

EDUCATION 484-8

Curriculum Studies (Teaching for Thinking)

Summer Session, 1988
July 4 - August 12
M, T, W, T.
8:30 - 12:20
Location: MPX 7600

Instructor: Dr. Selma Wassermann
Office: MPX 8629
Phone: 291-3798

In this course, students study and increase their understanding of the theoretical principles underlying teaching for thinking. They also work on strengthening classroom teaching skills that enable the translation of the principles of teaching for thinking into day-to-day classroom practices.

The work in the course requires students to engage in several types of learning experiences: reading; seminars; workshops; and laboratories. Working in cooperative learning groups on specific skill-development tasks is a significant component of the class.

Course Objectives

- (1) To promote increased understanding of theory, principles and classroom applications 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, instructional strategies and evaluation.
- (3) To increase teacher effectiveness in classroom teaching that emphasizes pupils' higher-order thinking, within the context of the curriculum.
- (4) To examine the instructional model "play-debrief-replay" as a vehicle for effective classroom implementation.

Course requirements

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

Eligibility

The course is offered for preservice and inservice teachers.

Required Texts

Louis, Raths, Selma Wassermann, Arthur Jonas, A. Rothstem. Teaching for Thinking: Theory, Strategies and Activities for the Classroom. New York: Teachers College Press. ISBN 0-8077-2814-4.

Selma Wassermann, J. W. George Ivany. Teaching Elementary Science: Who's Afraid of Spiders? New York: Harper & Row. ISBN 0-06-043243-8.

William Glasser. Control Theory in the Classroom. New York: Harper & Row. ISBN 0-06-055015-5.

Carl Rogers. Freed on to Learn for the Eighties. Ohio: Charles Merrill. ISBN: 0-675-20012-1.