

# SIMON FRASER UNIVERSITY

A special program for Elementary teachers in Kelowna during the Spring 1986 semester.

## EDUCATION 496-3 (Group 01): SPECIAL TOPICS Physical Education - Dance Grades 4 - 7

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**INSTRUCTOR:** Prof. Eileen Warrell

**SCHEDULE:** Each Wednesday from January 22 to April, 1986  
Approximately 3:30 - 7:30 PM

**LOCATION:** Raymer Elementary School

### **DESCRIPTION:**

This course is designed for elementary school teachers who are interested in developing their 1) knowledge 2) skills and 3) understanding in intermediate dance. It will enable them to create a dance program in their classes and their schools. The focus will be on creative rhythmic and folk dance, and will provide an excellent opportunity for those who have never had dance experience to discover a new and exciting way of introducing it into their classrooms.

### **REQUIREMENTS:**

1. Written Assignments
2. Modify and teach a Folkdance
3. Create a Dance

**TEXT:** HARRIS, J.A. et al, Dance-a-While. Burgess.  
Minneapolis, Minnesota. 1977.

**IMPORTANT:** Please note that a maximum of 12 semester hours of credit in Education Special Topics courses may be used toward a Bachelor of Education Degree.

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**SEE REVERSE SIDE FOR REGISTRATION INFORMATION**

# **SIMON FRASER UNIVERSITY**

**EDUCATION 406-5(Group 02): IN-SERVICE PRACTICUM  
INSTRUCTOR and IN-SERVICE ASSOCIATE: John Bellamy**

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**To: Prospective Education 406 Participants  
From: Peter Norman, In-Service Coordinator  
Date: November 6, 1985**

**Education 406-5 is a new program designed to support teachers wishing to implement systematic curriculum or instructional projects in their own classrooms. It is an attempt to find the best possible "fit" between university coursework and the professional development needs of teachers. Each section of Education 406 has a special emphasis and takes advantage of unique opportunities. In this regard, we are fortunate in working with Ron Rubadeau and John Bellamy to address the concerns of teachers with special needs students.**

**John will be working out the schedule of seminars, classroom visits and special events. In the meantime, please note the registration procedures outlined on the reverse side. If you have questions, please do not hesitate to contact Donna Stevenson at the Kelowna Site Office or Undergraduate Programs on campus.**

**Sincerely,**



**Peter Norman**

# CRANBROOK

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## TEACHING TO PROMOTE STUDENT THINKING

INSTRUCTOR: GERRY MORGAN

Telephone: 342-9243

Simon Fraser University, the University of British Columbia and the University of Victoria, in cooperation with the Cranbrook and Windermere School Districts are pleased to co-sponsor a special course designed for teachers interested in teaching to promote student thinking (see the attached outline). Classes will likely be scheduled on alternate Saturdays (details and location to be announced). Participants have the option of registering for credit through any one of the universities.

### REGISTRATION PROCEDURES

Obtain and complete an application form for the university of your choice from Sheila Moore, Cranbrook School District Office, 940 Industrial Road #1, Cranbrook, B.C., V1C 4C6 (telephone: 426-4201) or Gerry Morgan, Windermere School District Office, Box 430, Invermere, B.C., V0A 1K0 (telephone: 342-9243). Bring the completed forms and all official documents to IN-PERSON REGISTRATION, Wednesday, January 8, 1986, 4-6 PM, at the Cranbrook School District Office (Boardroom). Gerry Morgan will be on hand to assist with Registration.

### COURSE NUMBERS

**Simon Fraser University.....EDUC 496 Group 02 (3 credits)**

Undergraduate Programs  
Faculty of Education  
Burnaby, B.C. V5A 1S6 (Telephone 291-3643)

**University of British Columbia.....SPED 408 (1.5 credits)**

Field Services Office  
Faculty of Education  
2125 Main Mall  
Vancouver, B.C. V6T 1W5 (Telephone 228-2013)

**University of Victoria.....ED D 480 Section #550 (1.5 credits)**

Education Extension  
Faculty of Education  
Box 1700  
Victoria, B.C. V8W 2Y2 (Telephone 721-7874)

## TEACHING TO PROMOTE STUDENT THINKING

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This course is a follow-up to the FOCUS ON THINKING conference offered in the spring of 1984 at Fairmont Hot Springs, B.C. It will bring together current research and curriculum in the area of TEACHING FOR THINKING. The three universities will offer the course with the assistance of Mr. Gerry Morgan, Windermere School District and Dr. Milton McClaren, Simon Fraser University.

### TOPICS

I. WHAT IS THINKING? What are the definitional problems of programs which claim to teach improved "Thinking Skill" or to "Extend" or "Enhance" student thinking?

II. TYPES OF THINKING. Are all types of thinking the same? What is the difference between "Creative" thinking and "Critical" thinking, or between "Linear" vs "Lateral" thinking? Is effective thinking a normal consequence of "effective" teaching? Does a student who attains good test scores have good thinking skills or problem solving attributes?

III. CAN THINKING BE TAUGHT? Does effective thinking arise as a consequence of effective learning of "content"? Should thinking be seen as "integral" to good teaching or should it be developed as a specific focus of the curriculum? What are the arguments "pro" and "con" and who are the major protagonists?

IV. THE HUMAN BRAIN AS THE 'ORGAN' OF THOUGHT. What do we now know about the way in which the human brain functions in terms of memory, creativity, synthesis, problem solving, and perception? Does this knowledge have any educational or pedagogic significance? Can we teach specifically to the "right" or "left" brain? A review of the concepts and programs of DeBono, Edwards, Brown, Bruner, and Ricci.

V. THINKING AND THE SCHOOLS. How does the curriculum and operation of schools extend/inhibit thinking? What can classroom teachers do to encourage student thinking? What sort of learning environment encourages thinking?

VI. A CATALOGUE OF PROGRAMS What "curricula" exist now which claim to develop either thinking "in general" or specific aspects of thinking (ie. "Lateral" or "creative" thinking)? How do these models differ and compare? Are there any generalizations? A review of the models of Raths, DeBono, Wassermann, Osborne, Parnes, Feurstein, Guilford. The development of a "Taxonomy" of teaching for thinking programs.

VII. IMPLEMENTATION. What does the average classroom teacher have to do to become more effective in supporting thinking? What evidence exists that these changes actually produce any benefits?

VIII. CREATIVITY. Creativity is one of the great "mysteries" of the human species. What do we mean when we say that someone is creative? Can we measure/evaluate/ or develop creativity? What programs exist which claim specific value as agents in the promotion of "creativity"?

IX. EVALUATION. It is often said that what is tested is what is taught. Do tests, especially standardized measures of achievement reflect student ability in thinking, in creativity, or in only very narrow segments of human thinking? What can teachers do to encourage and evaluate thinking via evaluation measures?

X. THE TEACHER AS RESEARCHER. How can teachers devise means of evaluating their efforts to become more effective in teaching for thinking? How can we get beyond good intentions to specific results which can attract and sustain support? What is an appropriate agenda for school/teaching improvement in the development of thinking?

#### COURSE REQUIREMENTS

This course will require the students to read a number of works in the field of "thinking", ranging from those of a theoretical nature, to those of classroom practice. Each student will be expected to demonstrate familiarity with the terminology of cognitive psychology, to understand the major journals in which reports in "thinking", "problem solving" and "creativity" are reported, and to be able to identify and describe some of the major schools of thought and opinion in this area. The course will also introduce the student to sources of curriculum materials, networks, and evaluation devices. The course will entail written tests, oral and written reports and class participation.

#### COURSE COORDINATORS

Mr. Gerry Morgan, Windermere School District, Invermere, B.C., Box 430, Invermere, B.C. V0A 1K0 (342-9243)

Dr. Milton McClaren, Faculty of Education, Simon Fraser University, Burnaby, B.C. V5A 1S6. (291-4151)