

SIMON FRASER UNIVERSITY

Education 407-5

**The Theory and Practice of Implementation:
Meeting the Challenge of Educational Change**

(E2.00)

Fall Semester, 1991
(September 3–November 29)
Location: Ft. St. John

Instructor: S. Troudt

PREREQUISITE: Educ 405 or equivalent.

PURPOSE

Education 407-5 is a five-credit course that provides teachers with the opportunity to use their own classrooms as laboratories for exploring, analyzing and evaluating the processes of implementation. Theory and practice are linked through workshops, seminars and classroom implementation projects. The course is operated on a pass/withdraw basis. No grades will be assigned.

This specific course focuses on the implementation of new program directions arising from the Sullivan Royal Commission in British Columbia. The purposes of the course are to help practising teachers and administrators:

- a. Understand the base of theory and research in curriculum, child development, language learning and other fields on which the recommendations of the Royal Commission are based;
- b. Examine the beliefs, values and intentions reflected in the Commission's recommendations, the Year 2000 document, and recent program and curricular documents;
- c. Explore the practical implications of new program and curriculum directions by becoming familiar with a variety of instructional and evaluation strategies that support a developmental approach to learning and teaching;
- d. Clarify personal beliefs about the teacher's role in a program that assumes a developmental approach;
- e. Be able to articulate a rationale for using a developmental approach in the classroom, supported with examples from current educational literature and classroom practices in such areas as whole language, cooperative learning and teaching for thinking.

COURSE COMPONENTS

Workshops

The workshop component of the course will model a student-centred approach to instruction. Activities will include examination of:

- * the Royal Commission recommendations, the Year 2000 document and materials which support their implementation;
- * a developmental approach to teaching and learning based on current theory and research;
- * learning as a constructive, generative and collaborative process;
- * principles and criteria for educational decision-making based on a coherent educational philosophy;
- * strategies for creating developmental learning environments;
- * strategies for selecting, organizing and implementing appropriate instructional approaches;
- * strategies for assessing and evaluating pupils, teachers and educational programs.

Seminars

The seminar component of the course will provide a forum in which participants can support and learn from one another as they compare their implementation experiences. Seminars will provide opportunities for participants to reflect on their personal knowledge of children, teaching and learning, and how these change through the processes of implementation.

Implementation Project

The classroom component of this course will involve the design and implementation of developmental learning approaches in participants' own classroom or school settings. On going support, coaching and consultation will be provided jointly by the course instructor and district personnel. Participants will be asked to keep a reflective journal in which they document and assess changes in understanding and teaching practices throughout the semester, and to develop a portfolio which represents what they have learned during the course.