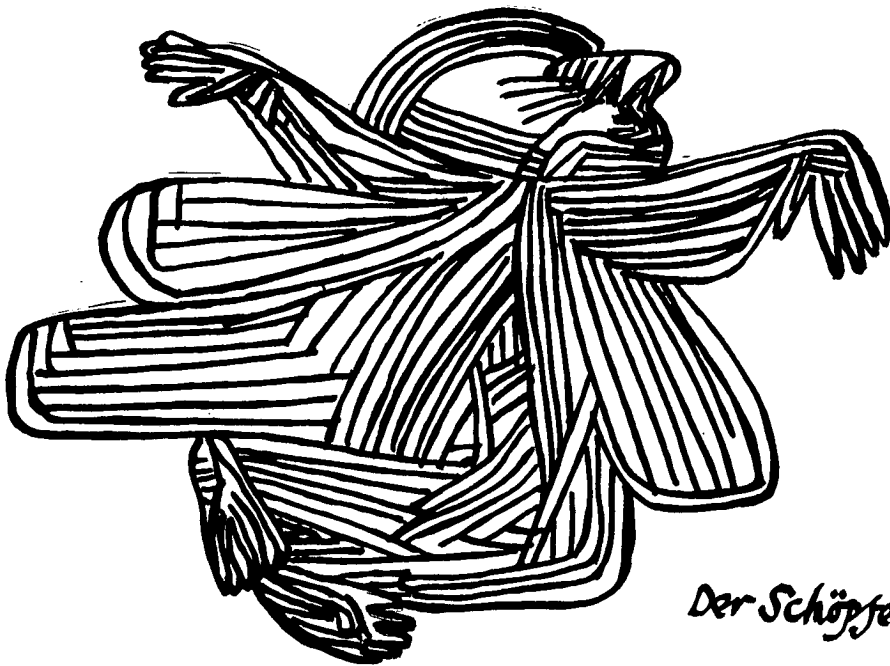


education 483/484
"the delicious alternative"



Der Schöpfer

an exploration of
ALTERNATIVES
to traditional learning settings
SUMMER 1975

Introduction

This course is offered for students and practicing teachers who wish to explore alternatives to traditional teaching-learning settings. The course is designed to demonstrate, by its organization as well as by its content, the principles upon which open education is based, as well as the teaching practices which are integral to the open classroom concept.

The course is organized to include three main types of experiences:

(1) Learning in the open access-curriculum centres environment.

The open access-curriculum centres environment provides a setting in which students use curriculum materials, faculty resources and media to inquire into three content areas related to open education. Three centres -- "KIDS," "CURRICULUM" and "INTERACTIONS" provide resource personnel and materials to enable students to gain competency in furthering their understanding of human growth and development, of processes of curriculum development, of the ways in which they interact with others. Learning in the open access environment is primarily self-directed.

(2) Creative explorations.

At the beginning of each class, students will engage in a variety of experiences involving the use of a range of media. The purpose of creative explorations is to give students opportunities to use different kinds of media for creative expression.

(3) Seminars.

In seminars, students will engage in small group discussions as they reflect upon and clarify their ideas and beliefs about teaching and learning. In addition, seminars will provide opportunities for inquiry into the principles and practices of open education.

Meeting Times

Creative explorations and open access curriculum centres:

Tuesday, Wednesday, Thursday, Friday, 9:30 - 12:00

Seminars:

Tuesday, Wednesday, Thursday, 1:30 - 3:30

Objectives of the Program

- (a) To increase understanding of the concepts and principles underlying open education chiefly in the areas of human growth and development, human interactions, and curriculum development
- (b) To promote understanding of how open education classrooms may operate
- (c) To develop specific teaching competencies which help to promote learning in the open classroom, e.g.,
 - diagnosis and remediation of learning difficulties
 - analysis and use of certain interaction strategies
 - organizing curriculum experiences
 - promoting self-directed learning
- (d) To further personal experience in self-directed inquiry, based upon choices relevant to one's own professional needs and goals
- (e) To further acquaintance with the literature and thinking in the field of open education
- (f) To contribute to the continued growth of the teacher as person

Course Requirements

- (1) Students are required to attend and participate in all parts of the program.
- (2) Students are required to complete the assigned readings.
- (3) Students are required to demonstrate competencies in the specific tasks of each centre.

Evaluation

The completion of the course requirements presented above form the basis for evaluation. There are three components in the final evaluation :

(a) Self-evaluation. Students will assess their fulfillment of course requirements in a self-evaluation instrument.

(b) Faculty evaluation. Students will discuss their self-evaluations with their faculty advisors in a final interview during which time the faculty advisor will also assess student performance.

(c) Grading. Final grades are determined by the faculty advisor. They are based upon two criteria:

(1) the degree to which students have demonstrated fulfillment of course requirements

(2) the quality of the student's work

A = Outstanding. A grade of A will represent outstanding quality in the completion of all course requirements.

B = Good. A grade of B will represent outstanding quality in the completion of most course requirements or good quality in the completion of all course requirements.

C = Satisfactory. A grade of C will represent good quality in the completion of most course requirements or acceptable quality in the completion of all course requirements.

D = Poor. A grade of D will represent poor quality in the completion of course requirements and/or lack of completion of course requirements.

F = Failing. A failing grade will represent unacceptable quality in students' work and/or lack of completion of course requirements.

READING LIST

INTERACTIONS CENTRE



Required Reading:

Raths, L., Harmin, M., Simon, S., VALUES AND TEACHING.
Columbus, Ohio: Chas. Merrill Co., 1965.

Raths, L., Wassermann, S., Jonas, A., Rothstein, A.,
TEACHING FOR THINKING: THEORY AND APPLICATION.
Columbus, Ohio: Chas. Merrill Co., 1966.

Raths, L., MEETING THE NEEDS OF CHILDREN. Columbus, Ohio:
Chas. Merrill Co., 1972.

Wassermann, S., MINI HANDBOOK: TEACHING FOR THINKING. (mimeo)

Wassermann, S., INTRODUCTION TO EMPATHY TRAINING:
MINI HANDBOOK. (mimeo)

Recommended Reading:

(483 or 484 students choose at least one book; 483 and
484 students choose at least two books)

Axline, V., PLAY THERAPY. Boston: Houghton Mifflin, 1969.

Brammer, L., THE HELPING RELATIONSHIP: PROCESS AND SKILLS.
New Jersey: Prentice Hall, 1973.

Berne, E., GAMES PEOPLE PLAY. New York: Grove Press, 1964.

Carkhuff, R., HELPING AND HUMAN RELATIONS, VOLUME I. New
York: Holt, Rinehart, 1969.

Combs, A., Avila, D., Purkey, W., HELPING RELATIONSHIPS:
BASIC CONCEPTS FOR THE HELPING PROFESSIONS. Boston:
Allyn and Bacon, 1971.

- Coopersmith, S., THE ANTECEDENTS OF SELF ESTEEM. San Francisco: Freeman Press, 1967.
- Ginott, H. BETWEEN PARENT AND CHILD. New York: Macmillan, 1965.
- Ginott, H., TEACHER AND CHILD. New York: Macmillan, 1969.
- Holt, J., HOW CHILDREN FAIL. New York: Pitman, 1964.
- Gazda, G., et al, HUMAN RELATIONS DEVELOPMENT. Boston:
- Jourard, S., THE TRANSPARENT SELF. New York: Van Nostrand, 1964.
- Maslow, A., TOWARD A PSYCHOLOGY OF BEING. New York: Van Nostrand, 1962.
- Moustakas, C., THE AUTHENTIC TEACHER. Cambridge, Mass.: Doyle, 1966.
- Moustakas, C., TEACHING AS LEARNING. New York: Ballantine, 1972.
- Purkey, W., SELF CONCEPT AND SCHOOL ACHIEVEMENT. Englewood Cliffs, New Jersey: Prentice Hall, 1971.
- Rosenthal, R., Jacobson, L., PYGMALION IN THE CLASSROOM. New York: Holt, Rinehart, 1968.
- Simon, S., Howe, L., Kirschenbaum, H. VALUES CLARIFICATION. New York: Hart, 1972.
- Truax, C., Carkhuff, R., TOWARDS EFFECTIVE COUNSELING AND PSYCHOTHERAPY. Chicago: Aldine Publishing Co., 1967.
- Harris, T., I'M OK - YOU'RE OK. New York: Avon Books, 1967.

KIDS CENTRE



Required Reading:

Raths, L., Harmin, M., Simon, S., VALUES AND TEACHING.
Columbus, Ohio: Chas. Merrill Co., 1965.

Raths, L., Wassermann, S., Jonas, A., Rothstein, A.
TEACHING FOR THINKING: THEORY AND APPLICATION. Columbus,
Ohio: Chas. Merrill Co., 1966.

Raths, L., MEETING THE NEEDS OF CHILDREN. Columbus, Ohio:

Recommended Reading:

(483 or 484 students choose at least two books; 483 and
484 students choose at least four books)

A.S.C.D., PERCEIVING, BEHAVING, BECOMING. Washington, D. C.:
Association for Supervision and Curriculum Development,
1962 Yearbook. (A. Combs, ed.)

Axline, V., DIBS: IN SEARCH OF SELF. Boston: Houghton
Mifflin, 1964.

Axline, V., PLAY THERAPY. Boston: Houghton Mifflin, 1969.

Bettelheim, B., THE EMPTY FORTRESS. New York: Free Press,
1967.

Bettelheim, B., LOVE IS NOT ENOUGH. New York: Collier, 1950.

Cole, R., CHILDREN IN CRISIS. New York: Dell, 1967.

Davis, A., Dollard, J., CHILDREN OF BONDAGE. New York:
Harper and Row, 1940.

Dennison, G., THE LIVES OF CHILDREN. New York: Random
House, 1969.

Doll, R., Fleming, R., CHILDREN UNDER PRESSURE. Columbus,
Ohio: Chas. Merrill Co., 1966.

- Erikson, E., IDENTITY YOUTH AND CRISIS. New York: W. W. Norton, 1968.
- Erikson, E., CHILDHOOD AND SOCIETY. New York: W. W. Norton, 1950.
- Fadar, D., THE NAKED CHILDREN. New York: Macmillan, 1971.
- Fraiberg, S., THE MAGIC YEARS. New York: Chas. Scribner's Sons, 1959.
- Friedenberg, E., COMING OF AGE IN AMERICA. New York: Random House, 1965.
- Friedenberg, E., THE VANISHING ADOLESCENT. New York: Dell, 1959.
- Fullager, W., Lewis, H., Cumbee, C., READINGS FOR EDUCATIONAL PSYCHOLOGY. New York: Thomas Y. Crowell Co., 1964.
- Green, H., I NEVER PROMISED YOU A ROSE GARDEN. New York: Holt, Rinehart, 1964.
- Guy, R., CHILDREN OF LONGING. New York: Bantam, 1970.
- Janov, A., THE PRIMAL SCREAM. New York: Dell, 1970.
- Kozol, J., DEATH AT AN EARLY AGE. Boston: Houghton Mifflin, 1968.
- Parker, B., MY LANGUAGE IS ME. New York: Basic Books, 1962.
- Purkey, W., SELF CONCEPT AND SCHOOL ACHIEVEMENT. Englewood Cliffs, New Jersey: Prentice Hall, 1970.
- Platt, K., THE BOY WHO MADE HIMSELF DISAPPEAR. New York: Dell, 1968.
- Redl, F., Wineman, D., THE AGGRESSIVE CHILD. New York: The Free Press, 1957.
- Roswell, F., Natchez, G., READING DISABILITY: DIAGNOSIS AND TREATMENT. New York: Basic Books, 1967.
- Rubin, T., JORDI/LISA AND DAVID. New York: Ballantine, 1962.
- Salinger, J. D., CATCHER IN THE RYE. New York: Little, Brown, 1951.
- Sears, P., Sherman, V., IN PURSUIT OF SELF ESTEEM. Belmont, California: Wadsworth, 1964.



CURRICULUM CENTRE

(483 or 484 students: Choose at least one from one of the Open Classroom groups; choose at least two from the curriculum areas groups;

483 and 484 students: Choose at least two from the Open Classroom groups; choose at least two from the curriculum areas groups)

Open Classrooms: Emphasis on Primary Classrooms

Ashton-Warner, S., TEACHER. New York: Simon and Schuster, 1963.

Ashton-Warner-S., SPEARPOINT. New York: Knopf, 1972.

Brown, M., Precious, N., THE INTEGRATED DAY IN THE PRIMARY SCHOOL. London: Ward, Lock, 1970.

Murrow, C., Murrow, L., CHILDREN COME FIRST. New York: American Heritage Press, 1971.

Central Advisory Council for Education (England), CHILDREN AND THEIR PRIMARY SCHOOLS. (The Plowden Report) London: Her Majesty's Stationery Office, 1967.

Pratt, C., I LEARN FROM CHILDREN. New York: Simon & Schuster 1948.

Ridgway, M., Lawton, S., FAMILY GROUPING IN THE PRIMARY SCHOOL. London: Ward, Lock, 1971.

Open Classrooms: Emphasis on Elementary Classrooms

Blitz, B., THE OPEN CLASSROOM: MAKING IT WORK. Boston: Allyn and Bacon, 1973.

British Columbia Teachers' Federation, INVOLVEMENT - THE KEY TO BETTER SCHOOLS. Report of Commission on Education, B. C. T. F., 1968

- Dennison, G., THE LIVES OF CHILDREN. New York: Random House, 1969.
- Featherstone, J. SCHOOLS WHERE CHILDREN LEARN. New York: Liveright, 1971.
- Howes, V., INFORMAL TEACHING IN THE OPEN CLASSROOM: New York: Macmillan, 1974.
- Marshall, S., AN EXPERIMENT IN EDUCATION. Cambridge, England: Cambridge University Press, 1968.
- Nyquist, E., Hawes, G., OPEN EDUCATION: A SOURCEBOOK FOR PARENTS AND TEACHERS. New York: Bantam Books, 1972.
- Postman, N., Weingartner, C., THE SCHOOL BOOK. New York: Delacorte Press, 1973.
- Richardson, E., IN THE EARLY WORLD. New York: Random House, 1964.
- Rogers, C., FREEDOM TO LEARN. Columbus, Ohio: Chas. Merrill, Co., 1969.
- Rogers, V., TEACHING IN THE BRITISH PRIMARY SCHOOL. New York: Macmillan, 1970.
- Silberman, C., CRISIS IN THE CLASSROOM. New York: Random House, 1970.
- Silberman, C., THE OPEN CLASSROOM READER. New York: Random House, 1973.

Open Classrooms: Emphasis on Secondary Classrooms

- Aiken, W., THE STORY OF THE EIGHT YEAR STUDY. New York: Harper & Row, 1942.
- Bremer, J., SCHOOLS WITHOUT WALLS: THE PARKWAY PROJECT. New York: Holt, Rinehart, 1971.
- Postman, N., Weingartner, C., TEACHING AS A SUBVERSIVE ACTIVITY. New York: Delacorte Press, 1969.

Postman, N., Weingartner, C., THE SCHOOL BOOK. New York: Delacorte Press, 1973.

Gibbons, M., "Walkabout," PHI DELTA KAPPAN, June, 1974.

Wilson, L. C., THE OPEN ACCESS CURRICULUM. Boston: Allyn and Bacon, 1971.

Specific Curriculum Areas

Elementary: Maths

Biggs, E., MacLean, J., FREEDOM TO LEARN: AN ACTIVE APPROACH TO MATHEMATICS. Don Mills, Ontario: Addison Wesley, Ltd., 1969.

Skemp, R., THE PSYCHOLOGY OF LEARNING MATHEMATICS. Penguin Books, 1971.

Elementary: Music

Bergethon, B., Boardman, E., MUSICAL GROWTH IN THE ELEMENTARY SCHOOL. New York: Holt, Rinehart, 1963.

Raebeck, L., Wheeler, L., NEW APPROACHES TO MUSIC IN THE ELEMENTARY SCHOOL. Dubuque, Iowa: W. C. Brown, 1969.

Elementary: Science

Lerner, M., Victor, E., READINGS IN SCIENCE EDUCATION FOR THE ELEMENTARY SCHOOL. New York: Macmillan, 1966.

Elementary Science Study, THE ESS READER. New York: McGraw Hill, 1964.

Elementary: Language Arts

Moffatt, J., A STUDENT CENTRED LANGUAGE ARTS CURRICULUM, GRADES K - 12. Boston: Houghton Mifflin, 1968.

Veatch, J., READING IN THE ELEMENTARY SCHOOL. New York: Ronald Press, 1966.

Veatch, J., KEY WORDS TO READING. Columbus, Ohio: Chas. Merrill, Co., 1974.

Elementary: Social Studies

Province of Alberta, Department of Education, EXPERIENCES IN DECISION MAKING. Edmonton: Department of Education, 1966.

Brubaker, D., Murray, T., DECISIONS IN TEACHING ELEMENTARY SOCIAL STUDIES. Belmont, California: Wadsworth, 1971.

Elementary: Art

Lowenfeld, V., CREATIVE AND MENTAL GROWTH. New York: Macmillan, 1957.

Elementary: Physical Education

Chatwin, N., PHYSICAL EDUCATION FOR PRIMARY GRADES. Ontario: House of Grant, Canada, Ltd., 1956.

Kirchner, G., Cunningham, J., Warrell, E., INTRODUCTION TO MOVEMENT EDUCATION. Dubuque, Iowa: W. C. Brown, 1970.

Secondary: English

Moffatt, J., A STUDENT CENTRED LANGUAGE ARTS CURRICULUM, GRADES K - 12. Boston: Houghton Mifflin, 1968.

Secondary: Social Studies

Feldman, M., Seifman, E., THE SOCIAL STUDIES STRUCTURE, MODELS AND STRATEGIES. Englewood Cliffs, New Jersey: Prentice Hall, 1969.

Beyer, B. K., INQUIRY IN THE SOCIAL STUDIES CLASSROOM. Columbus, Ohio: Chas. Merrill, Co., 1971.

Secondary: Maths

Association of Teachers of Mathematics (England), NOTES ON MATHEMATICS IN PRIMARY SCHOOLS. Macmillan of Canada, 1967.

Biggs, E., MacLean, J., FREEDOM TO LEARN: AN ACTIVE LEARNING APPROACH TO MATHEMATICS. Don Mills, Ontario: Addison Wesley Ltd., 1969.

Secondary: Science

Azimov, I., THE INTELLIGENT MAN'S GUIDE TO THE BIOLOGICAL SCIENCES. New York: New American Library, 1967.

Azimov, I., THE INTELLIGENT MAN'S GUIDE TO THE PHYSICAL SCIENCES. New York: New American Library, 1966.

Romey, W. D., INQUIRY TECHNIQUES FOR TEACHING SCIENCE. Englewood Cliffs, New Jersey: Prentice Hall, 1968.

Secondary: French

Politzer, R. L. FOREIGN LANGUAGE LEARNING: A LINGUISTIC INTRODUCTION. Englewood Cliffs, New Jersey: Prentice Hall, 1970.

Rivers, W. M., TEACHING FOREIGN LANGUAGE SKILLS. Chicago: University of Chicago Press, 1968.