

**SIMON FRASER UNIVERSITY
SUMMER SEMESTER 2007**

**EDUC 414-4
DESIGNS FOR LEARNING: SECONDARY SOCIAL
STUDIES
(E02.00)**

STEFAN STIPP

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Office Hours: Monday and Wednesday 4:30-5:20 by appointment

WEDNESDAY 5:30-9:20 SFU Surrey Campus
Room 3040

PREREQUISITE: EDUC 401/402

COURSE DESCRIPTION

This course is a Social Studies methods course for Secondary and Elementary teachers. Students will deeply, critically and personally consider why they teach Social Studies and how they might best go about it. They will engage in a wide variety of learning activities including experiential learning, cooperative learning, reflective writing and group discussion.

COURSE OBJECTIVES

- To create an effective community of learners
- To critically and personally examine the nature and rationales of Social Studies education
- To critically and thoughtfully examine BC Social Studies Curriculum
- To thoughtfully consider and be able to implement a variety of approaches to teaching Social Studies
- To investigate and critique a variety of Social Studies resources
- To examine and create assessment strategies for Social Studies that enhance student learning
- To create a meaningful unit that demonstrates learning of the course content

REQUIRED TEXTS

Case, Roland, & Clark, Penney, Eds.(1999). The canadian anthology of social studies: issues and strategies for teachers. Vancouver, BC: Pacific Educational Press. ISBN 1-895766-39-7

Case, Roland, & Denos, Mike (2006). Teaching about historical thinking. Vancouver, BC: Pacific Educational Press. ISBN 0-86491-286-2

Various photocopied readings will be distributed throughout the course and a \$10.00 copy fee will be collected at the second session.

RECOMMENDED TEXTS (Don't buy these until after the first class)

Morton, Tom (1998). Cooperative learning and social studies: towards excellence and equity. San Clemente, CA: Kagan Cooperative Learning. ISBN 1-879097-32-X

Wiggins, Grant & McTighe, Jay (2005). Understanding by design. Alexandria, VA: Association for Supervision and Curriculum Development. ISBN 1-4166-0035-3

PROPOSED ASSIGNMENTS AND EVALUATION

Mini-Autobiography	Ungraded
Weekly learning log entries and informed, respectful participation	20%
Resource review	10%
IRP Review	20%
Unit plan	50%

Note: The above is a tentative outline pending the needs of the students enrolled and a variety of discoveries we are bound to make together.
