

## SIMON FRASER UNIVERSITY

Education ~~488~~ 488

## PROMOTING THINKING THROUGH CLASSROOM INTERACTIONS

Spring Semester, ~~1995~~Location: ~~Langley~~Times: ~~Mondays, 17:30-21:20~~Instructor: ~~Pat Holborn~~ Alice MARQUADT

98-2

**PREREQUISITES:** Education 401/402 or special permission of instructor. This course duplicates the second half of the calendar course, Education 483-8. Pre-requisites are Education 489 (94-1) or Education 386 (94-2).

**COURSE DESCRIPTION:**

This course builds upon participants' studies in a prerequisite offering, *Promoting Thinking in the Curriculum*. Whereas the prerequisite course focused primarily on understanding theoretical concepts and examining approaches to integrating thinking throughout the curriculum, this course emphasizes the role of classroom climate, interactions and evaluation practices in the development of pupils' higher order thinking processes.

**COURSE OBJECTIVES:**

Students in this course will:

- identify the characteristics of learning environments and experiences that provide a supportive climate for thinking;
- demonstrate ability to plan learning experiences in which students are actively engaged and in which big ideas are being examined;
- identify the essential characteristics of interactive processes that sustain and extend students' thinking;
- understand the effects of respectful and disrespectful interactions on pupil thinking and self confidence;
- demonstrate competence in using interactions that promote examination of ideas;
- analyze, critically and non-defensively, their teaching for thinking interactions;
- discern the effects of less effective responses on students' thinking, and formulate more effective alternatives;
- identify key principles of evaluation that is enabling;
- demonstrate evaluation practices that are congruent with the above principles.

**COURSE REQUIREMENTS:****Expectations**

- full attendance and participation
- completion of all required readings and a selection of recommended readings
- demonstration of supportive interactions with colleagues in class discussions and learning tasks

**Assignments**

- a. Weekly reflective tasks focused on critical examination of professional beliefs and practices.
- b. Critically thoughtful analysis of readings, using a response journal.
- c. Outlines for three teaching/learning experiences that demonstrate understanding of the relationship among big ideas, well-designed investigative play, and focus questions.

- d. Analyses of three videotaped and transcribed learning experiences that demonstrate growing understanding of and skill in using interactions that sustain and extend students' thinking.
- e. A portfolio illustrating features of a classroom environment that encourages thoughtful student-student interaction.

#### EVALUATION:

Students are expected to demonstrate growth in understanding and skills across the duration of this course. They will be provided with ongoing constructive feedback on assignments 1 and 2. Performance criteria and standards for assignments 3-5 will be developed with the class, and global rating scales will be used to identify strengths and areas needing further practice. Final grades will be determined on the basis of demonstrated growth and performance, using SFU grading guidelines.

#### REQUIRED READINGS:

- \* Barell, J. (1991). Reflective teaching for thoughtfulness. In A. Costa (Ed.), *Developing minds: A resource book for teaching thinking* (Vol. 1, pp. 207-210). Alexandria, VA: ASCD.
- \* Bateman, W. (1990). *Open to Question*. San Francisco: Jossey-Bass, 1990.
- Christensen, C. R. (1991) Every student teachers and every teacher learns - The reciprocal gift of discussion teaching. In Christensen, Garvin and Sweet (Eds.), *Education for Judgement*. Cambridge, MA: Harvard Business School Press.
- Costa, A. (1991). Teacher behaviors that enable student thinking. In A. Costa (Ed.), *Developing minds: A resource book for teaching thinking* (Vol 1, pp. 194-206). Alexandria, VA: ASCD.
- Feynman, R. (1985). *Surely You're Joking, Mr. Feynman*. New York: Bantam.
- Johnson, D. W., & Johnson, R. T. (1991). Collaboration and cognition. In A. Costa (Ed.), *Developing minds: A resource book for teaching thinking* (Vol. 1, pp. 298-301). Alexandria, VA: ASCD.
- Wassermann, S. (1992). *Asking the Right Question*. Bloomington, IN: Phi Delta Kappa Educational Foundation.
- Wassermann, S. (1990). *Serious Players: Empowering Children in the Primary Grades*. New York: Teachers College Press.

DRARY \*