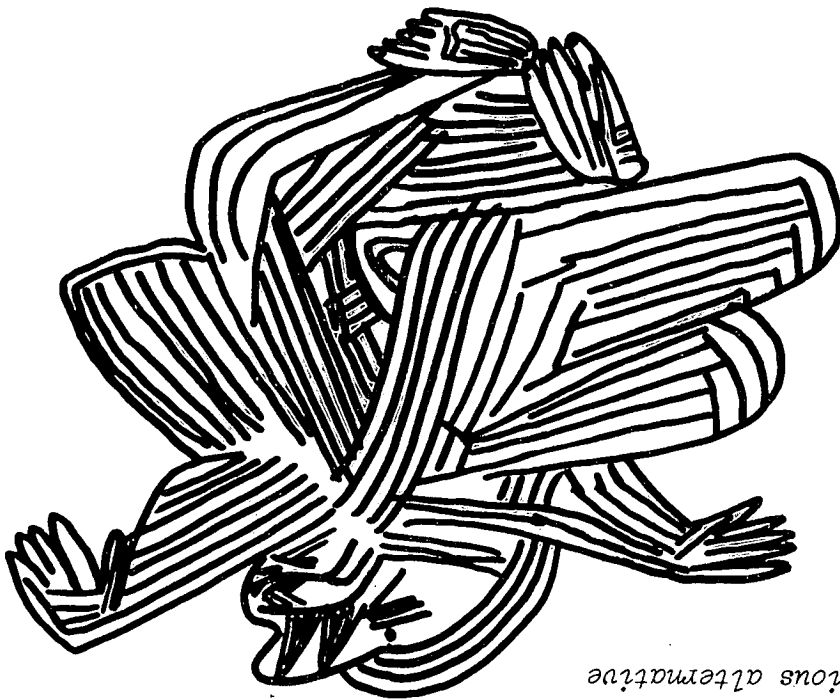


This course emphasizes the promotion of teaching competency in the areas of curriculum development, teacher-student interactions, and working effectively with the individual learner.

Students who enrol in this course will engage in self-directed study tasks which focus on the acquisition of specific teaching skills. Seminars and other group activities are also included as course components.

Students should be prepared for an open education bias in course materials as well as in course structure. The course is offered for pre-service and in-service teachers.



an exploration  
of  
alternatives  
to  
traditional  
teaching-learning  
settings

*the delicious alternative*

INTERSESSION: May - June  
SUMMER SESSION: July - August  
INSTRUCTOR: Selma Wassermann  
LOCATION: Campus

EDUC. 483-8/484-8: CURRICULUM STUDIES

X

\*\* Education 483-8 is offered in the Intersession.  
\*\* Education 484-8 is offered in the Summer Session.

\*\* Students may enrol in either, or in both sessions.

\*\* Classes meet on Tuesdays and Wednesdays, 9:30 - 12:30 and 1:30 - 3:30 and on Thursdays, 9:30 - 11:30 and 1:30 - 4:30.



The specific course objectives include the following:

(1) To increase understanding of the concepts and principles underlying open education chiefly in the areas of human growth and development, verbal interactions and curriculum development.

(2) To promote understanding of how open education classrooms may operate.

(3) To develop specific teaching competencies which promote pupil learning, e.g.

- diagnosis and remediation of learning difficulties
- analysis and use of specific verbal interaction strategies
- organizing curriculum experiences
- promoting self-directed learning
- meeting individual learning needs

(4) To further personal experience in self-directed, self-paced inquiry, based upon choices relevant to the student's own professional needs and goals.

(5) To further acquaintance with the literature and thinking in the field of open education.

(6) To contribute to the continued growth of teacher as person



The specific course requirements include:

- (a) attendance and participation in all parts of the program
- (b) completion of assigned readings
- (c) the demonstration of competency in the specific professional tasks

For further information, contact  
Selma Wassermann, 291-3798

Course Outline

Curriculum Studies - Ed. 483-8 (Secondary)

Intersession 1977

RATIONALE:

1. The beginning teacher needs more than one "marketable" curriculum area. Often in the first year of teaching, one must be prepared to teach in several different courses, and as many as three different curriculum areas.

This course will offer skills in six curriculum areas, with students being encouraged to work at some depth in at least two and possibly three areas.

2. Students need to be able to use learning strategies and teaching skills which are cross-disciplinary.

This course will have a core which all students will be asked to take. This portion of the course will aim for competency in questioning strategies, response strategies, value clarifying strategies and methods of evaluation.

3. Students need to be aware of the problems and needs of the adolescent, and the program designs possible for meeting these constructively and creatively.

4. Students need to be aware of the criticism directed at the traditional secondary school and some of the proposed changes.

5. Students need to be aware of alternatives to traditional secondary schooling and might begin to equip themselves to function in some part of the wide spectrum from working in an alternative classroom in a traditional school to working in a fully alternative school.

The course will be taught by people who have all worked both within the traditional secondary school system and have taught in alternatives within that system.

6. Students need curriculum design skills if they are going to function creatively and purposefully in secondary education.

Students will be expected to demonstrate ability in unit planning in two different curriculum areas.

## STRUCTURE AND CONTENT:

This course will be of interest to people who ultimately would like to know how to integrate several disciplines within a single course. We recognise however that many first year teachers will not be in a position to design such an integrated program. We intend to help each student gain the curricular skills necessary to teach in two different subject areas, to consider how he can capitalize on and support other disciplines, and how he can aim for integration of several subjects in future years of teaching.

The course will be structured around three learning centres. The first will be a curriculum centre. Here students will look at curriculum development tasks as well as examine issues particular to individual disciplines in any two of 6 areas. The areas are: Social Studies, Science, Mathematics, English as well as some opportunity to work in Physical Education, Fine Arts, and Guidance.

The second centre will focus on skills important to teaching. Here students will be expected to gain a demonstratable competency in questioning, value clarification, response strategies and methods of evaluating, learning and teaching.

The third centre will focus on issues in secondary education as well as broader issues which affect secondary education. Here students will be required to read, discuss and present findings and ideas. Several of the recent reports on secondary schooling will be examined, along with information on educational alternatives and altering philosophies of education.

There will be several experiences which will illustrate curriculum integration. Some of them will happen outside of class hours and will be optional. We expect to use the whole campus, the local community and sometimes environments further away. We have a set of rooms to ourselves, and will be able to keep resources materials and our work there.

## THE PEOPLE:

- Harvie Walker - taught all secondary socials levels  
- grad work in curriculum design and instruction  
- 14 years teaching experience, 9 years in business  
- instructor - Summer Institute in Environmental Education  
- curriculum development work in urban studies, international development, canadian studies, anthropology  
- wrote "The Teacher and the City"  
- interest in urban studies and using community resources.
- Jan Murray - U.B.C. design, drawing and painting, graphics, ceramics  
- graduate work in art philosophy and post secondary curriculum  
- taught 6 years secondary art, U.B.C. art dept., S.F.U. designs for learning  
- integrated summer fine arts - Hamber  
- specialties: natural dyeing, spinning, weaving, stitchery, past pres. V.S.N.A.  
- T.V. series - in-schools  
- interior workshops  
- publication "Dear Arte".

Linda Kaser-Cannon

- taught grades 2, 8, 9, 10, 11, 12 U.
- subjects: english, journalism, science fiction, humanities, communications, P.D.P., Prince George External Programs Fac. Assoc., School Associate, workshops sec. language arts courses
- coached: badminton, track, squash
- education: BA: EN/HI/PSYCH. 5th Year ED. EN./GUIDANCE  
M.ED. EN./COMMUNIC./SUPERVISION

Al Whitney

- science and education undergraduate at Univ. of Alberta
- taught grades 10, 11 and 12, math and science
- graduate work in physical science
- have taught designs for learning, natural science (elem. & sec.)
- member of teaching team Summer Institute in Environmental Education
- Assistant Prof. Science and Environmental Education, S.F.U.
- have taught in several outdoor settings with various age groups
- coached young skiers
- alternate sec. programs and team teaching.

#### EXPECTATIONS AND EVALUATION

Students will be expected to attend, demonstrate skills, participate in discussion and experiences as well as make presentations, develop curricula and do individual assignments.

We expect a high level of performance and will work with you to get that. A grade of B will be given for completion of all the work. Students wishing a higher grade will be required to sit an examination (probably oral) with external examiners. In this way we plan to separate evaluation from grading.