

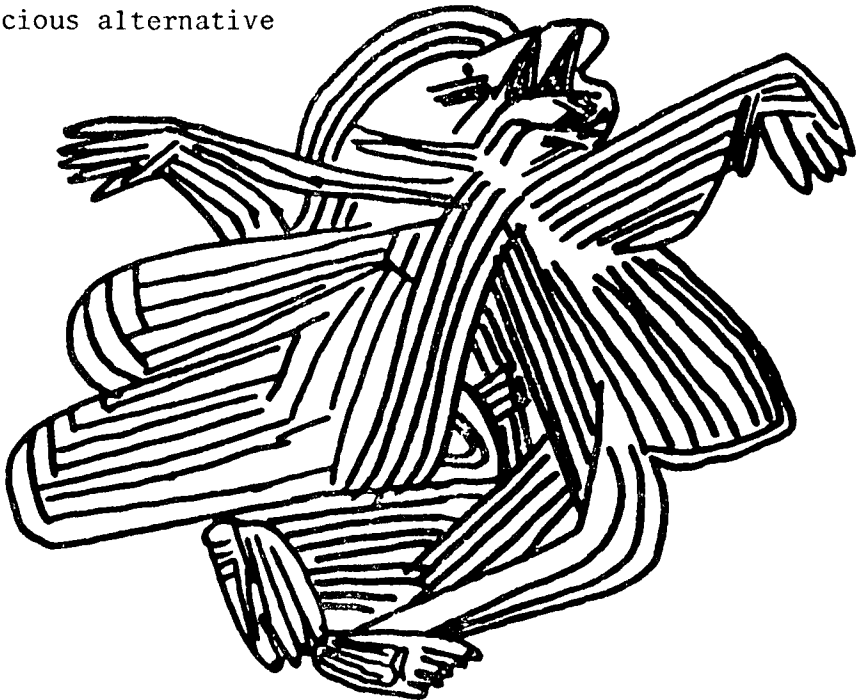
EDUC. 483-8/484-8: CURRICULUM STUDIES

INTERSESSION 1982
Tuesday/Wednesday/Thursday 9:00 - 3:20
SUMMER SESSION 1982
Tuesday/Wednesday/Thursday 9:00 - 3:20

INSTRUCTOR: Selma Wassermann
LOCATION: Campus

the delicious alternative

*an exploration
of
alternatives
to
traditional
teaching-learning
settings*



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.

- ** 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 Tuesday, Wednesday, and Thursday
from 9:00 - 3:20.



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

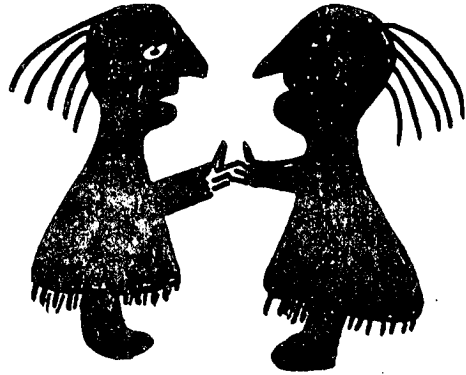


The specific course requirements include:

- (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

THE INTERACTIONS CENTRE



Required Reading:

Raths, Louis E., Harmin, Merrill, Simon Sidney, VALUES AND TEACHING. Columbus, Ohio: Charles Merrill, 1965. 401/402
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Raths, Louis E., Wassermann, S., Jonas, A., Rothstein, A., TEACHING FOR THINKING: THEORY AND APPLICATION. Columbus, Ohio: Charles Merrill, 1966. 401/402
819

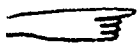
Raths, Louis E., MEETING THE NEEDS OF CHILDREN. Columbus, Ohio: Charles Merrill, 1972. 401/402

❁ Wassermann, S., PUT SOME THINKING IN YOUR CLASSROOM. Chicago: Benefic Press, 1978. 401/402
819

Wassermann, S., INTRODUCTION TO EMPATHY TRAINING, Mini-Handbook. (mimeo)

Wassermann, S., Ide, J., USING THE CLARIFYING RESPONSES, Mini-Handbook. (mimeo)

Additional Reading



(Choose at least one book in addition to the required reading if you are enrolled in 483-8 or 484-8.)



Choose at least two books in addition to the required reading if you are enrolled in 483 AND 484.)

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

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

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

Carkhuff, R., HELPING AND HUMAN RELATIONS, VOLUME I. New York; Holt, Rinehart, 1969.

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

Combs, A., Avila, D., Purkey, W., HELPING RELATIONSHIPS: BASIC CONCEPTS FOR THE HELPING PROFESSIONS. Boston: Allyn and Bacon, 1971.

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

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Delamont, Sara, INTERACTION IN THE CLASSROOM. London: Methuen & Co., 1976.

Dreikurs, R., CHILDREN: THE CHALLENGE. New York: Hawthorne, 1964.

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

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

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

Holt, J., HOW CHILDREN RAIL. New York: Pitman, 1964.

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

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

Moustakas, C., THE AUTHENTIC TEACHER. Cambridge, Mass.: Doyle, 1966.

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

Purkey, W., SELF CONCEPT AND SCHOOL ACHIEVEMENT. Englewood Cliffs, New Jersey: Prentice Hall, 1971.

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

Truax, C., Carkhuff, R., TOWARDS EFFECTIVE COUNSELING AND PSYCHOTHERAPY. Chicago: Aldine Publishing Co., 1967.

THE KIDS CENTRE



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Stone, J., and Church, J., CHILDHOOD AND ADOLESCENCE. New York: Random House, 1964.

Raths, Louis E., VALUES AND TEACHING. (See Interactions Reading List)

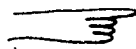
Raths, Louis E., TEACHING FOR THINKING. (See Interactions Reading List)

Raths, Louis E., MEETING THE NEEDS OF CHILDREN. (See Interactions List)

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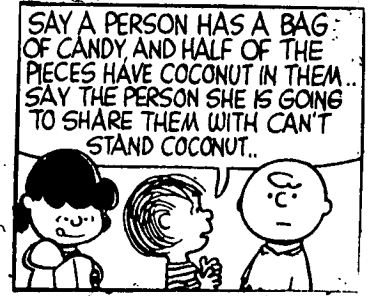
Bettelheim, B., LOVE IS NOT ENOUGH. New York: Collier, 1950.

Bronfenbrenner, U., TWO WORLDS OF CHILDHOOD. New York: Russell Sage Foundation, 1970.

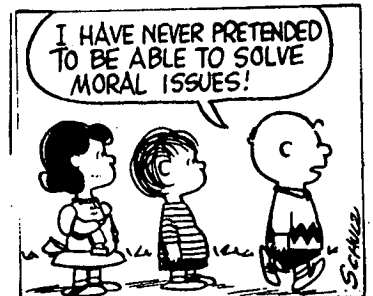
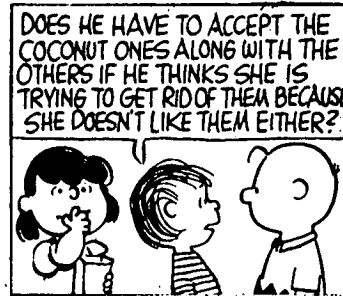
Cole, R., CHILDREN IN CRISIS. New York: Dell, 1967.

- Davis, A., Dollard, J., CHILDREN OF BONDAGE. New York: Harper and Row, 1940.
- Dennison, G., THE LIVES OF CHILDREN. New York: Random House, 1969.
- Doll, R., Fleming, R., CHILDREN UNDER PRESSURE. Columbus, Ohio: Charles Merrill Co., 1966.
- Erikson, E., IDENTITY: YOUTH AND CRISIS. New York: W. W. Norton, 1968.
- Erikson, E., CHILDHOOD AND SOCIETY. New York: W. W. Norton, 1950.
- Fadar, D., THE NAKED CHILDREN. New York: Macmillan, 1971.
- Fraiberg, S. THE MAGIC YEARS. New York: Scribner, 1959.
- Friedenberg, E., COMING OF AGE IN AMERICA. New York: Random House, 1965.
- Friedenberg, E., THE VANISHING ADOLESCENT. New York: Dell, 1959.
- Fullager, W., Lewis, H., Cumbee, C., READINGS FOR EDUCATIONAL PSYCHOLOGY. New York: Crowell Co., 1964.
- Green, H., I NEVER PROMISED YOU A ROSE GARDEN. New York: Holt, Rinehart, 1964.
- Gross, B., Gross, R., THE CHILDREN'S RIGHTS MOVEMENT. New York: Doubleday, 1977.
- Guy, R., CHILDREN OF LONGING. New York: Bantam, 1970.
- Heath, D., HUMANIZING SCHOOLS. New York: Hayden, 1971.
- Henry, J., CULTURE AGAINST MAN. New York: Random House, 1963.
- Janov, A., THE PRIMAL SCREAM. New York: Dell, 1970.
- Janov, A., THE FEELING CHILD. New York: Si-on & Schuster, 1973.
- Koocher, G., CHILDREN'S RIGHTS AND THE MENTAL HEALTH PROFESSIONS. New York: John Wiley, 1977.
- Lane, H., Beachamp, M., UNDERSTANDING HUMAN DEVELOPMENT. New Jersey: Prentice Hall, 1962.
- Leiner, M., CHILDREN OF THE CITIES. New York: New America Library, 1975.

- Moustakas, C., CHILDREN IN PLAY THERAPY. New York: McGraw Hill, 1953.
- Natchez., G., GIDEON: A BOY WHO HATES LEARNING IN SCHOOL. New York: Basic Books, 1975.
- Parker, B., MY LANGUAGE IS ME. New York: Basic Books, 1962.
- Prescott, D., THE CHILD IN THE EDUCATIVE PROCESS. New York: McGraw Hill, 1957.
- Purkey, W., SELF CONCEPT AND SCHOOL ACHIEVEMENT. New Jersey: Prentice Hall, 1970.
- Platt, K., THE BOY WHO MADE HIMSELF DISAPPEAR. New York: Dell, 1968.
- Rasey, M., IT TAKES TIME. New York: Harper and Row, 1953.
- Redl, F., Wineman, D., THE AGGRESSIVE CHILD. New York: The Free Press, 1957.
- Roswell, F., Natchez, G., READING DISABILITY: DIAGNOSIS AND TREATMENT. New York: Basic Books, 1967.
- Rubin, T., JORDI/LISA AND DAVID. New York: Ballantine, 1962.
- Salinger, J. D., CATCHER IN THE RYE. New York: Little, Brown, 1951.
- Sarason, S., et al, ANXIETY IN ELEMENTARY SCHOOL CHILDREN. New York: John Wiley, 1960.
- Sears, P., Sherman, V., IN PURSUIT OF SELF ESTEEM. Belmont, Calif.: Wadsworth, 1964.
- Schreiber, F., SYBIL. New York: Warner Books, 1973.
- White, B., THE FIRST THREE YEARS OF LIFE. New Jersey: Prentice Hall, 1977.
- Wolff, Sula, CHILDREN UNDER STRESS. London: Penguin, 1974.
- Church, J., THREE BABIES: BIOGRAPHIES OF COGNITIVE DEVELOPMENT. New York: Random House, 1966.
- Piaget, J., THE LANGUAGE AND THOUGHT OF THE CHILD. New York: International Universities Press, 1932.
- Covington, M., Beery, R., SELF WORTH AND SCHOOL LEARNING. New York: Holt, Rinehart, 1976.
- Rutter, M., HELPING TROUBLED CHILDREN. New York: Penguin Books, 1975.
- Cohen, M., BETS WISHES DOC. A Dynamic Approach to Learning Disabilities. New York: Penguin Books, 1974.



THE CURRICULUM CENTRE



Required Reading:

MINI HANDBOOK OF SELECTED READINGS (mimeo)

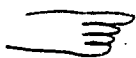
and

Silberman, C., THE OPEN CLASSROOM READER. New York: Random House, 1973.

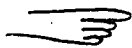
or

Rogers, C., FREEDOM TO LEARN. Columbus, Ohio: Charles Merrill, 1969.

Additional Reading:



(Choose at least one book from each of the following sections in addition to the required reading if you are enrolled in 483-8 or 484-8.



Choose at least two books from each of the following sections in addition to the required reading if you are enrolled in 483 AND 484.)

Section I - OPEN CLASSROOMS: AN INSIDE VIEW

- Ashton-Warner, S., TEACHER. New York: Simon & Schuster, 1963.
- Central Advisory Council for Education (England), CHILDREN AND THEIR PRIMARY SCHOOLS. (The Plowden Report) London: Her Majesty's Stationary Office, 1967.
- Dennison, G., THE LIVES OF CHILDREN. New York: Random House, 1969.
- Barth, R., OPEN EDUCATION AND THE AMERICAN SCHOOL. New York: Schocken, 1974.
- Featherstone, J., SCHOOLS WHERE CHILDREN LEARN. New York: Liveright, 1971.
- Glines, D., IMPLEMENTING DIFFERENT AND BETTER SCHOOLS. Mankato, Minnesota: Campus Publishers, 1969.
- Goodell, C., THE CHANGING CLASSROOM. New York: Ballantine, 1973.
- Marshall, S., AN EXPERIMENT IN EDUCATION. Cambridge, England: Cambridge University Press, 1968.
- Miller, P., HUMANIZING THE CLASSROOM. New York: Praeger, 1976.
- Heath, D., HUMANIZING SCHOOLS. New Jersey: Hayden, 1971.
- Nyquist, E., Hawes, G., OPEN EDUCATION: A SOURCEBOOK FOR PARENTS AND TEACHERS. New York: Bantam Books, 1972.
- Postman, N., Weingartner, C., THE SCHOOL BOOK. New York: Delacorte, 1973.
- Pratt, C., I LEARN FROM CHILDREN. New York: Simon & Schuster, 1948.
- Pine, G., Boy, A., LEARNER CENTRED TEACHING. A HUMANISTIC VIEW. Denver: Love Publishing Co., 1977.
- Richardson, E., IN THE EARLY WORLD. New York: Random House, 1964.
- Howes, V., INDIVIDUALIZATION OF INSTRUCTION: A TEACHING STRATEGY. New York: Macmillan, 1970.
- Musgrave, G. R., INDIVIDUALIZED INSTRUCTION: TEACHING STRATEGIES FOCUSING ON THE LEARNER. Boston: Allyn & Bacon, 1975.
- Talbert, E., Frase, L., INDIVIDUALIZED INSTRUCTION: A BOOK OF READINGS. Columbus, Ohio: Charles Merrill, 1972.
- Gibbons, M., THE NEW SECONDARY EDUCATION. Bloomington, Indiana: Phi Delta Kappa, 1976.

Postman, N., Weingartner, C., TEACHING AS A SUBVERSIVE ACTIVITY.
New York: Delacorte Press, 1969.

Gross, R., Osterman, P., HIGH SCHOOL. New York: Simon & Schuster, 1971.

Kelley, E., EDUCATION FOR WHAT IS REAL. New York: Harper & Row, 1947.

Section II - OPEN CLASSROOMS: HOW THEY WORK

Brown, M., Precious, N., THE INTEGRATED DAY IN THE PRIMARY SCHOOL.
London: Ward Lock, 1970.

Murrow, C., Murrow, L., CHILDREN COME FIRST. New York; American
Heritage Press, 1971.

Ridgway, M., Lawton, S., FAMILY GROUPING IN THE PRIMARY SCHOOL.
London: Ward Lock, 1971.

Blitz, B., THE OPEN CLASSROOM: MAKING IT WORK. Boston: Allyn &
Bacon, 1973.

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

Rogers, V., TEACHING IN THE BRITISH PRIMARY SCHOOL. New York:
Macmillan, 1970.

Silberman, C., THE OPEN CLASSROOM READER. New York: Random House, 1973.

Bremer, J., SCHOOLS WITHOUT WALLS: THE PARKWAY PROJECT. New York:
Holt, Rinehart, 1971.

Gibbons, M., "Walkabout," PHI DELTA KAPPAN, 1976.

Saucier, W., Wendel, R., Mueller, R., TOWARD HUMANISTIC TEACHING IN
THE HIGH SCHOOL. Boston: D. C. Heath, 1975.

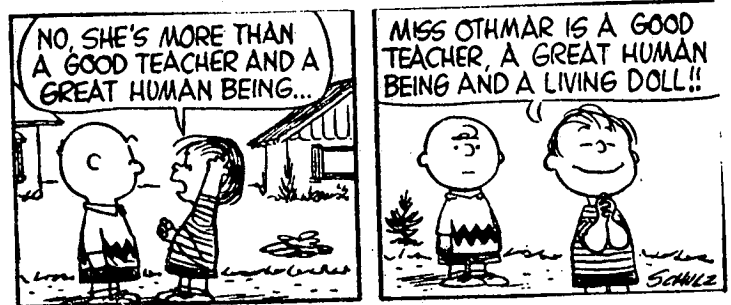
Wilson, L. D., THE OPEN ACCESS CURRICULUM. Boston: Allyn & Bacon, 1971.

Nash, C., THE LEARNING ENVIRONMENT. A PRACTICAL APPROACH TO THE
EDUCATION OF THE THREE, FOUR AND FIVE YEAR OLD. Toronto: Methuen, 1976.

Section III - OPEN CLASSROOMS: SPECIFIC CURRICULUM AREAS

- Biggs, E., MacLean, J., FREEDOM TO LEARN: AN ACTIVE APPROACH TO MATHEMATICS. Don Mills, Ontario: Addison Wesley, 1969.
- Piltz, A., Sund, R., CREATIVE TEACHING OF SCIENCE IN THE ELEMENTARY SCHOOL. Boston: Allyn & Bacon, 1974.
- Landsdown, B., Blackwood, P., Brandwein, P., TEACHING ELEMENTARY SCIENCE THROUGH INVESTIGATION AND COLLOQUIUM.
- Budd Rowe, M., TEACHING SCIENCE AS CONTINUOUS INQUIRY. New York: McGraw Hill, 1973.
- Moffatt, J., A STUDENT CENTRED LANGUAGE ARTS CURRICULUM, GRADES K-12. Boston: Houghton Mifflin, 1968.
- Veatch, J., READING IN THE ELEMENTARY SCHOOL. New York: Ronald Press, 1966.
- Harris, A., HOW TO INCREASE READING ABILITY. New York: McKay, 1975.
- Howes, V., INDIVIDUALIZING INSTRUCTION IN SCIENCE AND MATHEMATICS. New York: Macmillan, 1970.
- Province of Alberta, Department of Education, EXPERIENCES IN DECISION-MAKING. Edmonton: Department of Education, 1966.
- Brubaker, D., Murray, T., DECISIONS IN TEACHING ELEMENTARY SOCIAL STUDIES. Belmont, California: Wadsworth, 1971.
- Lowenfeld, V., CREATIVE AND MENTAL GROWTH. New York: Macmillan, 1957.
- Kirchner, G., Cunningham, J., Warrell, E., INTRODUCTION TO MOVEMENT EDUCATION. Dubuque, Iowa: W. C. Brown, 1970.
- Phillips, R., TEACHING FOR THINKING IN HIGH SCHOOL SOCIAL STUDIES. Don Mills, Ontario: Addison Wesley, 1974.
- Romey, W. D. INQUIRY TECHNIQUES FOR TEACHING SCIENCE. New Jersey: Prentice Hall, 1968.
- Politzer, R. L. FOREIGN LANGUAGE LEARNING: A LINGUISTIC INTRODUCTION. New Jersey: Prentice Hall, 1970.

TEACHER CENTRE



All of the readings for this centre are optional.
They are recommended, but not required.

Cullum, A. THE GERANIUM ON THE WINDOW SILL JUST DIED BUT TEACHER YOU WENT RIGHT ON. Holland: Harlin Quist, 1971.

Hamachek, D., ENCOUNTERS WITH THE SELF. New York: Holt, Rinehart, 1971.

Kelly, E., EDUCATION FOR WHAT IS REAL. New York: Harper & Row, 1947.

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

Romey, W., RISK-TRUST-LOVE: LEARNING IN A HUMANE ENVIRONMENT.
Columbus, Ohio: Charles Merrill, 1972.

Rogers, C., ON BECOMING A PERSON. New York: Houghton Mifflin, 1961.

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

Bassett, T. R., EDUCATION FOR THE INDIVIDUAL. New York: Harper & Row, 1978.

Laing, R. D., THE FACTS OF LIFE. New York: Pantheon, 1976.

Included for your information: "Activity" books with ideas for specific teaching strategies.

Kaplan, S. et al, CHANGE FOR CHILDREN: IDEAS AND ACTIVITIES FOR INDIVIDUALIZED LEARNING. Pacific Palisades, California: Goodyear, 1973.

Canfield, J., Wells, H., 100 WAYS TO ENHANCE SELF CONCEPT IN THE CLASSROOM. New Jersey: Prentice Hall, 1976.

Simon S., Howe, L., Kirschenbaum, H., VALUES CLARIFICATION. New York: Hart, 1972.

Borton, T., REACH, TOUCH AND TEACH. New York: McGraw Hill, 1970.

Corft, D., Hess, R., AN ACTIVITIES HANDBOOK FOR TEACHERS OF YOUNG CHILDREN. Boston: Houghton Mifflin, 1972.

Shaftel, F., Shaftel, G., ROLE PLAYING FOR SOCIAL VALUES. New Jersey: Prentice Hall, 1967.

Maidment, R., SIMULATION GAMES: DESIGN AND EXECUTION. Columbus, Ohio: Charles Merrill, 1973.

Wurman, R., YELLOW PAGES OF LEARNING RESOURCES. Cambridge, Mass.: M.I.T., 1972.

Lorton, M., WORKJOBS: ACTIVITY-CENTRED LEARNING FOR EARLY CHILDHOOD EDUCATION. Don Mills, Ontario: Addison Wesley, 1972.

MAKING IT STRANGE: A NEW DESIGN FOR CREATIVE THINKING AND WRITING. Synectics, Inc., New York: Harper, 1968.

Ascheim, S., MATERIALS FOR THE OPEN CLASSROOM. New York: Dell, 1973.

Rekdal, C., THE ECLECTIC CLASSROOM. Seattle: Papillon Press, 1976.

Van Allen, R., Allen, C., LANGUAGE EXPERIENCE ACTIVITIES. New York: Houghton Mifflin, 1976

Davidson, T., et al, THE LEARNING CENTRE BOOK: AN INTEGRATED APPROACH. Pacific Palisades, California: Goodyear, 1976.

Whittaker - Move In on Maths

oving Beyond

One At A Time All at Once

Mathematics Their Way

Cullum - Just Because You're Bigger Doesn't Mean You're Right

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

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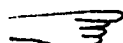
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New Jersey: Prentice Hall, 1973.

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Bettelheim, B., LOVE IS NOT ENOUGH. New York: Collier, 1950.

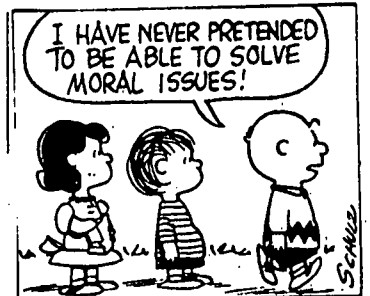
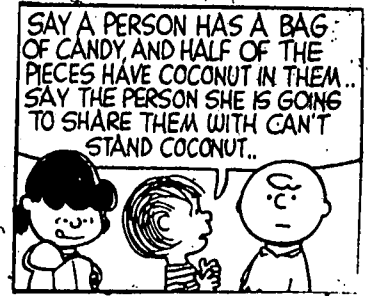
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Cole, R., CHILDREN IN CRISIS. New York: Dell, 1967.

- Davis, A., Dollard, J., CHILDREN OF BONDAGE. New York: Harper and Row, 1940.
- Dennison, G., THE LIVES OF CHILDREN. New York: Random House, 1969.
- Doll, R., Fleming, R., CHILDREN UNDER PRESSURE. Columbus, Ohio: Charles Merrill Co., 1966.
- Erikson, E., IDENTITY: YOUTH AND CRISIS. New York: W. W. Norton, 1968.
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- Fraiberg, S., THE MAGIC YEARS. New York: Scribner, 1959.
- Friedenberg, E., COMING OF AGE IN AMERICA. New York: Random House, 1965.
- Friedenberg, E., THE VANISHING ADOLESCENT. New York: Dell, 1959.
- Fullager, W., Lewis, H., Cumbee, C., READINGS FOR EDUCATIONAL PSYCHOLOGY. New York: Crowell Co., 1964.
- Green, H., I NEVER PROMISED YOU A ROSE GARDEN. New York: Holt, Rinehart, 1964.
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- Lane, H., Beachamp, M., UNDERSTANDING HUMAN DEVELOPMENT. New Jersey: Prentice Hall, 1962.
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- Moustakas, C., CHILDREN IN PLAY THERAPY. New York: McGraw Hill, 1953.
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- Purkey, W., SELF CONCEPT AND SCHOOL ACHIEVEMENT. New Jersey: Prentice Hall, 1970.
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- Rasey, M., IT TAKES TIME. New York: Harper and Row, 1953.
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- Church, J., THREE BABIES: BIOGRAPHIES OF COGNITIVE DEVELOPMENT. New York: Random House, 1966.
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- Covington, M., Beery, R., SELF WORTH AND SCHOOL LEARNING. New York: Holt, Rinehart, 1976.
- Rutter, M., HELPING TROUBLED CHILDREN. New York: Penguin Books, 1975.
- Cohen, M., BETS WISHS DOC. A Dynamic Approach to Learning Disabilities. New York: Penguin Books, 1974.

THE CURRICULUM CENTRE



Required Reading:

MINI HANDBOOK OF SELECTED READINGS (mimeo)

and

Silberman, C., THE OPEN CLASSROOM READER. New York: Random House, 1973.

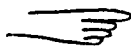
or

Rogers, C., FREEDOM TO LEARN. Columbus, Ohio: Charles Merrill, 1969.

Additional Reading:



(Choose at least one book from each of the following sections in addition to the required reading if you are enrolled in 483-8 or 484-8.



Choose at least two books from each of the following sections in addition to the required reading if you are enrolled in 483 AND 484.)

Section I - OPEN CLASSROOMS: AN INSIDE VIEW

- Ashton-Warner, S., TEACHER. New York: Simon & Schuster, 1963.
- Central Advisory Council for Education (England), CHILDREN AND THEIR PRIMARY SCHOOLS. (The Plowden Report) London: Her Majesty's Stationary Office, 1967.
- Dennison, G., THE LIVES OF CHILDREN. New York: Random House, 1969.
- Barth, R., OPEN EDUCATION AND THE AMERICAN SCHOOL. New York: Schocken, 1974.
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- Glines, D., IMPLEMENTING DIFFERENT AND BETTER SCHOOLS. Mankato, Minnesota: Campus Publishers, 1969.
- Goodell, C., THE CHANGING CLASSROOM. New York: Ballantine, 1973.
- Marshall, S., AN EXPERIMENT IN EDUCATION. Cambridge, England: Cambridge University Press, 1968.
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- Postman, N., Weingartner, C., THE SCHOOL BOOK. New York: Delacorte, 1973.
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- Pine, G., Boy, A., LEARNER CENTRED TEACHING. A HUMANISTIC VIEW. Denver: Love Publishing Co., 1977.
- Richardson, E., IN THE EARLY WORLD. New York: Random House, 1964.
- Howes, V., INDIVIDUALIZATION OF INSTRUCTION: A TEACHING STRATEGY. New York: Macmillan, 1970.
- Musgrave, G. R., INDIVIDUALIZED INSTRUCTION: TEACHING STRATEGIES FOCUSING ON THE LEARNER. Boston: Allyn & Bacon, 1975.
- Talbert, E., Frase, L., INDIVIDUALIZED INSTRUCTION: A BOOK OF READINGS. Columbus, Ohio: Charles Merrill, 1972.
- Gibbons, M., THE NEW SECONDARY EDUCATION. Bloomington, Indiana: Phi Delta Kappa, 1976.

Postman, N., Weingartner, C., TEACHING AS A SUBVERSIVE ACTIVITY.
New York: Delacorte Press, 1969.

Gross, R., Osterman, P., HIGH SCHOOL. New York: Simon & Schuster, 1971.

Kelley, E., EDUCATION FOR WHAT IS REAL. New York: Harper & Row, 1947.

Section II - OPEN CLASSROOMS: HOW THEY WORK

Brown, M., Precious, N., THE INTEGRATED DAY IN THE PRIMARY SCHOOL.
London: Ward Lock, 1970.

Murrow, C., Murrow, L., CHILDREN COME FIRST. New York; American
Heritage Press, 1971.

Ridgway, M., Lawton, S., FAMILY GROUPING IN THE PRIMARY SCHOOL.
London: Ward Lock, 1971.

Blitz, B., THE OPEN CLASSROOM: MAKING IT WORK. Boston: Allyn &
Bacon, 1973.

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

Rogers, V., TEACHING IN THE BRITISH PRIMARY SCHOOL. New York:
Macmillan, 1970.

Silberman, C., THE OPEN CLASSROOM READER. New York: Random House, 1973.

Bremer, J., SCHOOLS WITHOUT WALLS: THE PARKWAY PROJECT. New York:
Holt, Rinehart, 1971.

Gibbons, M., "Walkabout," PHI DELTA KAPPAN, 1976.

Saucier, W., Wendel, R., Mueller, R., TOWARD HUMANISTIC TEACHING IN
THE HIGH SCHOOL. Boston: D. C. Heath, 1975.

Wilson, L. D., THE OPEN ACCESS CURRICULUM. Boston: Allyn & Bacon, 1971.

Nash, C., THE LEARNING ENVIRONMENT. A PRACTICAL APPROACH TO THE
EDUCATION OF THE THREE, FOUR AND FIVE YEAR OLD. Toronto: Methuen, 1976.

Section III - OPEN CLASSROOMS: SPECIFIC CURRICULUM AREAS

- Biggs, E., MacLean, J., FREEDOM TO LEARN: AN ACTIVE APPROACH TO MATHEMATICS. Don Mills, Ontario: Addison Wesley, 1969.
- Piltz, A., Sund, R., CREATIVE TEACHING OF SCIENCE IN THE ELEMENTARY SCHOOL. Boston: Allyn & Bacon, 1974.
- Landsdown, B., Blackwood, P., Brandwein, P., TEACHING ELEMENTARY SCIENCE THROUGH INVESTIGATION AND COLLOQUIUM.
- Budd Rowe, M., TEACHING SCIENCE AS CONTINUOUS INQUIRY. New York: McGraw Hill, 1973.
- Moffatt, J., A STUDENT CENTRED LANGUAGE ARTS CURRICULUM, GRADES K-12. Boston: Houghton Mifflin, 1968.
- Veatch, J., READING IN THE ELEMENTARY SCHOOL. New York: Ronald Press, 1966.
- Harris, A., HOW TO INCREASE READING ABILITY. New York: McKay, 1975.
- Howes, V., INDIVIDUALIZING INSTRUCTION IN SCIENCE AND MATHEMATICS. New York: Macmillan, 1970.
- Province of Alberta, Department of Education, EXPERIENCES IN DECISION-MAKING. Edmonton: Department of Education, 1966.
- Brubaker, D., Murray, T., DECISIONS IN TEACHING ELEMENTARY SOCIAL STUDIES. Belmont, California: Wadsworth, 1971.
- Lowenfeld, V., CREATIVE AND MENTAL GROWTH. New York: Macmillan, 1957.
- Kirchner, G., Cunningham, J., Warrell, E., INTRODUCTION TO MOVEMENT EDUCATION. Dubuque, Iowa: W. C. Brown, 1970.
- Phillips, R., TEACHING FOR THINKING IN HIGH SCHOOL SOCIAL STUDIES. Don Mills, Ontario: Addison Wesley, 1974.
- Romey, W. D. INQUIRY TECHNIQUES FOR TEACHING SCIENCE. New Jersey: Prentice Hall, 1968.
- Politzer, R. L. FOREIGN LANGUAGE LEARNING: A LINGUISTIC INTRODUCTION. New Jersey: Prentice Hall, 1970.

Included for your information: "Activity" books with ideas for specific teaching strategies.

Kaplan, S. et al, CHANGE FOR CHILDREN: IDEAS AND ACTIVITIES FOR INDIVIDUALIZED LEARNING. Pacific Palisades, California: Goodyear, 1973.

Canfield, J., Wells, H., 100 WAYS TO ENHANCE SELF CONCEPT IN THE CLASSROOM. New Jersey: Prentice Hall, 1976.

Simon S., Howe, L., Kirschenbaum, H., VALUES CLARIFICATION. New York: Hart, 1972.

Borton, T., REACH, TOUCH AND TEACH. New York: McGraw Hill, 1970.

Corft, D., Hess, R., AN ACTIVITIES HANDBOOK FOR TEACHERS OF YOUNG CHILDREN. Boston: Houghton Mifflin, 1972.

Shaftel, F., Shaftel, G., ROLE PLAYING FOR SOCIAL VALUES. New Jersey: Prentice Hall, 1967.

Maidment, R., SIMULATION GAMES: DESIGN AND EXECUTION. Columbus, Ohio: Charles Merrill, 1973.

Wurman, R., YELLOW PAGES OF LEARNING RESOURCES. Cambridge, Mass.: M.I.T., 1972.

Lorton, M., WORKJOBS: ACTIVITY-CENTRED LEARNING FOR EARLY CHILDHOOD EDUCATION. Don Mills, Ontario: Addison Wesley, 1972.

MAKING IT STRANGE: A NEW DESIGN FOR CREATIVE THINKING AND WRITING. Synectics, Inc., New York: Harper, 1968.

Ascheim, S., MATERIALS FOR THE OPEN CLASSROOM. New York: Dell, 1973.

Rekdal, C., THE ECLECTIC CLASSROOM. Seattle: Papillon Press, 1976.

Van Allen, R., Allen, C., LANGUAGE EXPERIENCE ACTIVITIES. New York: Houghton Mifflin, 1976

Davidson, T., et al, THE LEARNING CENTRE BOOK: AN INTEGRATED APPROACH. Pacific Palisades, California: Goodyear, 1976.

Whittaker - Move In on Maths

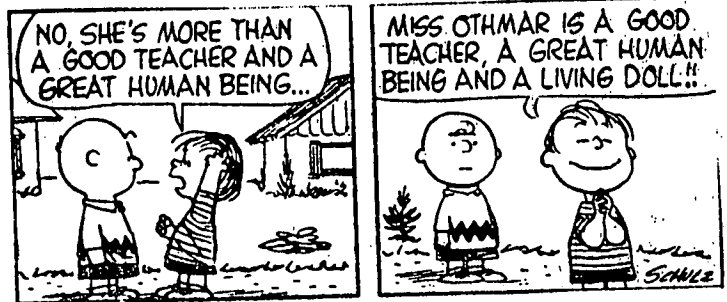
Living Beyond

One At A Time All at Once

Mathematics Their Way

Cullum - Just Because You're Bigger Doesn't Mean You're Right

TEACHER CENTRE



All of the readings for this centre are optional.
They are recommended, but not required.

Cullum, A. THE GERANIUM ON THE WINDOW SILL JUST DIED BUT TEACHER YOU WENT RIGHT ON. Holland: Harlin Quist, 1971.

Hamachek, D., ENCOUNTERS WITH THE SELF. New York: Holt, Rinehart, 1971.

Kelly, E., EDUCATION FOR WHAT IS REAL. New York: Harper & Row, 1947.

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

Romey, W., RISK-TRUST-LOVE: LEARNING IN A HUMANE ENVIRONMENT.
Columbus, Ohio: Charles Merrill, 1972.

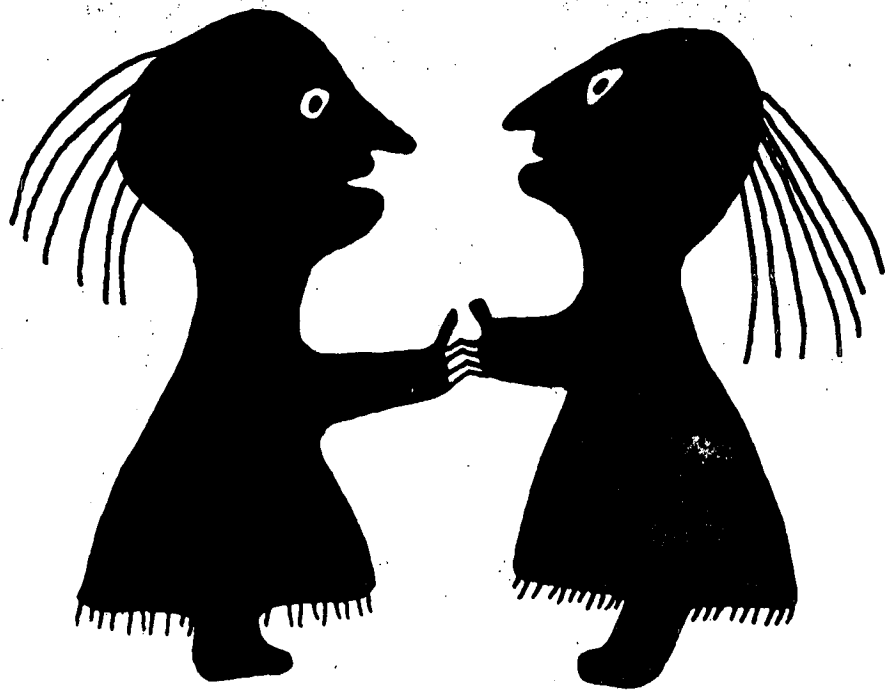
Rogers, C., ON BECOMING A PERSON. New York: Houghton Mifflin, 1961.

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

Bassett, T. R., EDUCATION FOR THE INDIVIDUAL. New York: Harper & Row, 1978.

Laing, R. D., THE FACTS OF LIFE. New York: Pantheon, 1976.

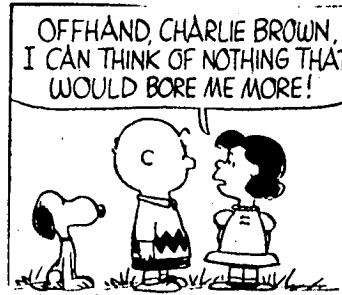
What you do speaks so loudly
I can't hear what you say



THE INTERACTIONS CENTER

INTRODUCTION

Different Interactions Have Different Effects



Words have power. We can, with a few "well chosen" words, make a substantial contribution to another person's feelings.

"What a stupid thing to say, Jean."

"Good little girls don't act like that, now do they?"

"Be a man and stop crying."

"You're not trying."

"That's the best essay I've ever read."

"You look lovely today."

"I'm so glad to see you."

You can probably recall a teacher you had that made his students feel diminished at the end of a school day. What that teacher said no doubt communicated to you a lack of his regard and respect for you as a person and as a learner. These demeaning interactions have a subtractive quality in human interactions. The effects of such interactions make us feel less secure and more anxious, decrease our sense of personal autonomy, undermine our confidence and generally diminish our self esteem. In short, they have a powerful negative effect on us as people and as learners.

On the other hand, you can probably recall another teacher who the students liked a lot. That teacher probably had a way of communicating to you that he liked and cared about you. In his class, students were less afraid to take risks; he made it seem safe. Perhaps he communicated to you that he felt you were a fine and substantial person.

These kinds of interactions have an additive quality in human interactions. They may encourage us to inquire, stimulate our thinking and help us reflect on our lives and the world around us. The effects of these interactions often help us to increase our self confidence, sharpen our problem solving skills, promote self-understanding and generally enhance our sense of self-esteem. In short, they contribute to our ability to learn.

The Interactions Centre will help you to look at the way you interact with others and promote your understanding of and skill in those types of interactions which have additive effects on students and their learning.

USING THE INTERACTIONS CENTRE

Growing In Competency

The Interactions Centre will help you to develop competency in three types of additive interactions:

- | | |
|------------------------|-------------------------------------------------------------------------------------------|
| value clarification: | ways of responding to kids which help them to clarify their beliefs, attitudes and values |
| teaching for thinking: | ways of responding and asking questions which promote student thinking |
| accurate empathy:: | ways of interacting which communicate understanding and promote self esteem |

In order to help you grow in competency, we have designed a series of tasks which allow you to understand more about the nature of the interaction and gain skill by using the interaction in practice sessions.

It may help you in pacing yourself towards the completion of the requirements of the Interactions Centre if you follow the schedule which we have outlined below:

Weeks 1 - 2

- 1) Attend a values orientation session
- 2) Do the advanced organizers for values clarification
- 3) Complete the value clarification tasks
- 4) Begin work on the teaching for thinking advanced organizers

Weeks 3 - 4

- 1) Attend a teaching for thinking orientation
- 2) Complete the advanced organizers
- 3) Complete the teaching for thinking tasks
- 4) Begin work on the empathy training advanced organizers

Weeks 5 - 6

- 1) Attend an empathy training orientation session
- 2) Complete the advanced organizers
- 3) Complete the empathy training tasks

The Interactions Centre will be open for use every morning, Tuesday through Friday. Videotapes, AV equipment, tape recorders and the various worksheets needed to complete the tasks will be found in the centre.

Centre resource faculty are available for consultation, for help, for hearing complaints, for support, for clarifying values, for communicating high levels of empathy, for promoting thinking, and in general, to facilitate your growth in any way we can.

THE TASKS

VALUE CLARIFICATION



Advanced Organizers

1. Read VALUES AND TEACHING.
2. Attend a values orientation session.

Task 1 (a)

- 1) Form a trio like the one used in the orientation session.
- 2) Have each person take turns playing the following roles:
 - a. clarifier - if you are the clarifier, use the values response sheet (V-1) as a guide in formulating clarifying responses
 - b. clarifeye - if you are the clarifeye, choose an item from the Values Box for your discussion during the session
 - c. monitor - if you are the monitor, use the values coding sheet (V-2) to record clarifying and non-clarifying responses
- 3) Each time you play the role of clarifier, make a recording of your session on audiotape.

Task 1 (b)

- 4) Clarifier: re-play the tape of your session. Code your own responses on the values coding sheet (V-2) and evaluate your work.
- 5) Clarifeye: complete the worksheet "My Beliefs About Teaching/Learning" (V-3).
- 6) BE SURE to place all completed coding schedules and worksheets in your folder.

Task 2

- 1) Select a portion of dialogue from your last taping session which you feel reflects your most skillful clarifying interactions.
- 2) Make a verbatim transcript of no longer than one page. Attach this transcript to the coding sheet and place both in your folder.

Education 483 OR 484: Do Task 1 two times. Do Task 2 once.
Education 483 AND 484: Do Task 1 four times. Do Task 2 once.

Facilitative Tasks:

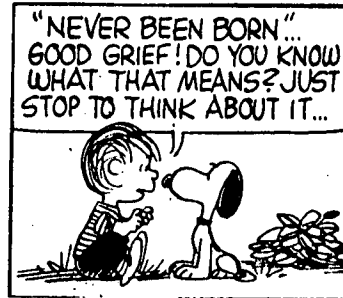
Facilitative tasks are optional. They are provided to help you extend your own thinking and increase your expertise in this area. You may wish to do all, several or none of the following facilitative tasks. Your own assessment of your own professional needs should guide you in the selection of facilitative tasks.

- 1) Look at videotape V-2 showing a teacher using the clarifying response with a group of students. Code the teacher's responses.
- 2) Listen to the audiotape of Louis E. Raths on "Values."
- 3) Examine the self-instructional Values Handbook.
- 4) Examine the Values filmstrips for possible classroom use.
- 5) Read VALUES CLARIFICATION, by Simon, Howe and Kirschenbaum.

TEACHING FOR THINKING

Advanced Organizers

1. Read the text TEACHING FOR THINKING: THEORY AND APPLICATION
2. Read the Teaching for Thinking Mini Handbook
 - a) Be fully acquainted with the coding schedule
3. Attend the Teaching for Thinking orientation session.



Task 1

- 1) Get a small group together and view videotape T-1, following along with the transcripts of the tape (T-1)
- 2) When you think you are ready to begin coding, start the videotape from the beginning and code all the teachers responses using coding sheet T-2.
- 3) Compare your coding with the other members in your group and attempt to sort out any major discrepancies.
- 4) Complete item #6 on the analysis side of the coding sheet (T-3)

Task 2

- 1) Devise a thinking activity.
(Use TEACHING FOR THINKING
or the Thinking Box as a guide.)
- 2) Get a group of 2 or 3 students
together; try out your activity
and record it on audiotape.
- 3) Select a 5 minute segment from
the tape and have each member
of the group code it with
coding sheet T-2.
- 4) Compare your coding and
attempt to sort out any
major discrepancies.
- 5) Complete the analysis of
your activity on coding
sheet T-3.
- 6) Place all completed coding
sheets in your folder.

Task 3

- 1) Select a portion of
dialogue from your
last taping session
which you believe
reflects your most skill-
ful teaching for thinking
interactions.
- 2) Make a verbatim transcript
of no longer than one
page. Attach this
transcript to the coding
sheet and place both
in your folder.

Education 483 OR 484: Do Task 1. Do Task 2 twice.
Do Task 3 once.

Education 483 AND 484: Do Task 1. Do Task 2 four times.
Do Task 3 once.

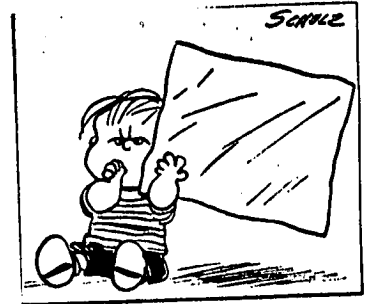
Facilitative Tasks:

- 1) Look at videotapes T-2, T-3 or T-4. Use them to
practice your coding on coding sheet T-2.
- 2) Listen to Selma's audiotape on Teaching for Thinking.
- 3) Examine the Teaching for Thinking filmstrips for
possible classroom use.
- 4) Examine the Thinking Box for possible classroom use.

EMPATHY TRAINING

Advanced Organizers

1. Read MEETING THE NEEDS OF CHILDREN.
2. Read the Empathy Training Mini Handbook and be fully acquainted with the levels of empathic responses.
3. Attend the Empathy Training orientation session



Task 1

- 1) Get a small group together and view videotape E-1.
- 2) Play tape a second time; code all the teacher's responses using the Empathy Scale Coding Schedule E-1.
- 3) Compare your coding with other members in the group and attempt to sort out any major discrepancies.
- 4) Compute the average response level for empathy.

Task 2

- 1) Complete the pencil and paper task "Perceiving Empathy" on worksheet E-2. Do this work with a friend, if possible.
- 2) Compare your responses on worksheet E-2 with the answer sheet. If there are discrepancies between your response and the answer sheet, make sure you understand why.
- 3) Complete the pencil and paper task "Responding with Empathy," on worksheet E-3. Do this work with a friend if possible.
- 4) Discuss your responses on worksheet E-3 with your seminar leader or a resource faculty in the centre.
- 5) File both completed worksheets in your folder.

Task 3

- 1) Form a group of four people.
- 2) Have one person speak briefly (about 1½ - 2 minutes) in response to one of the "empathy leaders".
- 3) In turn, have each person in the group attempt to respond to the speaker empathically. Try to maintain the responses at level 3. This should be done as quickly as possible with little discussion.
- 4) Tape record the session.
- 5) After each person has had an opportunity to respond to the speaker, play the tape back and have every group member code the individual responses.
- 6) Sort out any discrepancies in the codings and critically discuss each response. Try to focus the discussion on why you think each particular response was successful or unsuccessful.
- 7) Repeat the process so that each person has an opportunity to respond to an "empathy leader", taping, coding and discussing each time.

Task 4

- 1) Work with a friend on this task.
- 2) Select a question from the "empathy leaders" for your discussion.
- 3) Take turns playing the following roles:
 - helpee - share feelings about the question you have selected from the "empathy leaders"
 - teacher or helper - interact with helpee by being empathic; try to maintain responses at level 3
- 4) Keep the interchange about 5 minutes long. Record the session on audiotape.
- 5) Listen to the audiotape and both helper and helpee code the responses. Compute the average response level for empathy.
- 6) Dialogue informally about the session.
- 7) Place completed coding sheet in your folder.

Task 5

- 1) Select a portion of dialogue from your taping of Task 4 which you feel reflects your most skillful empathic interactions.
- 2) Make a verbatim transcript of no longer than one page.
- 3) Attach the transcript to your coding sheet and place both in your folder.

Education 483 OR 484: Do each task once.

Education 483 AND 484: Do Task 1, 2, and 3.
Do Task 4 three times.
Do Task 5 once.

Facilitative Tasks:

- 1) View videotape E-2 showing a student-teacher interaction. Code for practice.
- 2) Do worksheet E-4. Code responses for practice in perceiving empathy.
- 3) Do worksheet E-5. Formulate level 3 responses to each situation for practice in responding with empathy.
- 4) Code the transcript E-6 for practice in perceiving empathy.

SIMON FRASER UNIVERSITY

File

MEMORANDUM

To J. Marv. WideenFrom J.V. TrivettSubject Curriculum Studies, Summer '76Date March 17, 1976Marv.

I enclose two pieces of advance details for both Education 483-B and Education 484-B in which you have kindly agreed to participate.

The yellow sheets are intended to be given to the students on the first day though other sheets as well will be ready by then.

The photocopied sheet is intended as a guide to us, preliminary in that I suggest these criteria for your consideration. Please react back to me as you wish about these or we can discuss issues further. I am not considering it necessary that all of us should meet jointly but we can consider this.

Plus

JT/ga

SIMON FRASER UNIVERSITY

MEMORANDUM

To

From... John Trivett

Subject ... CURRICULUM STUDIES. ED. 483-B, 484-B.

Date... March 8, 1976

For additional guidelines for the leaders of mini courses, seminars, demonstration lessons with students or children, independent studies, we are suggesting the following points by way of criteria for designing the integration of the studies:

1. Keep the locus of responsibility for learning with the learners. Encourage self-direction, self-examination, and self-correction of oneself by one's self.
2. Provide situations of direct experience for participants which uncovers the fundamental elements of whatever is being studied and the opportunity to see these elements for what they are. Design studies that are built on experience and perception rather than preconceptions and definitions.
3. Present activities which stress the economy of learning. Try to make each study yield "a lot from a little". Keep the cost of memorization as low as possible. Make each awareness lead to lots of facility by replacing repetition with practice. Transform time into experience.
4. Promote awareness of relationships rather than adherence to materialistic absolutes. Practice suspending judgement until play with the relationships between the basic elements of whatever is being studied has revealed various patterns of the structure.
5. Utilize the power of transformations to generate increasing awareness of the relativity and change that is the reality of our human universe. Promote active and dynamic rather than passive and mental activity of the intellect and the imagination.

The Seminars

The themes for the weekly seminars need not be fixed before the courses begin. The following are suggestions however which run parallel to the criteria mentioned on the previous sheet.

1. What is meant by study?
 - How can we as students study learning and teaching?
 - Is the study of learning different for children?
 - If so, how?
 - How can we get children to study?

2. What are the responsibilities for one's own learning?
 - What are the parameters for self-direction?
 - self examination?
 - self correction?
 - Can we learn for others?
 - What can't we learn without others?

3. What are the essences of mathematics, reading, language arts, social studies, science, movement and fine arts?
 - Are these worth seeking for children?
 - What is their relevance to the curriculum?
 - How can we have children find them and possess them?
 - What are our responsibilities for penetrating the traditional barriers between subjects - in ourselves and for the children we work with?

4. What activities in the various studies "yield a lot for a little"?
 - What needs to be memorized?
 - What and how shall we practise?
 - What are the implications in classrooms for helping all students continually transform time into experience?

5. What are relationships?
 - What is the use of suspended judgement?
 - What are the roles in the classroom of humour, absurdity, conventions, defiance, heresies, freedom and surrender?
 - Is it different for personal relationships between people and social situations in and outside school?