

SIMON FRASER UNIVERSITY

S.80-113

MEMORANDUM

To SENATE

From SENATE COMMITTEE ON UNDERGRADUATE
STUDIESSubject SPECIAL TOPICS COURSES - FACULTY OF
EDUCATION - 79-2, 79-3, 80-1, 80-2

Date SEPTEMBER 23, 1980

Following are the Special Topics courses offered in the Faculty of Education during the 79-2, 79-3, 80-1 and 80-2 semesters. The course outlines have been received and reviewed by the Senate Committee on Undergraduate Studies and are available for perusal of any member of Senate on request, through the Secretary.

79-2

EDUC 487-4 - The Politics of Curriculum Materials
EDUC 387-4 - Designs for Learning: French Immersion
EDUC 487A-4 - Designs for Learning: Drama
EDUC 487-4 - Developmental Drama
EDUC 486-4 - French in Elementary (01)
Secondary (02) School

79-3

EDUC 486-4 - Organic Teaching in the Primary Classroom

80-1

EDUC 486-4 - Integrating Educational and Traditional Gymnastics
EDUC 486-4 - Classroom Practices in Educating Awareness
EDUC 487-4 - Power in Educational Thought

80-2

EDUC 486-4 - Designs for Learning: French (Elem. & Sec.)
EDUC 486-4 - Teaching the Gifted
EDUC 486-4 - Power in Educational Thought
EDUC 486-4 - Designs for Learning: French (Secondary)
EDUC 486-4 - Self-Education : Theory and Practice
EDUC 487-4 - Planning In-Service for School Improvement
EDUC 487-4 - Organizational Development in Schools
EDUC 487-4 - Designs for Learning: French Immersion
EDUC 487-4 - Designs for Learning: Drama

SIMON FRASER UNIVERSITY

MEMORANDUM

RECEIVED
SCUS 80-47
SEP 11 1980

REGISTRARS OFFICE

Marv Wideen

Undergraduate Programs MAIL DESK

September 9th, 1980

Harry Evans

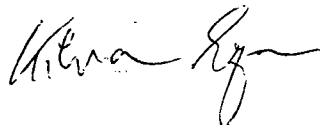
Registrar

Subject Special Topics Courses —

Education - 1980-2.

Attached are the special topic courses offered in the Faculty
of Education during the Summer of 1980.

	Enrolments
Ed. 486-4 (I.S.) Designs for Learning: French (Elem. & Sec.)	23
Ed. 486-4 (I.S.) Teaching the Gifted	20
Ed. 486-4 (I.S.) Power in Educational Thought	5
Ed. 486-4 (S.S.) Designs for Learning: French (Secondary)	10
Ed. 486-4 (S.S.) Self-Education: Theory and Practice	7
Ed. 487-4 (S.S.) Planning In-Service for School Improvement	8
Ed. 487-4 (S.S.) Organizational Development in Schools	4
Ed. 487-4 (S.S.) Designs for Learning: French Immersion	9
Ed. 487-4 (S.S.) Designs for Learning: Drama	24



for Marvin F. Wideen

MFW:vs

Encl.

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EDUCATION 486-4

SEP 10 1980

SPECIAL TOPIC: DESIGNS FOR LEARNING - FRENCH

REGISTRAR'S OFFICE

ELEMENTARY/SECONDARY

MAIL DESK

INTERSESSION 1980

INSTRUCTORS: Barbara Newman
Sabina Harpe

Monday and Wednesday, 4:30 - 8:30

Introduction

This is an intensive practical course focussing on the application of instructional theory to the teaching of French as a Second Language. It will deal with planning for learning; creating learning environments and developing teaching strategies and materials. The course is offered for pre-service and in-service teachers.

The course is organized to include workshops, seminars and independent study. Teacher and student presentations as well as the sharing and preparation of ideas and materials will be some of the workshop activities. In seminars, students will discuss and dispute readings and philosophies of language learning. The above activities combined with independent study will, hopefully, allow students to develop or confirm their own philosophy of second language instruction.

Objectives

1. To provide the student with knowledge about:
 - a. theory and practice of second-language teaching
 - b. current trends in French as a Second Language
 - c. texts prescribed by the Ministry of Education for French as a Second Language
 - d. resources available to teachers of French
2. To provide the student with skills in:
 - a. planning for learning--planning and preparing of individual and sequential teaching units, lessons and programmes
 - b. choosing and using strategies, methods and techniques for the teaching of listening, speaking, reading, and writing skills
 - c. analysing, adapting and constructing instructional materials
 - d. evaluating learning

Recommended Text:

FINOCCHIARO, Mary and BONOMO, Michael; THE FOREIGN LANGUAGE LEARNER: A GUIDE FOR TEACHERS, Regents Publishing Company, Inc. 1973

Readings

A bibliography will be available at the onset of the course.

SPECIAL TOPIC: TEACHING THE GIFTED

INTERSESSION 1980

INSTRUCTOR Colin J. Laine

Monday and Wednesday, 4:30 - 8:30

OBJECTIVES:

- A. That students become familiar with the development and education of gifted people through a survey of several topics (below).
- B. That students have an in-depth knowledge of one modality (testing, counselling, programming, etc.) within the field of research into "gifted" people.
- C. That students know ways of integrating research and methodological approaches into existing school programmes.

REQUIREMENTS:

1. Write a paper on one aspect of this field. Your paper should be one you could share with a parent, teacher or administrator who has expressed a wish to know more about the selected topic. Identify those references that you have used that would be of significant interest to others.
2. Plan and present (a programme of) studies that will illustrate a way or ways of integrating knowledge of gifted learners into a mainstream class activity of generating a challenge to precocious learners of a specific learning task/concept.
3. Overview and critique the rationale for special attention or programming for gifted, talented and/or creative people as outlined by an authority (Ministry of Education, U.S. Department of Education, C.E.C., A.E.G.T.C.C.B.C., E.R.I.B.C., school district policy statements, etc.). Attention should be paid to determining whether this policy could not/should not be applicable to all students.

TOPICS:

1. Who are the "Gifted"?
2. The discovery of talent
3. The tools of discovery
4. Fostering the development of giftedness
5. Teacher:parent:mentor?
6. Organizations for/of gifted people (ABC, TAG, MENSA, etc.)
7. Area of concern: now and the future; the consequences of special programming.

TEXT:

CLARK, Barbara; "Growing Up Gifted" Chas. E. Merrill, 1979

Various papers will be available through the library which will have to be studied.

SPECIAL TOPIC: POWER IN EDUCATIONAL THOUGHT

INTERSESSION 1980

INSTRUCTOR: David Nyberg

Tuesday, Thursday, 4:30 - 8:30

This course takes up the challenge of introducing power into the vocabulary of educational studies. If Bertrand Russell was right in claiming that "the fundamental concept in social science is Power, in the same sense in which Energy is the fundamental concept in physics," then it must be seen as odd that the challenge has not been taken up before. One question to be answered is why such a fundamental concept, such a universal category of human social life has lain so completely neglected in education for so long.

Discussion will concentrate on analyzing the essential attributes and several forms of power in ordinary social transactions. These attributes and forms will be put together and proposed as a new conception of power that has a good deal of relevance to the understanding of educational processes (curriculum design, the means of instruction, and evaluation) and has important implications for a renovation in the ethics of education.

The course will conclude by linking the new conception of power with a logic of freedom that emphasizes the skills of diagnosing constraints, and by arguing that teaching these skills along with knowledge about power is both practically feasible and ethically incumbent on contemporary education.

TOPICS:

1. A survey of the best that has been written about power in philosophy, political science, sociology, and psychology.
2. Personal and ethical ambivalence about power.
3. The very idea of power.
4. Forms of power in education
5. Power and the logic of freedom.
6. Toward a renovated ethics of education.

REQUIRED BOOKS:

ARENDT, H.; ON VIOLENCE
COLEMAN, J. S.; POWER AND THE STRUCTURE OF SOCIETY
DOYLE, J. F.; EDUCATIONAL JUDGEMENTS
LUKES, S.; POWER
MILGRAM, S.; OBEDIENCE TO AUTHORITY
NYBERG, D.; POWER OVER POWER
OPPENHEIM, F.; DIMENSIONS OF FREEDOM

SELECTED READINGS:

These are some books and articles that students will find useful, and from which specific assignments will be drawn.

BARRY, Brian (ed.) Power and Political Theory
BELL, David V.J. Power, Influence, and Authority
BERLE, Adolph A. Power
BERLIN, Isaiah "The Question of Machiavelli". The New York Review, November 4, 1971

- CARTWRIGHT, D. (ed.) Studies In Social Power
CHAMPLIN, John R. (ed.) Power
CLEGG, Stewart; Power, Rule, and Domination
CLEGG, Stewart, The Theory of Power and Organization
DAHL, Robert A. Modern Political Analysis
DAHL, Robert A. "Power". International Encyclopedia of the Social Sciences
JOUVENEL, Bertrand de; On Power
KIPNIS, David; The Powerholders
LA BOETIE, Etienne de; The Politics of Obedience: The Discourse of Voluntary Servitude
LASSWELL, Harold D.; Power and Personality
LASSWELL, Harold D. and KAPLAN, Abraham; Power and Society
McCLELLAND, David C.; Power: The Inner Experience
MAY, Rollo; Power and Innocence
MERRIAM, Charles E.; Political Power
NAGEL, Jack H.; The Descriptive Analysis of Power
NYBERG, David; Power Over Power
OLSEN, M. E. (ed.) Power In Societies
PLATO; Gorgias
WEBER, Max; The Theory of Social and Economic Organization
WINTER, David G.; The Power Motive
WRONG, D. H.; Power

ATTENTION TEACHERS

THE FACULTY OF EDUCATION AT SIMON FRASER UNIVERSITY IS OFFERING:

EDUCATION 486-4, DESIGNS FOR LEARNING: FRENCH (SECONDARY)

ON THE SIMON FRASER CAMPUS DURING JULY

WHO IS ELIGIBLE TO APPLY?

The course is intended primarily for teachers preparing to teach the new French Program in Secondary Schools. The course can be used for both degree completion and towards an Extended Studies Diploma Program.

HOW DOES ONE REGISTER?

Former S.F.U. students and persons who are not S.F.U. students must return an application for admission and all official documents by June 18th. Application forms are available from the Registrar's Office.

Continuing students must return their pre-registration form by June 18th. If you have not pre-registered, you must submit your request to register, in person, by no later than June 20th. In-person registration will be held on July 7th which is also the final day to pay tuition fees.

DATES AND LOCATION

Tuesday/Thursday 9:30 - 3:20

French Centre

EDUCATION 486-4 DESIGNS FOR LEARNING: FRENCH (SECONDARY)

This is an intensive practical course focusing on the application of instructional theory to the teaching of french as a second language. It will deal specifically with the implementation of the new secondary guide and resource book.

The course will be taught by Cynthia Lewis, who was integrally involved in working on the development of the resource book which supplements the guide. Cynthia is an experienced secondary teacher, presently employed in Campbell River. She will be employed as a Faculty Associate in September, 1980.

For more information, call Michael Massey at 291-3187 or Undergraduate Programs in the Faculty of Education, Simon Fraser University at 291-3643.

Education 486-4 Special Topic: Self-Education: Theory and Practice
Summer Session, 1980 (Tuesday and Friday, 12:30 - 4:30)
Instructor: Maurice Gibbons
Office number: 291-3529

During this course participants will follow two inter-related themes: studies in the theory of self-education, and the application of the theory to a program of personal-professional development.

The studies will begin with an examination of the wide-ranging literature that deals with self-direction in learning and life management. This literature will be analyzed, and from it, guidelines for successful self-direction will be derived. At least one possible theory of self-education will be developed and critically examined.

Participants will also create, implement and manage a self-education program, not only to reach an important personal goal, but also to master a process for continuing self-direction. In the program, participants will attempt to expert in a field of their own choice. Personal learning styles will be assessed and applied to the task, along with learning networks, challenges, collegial teamwork and other self-directional strategies.

Readings will be mimeographed. Class-size will be limited. Participants should consult with the professor.

COURSE OUTLINE : EDUCATION 487/807 SUMMER SESSION

TITLE : PLANNING IN-SERVICE FOR SCHOOL IMPROVEMENT

TIME : TUESDAY & THURSDAY. 8:30 - 12:30 (July 8 - Aug. 14)
(There will be an additional 12 contact hours for
graduate students enrolled in 807)

LOCATION : MPX 9641/9 42

INSTRUCTORS : Dr. Ray Bolam, University of Bristol, O.E.C.D. Consultant
Ian Andrew, Simon Fraser University.

1. COURSE AIMS:

This course is intended primarily for people with responsibility for, or a particular interest in, professional development and the introduction of change in schools, school districts and in-service providing agencies.

It will aim to equip such participants with the theoretical and practical knowledge;

- (a) to analyse the effectiveness of contemporary innovation strategies in education;
- (b) to analyse the actual and potential contribution of in-service programmes to school improvement;
- (c) to plan, implement and evaluate such in-service programmes at school, district and providing agency levels;
- (d) to evaluate these ideas comparatively in the light of contemporary international practice and research.

2. CONTENT AND METHODS:

Two main theoretical perspectives will be adopted, both drawn from Dr. Bolam's work with the Organisation of Economic Co-operation and Development. First, the school will be analysed as a problem-solving, self-renewing or 'creative' social system and the characteristics of the internal and external roles, procedures and support structures needed to achieve this end will be considered. Second, in-service will be analysed as a complex, innovation process involving key agencies, tasks, methods and users, at province, district and school levels, each with their own distinctive features and values. Both theoretical perspectives will be illustrated and criticised through the use of a variety of practical examples; thus the actual and potential conflict between the in-service needs of individual teachers and those of the school system will be considered in the Canadian and British case studies of school-focused in-service.

Topics to be considered within these theoretical perspectives will include: the political, social and economic factors which influence in-service programmes; induction programmes for beginning teachers; school-initiated, school-focused and school-based programmes; the roles of teachers' centres, universities, supervisors and professional associations; training the trainers; evaluation techniques and problems; costing techniques and problems; and innovative methods (e.g. consultancy, clinical supervision and organisation development), roles (e.g. professional tutors, advisory teachers and community members) and perspectives (e.g. adult learning theory and recurrent education).

The core task will be based on a case study of an in-service program from a school district within British Columbia. This case study has been prepared from data collected this Spring as part of a research project at Simon Fraser. The case study was designed to identify how in-service was planned and implemented in the district and how its effectiveness is perceived by various aspects of the case study. For example, a course member with an interest in district co-ordination will focus his/her attention on that aspect of the case study and could carry out an assignment on it. Similarly, a participant with an interest in school-based in-service could carry out his/her assignment on that aspect of the case study and possibly develop a framework for planning in-service policy at the school level.

Use will also be made of examples drawn from ongoing research and development work in OECD member countries, including the United Kingdom, United States, Australia, Sweden and Holland, while reference will also be made to the contrasting experiences of the Third World, notably Pakistan and certain African countries.

3. ASSIGNMENTS:

Assignments will be negotiated individually within a framework which will encourage participants to produce work which is relevant, practical, and theoretically rigorous.

4. COURSE MATERIALS:

There will be no prescribed text but rather an extensive list of required readings of both a theoretical and practical nature will be presented. Hence a \$15.00 fee will be levied for printed materials.

SPECIAL TOPIC: ORGANIZATION DEVELOPMENT IN SCHOOLS

SUMMER SESSION 1980

INSTRUCTOR: Philip J. Runkel

Monday & Wednesday, 12:30 - 4:30

Purpose: To acquaint students with the theory and technique of organizational development and with various applications to organizational life in schools. Organizational development is a coherent, systematically-planned, sustained effort at system self-study and improvement, focussing explicitly on change in formal and informal procedures, processes, norms, or structures, using behavioral science concepts. The goals of organizational development include both improving the quality of life of individuals and improving organizational functioning and performance. Advice will be included on using consultants; a list of them will be provided.

Methods: Lectures, readings, exercises, simulations, and occasional short papers. A good part of the time in class will be used for actually experiencing some of the procedures and training exercises used by consultants in organizational development. Students will not leave the course as competent consultants, but they will have a good understanding of what consultants do and the outcomes to be expected.

Texts: Schmuck, Runkel, Arends, and Arends. Second Handbook of Organizational Development in Schools. Palo Alto, California: Mayfield, 1977.

Runkel, Schmuck, Arends, and Francisco. Transforming the School's Capacity for Problem Solving. Eugene, Oregon: Center for Educational Policy and Management, 1979.

Outline:

1.

THEORY AND TECHNOLOGY

What is Organization Development? A Theory for Organization Development in Schools. Types of Intervention. Processes of Training and Consultation.

2.

DIAGNOSIS

Information Gathering. Context, Design, Progress, Outcome. Diagnostic Information.

3.

CLARIFYING COMMUNICATION

Types of Communication. Interpersonal Communication. Communication in the Subsystem. Organization-wide Communication. Gathering Data about Communication. Exercises and Designs.

Outline continued:

4. ESTABLISHING GOALS

Having Goals. Goals in Organizations. Goals in Schools. Consultant, Client, and Project Goals. Ascertaining and Clarifying Goals. Establishing Goals. Goals and Other Organizational Processes.

5. WORKING WITH CONFLICTS

Theory of Conflict. Gathering Data about Conflict. Procedures for Managing Conflict. Microdesigns for Managing Conflict.

6. IMPROVING MEETINGS

Purposes of Meetings. Effective Meetings. Gathering Data about Meetings. Exercises and Procedures for Improving Meetings.

7. SOLVING PROBLEMS

Theory of Problem Solving. Gathering Data about Problem Solving. Promoting Effective Problem Solving. The S-T-P Sequence for Problem Solving.

8. DECISION MAKING

Influence and Decision Making. Group Decision Making. Gathering Data about Decision Making. Exercises and Procedures in Decision Making.

9. MACRODESIGNING

Internal Features. Successful Macrodesigns. Examples.

10. MICRODESIGNING

Training Designs. Data Feedback Designs. Confrontation Designs. Process Observation and Feedback Designs. Involving Clients in Microdesigning.

11. EVALUATING OUTCOMES

Kinds of Outcomes. Assessing Outcomes among Students. Assessing Satisfaction. Assessing Organizational Adaptability. Some Difficulties. Some Technicalities.

12. INSTITUTIONALIZING ORGANIZATION DEVELOPMENT IN SCHOOL DISTRICTS

Establishing Permanent OD in Districts. OD Cadres in Districts. Cadre Maintenance and Renewal.

EDUCATION 487-4

DESIGNS FOR LEARNING: FRENCH IMMERSION

SUMMER SESSION 1980

Instructor: Joanne Turcotte

Monday and Wednesday, 12:30 - 4:30

Incorporation of the four steps to language development --
comprehension, speaking, reading, writing in second language learning.

Psychologies applicable to second language learning.

Investigation of psychologies' affect on our writing language development
programs.

Linguistic comparisons of spoken French and English.

Linguistic comparisons of written French and English.

Questioning techniques - Problem solving.

Presentations of all subject matter skills within a second language
approach.

Presentation (by students) of a language arts lesson.

Piagetian investigation of the child's growth.

Steps to unit preparation in Social Studies and Sciences (according to
R. Tyler).

Long term preparation - divisions of a unit of study.

Integration within programming.

Study of available resources.

DESIGNS FOR LEARNING: DRAMA

SUMMER SESSION 1980

INSTRUCTOR: Paul Clements

Tuesday and Friday, 8:30 - 12:30

The aim of this course is to explore some of the theory and practice of the use of DRAMA IN EDUCATION in order that student teachers and teachers may develop both their own Drama skills and their own teaching competence.

Through a series of practical improvisation sessions, workshops and seminars the course will investigate the following areas of work

- Drama and Theatre Games in Education
 - Children's play
 - Building group work through games
 - Games and Simulations in the Classroom
- Drama and Personal Development
 - Concentration, Imagination, Sensitivity and Trust
 - Personal Confidence
 - Social Skills
- Drama and Language Development
 - Communication Skills
 - Language Flow
 - Drama and Writing
- Drama and Children's Theatre
 - Narrative
 - Group Story-telling
 - Play-making
 - Sources for ideas
- Drama as a Teaching Tool
 - Drama & Literature
 - Drama & Social Studies
 - Drama & Other areas of the Curriculum
- Drama and Movement
 - Mime
 - Movement
 - Dance

Grades will be awarded on the basis of continuous assessment, the submission of a project on a topic agreed by the individual student and the instructor, and on the submission of a weekly journal indicating the student's reflection on course activities.

Many teachers, who have no doubts about the educational value of Drama, are reluctant to develop a Drama programme of their own because of personal inhibitions. It's worth stressing that it is not the intention of this course to make sudden histrionic demands on its students. Although the course will demand a considerable degree of participation this will be achieved by a steady development of personal confidence and skill, much as we hope it will happen in the schools themselves. Students with no previous experience should not, therefore, be deterred from enrolling. Students should be aware that some course sessions will be based on packaged materials in the final stages of preparation.

TEXT:

WAY, Brian; DEVELOPMENT THROUGH DANCE: Longmans

MEMORANDUM

To..... Mr. Harry Evans.....
..... Registrar.....
Subject..... Special Topics in Education.....

From..... Marvin F. Wideen.....
..... Director, Undergraduate Programs.....
..... Faculty of Education.....
Date..... July 30th, 1980.....

Attached are the course outlines for Special Topics, Undergraduate courses that have been offered in the Faculty of Education for the past three semesters. The courses and the enrolments in this were as follows:

1979-2

1. Education 487-4 The Politics of Curriculum Materials/ Lorimer / 3
2. Education 487-4 Designs for Learning: French Immersion / Turcotte / 12
3. Education 487A-4 Designs for Learning: Drama / Clements / 16
4. Education 487-4 Developmental Drama / Vernon/Batt / 23
5. Education 486-4 French in the Elementary (01)
Secondary (02) School / Newman / 27

1979-3

6. Education 486-4 Organic Teaching in the Primary Classroom / Wassermann / 18

1980-1

7. Education 486-4 Integrating Educational and Traditional Gymnastics /
Kirchner / 21
8. Education 486-4 Classroom Practices in Educating Awareness / Trivett / 26
9. Education 487-4 Power in Educational Thought / Nyberg / 8

Marvin F. Wideen
Undergraduate Programs

MFW:vs

Encl.

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AUG 1 1980

REGISTRAR'S OFFICE
MAIL DESK

EDUCATION 487-4

Instructor: Rowly Lorimer
CC 6231

Intercession, Summer 1979.
M-F 9:50-12:20 Tue + Fri 9:30-12:20

Special Topics: The Politics of Curriculum Materials

This course will examine three different areas of concern:

1. the social and political ideas and implications contained within textbooks and other learning materials currently in use. Emphasis will be placed on Social Studies and English at the elementary school level;
2. the creation of curricular materials, that is to say, their writing and publishing, and the adoption process, including curriculum review committees and school board buying;
3. the creation of new Canadian alternatives including new series with different social ideas as well as trade publications which have relevance for school teachers and their students.

Requirements: 2 Essays, one mid-term and one at term end approx. 15 pages

Texts: What Culture? What Heritage? A.B. Hodgetts, OISE Toronto, 1968
Unfortunately other readings on this topic are spread thinly throughout a variety of sources. Copies of these books and articles will be placed on reserve.

Books and Articles on Reserve

Hodgetts, A.B. What Culture? What Heritage? Toronto: OISE, 1968

Lorimer, R. et al. Consider Content: an analysis of two Grades 1 to 3 reading series. Interchange 8(4), 1977-78, 64-78

Lorimer, R. Your Canadian Reader Lighthouse Series II, 2 1978

Lorimer, R. Textbook realities, an analysis of two Grades 4 to 6 readers Mimeo Paper.

Pratt, D. The social role of school textbooks in Canada. In Pike and Zuriek Socialization and Values in Canadian Society Toronto: McClelland and Stewart, 1975

Hill, M., Lorimer, R. et al The Other Guides to Language Patterns Volumes I, II, and III. Toronto: James Lorimer, 1977

Martell, G. Wile, L. and Sheppard, L. Where We Live Toronto: James Lorimer: 1979

Carver, P. (ed) The Elements Series, Earth Air Fire and Water. Toronto: Peter Martin, 1979

Special Topics: The Politics of Curriculum Materials2

- Bondar, B. (ed.) Zapbooks Fitzhenry and Whiteside, Toronto: 1977
- Lorimer, R. Take me to your reader This Magazine
- Lorimer, R. Elements in Review Orbit (to be published)
- Trudel, M. and Jain, G. Canadian History Textbooks Bilingual and Bicultural Commission, Study #5.
- Rohrer, R. et al Ontario Royal Commission on Book Publishing. See sections in both the Background Papers and the Report for material on Educational Publishing
- Parvin, V. The Authorization of Textbooks in Ontario Toronto: U of Toronto Press
- Johnstone, J.C. Introduction and Summary of Findings from Young People's Images of Canada Bilingual and Bicultural Commission Study #2.
- Martell, G. (ed.) The Politics of the Canadian Public School Toronto: James Lorimer, 1974
- Myers, D. The Failure of Educational Reform Toronto: McClelland and Stewart: 1973, Originally a special issue of The Canadian Forum, Oct-Nov., 1972
- Hodgetts, A.B. and Gallagher, P. Teaching Canada for the '80's Toronto: CISE, 1978.
- Kirst, M. and Walker, D.F. An analysis of curriculum policy making Review of Educational Res. #5, Dec. 1971, 479-509
- Canadian J. of Education Special Issue: Canadian Studies II(1) 1977
- Mallin, J.H.A. The Politics of Canadian Education Yearbook, 1977 The Canadian Society for the Study of Education Fac. of Ed. Edmonton, Alta.
- Chaiton, A. and McDonald, N. Canadian Schools and Canadian Identity Toronto: Gage, 1977
- Hodgson, E.D. Federal Intervention in Public Education Toronto: Can. Educ'n Ass'n (OISE) 1976

2.

J. Turcotte
Summer Session
Educ. 487-4

MPX 7506.

COURSE DESCRIPTION

EDUC 487: Designs for Learning: French Immersion

July	4th	Four steps to language development: comprehension speaking reading writing How these four steps are incorporated in second language learning. Psychology movements as applied to language learning.
July	9th	Investigation of the psychology and philosophy in our existing language development series in Immersion.
July	11th	Investigation of the child's growth - based on Piaget Adaptation of course content to stimulate the child's growth in second language.
July	16th	Presentation of a language arts lesson (with existing reading series) by students.
July	18th	Linguistic comparison of spoken French and English. Linguistic comparison of written French and English. Questioning techniques.
July	23rd	Philosophy of unit preparation (in Social Studies or Science) as drawn up by Tyler. Required steps of a long-term plan. Specific divisions within the unit.
July	25th	Work period on long-term plan.
July	30th	Long-term plan due - work on unit.
August and	1st 6th	Work on unit.
August	8th	Unit due. Discussion of resources available for Immersion.

WINE and CHEESE!

EDUC. 487A

Instructor: Paul Clements

DESIGNS FOR LEARNING - D R A M A

Tues. & Thurs. 4:30 - 8:30

MPX 8620

The aim of this course is to explore some of the theory and practice of the use of DRAMA IN EDUCATION in order that student teachers and teachers may develop both their own Drama skills and their own teaching competence.

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 - Children's play
 - Building group work through games
 - Games and Simulations in the Classroom
- Drama and Personal Development
 - Concentration, Imagination, Sensitivity and Trust
 - Personal Confidence
 - Social Skills
- Drama and Language Development
 - Communication Skills
 - Language Flow
 - Drama and Writing
- Drama and Children's Theatre
 - Narrative
 - Group Story-telling
 - Play-making
 - Sources for ideas
- Drama as a Teaching Tool
 - Drama & Literature
 - Drama & Social Studies
 - Drama & Other areas of the Curriculum
- Drama and Movement
 - Mime
 - Movement
 - Dance

Grades will be awarded on the basis of continuous assessment, the submission of a project on a topic agreed by the individual student and the instructor and on the submission of a weekly journal indicating the student's reflection on course activities.

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4. 487
Education ~~487~~ 4 - Special Topics/Developmental Drama.

Instructors: Peter Norman / Greg Burt. (Intersession).

HPK 8620/8627

Mon+Wed 12:30-4:30.

Where to begin...

a distinction needs to be made between the terms THEATRE and developmental DRAMA. THEATRE implies presentation to an audience and includes the myriad of skills associated with acting and stage craft. Developmental DRAMA, on the other hand, encompasses the larger domains of personal growth, sensory awareness, concentration, imagination, interpersonal skills, etc., and has no necessary connection with performance. Hence, developmental drama is applicable to all age groups and subject areas. The focus is concerned primarily with the affective realm and the design of structured experiences which complement - and are integral to - cognitive skills.

Developmental drama, properly understood and applied, is a rather subtle process, not a "bag of tricks". It is therefore necessary that a teacher have first hand experience with the "growth process" involved in participating in a carefully sequenced series of activities. The notion of "task analyses" is important here. Many teachers, say Language Arts or Social Studies, attempt to use relatively sophisticated forms of dramatic exploration and/or presentation - role playing, improvisation, dramatic adaptation, etc. - without noting and providing practice in the interrelated component skills involved. As a result, drama in the classroom seldom gets beyond "fun" or "novelty" into a viable and virtually unlimited teaching/learning strategy.

OVERALL GOALS AND OBJECTIVES

Students will...

i) ...read representative books and articles in the area of developmental drama and demonstrate an understanding of its application to learning (through discussion, projects and papers)

ii) ...participate in a series of structured activities intended to promote skill in sustained concentration, movement and mime, speech, imagination and improvisation and demonstrate competency through projects and presentations to peers

iii) ...select appropriate activities from the readings and workshops and build an annotated resource file

iv) ...demonstrate an ability to incorporate appropriate developmental drama techniques into curriculum areas other than Drama (through projects, unit plans and workshop leadership)

v) ...be involved in group tasks such as adapting non-dramatic source material into a dramatic format, using the techniques of Reader's Theatre to "get beyond the words", improvising around topics of historical and current concern

vi) ...acquire the conceptual and practical skills to design and implement a workshop in a chosen curriculum area using developmental drama techniques with appropriate and specific learning outcomes

vii) ...contract with the instructor(s) for an individual or group project which demonstrates application of drama activities to valid educational goals

REQUIRED & RECOMMENDED READINGS to be drawn from:

Student-Centered Language Arts & Reading. James Moffett & Betty Wagner. Houghton Mifflin. 1976.

Development Through Drama. Brian Way. Longmans. 1967.

Teaching Drama: A Resource Book to Transitions I: Short Plays. Greg Batt, Paul Clements, Jane Heyman, Peter Norman. Concept. 1978.

Improvisation for the Theatre. Viola Spolin. Northwestern University Press. 1963.

Teaching Mime. Rose Bruford. Methuen. 1958.

Creative Communication: Projects in Acting, Speaking, Oral Reading, and Basic Drama Projects. Fran Tanner. Clarke. 1973.

Drama in Education. John Hodgson and Martin Banham. Pitman. 1972-75.

"British Columbia Curriculum Guides"

To Be Announced.

Education 486-4 Course Outline

Special Topics: French

Introduction

This is an intensive practical course focussing on the application of instructional theory to the teaching of French as a Second Language. It will deal with planning for learning; creating learning environments and developing teaching strategies and materials. The course is offered for pre-service and in-service teachers.

The course is organized to include workshops, seminars and independent study. Teacher and student presentations as well as the sharing and preparation of ideas and materials will be some of the workshop activities. In seminars, students will discuss and dispute readings and philosophies of language learning. The above activities combined with independent study in the field will, hopefully, allow students to develop or confirm their own philosophy of second language instruction.

Schedule

Secondary--Intersession (May-June)	Tuesday and Thursday	8:30 a.m.-12:30 p.m.
Elementary--Summersession (July-August)	Tuesday and Thursday	8:30 a.m.-12:30 p.m.

Objectives

1. To provide the student with knowledge about:
 - a. theory and practice of second-language teaching
 - b. current trends in French as a Second Language
 - c. texts prescribed by the Ministry of Education for French as a Second Language
 - d. resources available to teachers of French
2. To provide the student with skills in:
 - a. planning for learning--planning and preparing of individual and sequential teaching units, lessons and programmes

EDUCATION 486-4 Course Outline cont.

- b. choosing and using strategies, methods and techniques for the teaching of listening, speaking, reading, and writing skills.
- c. analysing, adapting and constructing instructional materials.
- d. evaluating learning

Required Text (Secondary)

Moskowitz, Gertrude. Caring and Sharing in the Foreign Language Class.
Newbury House. 1976.

(Elementary)

Mackey, William Francis. Language Teaching Analysis.

Readings

Lee, W.R. Language Teaching Games and Contests
Oxford University Press, 1965

Lee W.R and Coppen Simple Audio-Visual to Foreign
Language teaching
Oxford University Press.

Reboullet, A. Guide Pédagogique pour le professeur de Français langue
étrangère.
Hachette, 1971

COURSE OUTLINE

Education 484-4 Organic Teaching in the Primary Classroom
Fall, 1979

Selma Wassermann
Maureen Cuming
Sheila Luetzen

Description

This course examines the philosophy of Sylvia Ashton-Warner and its applications to teaching in the primary classroom. Concepts underlying the "organic classroom" and development of teaching skill in the use of the key vocabulary approach to beginning reading instruction will be emphasized. Teachers will be asked to use their primary classrooms as laboratories in which they may work towards the development of skill in "organic teaching," in the presence of videotape feedback.

This course is offered primarily for in-service teachers. Pre-service students may enrol with special permission of instructors.

Three types of experiences are included in this course:

(a) Outputs - opportunities for students to experience the "breathing out" activities of the organic classroom, through personal explorations with a variety of media

(b) Intake - opportunities for students to receive instruction and participate in practice sessions in the teaching methodology of the organic classroom

(c) Workshops - opportunities for students to share, examine, and critically analyze, through videotape feedback, their classroom applications of organic teaching

Class Meeting Times

Wednesdays 4:30 - 8:30 pm
Room to be announced

Course Objectives

- (1) To increase understanding of the concepts and principles underlying the Sylvia Ashton-Warner philosophy of "organic teaching"
- (2) To promote understanding of how organic classrooms work
- (3) To develop teaching skill in the following:
 - taking the key vocabulary
 - conducting teacher-pupil conferences
 - organizing an organic classroom
 - analysis of teacher-student interaction strategies
- (4) To further acquaintance with the literature and research related to organic teaching
- (5) To increase self-awareness with respect to personally held educational beliefs and attitudes related to teaching practices, child growth and development, and curriculum
- (6) To promote increased understanding of the young child and his growth needs: physical, emotional, social and intellectual -- and their relationship to the form and structure of the primary classroom

Course Requirements

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

Students are required to complete the assigned readings.

Students are required to make three videotapes of classroom applications of organic teaching and share these in workshop groups.

Evaluation

The completion of all course requirements presented above form the basis for evaluation. There are three components in the final evaluation:

(a) Self evaluation. Students assess their fulfillment of course requirements in a self-evaluation instrument.

(b) Faculty evaluation. Students discuss their self evaluations with faculty in a final interview during which the faculty member also assesses student performance.

(c) Grading. Final grades are determined by faculty. They are based upon two criteria:

- (1) the degree to which students have fulfilled course requirements
- (2) the quality of the student's work

Readings

Ashton-Warner, Sylvia. *TEACHER*. New York: Simon and Schuster, 1963.

Ashton-Warner, Sylvia. *SPEARPOINT*. New York: Knopf, 1973.

Ashton-Warner, Sylvia. *SPINSTER*. New York: Simon and Schuster, 1959.

Elkind, David. *A SYMPATHETIC UNDERSTANDING OF THE CHILD FROM BIRTH TO SIXTEEN*. Boston: Allyn and Bacon, 1974.

Wassermann, Selma. "Organic Teaching in the Primary Classroom," *PHI DELTA KAPPAN*, Volume 58, November, 1976, No. 3.

Wassermann, Selma. "Aspen Mornings with Sylvia Ashton-Warner," *CHILDHOOD EDUCATION*, Volume 48, April, 1972, No. 7.

Wassermann, Selma, "The Story of the Vancouver Project," *YOUNG CHILDREN*, Volume 33, May, 1978, No. 4.

EDUCATION 486-4 Special Topic: "Integrating Educational and Traditional Gymnastics"
Spring, 1980 Semester
Tuesday Evenings 4:30 - 8:30 PM

This course is designed to illustrate how the movement concepts, principles and teaching strategies of Educational Gymnastics can be integrated with a Traditional Gymnastic Program. The course is primarily designed for elementary school teachers who have had coursework or teaching experience in either Traditional and/or Educational Gymnastics.

Topic Outline:

1. History of Traditional and Educational Gymnastics
2. Contemporary gymnastic programs
3. Rationale for integrating two approaches
4. Stunts, tumbling and movement elements
5. Equipment and movement elements
6. Large apparatus and movement elements

Required Texts:

Kirchner, G. Physical Education For Elementary School Children, 4th edition, Dubuque, W.M.C. Brown, 1978

Szypula, G. Tumbling and Balancing For All, Dubuque, W.M.C. Brown Co., 1968

Spring Semester, 1980

TITLE: Classroom Practices in Educating Awareness

INSTRUCTOR: John V. Trivett OFFICE: MPX9503 (Phones: 291-3166 and 922-6683)

TIMES: Every Monday, 4:30 to 8:30 PM, commencing January 14, 1980
Office Hours: Mondays, 3:00 - 4:30 PM, 8:30 - 9:00 PM
Other times by appointment.

PLACE: MPX8620a

This course will concentrate on what teachers and their students need to do when the emphasis is the development of their individual and combined awarenesses towards themselves, their growth and the subject matter. Applicants are strongly urged to interpret as 'prerequisites equivalent to Ed. 401/402', either Ed. 489-4, 1979-1, 'Educating Awareness: Implications for Educational Practice' (A.J. Dawson), or study in schools with the approach called 'The Subordination of Teaching to Learning' and with previous relevant association with Professors Dawson and Trivett.

The subject matter of reading, spoken language and mathematics will form the basic content, though implications will be explored to Science, Art, Music and other concerns of classroom life. The principles of the approach in theory and practice are integrative, being based on fundamentals of human learning and upon 'algebraic' inter-relationships of content.

While Gattegno's special materials in the various subjects will be used and studied, there will also be an emphasis on what can be done by teachers' improvisations and imaginative invention without reliance on the commercial products.

Efforts will be made to have demonstrations with children, together with existing films and videotapes.

TENTATIVE SCHEDULE:

- Week 1. What is awareness? Summary of learning principles by involvement in some new learning situations.
- Week 2. The acquisition of language by young children. The beginnings of speech, writing, reading, spelling and mathematics.
- Week 3. Mathematics as a language with consequent implications to classroom work.
- Week 4. A scientific approach to the teaching of Reading - "Words in Colour".
- Week 5. The common sense of teaching language - "The Silent Way" English and French, Spanish or Japanese
- Week 6. A second look at mathematics.
- Week 7. A second look at reading, spelling and language arts.

- Week 8. A look at the teaching of science.
- Week 9. A second look at "The Silent Way".
- Week 10. Music and geometry
- Week 11. The awareness approach coming from other sources
 - R. Samples "The Whole School Book"
 - A. Jones "The Reflexive Universe"
- Week 12. Summary and individual study.

(Cooperative assistance has already been offered by other teachers, especially from those knowledgeable in Science, Music, French, Spanish, and Japanese).

COURSE REQUIREMENTS:

Apart from full attendance and participation students will be expected to,

- a) read at least two books from the reading list, with other books and articles according to individual choice of subject concentration.
- b) concentrate on teaching children in at least two subjects, preferably in school-based classes, e.g. Maths & French, Music & English, Language & Maths, Maths & Music.
- c) keep a journal with notes of ideas and activities and individual written work relating to three aspects of the coursework:
 - i) the evening classes
 - ii) reading
 - iii) classwork with children

The journal should receive prior attention over the first 4 weeks of class, though maintained to the end of the course. Priority after about halfway should be given to the writing of an essay on the subordination of teaching to learning, emphasizing details of at least one subject both from the point of view of one's own personal awareness and learning and from the point of view of the students' learning. The journal work will be submitted first at the 5th class meeting, second at the end of the 11th evening. The essay will be required at the 11th meeting.

REQUIRED BOOKS:

One book will be required as a text for reading and study by all students:

Gattegno, C. What We Owe Children - The Subordination of Teaching to Learning, Educational Solutions Inc., N.Y. 1974 (LB 1715G3)

At least one of the following will also be required, depending on individually chosen project matter emphasis:

Gattegno, C. The Common Sense of Teaching Foreign Languages, Ed Sols, N.Y., 1976

Gattegno, C. The Common Sense of Teaching Mathematics, Ed Sols, N.Y., 1973 (QA 135.5G34)

Gattegno, C. Teaching Reading With Words in Colour, Ed Sols, N.Y., 1967

RECOMMENDED BOOKS AND ARTICLES:

Each student is strongly recommended to read and study some of the following:

- Gattegno, C. Now Johnny can do Arithmetic, Ed. Sols, N.Y., 1968
- Gattegno, C. The Universe of Babies, Ed. Sols., N.Y.
- Gattegno, C. Of Boys and Girls, Ed. Sols., N.Y., 1975
- Gattegno, C. The Adolescent and His Will, Ed. Sol., N.Y.
- Trivett, J.V. Games Children Play for Learning Mathematics, Cuisenaire Co. of America Inc., New Rochelle, N.Y., 1973
- Trivett, J.V. ... And So On, mimeographed edition, S.F.U., 1979
(available from instructor)
- Trivett, J.V. The Multiplication Tables to be Memorized or Mastered?, mimeographed edition, S.F.U., 1978
(available from instructor)
- Trivett, J.V. "Forward to the Basis", Mathematics Teaching, journal of the U.K. association of teachers of maths, June 1977
(available from instructor)
- Trivett, J.V. "The End of the 3 R's - The Beginning of the New Language Art" Mathematics Teaching, journal of the U.K. association of teachers of maths, Sept. 1978
(available from instructor)
- Trivett, J.V. "Educating One's Mathematical Awareness", a chapter in Self-Education, forthcoming from S.F.U., Faculty of Education (ed. M. Gibbons)
- Dawson, A.J. "The Self Educating its Awareness" (Gattegno's Science of Education), a chapter in Self-Education, forthcoming from S.F.U., Faculty of Education (ed. M. Gibbons)
- Sandvoss and Trivett Teaching Children Music, Vol. 1, Sharrell Publishers, B.C., (chapters viii, ix), October, 1979
- Samples, R. et. al. The Wholeschool Book, Addison-Wesley, Don Mills, Ontario, 1977
- Pearce, J.C. The Magical Child, E.P. Dutton, N.Y., 1977
- Moskowski, B.A. "The Acquisition of Language", Scientific American, Nov. 1978
(available from instructor)

Recommended Books and Articles (cont.)

Stevick, E.W. Memory, Meaning and Method, Newbury House Publishers
Inc., Rowley, Massachusetts 1976 (language learning)

Zukar, Gary The Dancing Wu Li Masters, Wm. Morrow & Co.,
N.Y., 1979 (Science Learning)

Copies of other articles, some published, some prepared for student
and teacher use at Simon Fraser University, will also be available.

SPRING SEMESTER 1980

EDUCATION 487 Special Topic: Power in Educational Thought

INSTRUCTOR: David Nyberg

TIME: Monday evenings 4:30 - 8:30

This course takes up the challenge of introducing power into the vocabulary of educational studies. If Bertrand Russell was right in claiming that "the fundamental concept in social science is Power, in the same sense in which Energy is the fundamental concept in physics," then it must be seen as odd that the challenge has not been taken up before. One question to be answered is why such a fundamental concept, such a universal category of human social life has lain so completely neglected in education for so long.

Discussion will concentrate on analyzing the essential attributes and several forms of power in ordinary social transactions. These attributes and forms will be put together and proposed as a new conception of power that has a good deal of relevance to the understanding of educational processes (curriculum design, the means of instruction, and evaluation) and has important implications for a renovation in the ethics of education.

The course will conclude by linking the new conception of power with a logic of freedom that emphasizes the skills of diagnosing constraints, and by arguing that teaching these skills along with knowledge about power is both practically feasible and ethically incumbent on contemporary education.

TOPICS:

1. A survey of the best that has been written about power in philosophy, political science, sociology, and psychology.
2. Personal and ethical ambivalence about power
3. The very idea of power
4. Forms of power in education
5. Power and the logic of freedom
6. Toward a renovated ethics of education

SELECTED READINGS:

These are some books and articles that students will find useful, and from which specific assignments will be drawn.

Arendt, H. On Violence.

Barry, Brian (ed.) Power and Political Theory

Bell, David V. Power, Influence, and Authority

Berle, Adolph Power

Berlin, Isaiah "The Question of Machiavelli". The New York Review, November 4, 1971

Cartwright, D. (ed.) Studies in Social Power

Chapman, John R. (ed.) Power

Clegg, Stewart Power, Rule, and Domination

Clegg, Stewart The Theory of Power and Organization

Coleman, James S. Power and the Structure of Society

Dahl, Robert A. Modern Political Analysis

(over)

Dahl, Robert A. "Power". International Encyclopedia of the Social Sciences
Feinberg, Joel "The Idea of a Free Man", in Educational Judgements, ed.
James F. Doyle
Jouvenel, Bertrand de On Power
La Boetie, Etienne de The Politics of Obedience: The Discourse of
Voluntary Servitude
Lasswell, Harold D. Power and Personality
Lasswell, Harold D. and Kaplan, Abraham Power and Society
McClelland, David C. Power: The Inner Experience
May, Rollo Power and Innocence
Merriam, Charles E. Political Power
Milgram, Stanley Obedience to Authority
Nagel, Jack H. The Descriptive Analysis of Power
Nyberg, David Power Over Power
Olsen, M. E. (ed.) Power in Societies
Oppenheim, Felix E. Dimensions of Freedom
Plato Gorgias
Weber, Max The Theory of Social and Economic Organization
Winter, David G. The Power Motive