

S.F.U.'s S.I.T.E. for SUMMER '78

the

SUMMER INSTITUTE FOR TEACHER EDUCATION

invites you to a series of public lectures by

distinguished scholars

from July 3 - August 15

on

THE PRACTICAL DIMENSIONS OF MORAL EDUCATION

1. July 10 - A rational alternative to phantasies about the nature of moral education - John Wilson.
2. July 12 - The components of moral education revisited - Jerry Coombs.
3. July 17 - An introduction to the psychology of moral development - Peter Scharf.
4. July 19 - The development of sexual values: a report on recent research - Jean-Marc Samson.
5. July 24 - Several cooks brew a better broth: teacher strategies for co-operative learning in moral education - Tom Lickona.
6. July 26 - Relating practical activities to the components of moral agency - John Wilson
7. July 31 - Developing curriculum materials for moral reasoning - Jerry Coombs
8. Aug. 2 - The school and prison as social curricula - Peter Scharf.
9. Aug. 7 - The public schools and sex values or how to go beyond mere information about sex without indoctrinating - Jean-Marc Samson
10. August 9 - Confessions of a Psychologist Father or Trying to Apply Moral Development in the Home - Tom Lickona

All lectures begin at 12:30 p.m. in AQ 9201

Inquiries should be directed to:

Professor Don Cochrane
Faculty of Education
Simon Fraser University
Burnaby, B.C. V5A 1S6

(291-3661, 291-3395)

CREDIT COURSES RELATED TO THE S.I.T.E. SERIES AND LECTURERS AND AVAILABLE TO STUDENTS

1. a) EDUCATION 461, Trends and Developments in Educational Practice (Undergraduates)

Mondays and Wednesdays (14:30 - 16:20)

AQ 5025

Four Credit Hours

b) EDUCATION 845, Selected Topics (Postgraduates)

Mondays and Wednesdays (10:00 - 12:00)

AQ 5025

Four Credit Hours

For these credit courses students will attend the S.I.T.E. lecture and participate in two hour seminars on the day of the lecture.

Seminar Leader: Don Cochrane

2. Courses offered at Simon Fraser University by our distinguished guest lecturers:

a) PSYCHOLOGY 491 - The Social and Moral Development of Children - Tom Lickona.

Tuesdays (9:30 - 11:20; 12:30 - 14:20) and

Thursdays (9:30 - 11:20; 13:30 - 15:20)

AQ 3102

Three Credit Hours

Inquiry into recent research on the development of social and moral understanding in 4-10 year old children. Explores a child's thinking about fairness, rules, friendship, and authority and the relation between reasoning and behaviour. Includes practical field experiences in observing and interviewing children and applications to teaching and parenting.

b) CRIMINOLOGY 416 - Current Issues in Criminology and Criminal Justice - The Future of Imprisonment - Peter Scharf.

Tuesdays and Thursdays (13:30 - 16:20)

LB 7302

Three Credit Hours

The course will explore ethical, judicial, psychological and sociological foundations of the prison and future alternatives for the practice of imprisonment will be closely scrutinized.

c) EDUCATION 421 - Learning and Evaluation - Jean-Marc Samson.

Tuesdays and Fridays (12:30 - 16:20)

AQ 5020

Four Credit Hours

An introduction to basic learning theories and approaches to evaluation in education. One special focus of the course will be the application of these theories and approaches to the acquisition and development of values with respect to sexual matters.

d) EDUCATION 437 - Ethics in Education - John Wilson

Tuesdays and Fridays (8:30 - 12:20)

AQ 5035

Four Credit Hours

An inquiry into general value questions confronting the public such as: What sort of value is there in being educated? What justifiable grounds could there be for compulsory schooling? And how can we educate people without indoctrinating them? Other topics to be considered will reflect more directly the practical aspects of schooling: What sort of discipline and/or authority do teachers need? Who ought to control schools and why? How can we educate pupils morally? And so on.

About our Guests

JERROLD COOMBS received his doctorate in philosophy of education in 1964 from the University of Illinois. He began teaching at the University of British Columbia in 1965 where he developed major interests in the logic of teaching and values education. He was a founding member of the Association for Values Education and Research and has been for some time a consultant in the Utah Value Education Project. He has published widely and has several articles concerned with the description and justification of outcomes in moral education.

TOM LICKONA, since receiving his doctorate at the State University New York at Albany in 1971, has been a developmental psychologist at S.U.N.Y. in Cortland. Here he directed a national award-winning program in teacher education. He has done research on the growth of children's moral reasoning and has conducted many workshops for teachers and parents in the United States and Canada on how to foster the moral development of children. His edited book Moral Development and Behavior was acclaimed a 'landmark contribution to the field'. He is now at work on a new book, Confessions of a Psychologist Father, in which he draws on his experience as a family counsellor and disclosing the fun and frustrations of trying to practice what he preaches with his own two sons.

JEAN-MARC SAMSON is a graduate from the universities of Montreal and Ottawa and the Sorbonne of Paris. Since 1969, Dr. Samson has been a professor in the Department of Sexology at the Université du Québec à Montréal. There he has assumed responsibility for the sex education aspects of sexology. His teaching and research activities focus mainly on the objectives and methodologies of sex education and the developmental processes of sexual valuing. He has published extensively in both the French and English languages.

PETER SCHARF received his Ph.D. from Harvard University in 1973 in the field of developmental psychology. From 1970 onward he was instrumental in initiating and maintaining the innovative 'just community prison' project at Connecticut's Niantic Prison. At present he is an Assistant Professor in the Department of Social Ecology at the University of California Irvine where he has become interested in facilitating moral reasoning among police officers. In addition to publishing numerous articles, he has edited A Reader in Moral Education, authored Moral Education: Theory and Praxis and has been commissioned to write Democracy and Prisons.

JOHN WILSON is a graduate of New College, Oxford and former Master at King's School, Canterbury. From 1965-72 he was the Director of the Farrington Trust Research Unit in Oxford. During that period he collaborated with Norman Williams and Barry Sugarman to produce the influential Introduction to Moral Education (1968). Since 1972 he has been a lecturer and tutor in the Department of Educational Studies, Oxford University. He continues to further work in moral education as the Director of the Warborough Trust Research Unit. He is the Editor for the recently founded Oxford Review of Education. His many articles have appeared in journals of philosophy, psychology, education and classical studies. His books include A Teacher's Guide to Moral Education, The Assessment of Morality, Practical Methods of Moral Education, and Moral Thinking.

Revision

schedule of lectures

- July 8th What is school improvement? David Hopkins, Simon Fraser University
- July 10th Characteristics of the autonomous school. Richard Schmuck, Centre for Educational Policy and Management, University of Oregon
- July 15th School improvement in the '80's. Ray Bolam, University of Bristol
- July 17th Humans are social animals; schools should pay more attention to that fact. Phillip Runkel, Centre for Educational Policy and Management, University of Oregon
- July 22nd School focused curriculum development. Bruce Joyce, Booksend Laboratories, Palo Alto, California
- July 24th School focused in-service. Bruce Joyce, Booksend Laboratories, Palo Alto, California
- July 29th Interests, knowledge and evaluation: alternative approaches to curriculum evaluation. Ted Aoki, University of Alberta
- July 31st Towards a reconceptualization of curriculum implementation. Ted Aoki, University of Alberta
- August 5th International perspectives on professional development. Ray Bolam, University of Bristol
- August 7th The teacher as the focus of research and development. Lawrence Stenhouse, Centre for Applied Research in Education, University of East Anglia
- August 12th Introducing innovation to pupils. Jean Ruddock, Centre for Applied Research in Education, University of East Anglia
- August 14th Virtues of diversity: An eclectic approach to school improvement. Phillip Runkel, Centre for Educational Policy and Management, University of Oregon

Cherry Phillip

Summer Institute for Teacher Education

STRATEGIES FOR SCHOOL IMPROVEMENT: IN-SERVICE IN A NEW CONTEXT

a series of public lectures and courses for academic credit

SITE 1980 will focus on the school as the essential unit of change in the educational system. This central theme is explored through topics and issues such as the professional development of teachers, implementation, school focused curriculum development, organization development and the teacher as researcher. One course deals directly with this theme and others deal in depth with other aspects of the topic. Internationally known scholars will contribute to the SITE theme through public lectures which can be taken for credit. In addition, they will be offering courses which deal in more detail with various aspects of school improvement.

SITE lectures will be held in AQ 9200 at 12:30 p.m.

schedule of lectures

| | |
|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| July 8th | What is school improvement? David Hopkins, Simon Fraser University |
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Interested persons are invited to attend any or all of SITE '80. All lectures may be attended free of charge.

Academic Credit: Persons wishing to attend SITE for academic credit should inquire about registering in one of the following courses which run from July 7th to August 15th. Students wishing undergraduate credit should register in 400 level courses; those wishing graduate credit should register in 807 or 808.

Education 461 - Strategies for school improvement: in-service in a new context. This course includes the SITE lectures and seminar discussions. David Hopkins

Education 423/807, 808 - Analysis of teaching. Bruce Joyce

Education 487/807, 808 - Planning in-service for school improvement. Ray Bolam

Education 429/807, 808 - Teacher as researcher. Jean Ruddock and Lawrence Stenhouse

Education 487/807, 808 - Organization Development in schools. Phillip Runkel

Education 471 - Curriculum Development, theory and practice. Ted Aoki

Further Information: Undergraduate Credit: 291-3643
Graduate Credit: 291-4787

General Information: David Hopkins 291-3614
Marvin Wideen 291-3643
(Co-Directors of SITE)

NOTE: New students should contact the registrar's office, 291-3224

Faculty of Education
Simon Fraser University
Burnaby - British Columbia - V5A 1S6

closing in on open education

A SERIES OF LECTURES FOR PUBLIC ATTENDANCE OR ACADEMIC CREDIT

SITE 1976 is an opportunity for educators and concerned citizens to re-examine their points of view on the controversy surrounding the Humanist Movement in education and its emergence in alternate school designs. Six distinguished educators, representing a wide range of views on education, have been invited to present a series of public lectures on the critical issues that confront us now, after a decade of attempts at educational reform.

SITE lectures will be held in Lecture Theatre AQ 9201 (Academic Quadrangle) at the following times: TUESDAYS and THURSDAYS, 11:30 a.m. - 1:30 p.m.: WEDNESDAYS, 1:30 p.m. - 3:30 p.m.

SCHEDULE OF LECTURES

- Tuesday, July 6** INTRODUCTION. "Predictable Academic Achievement and Natural Learning: If the teacher doesn't teach, who does?" *Roger Gehlbach, SITE coordinator, Simon Fraser University.*
- Wednesday, July 7** "New Words for Old Deceptions and Softened Methods of Indoctrination: Can we forge a more authentic humanism in our public schools?" *Jonathan Kozol.*
- Thursday, July 8** "Humanistic Psychology: The new reign of error." *John McLeish.*
- Tuesday, July 13** "Education as a Means to Human Development: Antecedents, Assumptions, and Axioms." *Elizabeth Léonie Simpson.*
- Wednesday, July 14** "Social Learning in the School: Liberal and radical perspectives." *Edmund Sullivan.*
- Thursday, July 15** "The Self as a Social Structure: The individual and the group" *Elizabeth Léonie Simpson.*
- Tuesday, July 20** "The School as a Social Sorting Device: True, false, or essential?" *Edmund Sullivan.*
- Wednesday, July 21** "Learning from Reading: Can reading comprehension be taught?" *Jean Osborn.*
- Thursday, July 22** "The School as an Institution: Can values be taught there?" *Edmund Sullivan.*
- Tuesday, July 27** "Basic Skills: The teacher has them. The kids don't. Some rules for effective teaching." *Jean Osborn & Douglas Carnine.*
- Wednesday, July 28** "Adult Imposition and the Child's Power to Say No: The role of the teacher as a catalyst for provocation and dissent." *Jonathan Kozol.*
- Thursday, July 29** "Guiding Children's Learning: The little monsters! Can we teach them? And how!" *John McLeish.*
- Tuesday, August 3** "Guiding vs. Teaching: A dangerous dichotomy." *Jonathan Kozol.*
- Wednesday, August 4** "The Teacher as Teacher: Observations and Data on direct instruction for young children." *Douglas Carnine.*
- Thursday, August 5** "In Search of Closure: A Preliminary list of things that don't work in school." A Symposium, with *Jonathan Kozol, Jean Osborn, and Edmund Sullivan.*
- Tuesday, August 10** "Education Beyond the Intellect: The learner as an organic whole." *Elizabeth Léonie Simpson.*
- Wednesday, August 11** "The Child and Society: The inevitability of total education." *John McLeish.*
- Thursday, August 12** "IN Search of Closure: A preliminary list of things that work in school." A symposium, with *Douglas Carnine, John McLeish, and Elizabeth Léonie Simpson.*

Interested persons are invited to attend any or all of SITE 1976. Admission is free of charge.

ACADEMIC CREDIT: Those persons wishing to attend SITE for academic credit should inquire about registration in one of the following courses: (a) Undergraduate credit: Education 461, a 4 credit-hour course consisting of attendance at the SITE lectures plus a weekly 3-hour seminar, or (2) Graduate credit: Education 807, a 5 credit-hour course consisting of attendance at the SITE lectures plus a weekly 4-hour seminar.

FURTHER INFORMATION: Undergraduate credit: 291-3643; Graduate credit: 291-4787.

NOTE: NEW students should contact the Registrar's Office — 291-3224.

PARTICIPATING SCHOLARS

- DOUGLAS CARNINE** Assistant Professor of Special Education, University of Oregon. Major published work: *DISTAR Arithmetic Program, Grades K-3* (with Siegfried Engelmann).
- JONATHAN KOZOL** Author and Educational Critic. Major published works: *Death at an Early Age, Free Schools, and The Night is Dark, and I Am Far From Home.*
- JOHN McLEISH** Professor of Educational Psychology, University of Alberta. Major published works: *Student Attitudes and College Environments, The Psychology of the Learning Group* (with Matheson and Park), and *Soviet Psychology: History, Method and Theory.*
- JEAN OSBORN** Writer and Project Manager, Follow Through Program, School of Education, University of Oregon. Major published work: *DISTAR Language Program, Grades K-3* (with Siegfried Engelmann).
- ELIZABETH LÉONIE SIMPSON** Writer and Researcher in Psychology and Education. Major published works: *Democracy's Stepchildren, Humanistic Education, a Ford Foundation Report, and The Social Sciences: Concepts and Values, A curriculum for Grades 1-8.*
- EDMUND V. SULLIVAN** Professor of Applied Psychology, Ontario Institute for Studies in Education, University of Toronto. Major published works: *Piaget and the School Curriculum: A Critical Appraisal, Theories and Problems in Child Development* (with David P. Ausubel), *Between Psychology and Education* (with David E. Hunt), *Moral Learning: Some Findings, Issues, and Questions.*

SIMON FRASER UNIVERSITY

MEMORANDUM

To.....Dr..S..Dawson,,Dr..M..Gibbons,.....
.....Dr..M..McClaren,,Dr..M..Wideen.....
Subject...In-Service Course: EDUC..461.....


From.....Stan Shapson,, Director.....
Undergraduate Programs
.....Faculty of Education.....
Date.....November 16, 1983.....

For your information at the last Undergraduate Programs Committee meeting the following change (title, description and prerequisites) was approved for EDUC. 461-4 "Trends and Developments in In-Service Education". I feel this course, offered in the future under your guidance, will prove to be a valuable addition to the undergraduate curriculum.

The next steps are to prepare the necessary additional documentation for the new course description to be approved at Faculty and at S.C.U.S. Enclosed please find the S.C.U.S. forms along with DRAFTS of a sample course outline and sample references. The latter two draft documents have been generated from a previously offered Special Topics course in the area.

Can I please ask you to make any suggestions for revisions/additions to the two draft documents? I need your input no later than Tuesday, November 22nd.

Thanks again for your cooperation and commitment.



SS:kg

Encls.

NEW COURSE PROPOSAL FORM1. Calendar InformationDepartment: EducationAbbreviation Code: EDUC. Course Number: 461 Credit Hours: 4 Vector: 0-4-0Title of Course: Trends and Developments in In-Service Education**Calendar Description of Course:**

Examines trends and developments in in-service education.

Nature of Course seminar**Prerequisites (or special instructions):**Education 405 or equivalent.

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

2. SchedulingHow frequently will the course be offered? once or twice per year.Semester in which the course will first be offered? 1984-2Which of your present faculty would be available to make the proposed offering possible? S. Dawson, M. Gibbons, M. McClaren, M. Wideen3. Objectives of the Course

To examine and critically analyze emerging trends and developments in in-service education.

To provide theoretical knowledge and practical strategies to assist educators in the further development, implementation and evaluation of in-service programs in the field.

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

no change

5. Approval

Date: _____

Department Chairman_____
Dean_____
Chairman, SCUS

Curriculum Changes: Faculty of Education

Change of Title, Description and Prerequisites

~~FROM: (p. 146 of current calendar)~~

~~EDUC. 361-4 In-Service and New Developments in Educational Practice~~

~~Intended primarily for student entering the Extended Studies Diploma Program, Educational practice is a survey of new developments and current issues in research and educational practice.~~
~~Prerequisites: Not less than 60 hours credit.~~
~~TO:~~
~~EDUC. 361-4 In-Service and New Developments in Educational Practice~~
~~Examines new developments and current issues in teaching and educational practice.~~
~~Prerequisites: Not less than 60 hours of credit.~~

FROM: (p. 147 of current calendar)

EDUC. 461-4 Trends and Developments in Educational Practice

Examination of general trends with application at different levels and in several subject areas.
Prerequisite: Not less than 60 hours of credit.

TO:

EDUC. 461-4 Trends and Developments in In-Service Education

Examines trends and developments in in-service education.

Prerequisite: Education 405 or equivalent.

RATIONALE:

~~The new description for EDUC. 361 will more clearly communicate the appropriateness of this course to a wider student body than Extended Studies Diploma students, and will include students who originally would have enrolled in the old description of EDUC. 361.~~

The new description for EDUC. 461 will allow the Faculty to systematically address and provide direction to emerging issues in in-service education with practitioners in the field. A course with a similar description was offered as a special topics course: it was well received and there is growing interest in this area with practitioners in the field.

SAMPLE COURSE OUTLINE

EDUC. 461-4 Trends and Developments in In-Service Education

General Objectives:

This course is intended primarily for people with responsibility for, or particular interest in, professional development and the introduction of in-service programs in schools and school districts.

It will aim to provide participants with the theoretical and practical knowledge:

- a) to analyze the effectiveness of contemporary strategies in in-service education;
- b) to analyze the actual and potential contribution of in-service programs for school improvement;
- c) to plan the development, implementation and evaluation of an in-service program for the school and/or district level.

Course Content:

In-service will be analyzed as a complex, innovation process involving key agencies, tasks, methods and users, at school and district levels, each with their own distinctive features and values. Also, the school will be analyzed as a problem-solving, self-renewing or "creative" social system and the characteristics of the internal and external roles, procedures and support structures needed to achieve this end will be considered. Theoretical perspectives will be illustrated and criticized through the use of a variety of practical examples.

Specific topics to be considered within these theoretical perspectives will include: school-initiated, school-focused and school-based programs; the roles of teachers' centres, universities, supervisors and professional associations; training the trainers (e.g. mentors, advising teachers, community members); retraining program for teachers; induction programs for beginning teachers; evaluation techniques and problems; costing techniques and problems; and innovative methods (e.g. consultancy, clinical supervision and organization development).

SAMPLE REFERENCES

EDUC. 461-4 Trends and Developments in In-Service Education

- Acheson, K., Gall, M. Clinical Supervision of Teachers. Longman, 1980.
- Adams, E. (Ed.) In-Service Education and Teachers' Centers. Pergamon, 1975.
- Cropley, A., Dave, R. Lifelong Education and the Training of Teachers. Pergamon, 1978.
- Dillon-Peterson, B. (Ed.) Staff Development/Organization Development. ASCD, 1981.
- Edelfelt, R., Smith, B. (Eds.) Breakaway to Multidimensional Approaches - Integrating Curriculum Development and In-Service Education. A.T.E., 1978.
- Eiben, R., Milliren, A. (Eds.) Educational Change, A Humanistic Approach. Univ. Assoc., 1976.
- Fullan, M. The Meaning of Educational Change. OISE, 1982.
- Gross, N., Giacuinta, J., Bernstein, M. Implementing Organizational Innovations. 1971.
- Henderson, E. The Evaluation of In-Service Training. Croom Helm, 1978.
- Hoyle, E. (Ed.) Professional Development of Teachers, World Yearbook of Education 1980. Koran Page, 1980.
- Leithwood, K., Holmes, M., Montgomery, D. Helping Schools Change. OISE, 1979.
- Rubin, L. The In-Service Education of Teachers. Allyn & Bacon, 1978.
- Rudduck, J. Making the Most of the Short In-Service Course. Methuen, 1981.
- Sarason, S. The Culture of the School and the Problem of Change. Allyn & Bacon, 1971.
- Schmuck, R., Runkel, P., Arends, J., Arends, R. The Second Handbook of Organization Development in Schools. Mayfield, 1977.
- Wideen, M., Hopkins, D. New Perspectives in School Improvement. Falmer, 1983.
- Wideen, M., Hopkins, D., Pye, I. In-Service: A Means of Progress in Tough Times. S.F.U., 1979.

SIMON FRASER UNIVERSITY

MEMORANDUM

To..... Norm Robinson

From..... Stan Shapson

Subject..... Course Outline

Date..... 3 November 1983

Sorry to have delayed in getting back to you re the Educ 461 outline for 84-1.

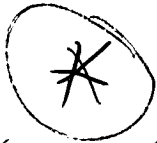
We are in the midst of planning a low-key symposia on in-service during 84-1 and hope that in an unobtrusive way some courses, such as yours, will be able to link into a special session or two. So with regard to the course would you consider including in the outline the following topic:

"The Administrator Role in Developing In-Service Education for School Improvement"

Thank you for your consideration of this topic.

Your earliest completion of the outline is appreciated.

Please contact me if you wish any further information.



MON FRASER UNIVERSITY

MEMORANDUM

To: Vera Schmelzger
Secretary
Undergraduate Program

From: Norma Palmer

Subject: Education 461 - Spring
Semester, 1984

Date: October 5, 1983

You have noted as you
received my course outline and
text-book order form for Education
461 for the Spring Semester, 1984.

Stan Sykes asked me to
delay it as he wanted to discuss
changes in the course.

You should have it very soon.

Norma