

# SIMON FRASER UNIVERSITY

FOR INFORMATION

## MEMORANDUM

S. 84-70

To..... SENATE  
.....  
Subject..... CHANGES - FACULTY OF EDUCATION

From..... SENATE COMMITTEE ON UNDERGRADUATE  
..... STUDIES  
Date..... NOVEMBER 14, 1984

Acting under delegated authority at its meeting of November 13, 1984 the Senate Committee on Undergraduate Studies approved course changes in the Faculty of Education -

- EDUC 361 Contemporary Issues and New Developments in Educational Practice - change of credit hours from 4 to 3
- EDUC 495 Special Topics - change of credit hours from 5 to 6
- EDUC 406 Changes to Calendar entry
- EDUC 423 Change in title and calendar description

SCUS 84-29

SIMON FRASER UNIVERSITY  
FACULTY OF EDUCATION  
MEMORANDUM

TO: Ron Heath  
Registrar

FROM: Jaap Tuinman  
Acting Dean  
Faculty of Education

SUBJECT:

DATE: September 25, 1984

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For your information, the Faculty of Education at its meeting on September 24th approved course changes to EDUC 361, 495, 423 and 406 as described in the attached documents FE 84-13, 14 and 15.

Please include them on the agenda of the next meeting of the Senate Committee on Undergraduate Studies.

Stan Kanehara  
For JJ Tuinman

cc: Stan Shapson  
Stan Kanehara

# SIMON FRASER UNIVERSITY

## MEMORANDUM

EX84-33

(Rev. 2/2/84)

Stan Kanehara  
Dean's Assistant  
Faculty of Education

From: Stan Shapson  
Director, Undergraduate Programs  
Faculty of Education

Subject: Agenda Item for Faculty Meeting

Date: June 28, 1984 *Spt. 5/84*

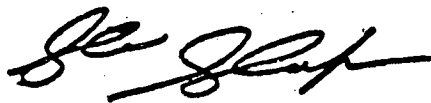
FE84-13

At a recent Undergraduate Programs Committee meeting the following changes to course credit allocation were approved:

<u>Course #</u>	<u>Current Credit Hrs.</u>	<u>Proposed Credit Hrs.</u>
EDUC. 361	4	3
EDUC. 495 v of Education	5	6

Please place this item on the agenda for our next Faculty meeting.

Thanks.



SS:kg

### Rationale for Changes

EDUC. 361 - make the credit hours (ie 3) consistent with all other 300 and 200 level education courses.

EDUC. 495 - allows for some tri-university collaborative programming in the interior; most of UBC and U Vic's courses are 3 units which translate into 6 SFU units.

Current Calendar DescriptionEDUC. 406-0                    Professional In-Service Practicum

Supervised observation/teaching practicum in an accredited instructional setting in British Columbia. The practicum is designed for two distinct groups of teachers: (1) those who wish to meet certain B.C. certification requirements, and (2) teachers who wish to change instructional emphasis or to become familiar with current instructional and curriculum programming.

PREREQUISITES: Education 405 or equivalent, and permission of the Director of Professional Programs, or permission of the Director of Undergraduate Programs, where appropriate. Permission will not normally be given to students without previous teaching experience. Grading will be on a Pass/Withdrawal basis. For the purpose of calculating fees, this will be considered the equivalent of a six semester hour course.

Proposed ChangesEDUC. 406-5                    Professional In-Service Practicum

Education 406 is designed for two distinct groups of teachers:

- (1) for those teachers who need to meet B.C. certification requirements and familiarize themselves with the B.C. school system, a supervised practicum in an accredited instructional setting is provided. (Please refer to Professional Programs section of the calendar for further information and procedures)
- (2) for practising teachers who wish to implement new curriculum or instructional techniques in their own classrooms, a supervised practicum is offered in conjunction with other University coursework. (Please refer to Undergraduate Programs section of the calendar for further information and procedures. Permission of the Director of Undergraduate Programs is required).

PREREQUISITES: Education 405 or equivalent. Permission will not be given to students without previous teaching experience. Grading will be on a Pass/Withdrawal basis.

Rationale for Changes

New calendar entry will more accurately reflect the intent of an In-Service practicum for the two distinct groups of teachers.

Changes reflect recent invitations arising out of the Operating Principles for In-Service Program Development (see FE 84-6 attached, approved by Faculty May 28, 1984) to meet the changing needs of teachers in the field.

# SIMON FRASER UNIVERSITY

## MEMORANDUM

To..... Stan Kanehara

From..... Stan Shapson

Director

Undergraduate Programs

Subject..... Items: SCUS

Date..... September 28, 1984


Enclosed are the documents to be forwarded to the next S.C.U.S. meeting:

EDUC. 423-4 Teaching and Teacher Effectiveness

EDUC. 406-5 Professional In-Service Practicum

When forwarding these items please request a waiver of the two semester wait period for EDUC. 406-5 as we would like to implement the changes during the 1985 Spring Semester.

+ change in credit allocation  
for ~~EDUC~~ 361  
EDUC 495



STUDY GROUP PLANNING DOCUMENT

Undergraduate Programs and Continuing  
Teacher Education (In-Service)

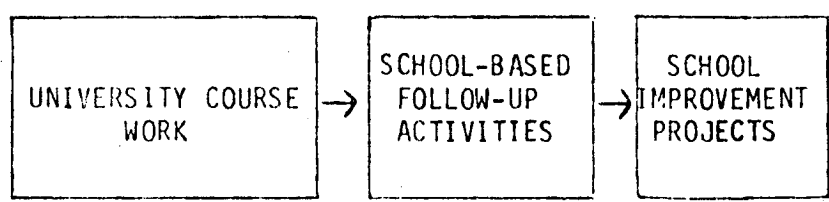
EX84-21  
FE84-6

The Undergraduate Programs study group has focussed its discussions on analyzing both credit and non-credit in-service program possibilities for practising teachers. As we all know, the needs of teachers and school districts are changing. Our immediate concern is to develop approaches which incorporate field-based components to follow up our university-based courses.

A. OPERATING PRINCIPLES FOR IN-SERVICE PROGRAM DEVELOPMENT

- i. That we concentrate on developing programs for practising TEACHERS (e.g., those with a desire to upgrade, retrain, etc. because of changing needs in the school).
- ii. That we actively encourage COLLABORATIVE PROGRAMMING with teachers, other district personnel and other agencies to meet in-service needs.
- iii. That we maximize the use of EXISTING PROGRAMS AND STRUCTURES (e.g., DISC, KNOW) and seek creative combinations to increase their attractiveness for in-service.
- iv. That we monitor programs for their IMPACT on the client (Do they make an observable difference in increasing teacher/school effectiveness?).
- v. That we take an active role in advancing effective in-service, relating theory and practice consistently.
- vi. That we encourage school-based development projects in conjunction with in-service programming.
- vii. That we emphasize the long-term COST EFFECTIVENESS of in-service.

B. PROPOSED PROGRAM COMPONENTS



Change in calendar description and credit allocation only.

1. Calendar Information

Department: Education

Abbreviation Code: EDUC. Course Number: 406 Credit Hours: 5 Vector: \_\_\_\_\_

Title of Course: Professional In-Service Practicum

Calendar Description of Course:

(please see previous page)

Nature of Course

Prerequisites (or special instructions):

Education 405 or equivalent. Permission will not be given to students without previous teaching experience. Grading will be on a Pass/Withdrawal basis.

What course (courses), if any, is being dropped from the calendar if this course is approved:

2. Scheduling

How frequently will the course be offered? once or twice per year.

Semester in which the course will first be offered? 1985 Spring

Which of your present faculty would be available to make the proposed offering possible?

Objectives of the Course

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

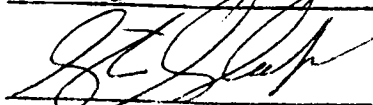
Space

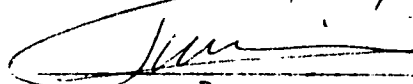
Equipment

5. Approval

Date: Oct 22/84

Oct 23/84





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Department Chairman

Dean

Chairman, SCUS

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

Change in title and  
calendar description  
only.

1. Calendar Information

Department: Education

Abbreviation Code: EDUC. Course Number: 423 Credit Hours: 4 Vector: \_\_\_\_\_

Title of Course: Teaching and Teacher Effectiveness

Calendar Description of Course: Findings from contemporary research on teaching are examined to provide a foundation for improving teaching. Topics include: gathering data on teaching effects, teacher thinking and decision making, descriptions of classrooms and instructional systems, and teaching skills and tactics.

Nature of Course Lecture/Seminar

Prerequisites (or special instructions):

EDUC. 220 or equivalent. EDUC. 320 recommended.

What course (courses), if any, is being dropped from the calendar if this course is approved: None

2. Scheduling

How frequently will the course be offered? one or two times per year.

Semester in which the course will first be offered? 1985-2

Which of your present faculty would be available to make the proposed offering possible? Dr. P. Winne, Dr. R. Marx

3. Objectives of the Course

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

Space

Equipment

5. Approval

Date: Oct 22/84 Oct 23 84

[Signature]  
Department Chairman

[Signature]  
Dean

[Signature]  
Chairman, SCUS



EDUCATION 423-4

## Proposed Changes to Title and Calendar Description Only

Current Title/Description:

EDUC. 423-4 Analysis of Teaching

Use of theories of learning to identify, classify, and interpret teaching events; review of research on teacher behavior and models of teaching; generating and evaluating methods of teaching using theory and empirical research; observation methods.

Proposed Changes:

EDUC. 423-4 Teaching and Teacher Effectiveness

Findings from contemporary research on teaching are examined to provide a foundation for improving teaching. Topics include: gathering data on teaching effects, teacher thinking and decision making, descriptions of classrooms and instructional systems, and teaching skills and tactics.

\*Sample Course Outline

EDUCATION 423

TEACHING AND TEACHER EFFECTIVENESS

GOALS

This course has two overarching aims: (1) to provide students with a broad repertoire of knowledge about teaching, the roles of teachers, and issues that bear on improving teaching; and (2) to begin developing in students several fundamental skills needed to apply this knowledge to improve the practice of teaching.

STRUCTURE

The course contains 13 units. Nine of these are core units and must be completed to receive credit in the course. The first 7 of the 9 core units provide a foundation for understanding teaching and its environment. The eighth and ninth core units describe how improvements to teaching can be implemented. From the remaining 4 optional units, students must complete 2 to fulfill course requirements. The optional units provide students a means for adapting the course to their individual circumstances and interests.

Each unit consists of required readings, a list of optional readings, one or more exercises, and selected remedial readings. Required and optional readings are drawn from contemporary literature in the discipline of research on teaching, plus cognate areas. [NOTE: These are not yet identified]

The exercises are designed to extend these readings and provide opportunities to apply skills for carrying out research and evaluation of teaching practices.

Information in the required readings must be mastered to perform the exercises. The optional readings provide means for students to customize their knowledge base and individualize certain features of some of the exercises. Students must complete at least one of the optional readings and all exercises within each unit.

AUDIENCE

This course is designed for students preparing to become teachers and for practicing teachers. Although it has no formal course prerequisites, knowledge from several undergraduate courses (especially educational psychology, measurement and evaluation) in education is assumed. For students who lack this prerequisite knowledge, the remedial readings suggested for each unit can repair deficiencies.

COURSE SYLLABUS

CORE UNIT 1 - Overview of research on teaching

1. major paradigms of research on teaching
2. the curriculum evaluation movement
3. the competency-based teacher education movement

CORE UNIT 2 - Tools for reading research on teaching

1. reports of research - parts and their functions
2. variables in studies of teaching
3. primer on research designs and threats to valid conclusions
4. primer on statistics used in research on teaching

CORE UNIT 3 - Measures of teaching and teacher effects

1. defining units - tasks, for students and for teachers
2. methods for recording data
3. errors, biases, and pitfalls of interpretation

CORE UNIT 4 - Teacher thinking and decision making

1. teacher planning
2. interactive decision making
3. teachers' theories and beliefs about teaching

CORE UNIT 5 - Descriptions of classrooms

1. teachers' routines
2. classroom discourse
3. organizational patterns in teaching

CORE UNIT 6 - Instructional systems

1. mastery learning
2. cooperative learning and small group learning
3. active teaching and teaching functions
4. models of teaching
5. effective schools

CORE UNIT 7 - Teaching variables

1. feedback, praise, and correctives
2. questions
3. explanations
4. academic learning time & opportunity to learn

CORE UNIT 8 - Monitoring teaching effects in the classroom

1. record keeping systems
2. selecting a focus for change - the task environment
3. try-out and assessment of changes in teaching
4. ethics of change in public schooling

CORE UNIT 9 - Teacher education and staff development

1. maximizing teacher learning
2. maximizing the impact of staff development
3. evaluating teachers

OPTIONAL UNIT A - Student cognitions and teaching

1. sketch of cognitive instructional psychology
2. students' perceptions of teaching
3. students' perceptions of the class

OPTIONAL UNIT B - Theories of teaching

1. philosophical perspectives
2. methodological perspectives
3. theory development

EDUCATION 423

TEACHING AND TEACHER EFFECTIVENESS

OPTIONAL UNIT C - Research on teaching in a subject area (select two)

1. reading
2. writing
3. science
4. mathematics
5. social studies

OPTIONAL UNIT D - Computers and teaching

1. uses of computers
2. software and courseware evaluation

Selected bibliography for Educ. 423, Teaching and Teacher Effectiveness

- Bloom, B.S. Human characteristics and school learning. New York: McGraw-Hill, 1976.
- Borich, G.D. & Madden, S.K. Evaluating classroom instruction: A sourcebook of instruments. Reading, Mass.: Addison-Wesley, 1977.
- Bossert, S.T. Tasks and social relationships: A study of instructional organization and its consequences. New York: Cambridge University Press, 1979.
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- Cohen, L. et. al. Class size and instruction: A field study. New York: Longman, 1983.
- Cooper, H. & Good, T. Pygmalion grows up: Studies in the expectation communication process. New York: Longman, 1982.
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- Englemann, S. & Carnine, D. Theory of instruction: Principles and applications. New York: Irvington, 1982.
- Flanders, N.A. Analyzing teaching behaviors. Reading, Mass.: Addison-Wesley Publishing Co., 1970.
- Gage, N.L. The scientific basis of the art of teaching. New York: Teachers College Press, 1978.
- Good, T., Grouws, D., & Ebmeier, H. Active mathematics teaching. New York: Longman, 1983.
- Joyce, B.B. & Weil, M. Models of teaching, 2 ed. Englewood Cliffs, N.J.: Prentice-Hall, 1980.
- Mehan, H. Learning lessons: Social organization in the classroom. Cambridge, Mass.: Harvard University Press, 1979.
- Peterson, P.L. & Walberg, H.J. Research on teaching: Concepts, findings, and implications. Berkeley, Ca.: McCutchan, 1974.
- Slavin, R. Cooperative learning. New York: Longman, 1983.
- Wittrock, M. (Ed.) Third handbook of research on teaching. New York: Macmillan, in press.

continued .....

Page Two

Journals

Alberta Journal of Educational Research

American Educational Research Journal

Elementary School Journal

Instructional Science

Journal of Teacher Education

Journal of Research in Mathematics Education

Journal of Research in Science Teaching

Teaching and Teacher Education