EDUCATION 483-8

CURRICULUM STUDIES: WITH AN EMPHASIS ON THINKING

Summer Session, 1987   Instructor: Dr. Selma Wassermann
June 29 - August 7   Phone: 291-3798
Monday through Thursday, 8:30-12:20   Location: MPX 7600F

PREREQUISITES:

Educ. 401/402.

CALENDAR DESCRIPTION:

Development of conceptual and technical skills through workshops, seminars, and directed and independent study. Deals with human development and learning in the school. Stress will be placed on approaches to individualizing instruction and to integrating the curriculum in different subject areas. It will normally be taught by two or more faculty members.

WHO MAY BENEFIT FROM THIS COURSE?

This course is for pre-service and in-service teachers who wish to study the theory, teaching strategies and applications to classroom practice of teaching for thinking. The two primary goals of the course are: (a) to enable teachers to translate the principles of teaching for thinking into effective classroom practices across the curriculum; and (b) to assist teachers in their growth as "reflective practitioners."

WHAT TYPES OF LEARNING EXPERIENCES MAY STUDENTS EXPECT?

The course will emphasize the following types of learning experiences:
(a) Assigned readings, case studies and class discussions, in the building of an extensive knowledge base in the area of teaching for thinking;
(b) Individual and small group practice tasks, in the development of classroom skills in teaching for thinking (in the areas of curriculum and instructional strategies);
(c) Field trials, in extending the practice of implementation skills;
(d) Self-evaluation, in the development of heightened awareness as a "reflective practitioner."

WHAT ARE THE EXPECTATIONS OF THE STUDENTS:

Students who enroll in this course are expected to undertake responsibility with respect to the following:
**   to participate fully in all of the learning experiences
**   to work toward the demonstration of understanding of process, as well as competence in performance of tasks
**   to work toward increased, non-defensive self-scrutiny in one's own professional functioning

REQUIRED TEXTS:

Raths, L., Wassermann, S., Jonas, A., & Rothstein, A. Teaching for Thinking: Theory, Strategies & Activities. NY: Teachers College Press.
Wassermann, S. Put Some Thinking in Your Classroom. San Diego: Coronado.
Schon, D.A. The Reflective Practitioner. NY: Basic Books.
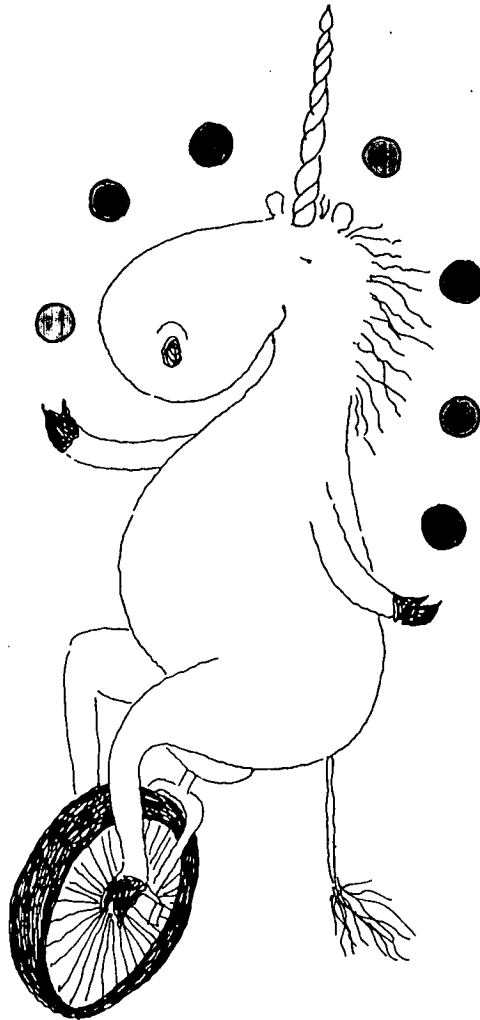Rogers, C. Freedom to Learn for the 80's. Charles Merrill.

RECOMMENDED TEXT:

Christensen, C.R. (Ed.). Teaching by the Case Method. Harvard University, Graduate School of Business Administration.

EDUCATION 483

CURRICULUM STUDIES

GROWING TEACHERS FOR THE POST PAC-MAN CLASSROOM

SIMON FRASER UNIVERSITY

INTRODUCTION

> *The computer presence will enable us
> to so modify the learning environment
> outside the classroom that much, if
> not all the knowledge schools presently
> try to teach with such pain and expense
> and such limited success will be
> learned, as the child learns to talk,
> painlessly, successfully and without
> organized instruction. This obviously
> implies that schools as we know them
> today have no place in the future.*
>
> Seymour Papert,
> MINDSTORMS, p. 9

This course emphasizes the need for teachers to grow and change if they are going to meet the demands of tomorrow's children.

What will schools become as they evolve and change in the "age of the computer?" What roles will teachers be asked to play now that information can be more easily and more cheaply dispensed via the silicon chip? How can teachers meet these challenges and insure that schools become places where children continue to grow in their humanity, as they are increasingly exposed to non-human instructional tools?

Students who enroll in this course will engage in self-directed individual and group study tasks which focus on the kind of professional development considered imperative to the humanistic growth of children. The growing Teacher as Person, the teacher's interactions with students and the relationship of these functions to curriculum development will be the primary areas of study.

The bias of this course is explicit and it tilts heavily in the direction of open education. In practice, this means that we believe that the survival of schools is largely dependent upon the teacher's ability to excel in those professional functions that cannot be performed by computers, specifically . . .

** the creation of a humane and nurturing
environment in which learning may flourish

** the enabling of pupils as more responsible,
thoughtful, caring persons

** the development of curriculum experiences
which engage pupils in active learning

** the promotion of pupils' higher order
problem-solving capabilities

The work in the course requires that you engage actively
in three types of learning experiences:

A. Practice tasks related to increasing understanding
and professional competence in curriculum
development through:

(a) the identification of beliefs about
teaching and learning and the working
toward ownership of those beliefs

(b) facilitative teacher-student interactions
which promote pupil reflection and more
effective interpersonal functioning

(c) growing self-awareness as it relates to
your role as teacher

B. Seminars - group discussions emphasizing
examination of how the Teacher As Person
shapes the life of the classroom

C. Breathing Out - an organic beginning to each
day's activities, consisting of eating, talking,
making music, reading, listening, laughing
and journal writing, and etc. . . . .

Course Objectives

(a)   To increase understanding of the various and complex factors involved in one's personal and professional growth as Teacher

(b)   To promote understanding of the nature of change facing schools as a result of increasingly available computer technology

(c)   To work towards increased understanding of process, as well as skill development in specific professional functions emphasizing humanistic learning considerations, e.g.,

> -- teacher-student interactions
> -- meeting individual learning needs
> -- developing curriculum
> -- the interface of professional functioning with personal needs, beliefs, and attitudes

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

(e)   To further study of the literature examining the relationships between the "growing teacher," "open education" and the "educational needs of tomorrow's children."

Course Requirements

Students are required to attend and participate in all parts of the program.

Students are required to complete assigned readings and basic professional tasks.

Students are required to demonstrate understanding of process underlying professional skills, as well as demonstrate competence in the performance of professional tasks.

Evaluation

Evaluation in this course relies heavily on the students' non-defensive, self-assessment of their:

(a) fulfillment of course requirements

(b) demonstration of understanding of the process underlying professional skills

(c) demonstration of competence in the performance of professional tasks

To this end, students are required to complete a self-evaluation profile which:

(a) addresses the fulfillment of course requirements

(b) identifies the individual professional choices made by the student in shaping his/her studies

(c) determines the quality of the work completed

These self-evaluation profiles will be discussed with instructors in a final interview. The final grade will be based upon the student's performance on the above criteria.

Guidelines for Grading

A grade of A indicates the student's completion of all course requirements, plus individually selected extended studies tasks, with demonstrated excellence in quality of performance and/or non-defensive awareness of the process.

A grade of B indicates the student's completion of all basic course requirements with demonstrated good quality in performance and/or non-defensive awareness of process.

A grade of C indicates the completion of less than all basic requirements and/or less than demonstrated good quality in performance and understanding of process.

TEACHER AS PERSON CENTRE

Required Reading:

Combs, Arthur (ed.) PERCEIVING, BEHAVING,
   BECOMING. Washington, D. C.: Association
   for Supervision and Curriculum Development,
   1962 Yearbook.

TEACHER AS PERSON: A HANDBOOK OF
   READINGS. (mimeo)

Additional Reading:

> *Choose at least two additional readings
> from this list.*

Hamachek, Don. ENCOUNTERS WITH THE SELF. New York:
   Holt, Rinehart and Winston, 1971.

Hendricks, Gay. THE CENTRED TEACHER. New Jersey:
   Prentice Hall, 1981.

Jourard, Sidney. THE TRANSPARENT SELF. New York:
   Van Nostrand, 1962.

Jersild, Arthur. WHEN TEACHERS FACE THEMSELVES.
   New York: Teachers College Press, 1955.

Lortie, Dan. SCHOOLTEACHER. University of Chicago
   Press, 1975.

Maltz, Maxwell. PSYCHOCYBERNETICS. New York:
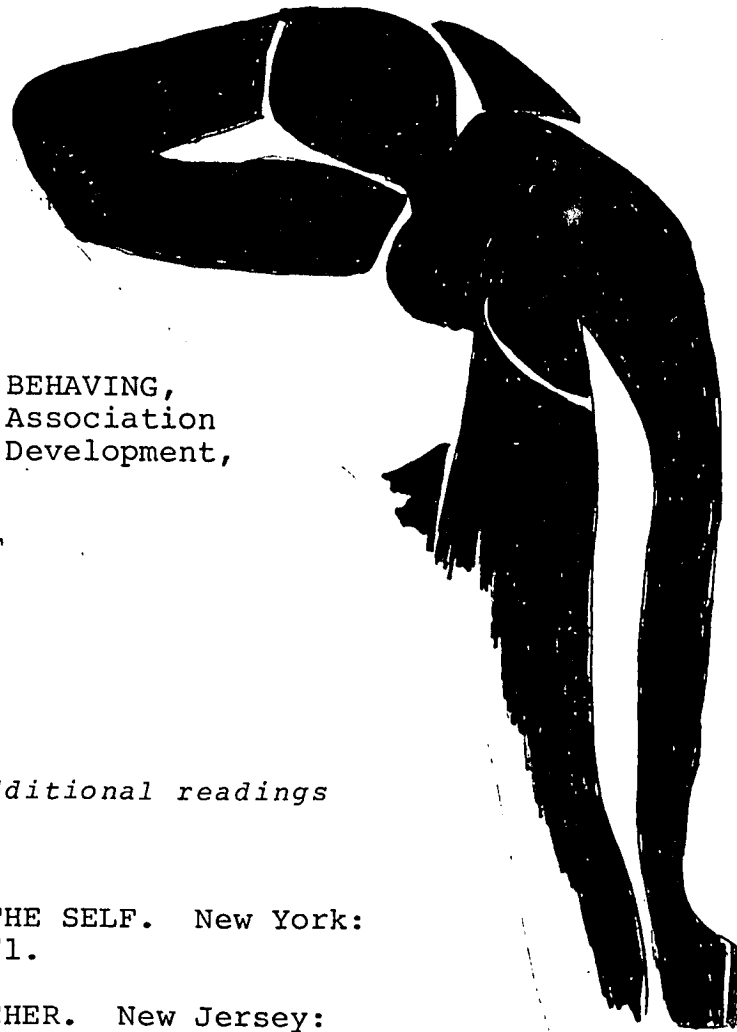   Bantam, 1972.

Maslow, Abraham. TOWARD A PSYCHOLOGY OF BEING. New
   Jersey: Van Nostrand, 1968.

Moustakas, Clark. PERSONAL GROWTH. Detroit: Doyle, 1976.

Moustakas, Clark. THE AUTHENTIC TEACHER. Detroit: Doyle, 1966.

Progoff, Ira. AT A JOURNAL WORKSHOP. New York: Dialogue
   House, 1975.

Rogers, Carl. ON BECOMING A PERSON. Boston: Houghton
   Mifflin, 1961.

THE INTERACTIONS CENTRE

Required Reading:

Raths, Louis E., Harmin, Merrill and Simon, Sidney. VALUES AND TEACHING. Columbus, Ohio: Charles Merrill, 1965.

Raths, Louis E., Wassermann, Selma, Jonas, Arthur and Rothstein, Arnold. TEACHING FOR THINKING: THEORY AND APPLICATION. Columbus, Ohio: Charles Merrill, 1966. (available from the LRC, Faculty of Education)

Raths, Louis E., MEETING THE NEEDS OF CHILDREN. Columbus, Ohio: Charles Merrill, 1972.

Wassermann, Selma, PUT SOME THINKING IN YOUR CLASSROOM. San Diego: Coronado, 1978.

Wassermann, Selma. INTERACTIONS I: PROMOTING STUDENT REFLECTION THROUGH CLARIFYING. (mimeo)

Wassermann, Selma. INTERACTIONS II: INTRODUCTION TO INTERPERSONAL SKILLS TRAINING. Responding Facilitatively. (mimeo)

Wassermann, Selma (ed) HANDBOOK OF RELATED READINGS: INTERACTIONS CENTRE. (mimeo)

Additional Reading:

> *There are no additional required readings*
> *for this centre. The following books*
> *are listed for information and for those*
> *who wish to continue professional development*
> *in one or more of the interaction modes.*

Adler, Ronald, Neil Towne. LOOKING OUT, LOOKING IN. New York: Holt, Rinehart, 1975.

Adler, Ronald, Rosenfeld, Lawrence, Towne, Neil. INTERPLAY: THE PROCESS OF INTERPERSONAL COMMUNICATION. New York: Holt Rinehart and Winston, 1983.

Amidon, T., Hunter, E., IMPROVING TEACHING: THE ANALYSIS OF CLASSROOM VERBAL INTERACTIONS. New York: Holt, Rinehart, 1966.

Aspy, David and Roebuck, Flora. KIDS DON'T LEARN FROM PEOPLE THEY DON'T LIKE. Amherst: Human Resource Development Press, 1977.

Axline, Virginia. PLAY THERAPY. Boston: Houghton Mifflin, 1969.

Bandler, R. and Grinder., J. FROGS INTO PRINCES. Moab, Utah: Real People Press, 1979.

Brammer, L., THE HELPING RELATIONSHIP: PROCESS AND SKILLS. New Jersey: Prentice Hall, 1973.

Carkhuff, Robert and Berenson, David. THE SKILLED TEACHER. Amherst: Human Resource Development Press, 1981.

Carkhuff, Robert, HELPING AND HUMAN RELATIONS, VOLUME I. New York: Holt, Rinehart, 1969.

Carkhuff, Robert. THE ART OF HELPING. Amherst: Human Resource Development Press, 1973.

Combs, Arthur, Avila, D., and Purkey, William, THE HELPING RELATIONSHIP: BASIC CONCEPTS FOR THE HELPING PROFESSIONS. Boston: Allyn & Bacon, 1971.

Coopersmith, Stanley. THE ANTECEDENTS OF SELF ESTEEM. San Francisco: Freeman Press, 1967.

Fraenkel, Jack. HELPING STUDENTS THINK AND VALUE. New Jersey: Prentice Hall, 1980.

Ginott, Hiam. TEACHER AND CHILD. New York: Macmillan, 1969.

Gazda, George, et al. HUMAN RELATIONS DEVELOPMENT. Boston: Allyn & Bacon, 1973.

Hamachek, Don, ENCOUNTERS WITH OTHERS: INTERPERSONAL RELATIONSHIPS AND YOU. New York: Holt, Rinehart, 1982.

Hargreaves, David. INTERPERSONAL RELATIONS AND EDUCATION. London: Routledge & Kegan Paul, 1972.

Harris, T., I'M O.K., YOU'RE O.K. New York: Avon, 1969.

Holt, John. HOW CHILDREN FAIL. New York: Pitman, 1964.

Jackson, Phillip. LIFE IN CLASSROOMS. New York: Holt, Rinehart, 1968

Johnson, David. REACHING OUT. New Jersey: Prentice Hall, 1981.

Kozol, Jonathan. DEATH AT AN EARLY AGE. New York: Houghton, 1967.

Moustakas, Clark. THE AUTHENTIC TEACHER. Cambridge: Doyle, 1966.

Moustakas, Clark. TEACHING AS LEARNING. New York: Ballantine, 1972.

National Education Association. VALUES: CONCEPTS AND TECHNIQUES.
   Washington, D. C.: National Education Association, 1976.

Profreidt, William. THE TEACHER YOU CHOOSE TO BE. New York:
   Holt, Rinehart, 1975.

Purkey, William. SELF CONCEPT AND SCHOOL ACHIEVEMENT. New
   Jersey: Prentice Hall, 1971.

Purkey, William. INVITING SCHOOL SUCCESS. Belmont, California:
   Wadsworth, 1978.

Rogers, Carl. ON BECOMING A PERSON. Boston: Houghton Mifflin, 1961.

Rokeach, Milton. THE OPEN AND CLOSED MIND. New York: Basic, 1960.

Rokeach, Milton, BELIEFS, ATTITUDES AND VALUES. San Francisco:
  Jossey Bass, 1970.

Rosenthal, R. and Jacobsen, L., PYGMALION IN THE CLASSROOM. New
   York: Holt, Rinehart, 1968.

Seiler, William J., Schuelke, L. David, and Lieb-Brilhart, Barbara.
   COMMUNICATION FOR THE CONTEMPORARY CLASSROOM. New York: Holt,
   Rinehart, 1984.

Stanford, G., and Roark, A., HUMAN INTERACTION IN EDUCATION.
   Allyn & Bacon, 1974.

Truax, Charles and Carkhuff, Robert. TOWARDS EFFECTIVE COUNSELING
   AND PSYCHOTHERAPY. Chicago: Aldine Publishing Co., 1967.

Wolkmor, C., Pasanella, A., and Raths, L. E., VALUES IN THE
   CLASSROOM. Columbus, Ohio: Charles Merrill Co., 1977.

CURRICULUM STUDIES
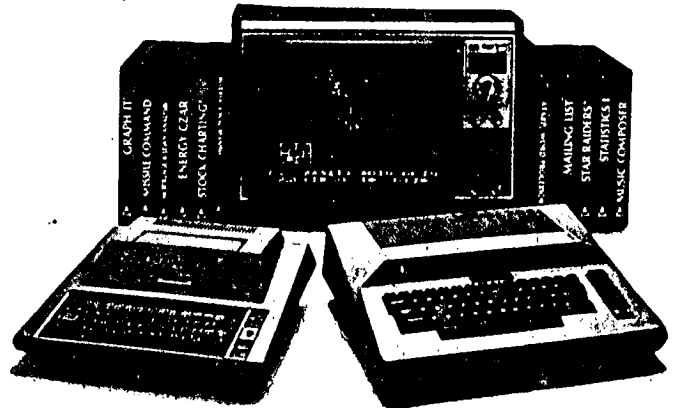
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Required Reading

Wassermann, S.   HANDBOOK OF SELECTED READINGS, I AND II.
            (mimeo)

Miller, William.   THE THIRD WAVE AND EDUCATION'S FUTURES.
   Bloomington, Indiana: Phi Delta Kappa Fastbacks, 1981.

Additional Reading

        Choose at least one additional book from
        this list.

 Aspy, David, Cheryl Blalock Aspy and Flora Roebuck (editors)
    THE THIRD CENTURY IN AMERICAN EDUCATION.   Amherst: Human
    Resources Development Press, 1984.

Clegg, Alec.   ABOUT OUR SCHOOLS.   London: Blackwell, 1980.

Goodlad, John.   A PLACE CALLED SCHOOL.   New York: McGraw
   Hill, 1984.

Howes, Virgil.   INFORMAL TEACHING IN THE OPEN CLASSROOM.
   New York: Macmillan, 1974.

Rogers, Carl.   FREEDOM TO LEARN FOR THE 80's.   Columbus, Ohio:
   Charles Merrill Co., 1984.

Papert, Seymour.   MINDSTORMS.   New York: Basic Books, 1981.

Kelley, Earl.   EDUCATION FOR WHAT IS REAL.   New York: Harper
   and Row, 1947.

Silberman, M. L., Allender, J. S. and Yanoff, J. M.   THE
   PSYCHOLOGY OF OPEN TEACHING AND LEARNING.   Boston: Little
   Brown, 1972.