.

PURPOSES OF THE COURSE

This course is intended for inservice teachers who wish to study the theory, teaching strategies and applications to classroom practice of teaching for thinking. Its two primary goals are:

1. to enable participating teachers to translate the principles of teaching for thinking into effective classroom practices across the curriculum;
2. to assist teachers in their growth as "reflective practitioners".

OBJECTIVES

Participants in this course will:

1. increase their understanding of the theory, principles, and classroom processes underlying teaching for thinking;
2. assess personal beliefs and values in relation to the educational goals and classroom conditions integral to teaching for thinking;
3. increase teaching effectiveness in instructional strategies that call for pupils' higher-order thinking;
4. demonstrate ability to reflect upon, analyze, and modify classroom teaching practices toward more effective teaching for thinking.

CONTENT

The teaching for thinking model is based on the work of Selma Wassermann, author of Put Some Thinking in your Classroom and The Thinking and Learning Program. Her approach to teaching thinking is founded

on the theories of Louis E.aths, senior author of Teaching for Thinking: Theory, Strategies, and Activities for the Classroom (with Jonas, Rothstein, and Wassermann). During this course, students will become familiar with the Raths-Wassermann model of teaching for thinking, and will apply this model to their work with students in the classroom. Emphasis will be placed on two aspects of teaching for thinking: designing curriculum activities which engage pupils in higher-order thinking, and interacting with pupils in ways which sustain and extend their thinking processes.

ACTIVITIES

Learning experiences will include readings, group inservice workshops, seminar discussions, and individual classroom practice supported by in-class coaching and complemented by school-based support group work. Through the completion of structured tasks provided by the instructor, course participants will design and implement teaching for thinking activities, practise teaching for thinking interactions, and analyze and evaluate their growth in teaching for thinking.

READINGS

Students will be expected to read:

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

Wassermann, S. (1984). Promoting thinking in your classroom II: inconsistencies between means and ends. Childhood Education, March-April.

Wassermann, S. (1987). Teaching for thinking: Louis E. Raths revisited. Phi Delta Kappan, 68, 6, 460-465.

In addition, students will read and be prepared to discuss at least two current scholarly or professional works (books or articles) addressing the development of pupils' thinking skills. A bibliography is attached. A Handbook of Selected Readings in Teaching for Thinking will be provided by the instructor.

WRITTEN ASSIGNMENTS

Students will be expected to complete the following written assignments.

1. A professional journal documenting and reflecting upon course activities and associated professional growth.

2. Plans for at least five teaching for thinking classroom activities.
3. Reflective analyses of at least five teaching for thinking classroom implementations.
4. Analyses of teacher-pupil interactions for at least three audiotaped teaching for thinking classroom implementations.
5. A final reflective analysis of professional growth.

EVALUATION

Students will be evaluated on the basis of their performance in each of the following areas:

1. 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;
2. thoughtful examination of professional issues arising from required readings, course activities, and classroom experiences, as demonstrated through the journal;
3. commitment to the professional growth of self and others, as demonstrated through participation in workshops, seminars, and in-school support groups.

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.

EDUCATION 492-4 & 490-2*:

DIRECTED STUDIES IN CURRICULUM DEVELOPMENT IN NATIVE STUDIES

INTERSESSION, 1982

INSTRUCTOR: SUSAN MARSDEN

THURS. & FRI., 9:00 a.m.-3:30 p.m.

LOCATION: PRINCE RUPERT, B.C.

COURSE FORMAT
FOR EACH 2 DAY SESSION

Day 1: 1) Overview of subject matter and sources
2) Discussion

Day 2: 1) Overview of ways of teaching this subject matter at the
grade 4/5 level
2) Discussion and elaboration on preferred ways
3) Assignments - 2-4 pages when completed

RESEARCH DAY

1) Research with sources provided or with students own sources
2) Work on assignments to be handed in next 2-day session

*Students may enroll in this course for 4 credits or 2 credits. Assignments will vary accordingly.

Unifying Theme:

The Totem Pole

Course Outline

Days 1 and 2 and related research and assignment work.

- 1) The beginnings of northcoast culture, cosmology and the ancient laws and the totem pole.
- 2) Shamanism and the laws
- 3) Supernatural Marriages and Visits to other Worlds and the laws and supernatural guidance
- 4) Consequences of Breaking the Laws
- 5) Individual spirit helpers

Theme - spiritual, social and physical health through adherence to the laws

Days 3 and 4 - and related work.

- 1) The Crest System:
 - a) as it ties in with those subjects touched on, on Days 1 and 2, and the totem pole
 - b) and naxnox
 - c) and social organization
- 2) Land and Resource Ownership:
 - a) and the totem pole
 - b) and the crest system
 - c) and social organization
- 3) War

Days 5 and 6 and related work:

- 1) The resources of the land and their uses
- the technology and economics of northcoast life.
- 2) The value of the laws in maintaining the system of
land use, health and positive social interaction.
- 3) The feast and its unifying role in all aspects of
Northcoast life.

Days 7 and 8 and related work.

- 1) Contact - the fur trade, missionaries, settlers,
government, multinationals
- 2) Effects of contact on:
 - a) Spiritual aspects and laws and the core of the culture
 - b) the crest system and social organization
 - c) land and resource ownership
 - d) war
 - e) land and resource use
 - f) the feast
 - g) the spiritual, social and physical well-being,
generally, of the people
- 3) The Future