

FACULTY OF EDUCATION

SUMMER SEMESTER 1976

Ed 483-8 CURRICULUM STUDIES Intersession (I.S.) May 10-June 8  
(Group 01)  
Ed 484-8 CURRICULUM STUDIES Summer Session (S.S.) July 5-August 13  
(Group 01)

Leaders: Professor John Trivett

Faculty Associates: Shirley Green (Intersession)  
Maureen Tomsich

Faculty Associates: Jim McDowell (Summer Session)  
Bill Hall

Location: Dawson School (2nd Floor)  
901 Helmcken (or 'Burrard and Nelson')  
Vancouver, B.C.  
(at present housing the Ideal School and the City School)

Times: Daily: Monday - Friday  
Open: 9:00 a.m. - 4:00 p.m.

The S.F.U. calendar describes the course formally on page 189:

"Development of conceptual and technical skills through workshops, seminars and directed and independent study. The course will deal with human development and learning in school. Stress will be placed on approaches to individualizing instruction and integrating the curriculum in different subject areas ... Prerequisites: EDUC 401/402"

Enrollment will be limited to 60 students.

## The Approach to Curriculum Studies

The approach to all we do in the Curriculum Studies for Ed 483-B and Ed 484-B will be that which is sometimes called "the subordination of teaching to learning." This approach is directly related to the on-going work under the heading of PROJECTS: SUBTLE which are co-directed by Professors Dawson and Trivett.

Briefly this covers a set of attitudes to each other and a set of ways of working on and with students of every age who are continually challenged to recognize, understand and take responsibility for their own learning. This is in contrast to traditional views and attempts at teaching which seem to suggest that knowledge and skills can be removed from one person, the 'teacher,' and placed into another, the 'student';

Or that provided good personal relationships exist between the teacher and the student then learning will take place automatically and satisfactorily;

Or that it is possible to know 'where a student is' in other than broad and outwardly perceived ways and consequently to programme his learning in some kind of so-called 'individualized instruction.'

The 'subordination of teaching to learning' implies the setting up of situations by the teacher in which students by their very presence let alone their never-to-be-anticipated- responses, modify the situations continuously from person to person, and moment to moment.

Teachers cannot know but a small fraction of what is going on within their students and then only outwardly to the eyes and ears. The basis of the universe is non-material no less with human beings than other things constructed from electrons and energy charges.

The teacher has a very important role to play in choosing situations carefully amending them and involving students in the ever-changing circumstances. All this with an all-pervading attitude of invitational participation.

Situations which can be seen as entries into study, and their on-going alternatives, are among those which have proved to be in the teachers' former experience pregnant with powerful and intense learning relevant to the 'subject' or 'topic' under study.

Sometimes the situations will provide simple information of codes, customs and conventions. At other times they will provide clues to integrating movements of the self which bring together chunks of experience which otherwise may pass unrelated;

Or the situations will give avenues to more inviting and greater challenges -----

Or to frequent discoveries, as if for the first time, of realities behind old beliefs with new lights of secure understanding and functioning which become part of the teacher and students.

Therefore, a teacher has to know his subject matter, the art and science of communicating it and especially how this can be done under many guises with children.