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MEMORANDUM

ATTENTION Senate **DATE** February 18, 2016
FROM Wade Parkhouse, Chair of Senate **No.** GS2016.01
Graduate Studies Committee (SGSC)
RE: Proposal for Graduate Certificate in Imaginative Education
(Cohort Special Arrangement Program)


For the information:

At its meeting of January 11, 2016, SGSC approved the Cohort Special Arrangement proposal for a Graduate Certificate in Imaginative Education in the Faculty of Education and forwarded it to SCUP for information at its meeting on January 20, 2016.

Acting under delegated authority at its meeting of January 11, 2016, SGSC approved the following program proposal and new courses effective Spring 2017.

Faculty of Education

Program proposal: Graduate Certificate in Imaginative Education (Cohort Special Arrangement)

* New courses:

- EDUC 725 Engaging Students' Imaginative K-Post Secondary: Introducing Cognitive Tools
- EDUC 726 Engaging Students' Imaginations K-Post Secondary: Deepening Understanding and Applying IE to Subject Areas
- EDUC 728 Assessing & Evaluating Imaginative Education: Theoretical and Practical Issues
- EDUC 729 Field Study in Imaginative Education (IE): Introduction to Action Research
- EDUC 730 Field Study in Imaginative Education (IE): Conducting Action Research

* EDUC 725 - effective Summer 2017
EDUC 726 - effective Fall 2017
EDUC 728 - effective Spring 2018
EDUC 729 - effective Fall 2017
EDUC 730 - effective Spring 2018



SIMON FRASER UNIVERSITY
ENGAGING THE WORLD

Graduate Certificate in Imaginative Education

Cohort Special Arrangement Program (CSAR)

October 19, 2015
Faculty of Education

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1 Executive Summary

The Imaginative Education Research Group (IERG)—Faculty of Education, SFU—has a broad national/international membership of teachers and administrators and frequently receives requests for online graduate program delivery. Imaginative Education (IE) is an approach to teaching that describes the central roles played by 'cognitive tools' (learning tools tied to language) in our intellectual development, in the growth and transformation of imagination and its engagement in learning.

While we do offer an MEd in Curriculum and Instruction with a specialization in IE through community programs (with an intake every other year and sometimes annually, and once, due to strong demand, two cohorts simultaneously) and just launched, in 2015, a specialization within our diploma program in IE, without an online program offering we are not meeting the needs of a wide variety of people who, for personal, professional, or geographical reasons, find these more “traditional” formats for graduate study unsuitable.

We propose to create a fully on-line one-year graduate certificate program in IE. Students will complete 5 courses for a total of 15 credits. Coursework will incorporate 3 courses that integrate pedagogical theory on IE with practice and issues that include assessment and evaluation, and 2 Action Research courses that will allow students to investigate and apply their learning within their practical professional contexts. Subject to Graduate General Regulations, students who complete the Graduate Certificate in Imaginative Education may receive advance credit towards completion of a Master of Education in Curriculum and Instruction.

Our market research indicates that besides a few individual on-line courses embedded in programs that deal with creativity or the arts, there are no fully online graduate programs (certificates, diplomas, or degrees) that focus on the imagination’s role in learning in all subject areas (K-post-secondary).

Our aims are threefold: First, to increase the enrollment into our graduate programs for local teachers—an online model can afford them greater flexibility and thus our program will be more appealing within the local community. Second, to offer those people who do not live in the Lower Mainland a means to learn about IE and attain a graduate certificate at SFU through an imaginative and engaging on-line model. Third, we intend to design a program that maximizes student engagement; this will require both pedagogical and technological innovation. In our current graduate programs, our instructors employ the pedagogical tools that engage students’ imaginations in learning. In this program we will explore how to translate these pedagogical approaches into the online environment. For example, we propose a combination of such technologies as video-conferencing/Skype connections, use of Structural Communication (this “dialogue simulation” technique was invented in England more than 50 years ago, but used almost exclusively in textbook formats, with electromechanical devices, and mostly in business fields (Hodgson & Dill, 1970; Bennett, 1970), but it has been explored recently with regard to distance education, (Robinson, da Silva, Fernandes, & Omar, 2004; Rossner & Egan (1995)) and e-portfolios to enhance the implementation of the theories of IE. We believe that use of technologies that support interactions amongst students, the instructor, and course content, will facilitate student engagement on-line. Our program is designed, therefore, to demonstrate pedagogical innovation as much as technological innovation.

Engagement, innovation, research and community involvement are some of the main principles both SFU and the Faculty of Education are committed to in the years to come. Our proposal aligns with these objectives and, importantly, is designed to maximize student success by employing

- a) a cohort model;
-

- b) a mentorship component which connects students with IE experts (SFU Alumni). We consider this component important because these mentors will be able to deepen understanding in particular practical contexts with which professors might well be unfamiliar;
- c) an inquiry focus—students will conduct Action Research during two semesters;
- d) an innovative online teaching/learning platform;
- e) a program evaluation/assessment component that allows for the refinement and improvement of the course content and delivery.

Tuition will be in line with Master of Education program fees; however, there may be up to \$1,000 for additional program fees to allow for the online programming.

2 Credential to be awarded

Graduate Certificate in Imaginative Education

3 Location

This is a fully on-line program. (Note: If students choose to “ladder” into an MEd in C&I IE program they would need to join a cohort at SFU Surrey campus; the MEd is not online.)

4 Department(s), School(s), Faculty(ies) offering program

Faculty of Education, Graduate Programs

5 Anticipated program start and end dates

Phase ONE [Jan 2016-April 2017] Develop, Produce and Advertise/Market Program
Phase TWO [May 2017-April 2018] Initial Offering of Program
Phase THREE [Sept 2018-August 2019] 2nd Program Offering/Program Revision
[We appreciate DGS approval to delay the initial launch of this program to May 2017. We requested this extension for three reasons: First, it provides more time for advertising and marketing; second, it will align better with our next MEd C&I in IE intake and, thus, benefit those students choosing to ladder into the MEd; third, it allows the first Action Research course to occur during the school year (rather than over the summer holidays).]

6 Description of proposed program

6.1 Aims, goals and/or objectives

Educational Goals: By the end of the program students will have developed skills/practices/dispositions required to **conduct inquiry** in the context of practice; **articulate** the theoretical premises of IE and how IE is situated within the larger educational context; **characterize** the practical applications of cognitive tools and kinds of understanding; **employ** cognitive tools flexibly in their own professional practice; **apply** assessment and evaluation strategies that align with IE principles; and **design** imaginative curricula based on imaginative education principles.

Learning Methodologies

Our proposal for this fully on-line program employs a mix of the latest interactive technologies. We intend to employ technologies such as Blackboard Collaborate (BbC), Structural Communication, and e-portfolios to name a few. BbC will allow students to participate in live virtual seminars, group discussion, ad hoc meetings with experts in the field or to create their own discussion groups when they want. BbC has a whiteboard, simultaneous video, audio conferencing and texting capabilities which will allow students, instructors and experts to build a nurturing virtual community. Structural Communication will allow for sophisticated challenges in a discussion simulating environment (Egan, 1979). E-portfolios will allow students to document their Action Research findings through the year in one online space where instructors can provide feedback. It also has the capability of sharing with others part of one's portfolio or the whole of it. It will help the students to reflect on their "learning journey" and the instructors to guide students as necessary. There may be other technologies depending on the course design and teaching /learning requirements. Our proposed design and chosen technologies can maximize opportunities for students to form relationships with knowledge, with each other, their professors and with others in the IE network, and to consistently deepen their understanding. In particular, the mentorship component is designed to replace the face-to-face contact typical of traditional programs. The mentorship component will support students through their studies by having them form a relationship with an IE expert.

6.2 Mandate and strategic plan

SFU's vision is clear. It strives to be "*the leading engaged university defined by its dynamic integration of innovative education, cutting-edge research and far-reaching community engagement*" (<http://www.sfu.ca/engage/background.html>). Our program reflects the kind of technological and pedagogical innovation SFU is looking for as it closely aligns with the following core values and aims of SFU/SFU's Faculty of Education: *engagement, innovation, research and community involvement*.

Engagement: One of the stated aims of the Faculty of Education at SFU is to "look beyond precedents and categories to honour inquiry and imagination" (website). We intend to design a program that maximizes student engagement through centralizing of imagination. In our current graduate programs, our instructors employ the pedagogical tools that engage students' imaginations in learning. In this program we will explore how to translate these pedagogical approaches into the online environment. **Innovation:** While SFU's Faculty of Education has a long history of innovative programming, there remain many possibilities for improving programs and, importantly, adapting programs to meet the diverse needs of the community. With this proposed integration of online program offering that employs cutting-edge technologies for learning we can physically reach a wide community for enrollment and with the pedagogical practice that centralizes imagination we can ensure more success and engagement with the course content. With the built-in research component and mentorship model (see details below about the rationale for mentor involvement) we can rejuvenate and enrich the culture of research and practice that SFU supports. **Research:** The IERG is committed to engaging teachers as reflective practitioners and researchers. Our M.Ed. programs involve an Action Research component in which students apply their learning into their professional contexts. This proposal includes this inquiry component and expands the potential impact of their research by involving students in a wider, international network of IE research and, through the mentoring components, with IE experts. **Community involvement:** SFU's Faculty of Education strives to be responsive to the needs of students and the educational community. Similarly, the IERG is committed to

supporting the professional development of BC teachers. This fully on-line graduate certificate program would allow the IERG to reach more teachers and working professionals who cannot partake in our locally-organized events. Our proposal also embraces community-outreach with a mentorship model. We envision hiring, specifically, IE M.Ed. alumni. With an expertise in IE and practical experience in the field of teaching, the mentors will engage with students through online formats to support them in meeting program requirements. Not only would this mentorship component more powerfully tap into the expertise of our alumni—a goal of SFU’s Faculty of Education—but will allow us to enrich the interactions of our world-wide IERG community. The mentors also serve a crucial role in deepening and expanding student learning.

6.3 Curriculum

We propose to design, produce, and launch a fully on-line one-year graduate certificate program in IE.

Program Scope & Sequence: Students will be required to complete 5 courses (15 credits in total) during their program. **Proposed Course Schedule:**

Semester 1:

EDUC 725 Engaging Students’ Imaginations K-Post Secondary: Introducing Cognitive Tools (3 credits) (see Appendix 8 for sketch of “cognitive tools”.)

Semester 2:

EDUC 726 Engaging Students’ Imaginations K-Post Secondary: Deepening Understanding and Applying IE to Subject Areas (3 credits)

EDUC 729 Field Study in Imaginative Education (IE): Introduction to Action Research (3 Credits)

(In line with the Community programs model, the program supervisor will serve as the “faculty advisor” for all students and, in conjunction with the instructor for the Action Research courses, will be responsible for overseeing student research.)

Semester 3:

EDUC 728 Assessing & Evaluating Imaginative Education: Theoretical and Practical Issues (3 credits)

EDUC 730 Field Study in Imaginative Education (IE): Conducting Action Research (3 Credits) (A final component of this course will include the “capstone experience” in which students share their Action Research findings and IE understandings with the larger IE research community in an on-line platform.)

6.4 Admission Requirements

The minimum University requirements for admission to a graduate certificate program are as follows:

- a) a bachelor’s degree from Simon Fraser University, or its equivalent from a recognized institution;
 - b) a cumulative grade point average of at least 2.5/4.33, or a grade point average of at least
-

6.6 Target audience

While we expect teachers will be our main participants, we also foresee administrators and possibly professors/instructors at colleges or universities enrolling for this program. The work of the IERG in central and South America (as well as in countries in Asia) has created a base of people from various educational fields that have expressed interest in studying IE with the IERG. In Santiago, Chile, for example, there is a group of administrators/instructors/professors at the University Finis Terra who have expressed interest in IE study. There are also teachers who have expressed interest from Mexico. So, we expect to have a varied group. Our initial advertising will target these groups.

Year One: 15-20 students

Year Two: 20-30 students (* the revenue estimate in Appendix 4 indicates we could profitably offer the program for a cohort of 15 students—@ premium fee of \$450/unit—in this scenario we could enroll two cohorts if we chose to)

Year Three: 20-30 students

6.7 Labour market demand

Graduate programs in education are frequently in demand. There are 41,000 teachers in B.C. and having a program we can offer nationally (and internationally as well) will tap into an extensive market. As indicated previously, the IERG currently offers an off-campus M.Ed. program in Imaginative Education. This program runs, typically, every two years. We have a constant demand for this program, however, and could offer it annually should we choose to do so. There have been years, recently, when we had enough eligible candidates for two M.Ed. cohorts. We expect, therefore, to easily enroll a cohort for this proposed program because it will be available to students internationally and, for those close to home, offers them a shortened program duration and much more flexibility in their study schedule.

In B.C. as in other provinces there is a strong incentive to engage in graduate study because pay raises are tied to additional study. This program will fulfill partial credits for a pay grade increase (15 out of a required 30 credits). In order to receive the pay raise increase, students could transfer into the M.Ed. in IE program and gain the required 15 additional credits by completing that program.

In addition, one consistent assertion of employers is that they value highly originality, creativity, and imagination as powerful agents of innovation. The program is designed to stimulate and develop those qualities.

6.8 Financial Aid and Awards

At this time, due to the structure of the program, students would not be eligible for awards or financial aid, including government assistance, student loans and grants.

Faculty

No more faculty appointments are required for this program.

Faculty

Dr. Shawn Bullock, Professor, Faculty of Education (Director, IERG)—Science Education/Imaginative Education/Reflective Practice/PDP/Technology-STEM research

2.67/4.33 (B-) based on the last 60 credits of undergraduate courses;
c) submitted evidence, usually references from qualified referees, of the student's ability to undertake advanced work in the area of interest.

In exceptional circumstances, a student may be admitted with lower formal qualifications than in (a) when there is significant professional experience relevant to the proposed area of study.

Students must satisfy any further requirements set by the graduate program committee. Students whose native language is not English must satisfy the University English language requirements and the graduate program committee as to their capability in English. (Source: Website: <http://www.sfu.ca/students/calendar/fees-and-regulations/grad-regulation.html>
See also 1.3.12)

6.5 Distinctive characteristics

In our national/international search we found no online graduate programs that match—or even come close to matching—what we propose to offer. SFU is the only institution offering programs that focus on the theory and practice of Imaginative Education and on the IERG's imagination-focused programs. The IERG's work draws particularly on Lev Vygotsky's socio-cultural theories of imagination and of individual development, expressed in terms of accumulating "cognitive tools," and also on the systematic study of students' imaginations. This body of work has focused on the changing content and contexts that influence what engages students' imaginations as they grow older in modern societies, and the development from these studies of practical programs and teaching techniques that stimulate and develop students', and teachers', imaginative engagement with the content of the curriculum.

The IERG's contribution to this project will build from our work in characterizing some basic "cognitive tools" in terms of which the content of the curriculum will be shaped. Intellectual development is seen as driven, à la Vygotsky, by the gradual accumulation of "cognitive tools" that are used in the society around the student. They begin as cultural tools, and then may become internalized as "cognitive tools." To simplify the most general features of the theory, "Imaginative Education" offers an alternative account of how knowledge grows in the mind, characterizing this process in terms of a succession of "kinds of understanding," which we call somatic, mythic, romantic, philosophic, and ironic. These kinds of understanding are constituted by sets of "cognitive tools" (following and elaborating Vygotsky's usage [1997], which, in turn, are connected to the acquisition of major "toolkits" that come with:

1. our bodies (somatic)—whose toolkit includes our senses, emotions, humour, musicality, pattern-recognition and formation, intentionality-infused gesturing, and so on;
2. oral language (mythic)—whose toolkit includes: story-shaping of events and facts, metaphors, emotionally charged abstractions (e.g. good/bad/brave/cowardly/security/fear, etc.), forming binary oppositions and mediating, forming images from words, jokes that encourage viewing language as an object and not just a behaviour, engaging puzzles and mystery, play;
3. literacy and numeracy (romantic)— whose toolkit includes: extremes and limits, associating with the heroic, collections and hobbies, humanizing meaning, narrative and patterned structuring, the sense of wonder, changing contexts, and revolt and idealism.

We will not characterize the other "toolkits" here, as the above will be the ones mostly used in our project.

Dr. Gillian Judson, Lecturer, Faculty of Education (Director, IERG)—Imaginative Education/Ecological Education/Pedagogy/Curriculum Development
CODE support to mount program

6.9 Resources

We will be drawing on the expertise and experience of some graduates of our programs—Masters and Ph.D.—who have also had used in their own practice in schools and other institutions the methods and techniques that the program will aim to inculcate in students. This certificate is primarily designed to augment our Faculty’s range of offerings to the teaching profession; it should not negatively impact other programs or reduce their resources. Currently, one full time faculty member intends to teach the second course (Dr. Shawn Bullock). We plan to hire sessional instructors for the other courses and a Limited Term Lecturer as the overall program supervisor.

7 Contacts

Dr. Shawn Bullock, Professor, Faculty of Education (Director, IERG)--#778-782-3627

Dr. Gillian Judson, Lecturer, Faculty of Education (Director, IERG)--#604-588-5201

Steering Committee:

Robin Brayne (Director, Graduate Programs, Faculty of Education)

Larry Johnson (Assistant Director, Community Graduate Programs, Faculty of Education)

8 Appendices

8.1 Appendix 1 – Calendar entry

ATTACHED

8.2 Appendix 2 – Courses

ATTACHED (2A, 2B, 2C, 2D)

8.3 Appendix 3 – Budget

ATTACHED

8.4 Appendix 4 – Memo & feedback

ATTACHED

8.5 Appendix 5 – Curriculum vitae

ATTACHED—Bullock (5A), Judson 5(B)

Graduate Certificate in Imaginative Education

The graduate certificate in imaginative education is a professional credential signifying knowledge and ability in educational practice. This program is for educators who wish to critically examine current educational theory, research and practice. Participants are encouraged to examine their own instructional practices in relation to research and theory. The program requires 15 units of course work. For further information, contact Graduate Programs within the Faculty of Education at 778.782.5951.

Admission Requirements

See graduate general regulations for University admission requirements. In exceptional circumstances, applicants who do not meet these requirements may be considered if superior scholarly or professional achievement is demonstrated. Admission is granted to a specific credential and to a particular program or specialization. Updated application information is available from the Faculty of Education.

Program Requirements

Students complete a total of 15 units—including all of

EDUC 725 Engaging Students' Imaginations K-Post Secondary: Introducing Cognitive Tools (3 units)

EDUC 726 Engaging Students' Imaginations K-Post Secondary: Deepening Understanding and Applying IE to Subject Areas (3 units)

EDUC 728 Assessing & Evaluating Imaginative Education: Theoretical and Practical Issues (3 units)

EDUC 729 Field Study in Imaginative Education (IE): Introduction to Action Research (3 units)

EDUC 730 Field Study in Imaginative Education (IE): Conducting Action Research (3 units)

Students are also required to complete a short Orientation to On-Line Learning and Graduate Studies course at the start of the program. (0 Credits)

New Graduate Course Proposal

Attach a separate document if more space is required.

Course Subject (eg. PSYC) EDUC	Number (eg. 810) 725	Units (eg. 4) 3
Course title (max 100 characters including spaces and punctuation) Engaging Students' Imaginations K-Post Secondary: Introducing Cognitive Tools		
Short title (for enrollment/transcript - max 30 characters) Introducing Cognitive Tools		
Course description for SFU Calendar * Imaginative Education (IE), is an approach to teaching that describes the central roles played by 'cognitive tools' (learning tools tied to language) in our intellectual development, in the growth and transformation of imagination and its engagement in learning. Persistent conflicts underlie claims about the purposes, and, thus, the most appropriate forms, of education. IE embodies an innovative approach to the theory and practice of everyday education. IE is an approach in which the imagination is seen as one of the great, and largely neglected, workhorses of learning. The course will examine the distinctive theoretical and practical dimensions of IE and demonstrate preliminary practical applications of this approach to particular subject areas / contexts.		
Rationale for introduction of this course This course serves as a program foundation: it introduces the theoretical premises (within historical and philosophical context) and practices of Imaginative Education (IE) for the proposed Graduate Certificate in IE.		
Term of initial offering Summer 2017	Course delivery (eg 3 hrs/week for 13 weeks) Online/ 3-hour/week for 13 week equivalent	
Frequency of offerings/year 1	Estimated enrollment/offering 15-20	
Equivalent courses [These are previously approved courses that replicate the content of this course to such an extent that students should not receive credit for both courses.] None.		
Prerequisite and/or Corequisite ** Course only available to students in the Graduate Certificate in Imaginative Education Program		
Educational Goals (optional) Students will be able to describe important philosophical, historical, and developmental influences on curriculum and instruction; differentiate the Imaginative Education (IE) approach from other pedagogies; demonstrate theoretical understanding and skills for practical implementation of IE.		
Criminal record check required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, then add this requirement as a prerequisite.		
Campus where course will be taught <input type="checkbox"/> Burnaby <input type="checkbox"/> Surrey <input type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input checked="" type="checkbox"/> Off campus		
Course Components <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Research <input type="checkbox"/> Practicum <input checked="" type="checkbox"/> Online <input type="checkbox"/> _____		
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory/Unsatisfactory <input type="checkbox"/> In Progress/Complete	Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Repeat for credit? *** <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Total repeats allowed? _____	Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Required course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Combined with an undergrad course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, identify which undergraduate course and what the additional course requirements are for graduate students:		

* Course descriptions should be brief and should never begin with phrases such as "This course will..." or "The purpose of this course is..." If the grading basis is satisfactory/unsatisfactory include this in the description.

** If a course is only available to students in a particular program, that should be stated in the prerequisite.

*** This applies to a Special Topics or Directed Readings course.

RESOURCES

If additional resources are required to offer this course, the department proposing the course should be prepared to provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course Shawn Bullock, Gillian Judson
Additional faculty members, space, and/or specialized equipment required in order to offer this course Following initial CODE support to put course on-line we will only require by-semester ongoing technical support (parttime).

CONTACT PERSON

Department / School / Program Education	Contact name Dr. Robin Brayne	Contact email rbrayne@sfu.ca
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DEPARTMENTAL APPROVAL

REMINDER: New courses must be identified on a cover memo and confirmed as approved when submitted to FGSC/SGSC. Remember to also include the course outline.

Non-departmentalized faculties need not sign

Department Graduate Program Committee	Signature	Date
Department Chair	Signature	Date

LIBRARY REVIEW

Library review done? YES

Course form, outline, and reading list must be sent by FGSC to lib-courseassessment@sfu.ca for a review of library resources.


OVERLAP CHECK

Overlap check done? YES


The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content.

FACULTY APPROVAL

This approval indicates that all the necessary course content and overlap concerns have been resolved, and that the Faculty/Department commits to providing the required Library funds and any other necessary resources.

Faculty Graduate Studies Committee (FGSC) Dr. Robin Brayne	Signature 	Date Jan 21/2016
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SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee (SGSC) Wade Parkhouse	Signature 	Date Jan 21/16
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ADMINISTRATIVE SECTION (for DGS office only)

Course Attribute: _____
 Course Attribute Value: _____
 Instruction Mode: _____
 Attendance Type: _____

If different from regular units:
 Academic Progress Units: _____
 Financial Aid Progress Units: _____

EDUCATION 725-3

Engaging Students' Imaginations K-Post Secondary: Introducing Cognitive Tools

Summer 2017

Location and Meeting Dates: Asynchronous online

Instructor: Dr. Gillian Judson

Contact Hours: By arrangement

Email: gcj@sfu.ca

Calendar Description

Imaginative Education (IE), is an approach to teaching that describes the central roles played by 'cognitive tools' (learning tools tied to language) in our intellectual development, in the growth and transformation of imagination and its engagement in learning. Persistent conflicts underlie claims about the purposes, and, thus, the most appropriate forms, of education. IE embodies an innovative approach to the theory and practice of everyday education. IE is an approach in which the imagination is seen as one of the great, and largely neglected, workhorses of learning. The course will examine the distinctive theoretical and practical dimensions of IE and demonstrate preliminary practical applications of this approach to particular subject areas/contexts.

Rationale

This course serves as a program foundation: it introduces the theoretical premises (within historical and philosophical contexts) and practices of IE for the Graduate Certificate in IE.

Course Objectives/Learning Goals

Students will be able to: describe important philosophical, historical, and developmental influences on curriculum and instruction; differentiate the Imaginative Education (IE) approach from other pedagogies; demonstrate theoretical understanding and skills for practical implementation of IE through the use of cognitive tools.

Course Overview

The course begins by exploring philosophical, historical and developmental influences on curriculum and instruction. Selected readings aim to highlight the persistent conflicts that underlie claims about the purpose of education and, thus, the most appropriate forms of education. Students will be encouraged to investigate these different perspectives and the educational issues they provoke in relation to their own educational practice or teaching specialty. The course then focuses on Imaginative Education (IE) and the central principles of "cognitive tools" and "kinds of understanding". Students will work individually and in groups to develop familiarity with the "cognitive toolkits" that come along with oral, written and

theoretical forms of language.

Required Texts

Egan, K. & Judson, G. (Available Dec 2015). *Imagination and the engaged learner: Cognitive tools for the classroom*. (Teachers' College Press: New York)
ISBN: 978-0-8077-5712-3

Egan, K. (1997). *The educated mind: How cognitive tools shape our understanding*.
University of Chicago Press: Chicago.
ISBN 0-226-19039-0

A list of additional readings will be provided in the first class.

Grading

(a detailed outline of assignments will be provided at the start of the course)

- a) On-Going Weekly Activities. Throughout the course students will be responsible for completing ongoing weekly assignments that relate to assigned readings and course concepts. (40%)
- b) Analytical paper. Students are required to write a short analytical paper that analyzes IE through different theoretical lenses introduced in class. (30%)
- c) Practical Application: Using Cognitive Tools. Students are required to develop, field-test, and reflect upon subject-specific activities that employ cognitive tools in teaching. (30%)

Pre-Requisite

Course is only available to students in the Graduate Certificate in Imaginative Education.

Supplemental Fees: None

Materials/Supplies: None

New Graduate Course Proposal

Attach a separate document if more space is required.

Course Subject (eg. PSYC) EDUC	Number (eg. 810) 726	Units (eg. 4) 3
Course title (max 100 characters including spaces and punctuation) Engaging Students' Imaginations K-Post Secondary: Deepening IE Understanding and Applying IE to Subject Areas		
Short title (for enrollment/transcript - max 30 characters) Applying Cognitive Tools		
Course description for SFU Calendar * The preliminary exploration of Imaginative Education (IE) theory and practice that students began in EDUC 725 (Engaging Students' Imaginations K-Post Secondary: Introducing Cognitive Tools) expands, in this second course, to include more comprehensive lesson and unit design. Course work will extend students' theoretical understanding of IE into the practical context of students' chosen subject area. Students will deepen their understanding of IE concepts by employing different cognitive tools and cognitive toolkits in comprehensive lesson/unit design and practice.		
Rationale for introduction of this course This course extends students' theoretical/practical understanding about cognitive tools from their first course into specific professional contexts. They will be required to expand and deepen their employment of the IE approach and critically reflect upon their practice.		
Term of initial offering Fall 2017	Course delivery (eg 3 hrs/week for 13 weeks) Online/ 3-hour/week for 13 week equivalent	
Frequency of offerings/year 1	Estimated enrollment/offering 15-20	
Equivalent courses (These are previously approved courses that replicate the content of this course to such an extent that students should not receive credit for both courses.) None.		
Prerequisite and/or Corequisite ** Course only available to students in the Graduate Certificate in Imaginative Education Program; EDUC 725		
Educational Goals (optional) Students will extend imaginative pedagogical practices into classrooms to maximize student learning; design imaginative lessons/units that acknowledge the imaginative and emotional nature of students.		
Criminal record check required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, then add this requirement as a prerequisite.		
Campus where course will be taught <input type="checkbox"/> Burnaby <input type="checkbox"/> Surrey <input type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input checked="" type="checkbox"/> Off campus		
Course Components <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Research <input type="checkbox"/> Practicum <input checked="" type="checkbox"/> Online <input type="checkbox"/> _____		
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory/Unsatisfactory <input type="checkbox"/> In Progress/Complete	Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Repeat for credit? *** <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Total repeats allowed? _____	Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Required course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Combined with an undergrad course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, identify which undergraduate course and what the additional course requirements are for graduate students:		

* Course descriptions should be brief and should never begin with phrases such as "This course will..." or "The purpose of this course is..." If the grading basis is satisfactory/unsatisfactory include this in the description.

** If a course is only available to students in a particular program, that should be stated in the prerequisite.

*** This applies to a Special Topics or Directed Readings course.

RESOURCES

If additional resources are required to offer this course, the department proposing the course should be prepared to provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course Shawn Bullock, Gillian Judson
Additional faculty members, space, and/or specialized equipment required in order to offer this course None.

CONTACT PERSON

Department / School / Program Education	Contact name Dr. Robin Brayne	Contact email rbrayne@sfu.ca
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DEPARTMENTAL APPROVAL

REMINDER: New courses must be identified on a cover memo and confirmed as approved when submitted to FGSC/SGSC. Remember to also include the course outline.

Non-departmentalized faculties need not sign

Department Graduate Program Committee	Signature	Date
Department Chair	Signature	Date

LIBRARY REVIEW

Library review done? YES

Course form, outline, and reading list must be sent by FGSC to lib-courseassessment@sfu.ca for a review of library resources.

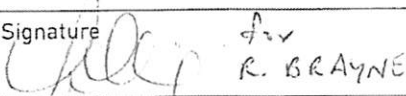
OVERLAP CHECK

Overlap check done? YES

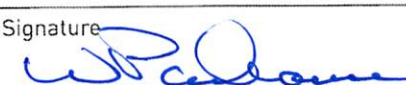
The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content.

FACULTY APPROVAL

This approval indicates that all the necessary course content and overlap concerns have been resolved, and that the Faculty/Department commits to providing the required Library funds and any other necessary resources.

Faculty Graduate Studies Committee (FGSC) Dr. R. Brayne	Signature 	Date Jan. 4/16
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SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee (SGSC) Wade Parkhouse	Signature 	Date Jan 21/16
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ADMINISTRATIVE SECTION (for DGS office only)

Course Attribute: _____
 Course Attribute Value: _____
 Instruction Mode: _____
 Attendance Type: _____

If different from regular units:
 Academic Progress Units: _____
 Financial Aid Progress Units: _____

EDUCATION 726-3

Engaging Students' Imaginations K-Post Secondary: Deepening IE Understanding and Applying IE to Subject Areas

Fall 2017

Location and Meeting Dates: Asynchronous online

Instructor: Dr. Shawn Bullock, P.Phys.

Contact hours: By arrangement

Email: sbullock@sfu.ca

Calendar Description

The preliminary exploration of Imaginative Education (IE) theory and practice that students began in EDUC 725 (Engaging Students' Imaginations K-Post Secondary: Introducing Cognitive Tools) expands, in this second course, to include more comprehensive lesson and unit design. Course work will extend students' theoretical understanding of IE into the practical context of students' chosen subject area. Students will deepen their understanding of IE concepts by employing different cognitive tools and cognitive toolkits in comprehensive lesson/unit design and practice.

Rationale

This course builds upon work done in the introductory course by providing students with the opportunity to experiment with IE ideas in the disciplinary frameworks that are common to most systems of K-12 and post-secondary education.

Course Objectives/Learning Goals

Students will begin to extend their imaginative pedagogical practices into their professional contexts by: considering how IE challenges conventional notions of learning design, developing and critiquing imaginative lessons/units that personally and professionally relevant, and considering how IE approaches to education might productively engage students' affective experiences of learning.

Course Overview

The purpose of this course is to explore the ways in which the theoretical underpinnings of Imaginative Education (IE) and its associated cognitive tools might enhance learning settings in both K-12 and post-secondary environments. This course should not be thought of, however, as purely a space where IE is applied to professional practice. Rather, students will be encouraged to develop personal authority over their understandings of IE theory and to explore how the application of cognitive tools in a number of traditional subject areas augments their understandings of what it means to teach using IE. Throughout the course, students will also have an opportunity to consider the affordances of a number of digital tools with a view to exploring the intersections between Imaginative Education, digital technology, and their professional education environment. A significant portion of

the course will be devoted to the conceptualization, creation, critique, and refinement of an “Imaginative Learning Design” project that will encourage students to spend a sustained amount of time refining a digital tool that is built according to principles of IE.

Required Texts

Egan, K. & Judson, G. (Available Dec 2015). *Imagination and the engaged learner: Cognitive tools for the classroom*. Teachers’ College Press: New York. ISBN: 978-0-8077-5712-3

Egan, K. (1997). *The educated mind: How cognitive tools shape our understanding*. University of Chicago Press: Chicago. ISBN 0-226-19039-0

A list of additional readings will be provided in the first class.

Grading

(a detailed outline of assignments will be provided at the start of the course)

- a) Road Map. Students will keep a blog of their developing understandings of IE and of the course material. Although the blog itself will not be assessed, students will be required to create a “road map” to provide insight into a particular line of thinking they developed over the term. (25%)
- b) Discussion Paper. Students are required to write a short discussion paper, aimed at peers, that makes a case for the potential for IE to address many long-standing concerns in a particular disciplinary area. (25%)
- c) Imaginative Learning Design: Students will be required to use a variety of digital affordances to create an “imaginative learning design” project that clearly applies IE principles to address a learning problem that is articulated in the literature. (50%)

Pre-Requisite

Course is only available to students in the On-Line Graduate Certificate in Imaginative Education; EDUC 725.

Supplemental Fees: None

Materials/Supplies: None

New Graduate Course Proposal

Attach a separate document if more space is required.

Course Subject (eg. PSYC) EDUC	Number (eg. 810) 728	Units (eg. 4) 3
Course title (max 100 characters including spaces and punctuation) Assessing & Evaluating Imaginative Education (IE): Theoretical and Practical Issues		
Short title (for enrollment/transcript - max 30 characters) Assessing Cognitive Tools		
Course description for SFU Calendar * Students will build on their study of Imaginative Education (IE) from previous terms in the context of assessment and evaluation. This course will focus on appropriate means to assess and evaluate student learning within an IE cognitive-tools approach. Students will explore theoretical and practical dimensions of assessment in general and will critically examine (in theory and through reflective practice) how assessment/evaluation may be applied within an imaginative learning context.		
Rationale for introduction of this course Assessment and evaluation in all learning is a very important component of effective teaching. Within a professional context focused on the engagement of imagination assessment/evaluation practices are quite different. This course supports students in developing and implementing imaginative assessment practices.		
Term of initial offering Spring 2018	Course delivery (eg 3 hrs/week for 13 weeks) Online/ 3-hour/week for 13 week equivalent	
Frequency of offerings/year 1	Estimated enrollment/offering 15-20	
Equivalent courses (These are previously approved courses that replicate the content of this course to such an extent that students should not receive credit for both courses.) None.		
Prerequisite and/or Corequisite ** Course only available to students in the Graduate Certificate in Imaginative Education Program; EDUC 726		
Educational Goals (optional) Students will examine assessment processes in the context of theory, planning, and practice; design imaginative assessment practices that acknowledge the imaginative and emotional nature of the child/student; critically reflect on their experience of applying these approaches to practice, and consider how these experiences relate to previously explored theories.		
Criminal record check required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, then add this requirement as a prerequisite.		
Campus where course will be taught <input type="checkbox"/> Burnaby <input type="checkbox"/> Surrey <input type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input checked="" type="checkbox"/> Off campus		
Course Components <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Research <input type="checkbox"/> Practicum <input checked="" type="checkbox"/> Online <input type="checkbox"/> _____		
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory/Unsatisfactory <input type="checkbox"/> In Progress/Complete	Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Repeat for credit? *** <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Total repeats allowed? _____	Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Required course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Combined with an undergrad course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, identify which undergraduate course and what the additional course requirements are for graduate students:		

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** If a course is only available to students in a particular program, that should be stated in the prerequisite.

*** This applies to a Special Topics or Directed Readings course.

RESOURCES

If additional resources are required to offer this course, the department proposing the course should be prepared to provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course Shawn Bullock, Gillian Judson
Additional faculty members, space, and/or specialized equipment required in order to offer this course None.

CONTACT PERSON

Department / School / Program Education	Contact name Dr. Robin Brayne	Contact email rbrayne@sfu.ca
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DEPARTMENTAL APPROVAL

REMINDER: New courses must be identified on a cover memo and confirmed as approved when submitted to FGSC/SGSC. Remember to also include the course outline.

Non-departmentalized faculties need not sign

Department Graduate Program Committee	Signature	Date
Department Chair	Signature	Date

LIBRARY REVIEW

Library review done? YES

Course form, outline, and reading list must be sent by FGSC to lib-courseassessment@sfu.ca for a review of library resources.

OVERLAP CHECK

Overlap check done? YES

The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content.

FACULTY APPROVAL

This approval indicates that all the necessary course content and overlap concerns have been resolved, and that the Faculty/Department commits to providing the required Library funds and any other necessary resources.

Faculty Graduate Studies Committee (FGSC) Dr. R. Brayne	Signature <i>[Signature]</i> for R. BRAYNE	Date Jan. 4/16
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SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee (SGSC) Wade Parkhouse	Signature <i>[Signature]</i>	Date Jan 21/16
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ADMINISTRATIVE SECTION (for DGS office only)

Course Attribute: _____
 Course Attribute Value: _____
 Instruction Mode: _____
 Attendance Type: _____

If different from regular units:
 Academic Progress Units: _____
 Financial Aid Progress Units: _____

EDUCATION 728-3

Assessing and Evaluating Imaginative Education (IE) Practice: Theoretical and Practical Issues

Spring 2018

Location and Meeting Dates: Asynchronous online

Instructor: To be confirmed

Contact hours: By arrangement

Email: To be confirmed

Calendar Description

Students will build on their study of Imaginative Education (IE) from previous terms in the context of assessment and evaluation. This course will focus on appropriate means to assess and evaluate student learning within an IE cognitive-tools approach. Students will explore theoretical and practical dimensions of assessment in general and will critically examine (in theory and through reflective practice) how assessment/evaluation may be applied within an imaginative learning context.

Course Rationale

Assessment and evaluation in all learning is a very important component of effective teaching. Within a professional context focused on the engagement of imagination assessment/evaluation practices are quite different. This course supports students in developing and implementing imaginative assessment practices.

Course Objectives

During the course students will a) examine assessment processes in the context of theory, planning, and practice; b) design imaginative assessment practices that acknowledge the imaginative and emotional nature of the child/student; c) critically reflect on their experience of applying these approaches to practice, and d) consider how these experiences relate to previously explored theories.

Learning Goals

During the semester, students will:

- Evaluate their assessment processes in the context of planning and practice
- Consider how their assessment procedures may change in the context of imaginative practice
- Design imaginative assessment practices that acknowledge the imaginative and emotional nature of the child/student

Course Overview

This course explores assessment within students' teaching and within an imaginative learning context. Students will examine questions around assessment of student learning that include the following:

- What's *the story* on assessment? What are the values and beliefs embedded within and/or connected to various perspectives and approaches to assessment?
- Why do I take on or dismiss various planning or assessment frameworks?
- How does my assessment practice align with my beliefs about how learning occurs?
- How do different assessment practices (e.g. assessment before, 'for', 'as' and 'of learning) impact my instructional design?
- How do my assessment practices reveal the nature or extent of my students' imaginative engagement in the learning process?

Required Text:

Davies, A. (2011). *Making classroom assessment work* (3rd Ed.) (Connections Publishing: Courtenay, BC, Canada)

Additional readings will be provided at the start of the course.

Grading

(a detailed outline will be provided at the start of the course)

1. On-Going Weekly Activities. Throughout the course students will be responsible for completing ongoing weekly assignments that relate to assigned readings and course concepts. (40%)
2. Journal/Commonplace Book. Students will be asked to document their theoretical and practical understanding of assessment throughout the course. The book should describe students' individual investigation of assessment and evaluation theory. (20%)
3. Imaginative Assessment Design Project. In this final, practice-focused cumulative assignment (details to be discussed in class) students will showcase both imaginative assessment design work as well as the critical process through which they have examined their assessment/evaluation practices. (40%)

Pre-Requisite

Course is only available to students in the Graduate Certificate in Imaginative Education; EDUC 726.

Supplemental Fees: None

Materials/Supplies: None

New Graduate Course Proposal

Attach a separate document if more space is required.

Course Subject (eg. PSYC) EDUC	Number (eg. 810) 729	Units (eg. 4) 3
Course title (max 100 characters including spaces and punctuation) Field Study in Imaginative Education (IE): Introduction to Action Research		
Short title (for enrollment/transcript - max 30 characters) Action Research in IE		
Course description for SFU Calendar * This course is designed both to integrate previous learning about Imaginative Education (IE) with students' lived understanding of their educational practice, and to encourage and support students' ongoing professional growth after the program ends. Students will investigate the philosophy and design of action research for teachers, with a particular focus on inclusive and imaginative approaches to the development of academic understanding and self-reflective learning.		
Rationale for introduction of this course To maximize student understanding of IE it is essential they be actively engaged in "testing" the IE approach in their teaching contexts. This course supports other courses by teaching about inquiry/Action Research and supporting students in conducting specific projects as they learn about IE in theory.		
Term of initial offering Fall 2017	Course delivery (eg 3 hrs/week for 13 weeks) Online/ 3-hour/week for 13 week equivalent	
Frequency of offerings/year 1	Estimated enrollment/offering 15-20	
Equivalent courses (These are previously approved courses that replicate the content of this course to such an extent that students should not receive credit for both courses.) None.		
Prerequisite and/or Corequisite ** Course only available to students in the Graduate Certificate in Imaginative Education Program		
Educational Goals (optional) Students will employ a disposition of inquiry and critical reflection to understand and develop practice; integrate imaginative pedagogical practices into classrooms to maximize their students' learning; design and conduct an action research project within a chosen professional setting that examines some aspect of IE; analyze and share findings from their action research project with peers.		
Criminal record check required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, then add this requirement as a prerequisite.		
Campus where course will be taught <input type="checkbox"/> Burnaby <input type="checkbox"/> Surrey <input type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input checked="" type="checkbox"/> Off campus		
Course Components <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Research <input type="checkbox"/> Practicum <input checked="" type="checkbox"/> Online <input type="checkbox"/> _____		
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory/Unsatisfactory <input type="checkbox"/> In Progress/Complete	Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Repeat for credit? *** <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Total repeats allowed? _____	Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Required course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Combined with an undergrad course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, identify which undergraduate course and what the additional course requirements are for graduate students:		

* Course descriptions should be brief and should never begin with phrases such as "This course will..." or "The purpose of this course is..." If the grading basis is satisfactory/unsatisfactory include this in the description.

** If a course is only available to students in a particular program, that should be stated in the prerequisite.

*** This applies to a Special Topics or Directed Readings course.

RESOURCES

If additional resources are required to offer this course, the department proposing the course should be prepared to provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course Shawn Bullock, Gillian Judson
Additional faculty members, space, and/or specialized equipment required in order to offer this course None.

CONTACT PERSON

Department / School / Program Education	Contact name Dr. Robin Brayne	Contact email rbrayne@sfu.ca
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DEPARTMENTAL APPROVAL

REMINDER: New courses must be identified on a cover memo and confirmed as approved when submitted to FGSC/SGSC. Remember to also include the course outline.

Non-departmentalized faculties need not sign

Department Graduate Program Committee	Signature	Date
Department Chair	Signature	Date

LIBRARY REVIEW

Library review done? YES

Course form, outline, and reading list must be sent by FGSC to lib-courseassessment@sfu.ca for a review of library resources.

OVERLAP CHECK

Overlap check done? YES

The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content.

FACULTY APPROVAL

This approval indicates that all the necessary course content and overlap concerns have been resolved, and that the Faculty/Department commits to providing the required Library funds and any other necessary resources.

Faculty Graduate Studies Committee (FGSC) Dr. R. Brayne	Signature <i>[Signature]</i> FOR R. BRAYNE	Date Jan. 4/16
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SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee (SGSC) Wade Parkhouse	Signature <i>[Signature]</i>	Date Jan 21/16
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ADMINISTRATIVE SECTION (for DGS office only)

Course Attribute: _____
 Course Attribute Value: _____
 Instruction Mode: _____
 Attendance Type: _____

If different from regular units:
 Academic Progress Units: _____
 Financial Aid Progress Units: _____

EDUCATION 729-3

Field Study in Imaginative Education (IE): Introduction to Action Research

Fall 2017

Location and Meeting Dates: Asynchronous online

Instructor: To be confirmed

Contact hours: By arrangement

Email: To be confirmed

Calendar Description

This course is designed both to integrate previous learning about Imaginative Education (IE) with students' lived understanding of their educational practice, and to encourage and support students' ongoing professional growth after the program ends. Students will investigate the philosophy and design of action research for teachers, with a particular focus on inclusive and imaginative approaches to the development of academic understanding and self-reflective learning.

Course Rationale

To maximize student understanding of IE it is essential they be actively engaged in "testing" the IE approach in their teaching contexts. This course supports other courses by teaching about inquiry/Action Research and supporting students in conducting specific projects as they learn about IE in theory.

Course Objectives/Learning Goals

Students will:

Develop a disposition of inquiry and critical reflection to understand and develop their practice

Examine inquiry-based readings and connect to their field study projects

Identify a research question and design a proposal for field study

Collect, analyze and share data collected during field study

Required Text

Koshy, V. (2010). Action Research for Improving Educational Practice (2nd ed.). Los Angeles: SAGE. **Additional readings will be provided at the start of the course

Grading

(a detailed outline of assignments will be provided at the start of the course)

On-Going Activities. Throughout the course students will be responsible for completing ongoing assignments that relate to assigned readings and course concepts. They will also be routinely involved in self and peer evaluation. (40%)

Action Research Project Development—Focus: Proposal Development & Research Process. (30%)

Action Research Project Completion—Focus: Data Analysis & Final Report (Results) (30%)

Pre-Requisite

Course is only available to students in the Graduate Certificate in Imaginative Education.

Supplemental Fees: None

Materials/Supplies: None

New Graduate Course Proposal

Attach a separate document if more space is required.

Course Subject (eg. PSYC) EDUC	Number (eg. 810) 730	Units (eg. 4) 3
Course title (max 100 characters including spaces and punctuation) Field Study in Imaginative Education (IE): Conducting Action Research		
Short title (for enrollment/transcript - max 30 characters) Conducting Action Research		
Course description for SFU Calendar * Following an introduction to Action Research (AR) and the development of an inquiry question in EDUC 729, this course requires students to engage in research. Students will integrate their ongoing learning about Imaginative Education (IE) with their lived understanding of their educational practice.		
Rationale for introduction of this course To maximize student understanding of IE it is essential they be actively engaged in "testing" the IE approach in their teaching contexts. This course supports students in conducting specific research projects as they learn about IE in theory.		
Term of initial offering Spring 2018	Course delivery (eg 3 hrs/week for 13 weeks) Online/ 3-hour/week for 13 week equivalent	
Frequency of offerings/year 1	Estimated enrollment/offering 15-20	
Equivalent courses (These are previously approved courses that replicate the content of this course to such an extent that students should not receive credit for both courses.) None.		
Prerequisite and/or Corequisite ** Course only available to students in the Graduate Certificate in Imaginative Education Program; EDUC 729		
Educational Goals (optional) Students will employ a disposition of inquiry and critical reflection to understand and develop practice; integrate imaginative pedagogical practices into classrooms to maximize their students' learning; conduct an action research project within a chosen professional setting that examines some aspect of IE; analyze and share findings from their action research project with peers.		
Criminal record check required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, then add this requirement as a prerequisite.		
Campus where course will be taught <input type="checkbox"/> Burnaby <input type="checkbox"/> Surrey <input type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input checked="" type="checkbox"/> Off campus		
Course Components <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Research <input type="checkbox"/> Practicum <input checked="" type="checkbox"/> Online <input type="checkbox"/> _____		
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory/Unsatisfactory <input type="checkbox"/> In Progress/Complete	Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Repeat for credit? *** <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Total repeats allowed? _____	Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Required course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Combined with an undergrad course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, identify which undergraduate course and what the additional course requirements are for graduate students:		

* Course descriptions should be brief and should never begin with phrases such as "This course will..." or "The purpose of this course is..." If the grading basis is satisfactory/unsatisfactory include this in the description.

** If a course is only available to students in a particular program, that should be stated in the prerequisite.

*** This applies to a Special Topics or Directed Readings course.

RESOURCES

If additional resources are required to offer this course, the department proposing the course should be prepared to provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course Shawn Bullock, Gillian Judson
Additional faculty members, space, and/or specialized equipment required in order to offer this course None.

CONTACT PERSON

Department / School / Program Education	Contact name Dr. Robin Brayne	Contact email rbrayne@sfu.ca
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DEPARTMENTAL APPROVAL

REMINDER: New courses must be identified on a cover memo and confirmed as approved when submitted to FGSC/SGSC. Remember to also include the course outline.

Non-departmentalized faculties need not sign

Department Graduate Program Committee	Signature	Date
Department Chair	Signature	Date

LIBRARY REVIEW

Library review done? YES

Course form, outline, and reading list must be sent by FGSC to lib-courseassessment@sfu.ca for a review of library resources.

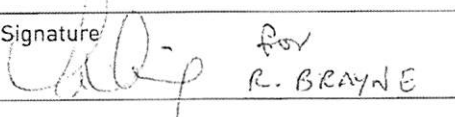
OVERLAP CHECK

Overlap check done? YES

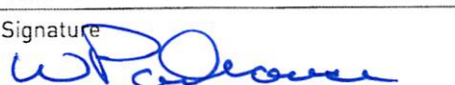
The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content.

FACULTY APPROVAL

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Faculty Graduate Studies Committee (FGSC) Dr. R. Brayne	Signature  R. BRAYNE	Date Jan. 4/16
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SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee (SGSC) Wade Parkhouse	Signature 	Date Jan 21/16
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ADMINISTRATIVE SECTION (for DGS office only)

Course Attribute: _____
 Course Attribute Value: _____
 Instruction Mode: _____
 Attendance Type: _____

If different from regular units:
 Academic Progress Units: _____
 Financial Aid Progress Units: _____

EDUCATION 730-3

Field Study in Imaginative Education (IE): Conducting Action Research

Spring 2018

Location and Meeting Dates: Asynchronous online

Instructor: To be confirmed

Contact hours: By arrangement

Email: To be confirmed

CALENDAR DESCRIPTION

Following an introduction to Action Research (AR) and the development of an inquiry question in EDUC 729, this course requires students to engage in research. Students will integrate their ongoing learning about Imaginative Education (IE) with their lived understanding of their educational practice.

COURSE RATIONALE

To maximize student understanding of IE it is essential they be actively engaged in "testing" the IE approach in their teaching contexts. This course supports students in conducting specific research projects as they learn about IE in theory.

COURSE OBJECTIVES/LEARNING GOALS

Students will:

- Demonstrate a disposition of inquiry and critical reflection to understand and develop their practice
- Integrate imaginative pedagogical practices into classrooms to maximize their students' learning
- Collect, analyze and share data collected during field study

REQUIRED TEXTS

Koshy, V. (2010). *Action Research for Improving Educational Practice* (2nd ed.). Los Angeles: SAGE. **Additional readings will be provided at the start of the course

GRADING

(a detailed outline of assignments will be provided at the start of the course)

- a) On-Going Activities. Throughout the course students will be responsible for completing ongoing assignments that relate to assigned readings and course concepts. They will also be routinely involved in self and peer evaluation. (40%)
- b) Action Research Project Enactment—Focus: Research Process and Data Analysis. (30%)
- c) Action Research Project Completion—Focus: Final Report and Communication of Findings (Results) (30%)

Pre-Requisite

Course is only available to students in the Graduate Certificate in Imaginative Education;
EDUC 729.

Supplemental Fees: None

Materials/Supplies: None

Date: February 17, 2016

To: Dean of Graduate Studies

From: Robin Brayne, Chair, Graduate Programs Committee and Chair, Field Programs Committee

Re: Letter of Support for the (On-Line) Graduate Certificate in Imaginative Education)

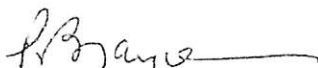
As Chair of the Faculty of Education Graduate Programs Committee (GPC), I write to provide support for the On-Line Graduate Certificate in Imaginative Education, which has been developed by Dr. Kieran Egan and Dr. Gillian Judson on behalf of the Imaginative Education Research Group (IERG).

The following aims of the proposed On-Line Graduate Certificate in Imaginative Education are deemed to be worthy of support from the Graduate Program Committee: First, to increase the enrolment in IERG-sponsored graduate programs by local teachers (an online model will afford them greater flexibility with respect to participation); second, to offer individuals who live outside of the Lower Mainland a way of participating by means of an imaginatively designed on-line model; and third, to offer, through both pedagogical and technological innovation, a program that maximizes student engagement, whether the students are situated locally, nationally, or internationally.

The Imaginative Education Research Group has a successful track record, and they have generated a considerable following. IERG is currently offering an eighth iteration of its MEd program in Imaginative Education through the auspices of Community Graduate Programs at SFU's Surrey Campus. This program has demonstrated a steady intake of applicants every other year, and sometimes annually, for at least a decade. In addition, in 2015, IERG intends to launch a face-to-face diploma program in Imaginative Education.

However, it is evident that the current program offerings will not meet the demands of a wide variety of qualified individuals who, for personal, professional, or geographical reasons, find these face-to-face formats incompatible with their availability. In the proposed on-line graduate certificate program, the IERG instructional team will address this challenge by transposing their imaginative pedagogical approaches to a readily available online environment. Please do not hesitate to contact me if more information is required or if you have any questions.

Thank you,



Robin Brayne
Chair, Graduate Programs Committee and Chair, Field Programs Committee

cc.: Larry Johnson
Kieran Egan



FACULTY OF EDUCATION

March 26, 2015

Office of the Dean

8888 University Drive
Burnaby BC Canada
V5A 1S6

TEL: 778.782.3148
FAX: 778.782.4576
www.educ.sfu.ca

Dr. Wade Parkhouse
Dean, Graduate Studies & Postdoctoral Fellows
Simon Fraser University

Dear Wade:

Re: Egan-Judson POST Grant Proposal: On-Line Certification in Imaginative Education

I am writing to express my support for the POST Grant proposal to create an on-line Certificate in Imaginative Education, developed by Dr. Kieran Egan and Dr. Gillian Judson of the Imaginative Education Research Group (IERG).

Dr. Egan's work in imaginative education has gained a worldwide reputation for educational innovation. There have been several successful offerings of M.Ed cohorts over the years, mostly in the Lower Mainland of BC. Furthermore, Dr. Egan and the IERG team have been subcontracted to deliver aspects of the program internationally (e.g., the recent Chile collaboration). However, the cohort model and the demands of face-to-face delivery have made this highly popular program inaccessible to many who would like to take it. Having the foundation year available in an on-line format, with the opportunity to attain a Graduate Certificate, would provide increased access to one of the most dynamic innovations in educational practice. It would have the potential to reach far beyond a regional audience; with minimal promotion, I believe that the program would quickly develop a national and international following.

Part of the budget model includes assigning of carry-forward funds from Faculty of Education Graduate operations; I support this use of their carry-forward funds for this important initiative.



FACULTY OF EDUCATION

Egan-Judson POST Grant Proposal
page 2 of 2

Should you have any questions or concerns, please do not hesitate to contact me.

Office of the Dean

8888 University Drive
Burnaby BC Canada
V5A 1S6

TEL: 778.782.3148
FAX: 778.782.4576
www.educ.sfu.ca

Sincerely,

A handwritten signature in black ink, appearing to read "K. Magnusson". The signature is fluid and cursive, with a long horizontal stroke at the end.

Kris Magnusson, PhD
Dean, Faculty of Education

KM/aln

cc: Larry Johnson, Assistant Director, Community Graduate Programs

Gillian Judson, PhD
Faculty of Education
Simon Fraser University
Burnaby, BC V5A 1S6

Phone: (604) 588-5201
Email: gcj@sfu.ca

Ph.D. (Curriculum Theory), Simon Fraser University	2008
MA, (Curriculum Theory), University of Victoria,	2002
Post Degree Professional Program, Education, University of Victoria,	1997
BA (With Distinction), University of Victoria,	1996

Achievements

2010 Director, Imaginative Education Research Group, Simon Fraser University
2009-2010 Post-Doctoral Fellowship, Simon Fraser University
2008 Doctoral Fellowship, Simon Fraser University
2006 Doctoral Fellowship, Simon Fraser University
2006 President's Research Stipend, Simon Fraser University
2003 C.D. Nelson Memorial Scholarship, Simon Fraser University

Grants/Research

2014 Co-Applicant, SSHRC-Connections Grant. Project: Strategies for expanding adoption and adaptation of Imaginative Education programs--\$48,936
2014 Co-Applicant, SFU Teaching and Learning Development Grant. Project: Teaching about Imaginative Education imaginatively--\$5000
2012-2013 Academic Coordinator/Co-Initiator, Imaginative Education Research Group (IERG) Partnership with University Gabriel Minstrel, Santiago, Chile—\$115,000 (approx.)
2012 Co-Applicant, SSHRC-Public Outreach Grant Open Category. Project: Bringing "Learning in Depth" to K-12 classrooms—\$77,950

Professional Experience

2012-present Faculty Member for Imaginative Education in the Professional Development Program, Teacher Education Program, Faculty of Education, Simon Fraser University
2012 Consultant/Curriculum Developer on contract with Smithsonian Institute—Curriculum Development Project for Romare Bearden Exhibit *A Black Odyssey*
2010-present Limited-Term Lecturer, Simon Fraser University
Contributions to faculty include: Graduate Program Admissions Review
2010-present MEd Cohort Supervisor, Graduate Programs, Simon Fraser University
2009-2011 Research Assistant, SSHRC ECURA Grant: Aligning Education and Sustainability in Maple Ridge, BC: A Study of Place-Based Ecological Schooling

Teaching

2013 Gabriel Minstrel University, Graduate Programs (Santiago, Chile). Course: Pedagogy: Curriculum and Instruction in an Individual Teaching Specialty
2006-2014 Bank Street College of Education, Graduate Programs (New York). (Guest Lecturer) Course: Imaginative Education
2006-present Simon Fraser University, Graduate Programs, Faculty of Education. Courses:
2005-present Simon Fraser University, Undergraduate Programs, Faculty of Education. Courses:
2002 University of Victoria, Graduate Programs, Faculty of Education. (Sessional Instructor) Course: Museum Education
2002 University of Victoria, Graduate Programs, Faculty of Education (Guest Lecturer)

Publications (Books)

Judson, G. (in press) *Engaging imagination in ecological education: Practical strategies for teaching*. Vancouver, B.C.: Pacific Educational Press.
Cant, A., Egan, K. & Judson, G. (Eds.) (2013) *Wonder-Full education: The centrality of wonder in teaching and learning across the curriculum*. New York: Routledge.

- Judson, G.** (2010). *A New approach to ecological education: Engaging students' imaginations in their world*. New York: Peter Lang.
- Judson, G.** (Ed.) (2008). *Teaching 360°: Effective learning through the imagination*. Rotterdam, The Netherlands: Sense Publishers.

Refereed and invited articles

- Judson, G.** (2014). Engaging emotions and imagination in learning: A cognitive tools approach. *Canadian Teacher Magazine*, April/May, pp. 14-15.
- Judson, G.** (submitted). Supporting ecological understanding through in-depth study of a place-based topic or issue. *Harvard Educational Review*.
- Judson, G.** (in press). The role of mental imagery in imaginative and ecological teaching. *Canadian Journal of Education*.
- Judson, G. & Egan, K.** (2014). How cognitive tools engage imagination in learning: an introduction to imaginative education. *SJI Quarterly Journal* (Soka Gakkai International), 77, pp. 18-19.
- Egan, K. & Judson, G.** (2013). Imagination, cognitive tools, and reluctant learners. *Reflections* (Journal of the Manitoba ASCD), 13, pp. 20 -29.
- Egan, K. & Judson, G.** (2013). The development of early understanding: we start as poets. *Educational Echoes*, 88 (1), pp. 48-50.
- Judson, G. & Egan, K.** (2013). Engaging students' imaginations in second language learning. *Studies in Second Language Learning and Teaching*. Special Issue: The role of imagination in language learning. 13 (3), pp. 343-356.
- Judson, G. & Egan, K.** (2012). Elliot Eisner's imagination and learning. *Journal of Curriculum and Pedagogy*, 9(1), pp. 38-41.
- Blenkinsop, S. & Judson, G.** (2011). Storying environmental education. *Canadian Journal of Environmental Education*, 15 (1), pp. 174-189.
- Fettes, M. & Judson, G.** (2011). Imagination and the cognitive tools of place-making. *Journal of Environmental Education*, 42 (2), pp. 123-135.
- Judson, G. & Egan, K.** (2011). Distinctive features of 'Imaginative Education'. *The Journal of the Imagination in Language Learning*, 9, pp. 11-15.

Chapters in books

- Judson, G.** (in press). Great Educational Thinkers of the 21st Century: Kieran Egan. In J. Palmer Cooper & D. Cooper (Eds.). *An encyclopaedia of educational thinkers*. Routledge: UK.
- Judson, G.** (accepted). Re-Imagining relevance in education. In J. Cummings & M. Blatherwick (Eds.) *Creative Practices in Curriculum and Teaching In The 21st Century*.
- Judson, G.** (in press). Re-Imagining sustainability education: Emotional and imaginative engagement in learning. In F. Kagawa & D. Selby (Eds.) *Sustainability frontiers: Critical and transformative voices from the borderlands of sustainability education*. Farmington Hills, MI: Barbara Budrich Publishers.
- Judson, G.** (2010). Imaginative Ecological Education. In T. Nielson, R. Fitzgerald, & M. Fettes (Eds.), *Imagination in educational theory and practice: A many-sided vision* (pp. 272-292). Newcastle, UK: Cambridge Scholars Publishing.

Monographs

- Judson, G.** (2010). *Imagination in mind: Educating for ecological literacy*. Seminar Series Paper 198 (September 2010). Melbourne: Centre for Strategic Education.

Other publications

- Judson, G.** (2013). Curriculum Document for exhibition: *Romare Bearden: A black odyssey*. (Smithsonian Institute, Washington, D.C.).
- Judson, G.** (2013). *LiD implementation support guide for maximizing success*. Imaginative Education Research Group, Simon Fraser University, Burnaby, B.C., Canada.

Shawn Michael Bullock, Ph.D., P.Phys.

Assistant Professor, Science Education

Faculty of Education
Simon Fraser University
8888 University Drive
Burnaby, BC, V5A 1S6
778-782-3627
sbullock@sfu.ca
<http://shawnbullock.ca>

Academic Positions

09-2012 to Present: Assistant Professor, Faculty of Education
Simon Fraser University, Burnaby, British Columbia, Canada

07-2009 to 08-2012: Assistant Professor, Faculty of Education
University of Ontario Institute of Technology, Ontario, Canada

Educational Background

2009 Ph.D. Education, Curriculum Studies Major, Cognitive Studies Minor
Faculty of Education, Queen's University, Kingston, Ontario, Canada

2012 M.A. History and Philosophy of Science and Technology, History of Physics
IHPST, University of Toronto, Toronto, Ontario, Canada

2006 M.Ed. Education, Curriculum Studies Major, Cognitive Studies Minor
Faculty of Education, Queen's University, Kingston, Ontario, Canada

2000 B.Ed. Education, Physics and Mathematics
Faculty of Education, Queen's University, Kingston, Ontario, Canada

2000 B.Sc. Honours Co-operative Physics, Science Teaching Option
Faculty of Science, University of Waterloo, Waterloo, Ontario, Canada

Professional Certifications

2013 P.Phys. (Professional Physicist)
Canadian Association of Physicists, Ottawa, Ontario, Canada

2012 Basic Certificate
Teacher Regulation Branch, Ministry of Education, Vancouver, B.C., Canada

2000 OCT (Ontario Certified Teacher)
Ontario College of Teachers, Toronto, Ontario, Canada.
- Primary Division; Intermediate/Senior Divisions: Mathematics, Physics; Senior Division Chemistry;
Honours Specialist Physics

Research Interests and Expertise

My research interests and expertise focuses on two key questions under the broad category of science teacher education and professional development:

1. How do we learn science and how to teach science from experiences (personal, educational, professional)?
2. Of what relevance are perspectives from the discipline of history and philosophy of science (HPS) to science education, particularly the education and development of science teachers?

Graduate Student Supervision (Since arriving at SFU in September 2012)

- Currently supervising 3 doctoral students, pro-tem co-supervisor for 2 other doctoral students, pro-tem supervisor for 1 M.A. student
- Committee member for 4 doctoral students
- Examined 8 graduate theses (M.A. & Ph.D)
- Examined 18 M.Ed. comprehensive exams

Research and Selected Publications

Since beginning doctoral studies I have received, as PI or co-applicant, nearly \$300,000 in external (e.g., SSHRC) and internal funding.

Books (3 published)

- R Bullock, S. M. (2011). *Inside teacher education: Challenging prior views of teaching and learning*. Rotterdam, The Netherlands: Sense Publishers.
- R Bullock, S. M., & Russell, T. (2012). (Eds.). *Self-studies of science teacher education practices*. Dordrecht, The Netherlands: Springer. [60%]
- R Christou, T. M., & Bullock, S. M. (2013). (Eds.). *Foundations in teacher education: A Canadian perspective*. Ottawa, Canada: Canadian Association for Teacher Education.

Book Chapters (17 published)

- R Bullock, S. M. (2014). Creating a shared pedagogical language: Interpreting how teacher candidates learn from experiences in a science methods course. In V. Ellis & J. Orchard (Eds.), *Learning teaching from experience: Multiple perspectives and international contexts* (pp. 239–253). London, U. K.: Bloomsbury.
- R Bullock S. M. (2014). Multimedia videos and podcasting. In R. Gunstone (Ed.), *Encyclopedia of Science Education*: SpringerReference (www.springerreference.com). Berlin, Germany: Springer-Verlag.

Articles in Scholarly Refereed Journals (20 published, 1 in-press)

- R Bullock, S. M. (in press). Self-study, improvisational theatre, and the reflective turn: Using video data to challenge my pedagogy of science teacher education. *Educational Research for Social Change*.
- R Bullock, S. M. (2014). The pedagogical implications of Maxwellian electromagnetic models: A case study from Victorian-Era physics. *Endeavour*. (Available Online First, pending print publication) DOI: 10.1016/j.endeavour.2014.09.001
- R Bullock, S. M. (2014). Developing pedagogical content knowledge for pre-service physics teachers: Exploring physics education research in practice. *Physics in Canada*. 70(2), 102-103.

Refereed Conference Proceedings (18 published)

- R Fletcher, T., & Bullock, S. M. (2014). Pedagogies and identities disrupted: A collaborative self-study of teaching about teaching online. In A. Ovens, & D. Garbett (Eds.), *Changing practices for changing times: Past, present, and future possibilities for self-study research* (pp. 79-81). Proceedings of the 10th International Conference on Self-Study of Teacher Education Practices. Auckland, NZ: The University of Auckland.

Papers Presented at Scholarly (Peer-Reviewed) Conferences (64 total)

- 2014R Bullock, S. M., & Hayhoe, D. (2014, March). *Earth, air, fire, water: Teachers talk about environmental science*. Paper presented at the National Association for Research in Science Teaching, Pittsburgh, PA.

KIERAN EGAN

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Simon Fraser University
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Web: www.educ.sfu.ca/kegan

Ph.D. (Philosophy of Education), Cornell University

1972

EMPLOYMENT

Simon Fraser University	1972 - present
Consultant, Structural Communication Systems Ltd.	1969 - 1971
Consultant, IBM Corporation	1968 - 1969
Research Fellow, Centre for Structural Communication	1967 - 1968
High School Teacher, Warwick, England	1961 - 1963

SELECTED AWARDS & PRIZES

Honorary Visiting Professor, Exeter University, U.K.	2013-2016
Upton Sinclair Award	2011
American Association of Colleges for Teacher Education Outstanding Book Award. (<i>The Future of Education</i>)	2011
American Educational Research Association Fellow	2009
Kappa Delta Pi Laureate	2007
Whitworth Award, Canadian Education Association	2002
Canada Research Chair in Education, CRC Secretariat, Government of Canada	2001-2008
Renewed	2008-2015
Killam Research Fellowship, Canada Council	2001-2003
Foreign Associate Member, U.S. National Academy of Education	2000
Fellow of the Royal Society of Canada	1993
Grawemeyer Award in Education	1991

Selected Books

- Egan, K.** (2014). *Whole school projects: Engaging imaginations through interdisciplinary inquiry*. New York: Teachers College Press.
- Egan, K., Judson, G., & Cant, A.** (eds.) (2013). *Wonder-full Education: The centrality of wonder in teaching and learning across the curriculum*. New York: Routledge.
- Egan, K.** (2011). *Learning in depth: A simple innovation that can transform schooling*. Chicago: University of Chicago Press. (Translations—Lithuanian, Turkish, Vietnamese, Korean).
- Strike, K. & Egan, K.** (2010) *Ethics and educational policy*. Beijing: Peking University Press. (Chinese translation, original work first published in 1978.) Re-issued 2010.
- Egan, K.** (2008). *The future of education: Reimagining our schools from the ground up*. New Haven: Yale University Press. Translation—Korean.
- Egan, K., & Popenici, S.** (2007). *Strategii didactice pentru elevii hiperactivi si cu deficit de atentie: Pentru parinti si cadrele didactice din invatamantul preuniversitar*. [Educational strategies for

- students with hyperactivity and attention deficit disorder: For parents and primary education teachers.]. Bucharest: Editura CD Press.
- Egan, K., Stout, M., & Takaya, K. (Eds.) (2007).** *Teaching and learning outside the box: Inspiring imagination across the curriculum.* New York: Teachers College Press & London, Ontario: Althouse Press. (Translation—Chinese.)
- Egan, K. (2006).** *Teaching literacy: Engaging the imagination of new readers and writers.* Thousand Oaks, CA: Corwin Press. Translation—Romanian.
- Egan, K. (2005).** *An imaginative approach to teaching.* San Francisco: Jossey-Bass. (Paperback edition published in 2012. Translations—Romanian, Japanese, Indonesian, Korean.)
- Egan, K. (2002).** *Getting it wrong from the beginning: Our progressivist inheritance from Herbert Spencer, John Dewey, and Jean Piaget.* New Haven: Yale University Press. (Paperback edition published 2004)
- Egan, K. (1999).** *Children's minds, talking rabbits, and clockwork oranges: Essays on education.* New York: Teachers College Press. (Foreword by E. W. Eisner)
- Egan, K. (1997).** *The Educated mind: How cognitive tools shape our understanding.* Chicago: University of Chicago Press. (Translations—Japanese, Swedish, Portuguese, Spanish, Russian, Danish, Greek, Hebrew, Turkish).
- Egan, K. (1992).** *Imagination in teaching and learning.* Chicago: University of Chicago Press, London: Routledge, & London, ON: The Althouse Press. Translation—Spanish.
- Egan, K. (1990).** *Romantic understanding: The development of rationality and imagination, ages 8–15.* New York & London: Routledge.
- Egan, K. (1989).** *Teaching as story telling.* Chicago: University of Chicago Press. (Original work published 1986) Translations—Spanish, Norwegian, Swedish, Portuguese Romanian.
- Egan, K. (1988).** *Primary understanding. Education in early childhood.* New York & London: Routledge.
- Egan, K. (1983).** *Education and psychology: Plato, Piaget, and scientific psychology.* New York: Teachers College Press.
- Egan, K. (1979).** *Educational development.* New York: Oxford University Press.
- Strike, K. A., & Egan, K. (Eds.) (1978).** *Ethics and educational policy.* London: Routledge & Kegan Paul.
- Egan, K. (1976).** *Structural communication.* Belmont, California: Fearon.
- Egan, K. (1969).** *The Tudor peace.* London: University of London Press.

Approximately 150 articles.

ADDITIONAL PUBLICATIONS

- Egan, K., & approx. 20 others (2013).** *The LiDKiT: Resources for implementing the Learning in Depth program.* Vancouver, B.C.: Pacific Educational Press.
- Numerous papers at conferences, presentations to groups of educators, and book reviews.

CONFERENCE ORGANIZATION

Since 2003 Annually: International Conference on Imagination and Education, Initiated and co-organized with members of the Imaginative Education Research Group.