

SIMON FRASER UNIVERSITY

S.83-21

MEMORANDUM

To..... SENATE

From..... OFFICE OF THE DEAN OF GRADUATE STUDIES

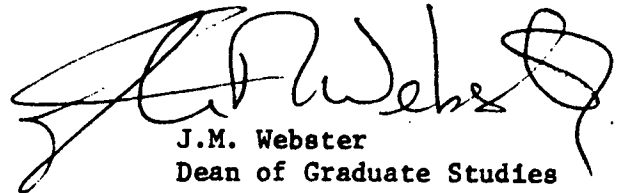
.....
GRADUATE CURRICULUM CHANGES, NEW
Subject... COURSE PROPOSALS EDUC 857-5 AND.....
EDUC 856-5

.....
Date... DECEMBER 22, 1982.....

Actions undertaken by the Senate Graduate Studies Committee at its meeting of November 15, 1982 and by the Executive Committee of the Senate Graduate Studies Committee at its meeting on December 13, 1982, give rise to the following motion:-

MOTION:

"That Senate approve and recommend approval to the Board of Governors, as set forth in S.83-21, the proposed new graduate courses, EDUC 857-5, Issues and Topics in Environmental Education, and EDUC 856-5, The Visual Arts, Imagery and Education."


J.M. Webster
Dean of Graduate Studies

mm/

SIMON FRASER UNIVERSITY

MEMORANDUM

To. Stan Kanehara

Faculty of Education

Subject. Educ. 856-5

From. Grant Strate - Director

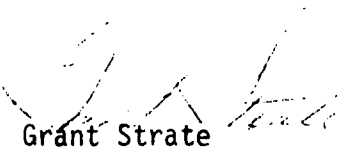
Centre for the Arts

Date. November 2, 1982

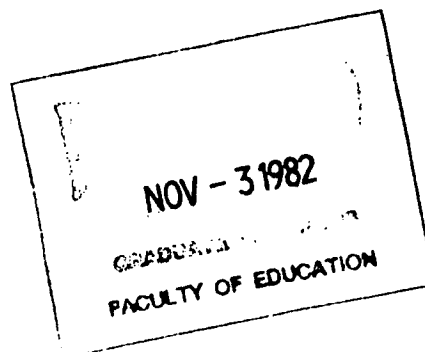
I hope this is not too late. Upon receiving your memo of October 19, I passed on the information to our Visual Art Program for comment. Faculty were unable to meet on this matter until last week.

I am assured by faculty that Educ. 856-5 does not duplicate any existing or projected courses in our Visual Art program except insofar as concepts of "mental imagery" are constantly addressed within the context of visual art studio course critiques.

It appears to be a well designed course and we are pleased that it is being proposed.


Grant Strate

cc: Marc Diamond
Greg Snider
Tony Besant



CALENDAR INFORMATION:

Department: EducationCourse Number: 856Title: The Visual Arts, Imagery, and Education

Description: Examination of thought processes associated with the visual arts, and methods of developing those processes for general educational purposes. Special attention will be given to theories of mental imagery and the applications of mental imagery in several areas of the school curriculum.

Credit Hours: 5 Vector: _____ Prerequisite(s) if any: _____

2. ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 20 When will the course first be offered: Spring 1983/84How often will the course be offered: Alternate years

3. JUSTIFICATION:

There is a need in the field of art education for a course which focuses on the thought processes associated with the visual arts. The present course seeks to fill this need by guiding students in the examination of the process of constructing and recovering meaning through the visual arts, rather than studying the technical and formal means of the arts themselves. Special attention is given to theories of mental imagery, as the intellectual foundation of the visual arts. While mental imagery has long been a neglected topic in educational psychology, research is now illuminating the role of mental imagery in such areas as reading and inter-cultural understanding. Education 856 will review the research

4. RESOURCES: on mental imagery, and will encourage students to clarify the applications of imagery-developing curriculum in the arts to the goals of a general education.

Which Faculty member will normally teach the course: Dr. Dan NadanerWhat are the budgetary implications of mounting the course: No increase in budgetAre there sufficient Library resources (append details): Yes; appendix attached.

Appended: a) Outline of the Course
b) An indication of the competence of the Faculty member to give the course
c) Library resources

Approved: Departmental Graduate Studies Committee: [Signature] Date Sept 8, 1982Faculty Graduate Studies Committee: [Signature] Date Sept 8, 1982Faculty: SK [Signature] for Jean Thimman Date _____Senate Graduate Studies Committee: [Signature] Date 10/18/82

Senate: _____ Date _____

The Visual Arts, Imagery, and Education

Justification

There is a need in the field of art education for a course which focuses on the thought processes associated with the visual arts. The present course seeks to fill this need by guiding students in the examination of the process of constructing and recovering meaning through the visual arts, rather than studying the technical and formal means of the arts themselves. Special attention is given to theories of mental imagery, as the intellectual foundation of the visual arts. While mental imagery has long been a neglected topic in education psychology, research is now illuminating the role of mental imagery in such areas as reading and inter-cultural understanding. Education 856 will review the research on mental imagery, and will encourage students to clarify the applications of imagery-developing curriculum in the arts to the goals of a general education.

Outline Of Topics

1) Review of research on the arts and cognition.

The nature of mental imagery.
The role of the image in cognition.
The relationship of images to abstract concepts.

2) Imagery In children's learning.

Research on children's imagery.
The role of imagery in reading and writing.

3) Relationships between imagery and general education.

Examples from the fields of art, science, mathematics, and social studies.

4) Developing imagery through the visual arts.

Points of view in drawing.
Dreams and emotions in painting.
Representing perceptions of film.
Stereotyped vs. authentic images.

5) Applications to school programs.

Student projects in the arts, sciences, and social studies.

Competence Of The Faculty Member To Give The Course

Dan Nadaner holds the Ph.D. in Art Education from Stanford University, where he studied with Elliot Eisner and with cognitive psychologists Gavriel Salomon and John Flavell. He is actively involved in research and writing in the areas of art and visual imagery in education. He has taught the proposed course as a special topics course during the 1982 Summer Institute In Teacher Education (SITE).

Bibliography

Abbs, Peter. Education And The Living Image: Reflections On Imagery, Fantasy, and The Art Of recognition. Teachers College Record, 82: 475-96, Spring 1981.

Arnheim, Rudolf. Art And Visual Perception.

_____. Visual Thinking.

Adler, Richard. The Effects Of Television Advertising On Children.

Cramer, Eugene H. Mental Imagery, Reading Attitude, and Comprehension. Reading Improvement, 17 (2) Summer, 1980, 135-139.

Eisner, Elliot. Reading And The Creation Of Meaning. In M. Douglass, Ed., Claremont Reading Conference, 49th Yearbook.

Eldridge, Arthur. Images Of Conflict.

Gordon, Rosemary. A Very Private World. In P. Sheehan, Ed., The Function And Nature Of Imagery.

_____. An Investigation Into Some Of The Factors That Favour The Formation Of Stereotyped Images. British Journal Of Psychology, 39 (3), 156-187.

Iser, Wolfgang. The Act Of Reading.

Jung, Carl. Man And His Symbols.

Kepes, Gyorgy. Module, Proportion, Rhythm, Symmetry.

Langer, Suzanne. Problems Of Art.

McKim, Robert. Experiences In Visual Thinking.

Mendelowitz, Daniel. Drawing.

Nadaner, Dan. Art And Cultural Understanding: The Role Of Film In Education. Art Education, July 1981.

Nichols, Bill. Ideology And The Image.

Nisbit, Robert. Sociology As An Art Form.

Piaget, Jean. The Child's Conception Of The World.

Pressley, M. Imagery And Children's Learning: Putting The Picture In Developmental Perspective. Review Of Educational Research, 47, 1977, 585-622.

Randhava, B.S. Visual Learning, Thinking, and Communication.

- Salomon, Gavriel. Interaction Of Media, Cognition, And Learning.
- Sheehan, Peter. The Function And Nature Of Mental Imagery.
- Shepard, Roger. The Mental Image. American Psychologist. 1978, 33, 125-137.
- Singer, Jerome. Imagination And Make-Believe Play In Early Childhood: Some Educational Implications. Journal Of Mental Imagery, 1977, 1, 127-144.
- Sommer, Robert. The Mind's Eye: Imagery In Everyday Life.
- Steinbert, Saul. The Inspector.
- Wilson, Brent. An Iconoclastic View Of The Imagery Sources In The Drawings Of Young People. Art Education. 1977, 30, 5-11.
- Yuille, John C. and Michael J. Catchpole. The Role Of Imagery In Models Of Cognition. Journal Of Mental Imagery. 1977, 1, 171-180.

CALENDAR INFORMATION:Department: Education Course Number: 857-5Title: Issues and Topics in Environmental Education

Description: Environmental Education programs have been developed and offered by a range of agencies including public schools, government departments, and citizens groups. This course examines the origins of Environmental Education, the range of program offerings, and the educational concepts which appear to underly them.

Credit Hours: 5 Vector: 3-2-0 Prerequisite(s) if any: Consent of Instructor

2. ENROLLMENT AND SCHEDULING:Estimated Enrollment: 15 When will the course first be offered: 1983-1 or 1983-3How often will the course be offered: Once/year. (Typically in the Fall Semester)3. JUSTIFICATION:

► During the years since 1971 when Environmental Education courses were first offered to SFU undergraduates and to teachers in B.C., more than 800 students have undertaken studies in Environmental Education. Many have completed the Special Minor as well. At this time a growing number of graduate students wish to include an Environmental Education course as part of their studies at an advanced level.

4. RESOURCES:Which Faculty member will normally teach the course: Dr. Milton McClarenWhat are the budgetary implications of mounting the course: None.

Are there sufficient Library resources (append details): The books, articles, etc. considered in the course are available in our collection or are widely sold as texts.

Appended: a) Outline of the Course
b) An indication of the competence of the Faculty member to give the course
c) Library resources

(see attachments)

Approved: Departmental Graduate Studies Committee [Signature] Date Oct 8/82Faculty Graduate Studies Committee: [Signature] Date Oct 8/82Faculty: [Signature] Date 1982/10/28Senate Graduate Studies Committee: [Signature] Date Senate: [Signature] Date

Attachment: (A) COURSE OUTLINE AND READING LIST

1. A Description of Environmental Education

- ▶ This section of the course will provide a review of the origins of Environmental Education and will define a number of important terms in this area. Environmental Education will be delimited from Outdoor Education, Outdoor Recreation and Conservation Education. Important Canadian, U.S, and U.N. documents and legislation pertaining to Environmental Education will also be examined.

For the purposes of this course the definition of Environmental Education which will be used as a starting point for discussion is that developed by Cerovsky for the International Union For the Conservation of Nature (1974): "Environmental Education is the process of recognizing values and clarifying concepts in order to develop skills and attitudes necessary to understand and appreciate the interrelationship among humankind, culture, and the biophysical surroundings.

Environmental Education entails practice in decision making and self-formulation of a code of behaviour about issues concerning Environmental quality."

2. Educational Issues in Environmental Education

- ▶ This section of the course will examine a number of important educational issues which are associated with Environmental Education. These will include:
 - . the approach and efficacy of programs of public education as agents of change in behaviour and/or lifestyle,
 - . the reliability of the informational base on which Environmental Education programs are proposed or operated (What are current views concerning the status of the Biosphere and the urgency or non-urgency of action? Who are the major contenders and what are their stances?),
 - . the role of public schools as vehicles for Environmental Education and as forums for the discussion of environmental and social issues.

3. The Implications of Learning Theory for Environmental Education

- ▶ A number of researchers in Psychology and Education have studied topics which are of importance to Environmental Education. Notable among them are ideas related to the development of cognitive structures concerning the physical environment, and cultural and social influences on environmental perception and knowledge. This course will pay particular attention to the relationship between the objectives, structure and teaching strategies of Environmental Education programs and theories of how people learn about or understand their environment.

4. A Review of Current Program Types in Environmental Education

- This section of the course will entail an examination of specific programs, largely drawn from the U.S. and Canada, but also from Europe and the Third World. Representative educational materials and curricula will be drawn from those which have been developed by:

- other governmental agencies,
- private sector and corporations and business,
- "citizens" groups and special interest groups.

Special attention will be given to the curricular stance or "Orientation" (Eisner, 1979) of each example.

5. Special Issues Associated with Environmental Education

- A number of topics are often addressed under the Environmental Education rubric and should be considered in a course of this nature because they often are faced by teachers. Typical of these are the following:

- . the development of programs which encourage and assist students in taking action to address a local environmental problem: (i.e., salmonid enhancement; the conservation corporations; litter campaigns)
- . How useful are these programs educationally?
- . How effective are they in ameliorating local problems?
- . Are wilderness challenge experiences a useful vehicle for developing student self-concept and competence? What are the goals and effects of programs such as "Outward Bound"? What relationship, if any, do these programs have to other types of environmental education?
- . Can teaching strategies and curricula develop environmental "awareness" or students' observational abilities in various settings? What is relationship, if any, among awareness, inquiry, and knowledge?

REFERENCES

- Armstrong, J. 1980. The Canadian Energy Bibliography. Toronto.
The Ontario Library Association.
- Bateson, G. 1979. Mind and Nature. New York. E. P. Dutton.
- Beer, Stafford. 1977. Platform for Change. N.Y. Wiley (Interscience.)
- Bowman, J., Fred Kierstead, and Christopher Dede. 1979. The Far Side of
the Future: Social Problems and Educational Reconstruction.
Washington D.C. The World Futures Society.
- Brown, Lester R. 1981. Building a Sustainable Society. New York. W.W.Norton.
- Claus, G. & Karen Bolander. 1977. Ecological Sanity. New York. David McKay.
- Downs, Roger M., & David Stea. 1977. Maps in Minds. New York. Harper & Row.
- Eiseley, Loren. 1978. The Star Thrower. New York. Times Books.
- Eisner, Elliot W. 1979. The Educational Imagination. New York. Macmillan.
- Esser, Aristide. (Ed.) 1971. Behaviour and Environment. New York. Plenum.
- Fabun, Don. (Ed.) 1967. The Dynamics of Change. Englewood Cliffs. Prentice Hall.
- Fletcher, Basil. 1971. The Challenge of Outward Bound. London. William Heineman.
- Hawkins. David. 1974. The Informed Vision. New York. Agathon Press.
- Hawkins, Donald E. & Dennis A. Vinton. 1973. The Environmental Classroom.
Englewood-Cliffs. New York.
- Holt, John. 1976. Instead of Education. New York. Delta (Dell.)
- Hutchins, R.M. 1953. The Conflicts in Education in a Democratic Society.
New York. Harper.
- Jarolimek, J. 1981. The Schools in Contemporary Society. New York. Macmillan.
- Jarolimek, J. & H.M. Walsh (Eds.) 1974. Readings for Social Studies in
Elementary Education. New York. Macmillan.
- Kohl, Herbert & Judith Kohl. 1977. The View From the Oak. San Francisco.
Sierra Club.
- Kozol, J. 1975. The Night is Dark and I Am Far From Home. New York. Bantam.
- Leeper, R.R. (Ed.) Curriculum Decisions --Social Realities. Washington, D.C.
A.S.C.D.
- Lovins, Amory. 1977. Soft Energy Paths. Cambridge. Ballinger: Friends of the
Earth.
- Leff, Herbert. 1978. Experience, Environment, and Human Potentials.
New York. Oxford University Press.
- Melvin, K. 1970. Education in World Affairs. Lexington (Mass.) D.C. Heath.
- Nemetz, Peter N. 1979. Energy Policy: The Global Challenge. Toronto.
Butterworth.

- Rosenblum, S. and Karen Louis. 1981. Stability and Change: Innovation in an Educational Context. New York. Plenum.
- Roszak, T. 1979. Person/Planet. New York. E.P. Dutton.
- Rowe, Mary Budd. 1978. Teaching Science as Continuous Inquiry: A Basic. New York. McGraw Hill.
- Schumacher, E.F. 1974. Small is Beautiful. London. Abacus.
- Tinbergen, J. (Ed.) 1977. Reshaping the International Order. New York. E.P. Dutton.
- Toffler, Alvin. 1980. The Third Wave. New York. William Morrow.
- Van Matre, S. 1979. Sunship Earth. Martinsville. The American Camping Association.

Attachement: (B) COMPETENCE OF THE FACULTY MEMBER WHO WILL
NORMALLY OFFER THE PROPOSED COURSE

Dr. Milton McClaren, Associate Professor, has a background in Biological Sciences and Education. He is an associate member of the Biological Sciences Department and has taught a wide range of departmental course offerings including BISC. 101, 102, 326, 310 and 003. He was responsible for developing the special minor in Environmental Education and has coordinated the Summer Institute in Environmental Education since 1971. He has also taught Environmental Education at the Graduate level since 1977, mostly as special topics, directed readings or field work courses. He has supervised graduate students who have completed M.Sc., Ph.D. and M.Ed. degrees in Biological Sciences, Environmental Education and Science Education.

Dr. McClaren was a founding member of the B.C. Environmental Education Association, and has been a member of the Environmental Education section of the Canadian Commission to U.N.E.S.C.O., a member of the Environmental Education Task Force for the Canadian Man and Resources Program, and a Consultant in Curriculum to the Banff Centre's Environmental Management Program.