

EDP 621 – Core Seminar II

Course Instructors:

Dr. Jim Barton, Dr Roger Eldridge

Course Description

This course examines issues and problems related to human development, curriculum, teaching and learning. These four interconnected areas are viewed through the lens of thinking and reasoning.

Course Objectives

- Analyzing sources of knowledge about development, curriculum, teaching and learning.
- Synthesizing knowledge spanning Core Seminars I and II.
- Applying research and change models to real school problems and issues.
- Experiencing mutually beneficial professional collaborations.

Course Requirements

A & P	50%
Research Study Plan	30%
Conceptual Design Presentation	20%

Required Texts and Readings

No single text is required for this course. Readings are listed by week.

Suggested Background Reading

Bruner, J. (1960). *The process of education*. Cambridge, MA: Harvard University Press.

Holyoak, K. & Morrison. (2005). *The Cambridge handbook of thinking and reasoning*. New York, NY: Cambridge University Press.

Pinker, S. (1997). *How the mind works*. New York, NY: Norton.

Polanyi, M. (1958). *Personal knowledge: Towards a post-critical philosophy*. Chicago, IL: University of Chicago Press.

Scholes, R. (2001). *The crafty reader*. New Haven, CT: Yale University Press.

Explanation of Grades

A & P

50%

- I know your time is valuable and want to recognize the efforts you make to prepare for and attend class in the midst of your busy lives. Accordingly, half of the total course grade is based on reading the weekly texts, preparing “Talking Point” responses to these readings, and being present in class to interact with your colleagues in meaningful ways.

Research Study Plan

30%

- This applied project focuses your “Talking Points” responses into a plan for a research study linking some of the ideas we read about and discuss in class to a particular area of your own professional interest. The goal of this assignment is to further your own understanding of higher-level thinking processes and the process of conducting educational research. I do not expect you to actually carry out this study during the course of the semester. Instead, using at least four of our course readings in addition to research you locate to support your approach, please develop a brief (10-12 pages), focused plan for an original piece of relevant educational research using the following format:

Description of the „Problem’

Your Specific Research Question

Method -- Participants, Setting, Materials, Procedure

Note -> If applicable, I encourage you to explore your dissertation topic through this writing project. However, your study plan should be original work – please do not include writing you have already submitted elsewhere without reworking it to fit the specifications of this assignment.

Conceptual Design Presentation

20%

- Throughout the semester we will be evaluating a variety of visual models of the inner workings of the human mind. Please synthesize these designs into your own conception of higher level thinking processes and share your original visual model with the rest of us on the last night of class.

SYLLABUS

Week 1 – *Course Overview*

Design Issues

Readings: “Reclaiming the Classroom,” an excerpt from Lives on the Boundary by Mike Rose

“Graduate Seminar in Education: First day agenda,”
a poem by Steve Athanases

Week 2 – *Roots of Understanding - Language, Thought, and IQ*

Readings: “Language and Thought,” an excerpt from a chapter by Lila Gleitman & Anna Papafragou in The Cambridge Handbook of Thinking and Reasoning

“The Interpreter” by John Colapinto

“All Brains Are the Same Color” by Richard Nisbett

“None of the Above” by Malcolm Gladwell

Week 3 – *Memory and Metaphor*

Readings: “Reflections In a Gazing Ball,” excerpt from An Alchemy of the Mind by Diane Ackerman

“A New Look At Forgetting” a chapter in The Power of Mindful Learning by Susan Langer

“Metaphor, Memory, and Unconscious Imagination,” a chapter in Imagination and the Meaningful Brain by Arnold Modell

“Analogy,” excerpt from a chapter by Keith Holyoak in The Cambridge Handbook of Thinking and Reasoning

Week 4 - *Motivated Thinking and Creativity*

Readings: “The Role of Optimal Challenge in Students’ Literacy Engagement,” by Julianne Turner, et al.

“What Makes One Teacher A Better Explainer

Than Another” by Laura Roehler and Gerry Duffy

“Creativity,” an excerpt from a chapter by Robert Sternberg in The Cambridge Handbook of Thinking and Reasoning

“Imagination is the Gateway,” an excerpt from Releasing the Imagination: Essays on education, the arts, and social change by Maxine Greene

Week 5 - *Emotion & Cognition*

Reading: “Integrating Emotion and Cognition: The role of emotional intelligence,” a chapter by Marc Brackett and others in Motivation, Emotion, and Cognition

Draft of Research Study Plan due

Week 6 *The Curriulum of Thinking*

Readings: “Reading Comprehension Instruction” a chapter by James Flood and others in The Handbook of Research on Teaching the English Language Arts

“Shauna’s Day at School,” an excerpt from Growing Up Literate: Learning from inner city families by Denny Taylor & Catherine Dorsey-Gaines

“Mind Journeys” and “The Contour and Substance of Meaning,” two chapters from Mosaic of Thought by Ellen Keene and Susan Zimmermann

Week 7 – *Thinking about Reasoning*

Readings: “Informed Strategies for Learning: A program to improve children’s reading awareness and comprehension,” by Scott Paris, David Cross and Karen Wixson

“Elements of Teachers’ Pedagogical Knowledge Regarding Instruction of Higher Order Thinking” by Anat Zohar

Research Study Plan Draft returned w/ comments & suggestions

Mid-Semester Check-In

Week 8

Teaching Thinking I

Reading: “Our Students ARE Ready for This: Teaching comprehension in the elementary classroom,” by Jim Barton and Donna Sawyer

Writers’ Workshop

Week 9

What Expert Thinkers Think About

Readings: “How Experts Differ From Novices,” a chapter by John Bransford and others in How People Learn: Brain, mind, experience, and school

“The Reading Strategies of Bilingual Latina/o Students Who are Successful English Readers: Opportunities and obstacles,” by Robert Jimenez, et al.

Week 10

Flexible Thinking

Reading: “Cognitive Flexibility Theory: Advanced knowledge acquisition in ill-structured domains,” by Rand Spiro, et al., in The Handbook of Reading Research

2nd Draft of Research Study Plan due

Week 11

Constructing Meaning

Readings: “Art & Thought,” a chapter in Visual Thinking by Rudolf Arnheim

“Drawing into Meaning: A powerful writing tool,” by Joyce Carroll

“Visuospatial Reasoning,” an excerpt from a chapter by Barbara Tversky in The Cambridge Handbook of Thinking and Reasoning

Week 12

Teaching Thinking II

Readings: “Art and Imagination: Reclaiming the sense of possibility,” by Maxine Greene

“They Want to Learn How to Think: Using art to enhance comprehension” by Jim Barton, Donna

Sawyer, and Cindy Swanson

Week 13 – *Upper Realms of Reasoning/What Daydreamers Do*

Readings: “Graphic Abstraction Ladder,” an excerpt from
Experiences in Visual Thinking by Robert McKim

“Intimate Immensity,” a chapter in Poetics of Space
by Gaston Bachelard

Research Study Plan returned w/ grade

Week 14 *Conceptual Applications*

Conceptual Design Presentations