

SIMON FRASER UNIVERSITY

EDUCATION 376-0

(T1.00)

NON-CREDIT ONLY

SPECIAL TOPIC: LEARNING STRATEGIES

Summer Session, 1991

Instructor: J. Andrews

(August 15 -- 24)

Monday – Saturday, 8:30 a.m. – 12:20 p.m.

Location: East Kootenay Community College
Cranbrook

PREREQUISITE: Educ 401/402, or equivalent and certified practising teacher.

COURSE DESCRIPTION

The intention of this course is to provide an opportunity for students to enhance their awareness, knowledge and skill with respect to cognitive strategy instruction within the regular classroom. This course should allow participants to extend, integrate, synthesize, utilize and evaluate information regarding students' approach to learning as well as enrich their own methods and styles of teaching.

COURSE OBJECTIVES

Over the last couple of decades there has been a gradual bridging of the gap between cognitive psychology and education. This bridging process has undergone considerable acceleration over the past few years. The evidence for this trend can be found in the proliferation of research and programmes with respect to the development of children's learning and thinking through cognitive strategy instruction. Some of the objectives of this course are to: (a) overview some of the theoretical underpinnings of cognitive strategy instruction; (b) present strategies that can be applied within the classroom context; (c) examine some ways for evaluating students' approaches to learning; and (d) draw and discuss some of the implications of strategy instruction for such crucial educational issues as mainstreaming, social competence, and classroom management.

EVALUATION

(A) Paper 80% Due: Last day of class

Based on the readings and lectures provided by the instructor, each student will be required to submit a 15 to 20 page paper describing how the author would teach strategies to his or her students. This paper would include discussion related to areas such as (a) Preparation for Teaching, (i.e. task analysis, pre-requisite skills, etc.); (b) Teaching Methodology; (c) Student Evaluation; and (d) Generalization of Learning. (A more detailed outline of expectation will be provided to the students during the first class).

(B) Participation 20%

Each student will be expected to read the assigned readings and come to each class prepared to discuss topics presented and engage themselves in group activities arranged by the instructor.