

EDUCATION 486-4
(Special Topic)

STUDENT TUTORING AND EDUCATIONAL ACHIEVEMENT

Fall Semester 1977

Instructor: Dr. Arthur Elliott

- CALENDAR DESCRIPTION: The process, structure and educational outcomes of student tutoring in the elementary and secondary school.
- RANGE OF TOPICS:
- The history of student tutoring and its advocates: Comenius, Joseph Lancaster, Montessori, Thelen, Carl Rogers, Bronfenbrenner.
 - Family grouping and student tutoring in the British Infant School.
 - Modes of student tutoring including peer tutoring and cross-age.
 - Research findings with respect to educational outcomes namely; student achievement, attitude toward school and self-image.
 - On-going programs in student tutoring in the Lower Mainland of B.C.
- TIME:
- Tuesday: Lecture 16:30-18:20 AQ 5014
Seminar 18:30-20:20
- REQUIREMENTS:
- (1) Seminar participation
 - (2) One field trip and study of an on-going tutoring program.
 - (3) Term paper.
- TEXT:
- Gartner, Alan, Kohler, M. and Riessman, F.
Children Teach Children: Learning by Teaching.
New York: Harper and Row, 1971.

FALL 1976

COURSE OUTLINE EDUC. 486

INSTRUCTOR: DR.G.R.EASTWOOD

Tuesday 4:30 - 8:30 P.M.(Commencing September 14) Room Educ. Bldg. #2

Course Title Special Topic: Identification and Utilization of
Divergent (Creative) Thinking.

This course is being offered to both upper division undergraduates and graduate students. The latter will be required to do some work additional to that set out below.

Enrollment is limited to 20 students.

Course Content and Objectives

1. A review of concepts of human intellectual ability that have influenced educational policy and practice.
2. Rather intensive study of the impact of scholars such as J. P. Guilford and E. P. Torrance on concepts of intellectual ability.
3. Development of familiarity and some competency with the use of materials designed to identify divergent thinking ability.
4. Emphasis on the utilization of these materials and on the means whereby divergent thinking ability may be encouraged in school classrooms.

Course Organization

The class will meet from 4:30 P.M. to 8:30 P.M. every Tuesday commencing September 14, 1976. A supper break will be taken about 6:30 P.M.

The pre-supper periods will be devoted to lectures by the instructor.

The post-supper periods will be devoted to seminar discussion and a workshop with the materials. These materials are derived mainly from the work of E. Paul Torrance.

Course Requirements and Student Evaluation

1. A final examination of about 2 hours based on lecture material.
2. A term paper - a review of some aspect of the topic and the pertinent literature.
3. Completion of a mini-research project using the materials.

All these will be discussed in greater detail during the initial class meeting.

Text Books and Suggested Reading.

No Text has been prescribed but papers and books will be made available by the instructor.

The following are highly recommended and should be studied early in the course.

Every effort will be made to have ample material on reserve in the library.

E. Paul Torrance, Rewarding Creative Behavior Experiments in classroom creativity, Prentice-Hall, Inc. Englewood Cliffs, N. J.

E. Paul Torrance, Editor, Talent and Education Present Status and Future Directions, The University of Minnesota Press, Minneapolis.

E. Paul Torrance, Constructive Behavior: Stress, Personality, and Mental Health, Wadsworth Publishing Company, Inc., Belmont, California

Jacob W. Getzels and Philip W. Jackson, Créativity and Intelligence Explorations with Gifted Students, John Wiley & Sons, Inc. London and New York.

Edited by B. Paul Komisar and C. J. B. MacMillan, Psychological concepts in Education, Rand McNally & Company, Chicago

An extensive bibliography is being compiled and will be available from the Secretary of Graduate Programs (Mrs. M. Hibben).