

**EDUCATION 383-4: TEACHING FOR THINKING II**  
Kamloops, Spring 1990

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**COURSE OVERVIEW**

**PURPOSES**

This course will provide opportunities for you to further develop your understanding and skills in the implementation of teaching for thinking. The goals of teaching for thinking are:

- o to develop students' higher-level thinking skills across all curriculum areas;
- o to increase students' competence and confidence as self-directed learners;
- o to improve students' abilities to solve problems and make decisions effectively;
- o to decrease behaviours which are counterproductive to learning (e.g., overdependence, impulsiveness, rigidity, dogmatism, faulty reasoning).

**OBJECTIVES**

This course will help you:

- o examine the relationship between the principles of teaching for thinking and the stated philosophy and principles of current programs and curricula in British Columbia.
- o design, implement and evaluate a theme or unit of study which integrates all principles of teaching for thinking into the classroom curriculum;
- o further develop your skills in the use of classroom interactions (questioning and responding) which sustain and extend students' thinking;
- o monitor and evaluate your development as a reflective practitioner.

**COURSE DATES AND TIMES**

Class sessions have been planned for the following Saturdays:  
January 27; February 3, 10; March 10, 31; April 7.  
Sessions will commence at 9:00 a.m. and end by 4:00 p.m.

**COURSE ACTIVITIES**

During this course you will complete a major implementation project. Class activities will include small-group tasks which support this assignment as well as whole-class discussions and input from the instructor.

**READINGS**

By the end of the first course, you should complete the reading of:

Wassermann, S., & Ivany, G. (1988). *Teaching elementary science: Who's afraid of spiders*. New York: Harper & Row.

Ministry of Education (1989). *Year 2000: A Curriculum and Assessment Framework for the Future*. Victoria, B.C.: Ministry of Education.

A variety of journal articles will also be assigned by the instructor during the course.

## **COURSE REQUIREMENTS**

You will be expected to:

- o attend and participate in all class activities;
- o complete all required readings;
- o maintain a reflective journal throughout the course; complete a journal summary at the end of the course documenting growth in your understandings and skills;
- o complete course assignments and give them to the instructor for feedback;
- o complete a final self-evaluation and hand in to the instructor at the end of the course.

## **EVALUATION**

In this course you will be responsible for designing, implementing and evaluating a major teaching for thinking project. Throughout this process you will be responsible for monitoring, analyzing and evaluating your growth as a thoughtful practitioner of teaching for thinking principles. Final grades will be determined by your overall growth and performance in the course. You will be evaluated on each of the following areas:

- o growth in understanding of the principles of teaching for thinking and their application in classroom practice, as demonstrated through a written project plan, ongoing reflective journal entries, and a project evaluation;
- o increased skill in the use of teaching for thinking interactions, as demonstrated through several audio and videotape analyses;
- o thoughtful examination of professional issues arising from required readings and in-class activities, as demonstrated through the journal and participation in class discussions;
- o increased understanding of the relationship between teaching for thinking principles and the philosophy and principles of education in British Columbia as stated in current Ministry documents, as demonstrated through a written analysis;
- o commitment to the professional growth of self and others, as demonstrated through participation in class activities and interactions.

## **GUIDELINES FOR GRADING**

A = excellence demonstrated in completion of all course requirements.

B = satisfactory completion of all basic course requirements, demonstrating understanding of the theory and principles of teaching for thinking and commitment to professional growth.

C = completion of less than all basic course requirements, and /or less than adequate understanding of theory and principles of teaching for thinking or commitment to professional growth.

Texts for EDUC. 384: TEACHING FOR THINKING II  
Kamloops

Please ship to: Cheryl Hearn,  
c/o Henry Grube Education Centre,  
685 Tranquille,  
Kamloops, B.C.

**Required:**

Wassermann, S., & Ivany, G. (1988). *Teaching elementary science: Who's afraid of spiders*. New York: Harper & Row.

Ministry of Education (1989). *Year 2000: A Curriculum and assessment framework for the future*. Victoria, B.C.: Ministry of Education.

**Recommended:**

Costa, A. (Ed.). (1985). *Developing minds*. Alexandria, Virginia: Association for Supervision and Curriculum Development.