

EDUCATION 483-8

Curriculum Studies: Teaching for Thinking

REGULAR SUMMER SEMESTER 1995

M. Adam

PREREQUISITE: EDUC 401/402

COURSE OUTLINE:

In this course, students study theory, implications and classroom practices of teaching for thinking. They also work on developing their teaching for thinking classroom skills.

Students are required to participate in several types of learning experiences: reading, seminars, workshops and laboratories. Working in cooperative learning groups on specific developmental tasks is a significant component of this course.

COURSE OBJECTIVES:

1. To promote understanding of theory, principles, and classroom practices of teaching for thinking.
2. To examine the implications of teaching for thinking for the role of the teacher, the teaching-learning context, the curriculum, for instructional strategies and for evaluation.
3. To examine the instructional framework, "play-debrief-replay" as a way of organizing learning experiences in a teaching for thinking context.
4. To develop teaching skills that emphasize pupils' higher order thinking, within the context of the curriculum.

COURSE REQUIREMENTS:

- ** Attendance and participation in all parts of the program.
- ** Completion of assigned readings
- ** Completion of assigned developmental tasks
- ** Completion of audiotapes and videotape demonstrating professional growth in teaching for thinking
- ** Contributions to the professional growth of others in cooperative learning groups

REQUIRED TEXTS:

Raths, L., Wassermann, S., Jonas, A. & Rothstein, A. Teaching for Thinking: Theory, Strategies and Activities for the Classroom. New York: Teachers College Press.
Wasserman, S. Asking the Right Questions: The Essence of Teaching. Indiana: Phi Delta Kappa.
Wasserman, S. Serious Players. New York: Teachers College Press.

RECOMMENDED TEXT:

Feynman, R. Surely You're Joking Mr. Feynman. New York: Bantam.