

EDUCATION 461-4

TRENDS AND DEVELOPMENTS IN EDUCATIONAL PRACTICE:

Subtitle: Summer Institute for Teacher Education (S.I.T.E.)

SUMMER SESSION 1980

INSTRUCTOR: David Hopkins

Tuesday & Thursday, 12:30 - 4:30

Strategies for School Improvement: In-service in a new context

This is the core course for the S.I.T.E.1980 summer program. The theme of SITE is "School Improvement" and this course provides an introduction to this idea and a conceptual and methodological overview the the major issues.

The contemporary thrust in international education towards School Improvement has as its prime concern the strengthening of the autonomy of the school particularly in items of its organization, curriculum and the increased professionalism of its staff.

The course is composed of two elements:

1. A lecture series given by the international group of scholars who are participating in SITE and
2. Seminars immediately following, which will attempt to relate the lectures to school system needs in Canada.

Each session (I.E. both lecture and seminar) will focus on an aspect of School Improvement as follows:

- |  |                    |                             |
|--|--------------------|-----------------------------|
| 1. What is School Improvement?                                       | David Hopkins      | S.F.U.                      |
| 2. School Improvement in the '80's.                                  | Ray Bolam          | U. of Bristol               |
| 3. Characteristics of the Autonomous School                          | Richard Schmuck    | C.E.P.A.<br>U. of Oregon    |
| 4. Strategies for School change                                      | Phillip Runkel     | C.E.P.A.<br>U. of Oregon    |
| 5. School focussed Curriculum Development                            | Bruce Joyce        | Booksend Lab.Palo Alto      |
| 6. Curriculum Evaluation   | Ted Aoki           | U. of Alberta               |
| 7. Curriculum Implementation   | Ted Aoki           | as above                    |
| 8. Current Perspectives on In-service                                | Ray Bolam          | U. of Bristol               |
| 9. School focussed In-service  | Bruce Joyce        | Booksend Lab.Palo Alto      |
| 10. The teacher as a focus of research and development               | Lawrence Stenhouse | C.A.R.E.<br>U. of E. Anglia |
| 11. Introducing Innovation to Pupils                                 | Jean Ruddock       | " " " "                     |
| 12. Virtues of Diversity: An eclectic approach to School Improvement | Phillip Runkel     | C.E.P.A.<br>U. of Oregon    |

The requirements for the course will include,

- i. participation in and preparation for seminar discussion,
- ii. a seminar presentation and
- iii. a final paper

There are no set books for the course. Readings for each session will either be provided by the instructor or be found in current periodicals.

Further information about the course can be obtained from David Hopkins in the Faculty of Education, Building 6, Room 609 or call 291-3614.

## EDUCATION 461-4

### TRENDS AND DEVELOPMENTS IN EDUCATIONAL PRACTICE

LOCATION: HOLIDAY INN-HARBOURSIDE  
1133 WEST HASTINGS,  
TRAIL ROOM

INSTRUCTOR: ROGER GEHLBACH  
THURSDAYS, 5:30 - 9:20

Trends in public schooling have a way of appearing, disappearing, and then re-appearing over the years, with re-appearances only slightly changed from earlier periods. This course will be devoted to an analysis of approximately the past fifty years of public schooling with the objective of determining which changes have been real and which have been illusory, which have been progressive and which regressive. Students who complete the course may expect to emerge with articulate and well-grounded points of view on major issues of current concern in public education, including those regarding traditional vs. open models of school design, whole-child vs. 3 R's curricula, grass-roots vs. elitist decision making structures.

#### Readings (in order of assignment):

BRUNER, Jerome The Process of Education  
DEWEY, John Experience and Education  
HOLT, John How Children Fail  
NEILL, A. S. Summerhill  
SKINNER, B. F. The Technology of Teaching

#### WRITTEN ASSIGNMENTS:

Two papers, one mid-term and one end-of-term, on topics selected from an instructor-generated list of theoretical and applied issues in education and schooling. Papers will be in the range of 15-20 pages, typewritten and double-spaced.

## COURSE INFORMATION

ED. 461-4 TRENDS AND DEVELOPMENTS IN EDUCATIONAL PRACTICE  
EARLY CHILDHOOD EDUCATION

M.S. O'Connell

An examination and evaluation of current trends and developments in early childhood education. Among the topics to be explored: the preschool and the public school; the professional and the non-professional in early childhood education; the critical years hypothesis; the status of women in relation to the early childhood years; intellectual development as a focus of early childhood education; mass media in the education of young children; performance contracting; behavioral objectives; stages of development; individualized and group instruction; the curriculum for young children; space, materials and equipment; conflicting values in early childhood education.

### OBJECTIVES:

1. To view current trends and developments in early childhood education in historical perspective.
2. To evaluate current trends and developments in early childhood education.
3. To study in depth one aspect of early childhood education.
4. To describe recent research into a problem in early childhood education.
5. To know the literature and the resources in early childhood education.

### REQUIREMENTS:\*

1. React orally to two reviews of a child's book that you have read critically (by October 26, 1972).
2. With another student present orally the strengths and weaknesses of a selected
  - a) professional book, or
  - b) approach to teaching a subject, or
  - c) package or set of materials(by November 23, 1972)

3. Present in writing an in-depth study of a selected topic in early childhood education
  - a) a paper on the topic, or
  - b) a collection of notes, articles, materials with an outline of a proposed oral presentation on the topic

(by December 5, 1972)

EVALUATION:

ORAL	(#1 and/or #2)	.....	1/3
WRITTEN	(#3)	.....	2/3

\* Alternative arrangements to fulfill course requirements may be negotiated with the instructor.