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ABSTRACT

The goal of this curriculum development project is to promote student initiated research into problems of the inner city. Initial project planning is reported in ED 055 012. Emphasis in this annual report is placed on the teacher's role in program development. The first section clarifies how the developers believe teachers should be involved in each of the four major phases of program development: clarifying general educational objectives, determining curriculum objectives (stated in behavioral or operational terms), participating in instructional planning and evaluation. The work strategies used by the project team are reported. Since September, 1971, three team members have taught Grade 11 Urban Studies and have field tested aspects of the program. Materials developed to date include 1) a field trip kit (which has a route plan, observation sheets requiring students to analyse land use, pollution factors, housing, road conditions, etc., and a pamphlet outlining field trip planning procedures); 2) a simulation game (based on decision making procedures of municipal councils when faced with development issues); 3) a series of pamphlets on investigative techniques; and, 4) a multi-media workshop kit (which includes instructions on using and producing media materials). Planned for future development are a book of readings, a student's workbook, and a teacher's handbook. Contributions of supporting agencies are listed in the final section. (JMB)

INNER CITY PROJECT

britannia secondary school

july 1972

Western Curriculum Project
on Canada Studies

INNER CITY PROJECT

STUDENT INITIATED RESEARCH
INTO PROBLEMS OF THE INNER CITY

ANNUAL REPORT

BRITANNIA SECONDARY SCHOOL
VANCOUVER, B.C.

JULY 1972

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introduction

The first section of this year's annual report consists of an article entitled 'The Teacher's Role in Program Development.' This has been written to clarify how we conceive program development and how we believe teachers should be involved in program development. We feel it important that those wishing to learn about the Inner City Project know of our ideas on these matters because how we have proceeded with our own work directly reflects these general views. In Report No. 1 we outline how we undertook to complete the tasks we associate with the first phases of program development. Here we are concerned in particular with justifying the timing of our activities. In Report No. 2 we describe the instructional materials we have developed thus far (and those we later hope to develop). Also, we show how these materials fit into the overall instructional plan of the program we are developing. Finally, in Report No. 3 we outline what support we have received from outside agencies. These we classify into three categories: the major finding agencies, agencies within the Vancouver school system, and other agencies whose primary concern is not public school education.

the teacher's role in program development

The development of new programs of study has always been a major concern of educators. Only recently, however, has attention focused on the role of the teacher in this area. This new interest stems from the fact that more and more teachers are participating in the development phase of the courses they teach. Project Canada West is but one example where this is happening. Such increased teacher involvement has raised a fundamental issue that has by no means been resolved: what is the appropriate role for teachers in program development? In this paper we address ourselves to this issue.

We begin by surveying (albeit very briefly) the work of what we consider to be the major contributors to the theory of program development, that is, people whose object it has been to examine curriculum and instructional design from a conceptual point of view. We then attempt to synthesize their ideas into a model of program development. Finally, we examine the role of the teacher at each of the four major phases of program development (these are identified in the conceptual model). In doing this, we compare the point of view of Art McBeath, a theorist, with the approach taken by Project Canada West. Also, so as to place the teacher's role in its wider perspective, we indicate briefly what part might be played by departments of education, school boards, managerial staffs, teachers professional organizations, universities, and students, in program development.

I IN SEARCH OF A CONCEPTUAL MODEL

One can identify four distinct phases in program development.

1. The determination of ends (i.e., the ultimate objectives).
2. The specification of intended learnings (these are implied by the ends).
3. Instructional planning and instruction (these lead, hopefully to the achievement of the intended learnings).
4. Evaluation (to determine whether or not the ends are: a) legitimate b) being achieved).

Program development is a process. The product of this process, the program, consists essentially of a statement of ends, a plan of carefully selected and ordered learning experiences designed to achieve these ends, and the instrumental content (i.e., books, films, simulation games, etc.) which provide these learning experiences.

It is useful to place the concept of program development in the context of L.W. Downey's model of the secondary phase of education. Downey conceives the educative process as having three dimensions:[1]

1. The substantive dimension – the things to be taught (e.g., knowledge, inquiry skills, values).
2. The behavioral dimension -- the human dynamics operative within individuals, the staff, the classrooms, the student body, the entire school, etc.

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[1] Downey, L.W. *The Secondary Phase of Education* (Human Resources Research Council) p. 4.

3. The environmental dimension – the physical setting within which the school carries on its functions: the manner in which school personnel (both staff and students) are formally organized, the technologies used by teachers in facilitating learning, the buildings and surrounding grounds, etc.

Downey argues that the extent to which the goals of a school are realized are 'the consequences of the complex interactions among *all* dimensions of the model.' The message for those involved in creating new educational programs is clear. As they progress through the four phases of program development, they will have to take into account all aspects of the educative process.

The term 'program development' is often used interchangeably with that of 'curriculum development.' Many theorists would now argue that this is inadvisable. Mauritz Johnson Jr. noted recently in an article entitled 'On the Meaning of Curriculum Design' that there appear to be three distinct notions of what a curriculum design is:[2]

(a) A scheme for providing and planning learning experiences
– this notion sees both the planning of learning outcomes and learning experiences as falling within the realm of curriculum development.

(b) An arrangement of selected and ordered learning experiences to be provided in an instructional situation.
– this notion restricts curriculum development to mean the sequencing of instrumental content.

(c) An arrangement of selected and ordered learnings to be achieved through instruction.
– this notion restricts curriculum development to mean the planning of intended learning outcomes.

This paper takes the latter view, i.e., that curriculum development involves only the process by which intended learnings are specified. The planning of learning experiences is seen to involve a separate and distinct process and will be referred to in this article as 'instructional planning'. Program development, then, involves both curriculum development and instructional planning.

Major contributors to the theory of program development include Ralph Tyler, Hilda Taba, John Goodlad, Mauritz Johnson Jr. and Ted Aoki. In his book *Basic Principles of Curriculum and Instruction,* Tyler identifies four fundamental questions which he believes must be answered in developing any curriculum and plan of instruction. These are:[3]

1. What educational purposes should the school seek to attain?
2. What educational experiences can be provided that are likely to attain these purposes?
3. How can these educational experiences be effectively organized?
4. How can we determine whether these purposes are being attained?

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[2] Johnson, M. Jr. 'On the Meaning of Curriculum Design' *(Curriculum Theory Network,* Spring, 1969)

[3] Tyler, R.W. *Basic Principles of Curriculum and Instruction* (University of Chicago, 1949) p. 1.

Clearly the four major phases of program development outlined earlier are implied in these questions. Tyler suggests that studies of society, the learners themselves, and the suggestions of subject matter specialists be used as a guide in the determination of tentative objectives. Final objectives would be selected from these on the basis of whether they were logically consistent with each other and the values of society, and whether they were feasible from a psychological point of view; given the restrictions of time available, the age level and ability of the learners, and so on. These objectives would be stated in behavioral terms.

Tyler goes on to outline five general principles to be used in choosing learning experiences:

1. Students must have experiences that give them an opportunity to practice the kind of behavior implied by the stated objectives.
2. Learning experiences must be such that students obtain satisfaction from carrying on the kind of behavior implied by the objectives.
3. Learning experiences should be appropriate to the students present attainments and predispositions.
4. A number of learning experiences should be chosen which can be used to attain the same educational objective
5. Learning experiences should be chosen which can be used to attain several educational objectives.

Regarding the organizing of learning experiences, Tyler identifies three criteria; continuity (provision should be made for the reiteration of major curriculum elements), sequence (each learning experience should build upon the preceding one), and integration (learning experiences should be organized in such a manner that students can be led to realize a wide application of their learnings). Finally, on the subject of evaluation, Tyler argues that evaluation should center on the behavior of students since it is behavioral change which is sought in education, and second that evaluation must take place on numerous occasions so that the rate and extent of students' behavioral changes can be determined accurately.

The work of Hilda Taba, a 'disciple' of Tyler, clearly reflects his influence. Indeed much of what she has written is simply an expansion of Tyler's thinking. (Her book *Curriculum Development: Theory and Practice* is a noteworthy example of this.)

Perhaps her greatest contributions involves the practical rather than the theoretical side of program development. Her outline of a strategy for changing educational programs and her advice regarding the setting up of work groups (based within schools) to effect program change are worth mentioning in this regard. One useful contribution of a more theoretical nature is her classification of educational objectives into three hierarchically arranged categories:

1. overall educational aims
2. school wide objectives
3. specific instructional objectives but she does not pursue the implications of this differentiation in any depth.

It is impossible these days to discuss program development without mentioning the name of John Goodlad. Goodlad has made major contributions to the theory of both curriculum development and instructional planning. Convincing proof of this can be seen in his paper 'The Develop-

ment of a Conceptual System for Dealing with Problems of Curriculum and Instruction' (co-authored by Maurice N. Richter). Herein Goodlad concerns himself with identifying both the types of decisions made in the process of program development and the 'date sources' to be consulted for each type of decision, and with clarifying who should be responsible for making these decisions.

He distinguishes a series of decision making levels. The ultimate starting point for curriculum development is a set of values selected from the totality of values acceptable to society. From these are derived educational aims which are then defined more precisely as general educational objectives (stated behaviorally). Learning opportunities are then chosen for the purpose of achieving these objectives. Finally, specific behavioral objectives are outlined and 'organizing centers for learning' set forth. Goodlad notes that as one moves from values to aims, to objectives, and so on, the decisions to be made become more specific in nature; also that as one moves from a more general level of decision making to a more specific one, what are considered as the means in one context become the ends in another.

At each decision making level Goodlad identifies the data sources guiding those charged with deciding what aims, objectives, or learning opportunities, etc. are appropriate. The prime data source for any one level is the next higher level, as the latter logically suggests what is appropriate at the former. But decision making involves more than logical deduction. At each level, both the 'funded knowledge' of specialists and the 'conventional wisdom' of the citizenry must be consulted.

Who should make the decisions? Goodlad sees different groups involved at each level. Decisions involving the selection of values and aims occur at what Goodlad terms the societal level and are the responsibility of agents appointed by society. The choice of general educational objectives and learning opportunities takes place at the institutional level and should be made collectively by the instructional level, Goodlad sees individual teachers determining the specific educational objectives and the organizing centers for learning.

Mauritz Johnson is another, well known contributor to the theory of program development, a person whose work we would rate equal in importance to that of John Goodlad's. Unlike Goodlad (and Taba for that matter) Johnson distinguishes clearly between curriculum and curriculum development, and between curriculum development and instructional planning. He contends that curriculum should be viewed as an output of a curriculum development system and an input into an instructional system. Curriculum he defines as a 'structure series of intended learning outcomes' which prescribe (or at least anticipate) the results of instruction. Thus defined curriculum serves to limit the range of possible appropriate learning experiences and thereby guides instructional planning. Curriculum development involves the selection and structuring of intended learning outcomes; instructional planning, the selecting and sequencing of learning experiences designed to achieve these outcomes. Curriculum serves as the basis for instructional evaluation: the efficacy of an instructional plan and instruction is revealed in the extent to which the actual outcomes of instruction correspond with the intended outcomes.

Ted Aoki's view of program development is similar to that of Mauritz Johnson's and in fact is based largely on Johnson's conceptual system. Aoki's most important contribution is found in his analysis of what he terms the 'instructional system'. Basically, this system is seen to be comprised of three elements: instructional planning, the instructional plan, and instruction. The preparation of an instructional plan takes place during the 'preactive' phase. It involves firstly the selecting of intended learning outcomes and 'instrumental content' (i.e., films, books,

field trips, etc.). Together these constitute what Aoki terms the 'instructional content'. Next, teaching strategies are outlined which sequence the instructional content, thereby defining the order of learning experiences. Actual instruction takes place during the 'interactive' phase. Aoki sees the fundamental interaction here as the transaction between the learners and the instructional content being displayed. Other interactions occur between the learners and instructor. The nature of their social interaction will determine in part the 'affective climate' present in the classroom. At a more conscious level, the instructor will exercise 'control tactics,' i.e., he will direct purposively the ongoing learning activities.

Like Johnson, Aoki sees curriculum as the end, instruction as the means to that end. Thus, whether or not the objectives of a curriculum are achieved will depend on the effectiveness of both the instructional plan and instruction. In view of this Aoki identifies three main areas where he believes evaluation is essential: the curriculum itself, the instructional plan, and instruction.

On the basis of the preceding analysis we would argue that a conceptual model of program development should incorporate the following:

1. It should identify and order chronologically the main phases of program development.
2. It should distinguish clearly between process and product.
3. It should view curriculum in terms of intended learning outcomes and instruction in terms of learning experiences.
4. It should identify levels of decision making and who is given the responsibility for decision making at each level.

A model developed by Ian Housego is at least a step in this direction. Housego, apparently in an attempt to integrate the thinking of Goodlad, Johnson, and Aoki, sees program development as taking place in four phases. In the first phase, the ends of the proposed program are clarified. These ends are defined first as values, then as aims, and finally as objectives. In the next phase, the content of the curriculum is specified. The ends are translated into intended learning outcomes (these might be defined in either behavioral or operational terms) and are then given a definite structural arrangement. During phase 3 an instructional plan is devised and instruction based on this plan takes place; all of which is done in pursuit of the ends clarified in phase 1. While Housego sees evaluation going on continuously throughout phases 1-3 (this is known as 'formative' evaluation) he suggests that some kind of 'summative' evaluation take place during a fourth phase to determine whether the objectives of the program are consistent with the values of society, whether actual learnings coincide with the intended learnings, and so on.

Regarding who should make the key decisions, Housego assigns the responsibility of choosing the ends of education to the societal level (i.e., the general public or spokesmen for the public); the curriculum, the institutional level (i.e., departments of education, school board trustees); and of designing an instructional plan and carrying on instruction, to the managerial and technical level (i.e., school administrators and teachers). Responsibility for evaluation would rest with all levels.

II THE TEACHER'S ROLE

Housego's belief that the role of teachers in program development should be restricted to that of making decisions of an instructional nature finds support in the work of Art McBeath. McBeath

in an article titled 'Decentralization of Decision Making', notes:

> The thesis developed by the Saskatchewan group defines and restricts *curriculum* to mean intended learning and assigns responsibility for curriculum decisions to the provincial level. *Instruction* is defined as the means by which the intended learnings are attained and responsibility for decisions in this aspect of the educational program is assigned to the teacher and school.

Later on in the article he qualifies this statement somewhat, suggesting that the school districts within a province may want to provide for some special goals which reflect the unique natures of the communities they serve. Also, he allows that teachers should have some say in prescribing the curriculum for their province's school system through their membership in provincial curriculum committees. However, the total number of teachers involved in these committees would necessarily be small, indeed, normally only a part of their total membership is made up of teachers.

The directors of Project Canada West (an organization which owes much to the contributions of the teachers' federations of the four western provinces) would challenge Housego's and McBeath's viewpoint. They believe that teachers should, in addition to planning and implementing new instructional programs, play a major role in the development of new curricula. The fact that all fourteen subprojects funded by Project Canada West (most project teams being comprised entirely of teachers) have demonstrated their ability to formulate curriculum objectives and defend their choice of objectives lends strong support to this position. The Project Canada West directors hope eventually to convince provincial and school board authorities within the four western provinces that teachers *should* be permitted a greater role in the making of curriculum decisions. It must be noted that they are not challenging the prerogative of provincial departments of education to establish general, province wide objectives. Rather, they are saying that teachers should be given the right to help formulate the intended learning outcomes for specific courses of study (e.g., Grade 11 Social Studies). Upon completion of the fourteen subprojects, Project Canada West hopes to be able to provide individual school boards with a number of alternative schemes by which teachers can be more directly involved in curriculum decision making at the school and district level.

As members of one of the teams funded by Project Canada West we naturally favor its view of the teacher's role in program development over that of McBeath's. Now, using our experiences over the past two years and Housego's conceptual model as a guide, we outline what we see as a possible role for teachers in each of the four main phases of program development.

Phase I

The Department of Education of the Province of British Columbia is the official public body charged with clarifying the general aims of education for this province. Section II of the 'Report of the Royal Commission on Education (1960)' provides a good illustration of where there has been an attempt to do this. Curriculum revision committees working under the auspices of the Division of Curriculum of the Department of Education then define the general objectives for the various subject areas. These objectives, once authorized by the Lieutenant Governor in Council, become the objectives for all the public schools in the province. They are communicated to the schools in the form of curriculum guides which structure the objectives on a grade level basis.

We would argue that one way teachers might in future attempt to influence what general educational objectives are set in a province is by participating in enterprises like Project Canada West. Ours is a rapidly changing world and the aims of education will continually have to be re-examined in light of this. Hence there will be an unending need for organizations like Project Canada West to seek out more relevant educational objectives and concurrently to explore means by which these objectives can be achieved. As an example Project Canada West has chosen as its area of concern the study of Canada's urban environment. It contends that schools should provide students with the opportunity to learn about their urban environment and to achieve this learning through direct study of their immediate surroundings. Project Canada West has not restricted its efforts to any one subject area or grade level. It is sponsoring subprojects working at the primary, elementary, and secondary levels and in the fields of science, social studies, and English. All the subprojects have adopted Project Canada West's objectives as their own and presumably at some future time Project Canada West will try to persuade the departments of education of the provinces in which it is active to officially adopt these objectives also. Hopefully, these departments will base their decisions on whether or not Project Canada West has been able to present a convincing rationale for its objectives and to prove that they are educationally feasible.

We would also argue that teachers should participate directly in setting the general educational objectives for their respective *schools*. Each school carries on its functions in a unique community setting. (Realization of this has prompted Vancouver School Board officials to take steps recently to establish a 'community school' system within their school district.) This necessitates that a school establish its own set of objectives which reflect the needs and values of the community it serves. For example, at Britannia Secondary School where we teach, many of the students are recent arrivals to Canada. Hence, special efforts are made by school personnel to emphasize the teaching of communication skills. Regarding who should decide what a school should have as its unique objectives, we would argue that they should be made jointly by community spokesmen, administrators, teachers, and students. As to who should exercise the greatest influence here, this is an issue we have not yet resolved, but we do believe that a final ratification of these objectives should take place at the school board level.

Phase 2

During Phase 2 curriculum objectives are specified. Curriculum objectives differ from general objectives in that they are stated in behavioral or operational terms. In the 'Administration Bulletin for Secondary Schools (1972)', the Department of Education of the Government of British Columbia states that curriculum in British Columbia will in future take the form of 'sets of broad guide lines provided for interpretation and development at the district, school, and classroom levels'. We take this as meaning that curriculum guides will now consist essentially of statements of intended learning outcomes defined so generally that interpretation at the other levels is not only encouraged, it is unavoidable. (We are assuming that these general statements will continue to be organized on a subject area and grade level basis.)

The bulletin further indicates that teachers will continue to be represented on the curriculum committees which will establish the ILO's to be applied on a province wide basis. But what role can teachers, not involved here, play, i.e., the vast majority of them. We foresee teachers assuming the major responsibility for specifying intended learning outcomes at the department level within their schools and for each course offered by their respective departments. Naturally, these ILO's will have to reflect the more general objectives set by the Department of Education. The Science Department of a school, for example, might first identify a number of broad objec-

tives that would be achieved only after students had successfully completed a course of studies extending over several years. Then, keeping these larger objectives in mind, it would establish the sets of ILO's for particular courses.

Speaking realistically, we doubt whether the majority of teachers, given their present skills and working conditions, could manage this. Perhaps what is needed is the creation of more organizations like Project Canada West, or the setting up of special departments at the school board level, or action takers by teachers' professional organizations and the faculties of education at the universities, or preferably all of these things. One thing is certain: teachers must be given the time, adequate facilities and financial support, and sufficient training before they can perform effectively as curriculum decision makers.

Phase 3

Teachers can take part in instructional planning in one of two ways. Either they can restrict their role to simply that of devising teaching strategies, using available instrumental content, or they can take on the additional task of actually producing the instrumental content they will use in their classrooms. In the first instance they will need both the pedagogical knowledge that will enable them to plan effective teaching strategies and the financial resources to acquire what they in their professional judgment feel to be the necessary instrumental content. If on the other hand they wish to create their own instructional materials they will need far more than this. The making of a filmstrip or film, the designing of a simulation game or field trip, the preparation of a book of readings: all these demand specialized skills that teachers normally do not have. Also, enormous amounts of time are required. For example, the development of just one item such as a simulation game may involve literally hundreds of man hours of work. In addition, if the preparation of new instrumental content is to be done in a truly professional way, evaluative instruments will have to be devised to test how effective the new items are in bringing about desired behavior changes in students. What all this points to is that teachers producing their own instructional materials must have access to consultants and be provided with adequate free time and financial support. As participants in Project Canada West, we have had the opportunity to experience the tremendous satisfaction one feels after creating some new item of instrumental content and therefore we believe this should be part of the teacher's role in program development. But we reiterate that this cannot be if the support outlined above is not available.

During the period of actual instruction the teacher's role is, of course, predominant: being the instructor, the eventual fate of the entire program rests on his success or failure in the classroom. But others will be involved here as well. A close liaison should be established between the teacher and the school administration to ensure that the teacher's instructional techniques do not seriously disrupt the total functioning of the school. Also, the parents of students participating in a new instructional program may have to be contacted and convinced of its worthiness. (Preferably, those most directly involved with the new program would play the major role here.) Finally, auxiliary personnel should be provided to advise teachers on how they could improve their effectiveness as instructors, within the context of the new program.

Phase 4

Evaluation goes on continuously in program development. During each of the first three phases, 'formative' evaluation will serve to reveal where minor adjustments have to be made. For example,

it might be found that a number of curriculum objectives are not related logically to the broader objectives of a program and must therefore be dropped; various features of an instructional plan may be discovered to be ineffective in achieving the intended learning outcomes and these will have to be revised, and so on. Ultimately a final 'summative' evaluation will take place involving an assessment of all the main elements of a new program to determine its overall worth.

Normally, teachers restrict their formal evaluation activities to that of judging student achievement. However, we would contend that if they are to act as 'program developers' in a total sense they will have to be involved to some degree in all aspects of program evaluation, including the final summative evaluation. But they will not be able to do this without the help of others. Evaluation experts will have to provide assistance, indeed, they may have to assume the major role in some instances such as where exacting statistical analysis is required.

A final word. We realize we have defined the role of the teacher in program development in the broadest possible terms. This we did consciously and for a primary reason. It is our experience that teachers who have had the opportunity to participate in a significant way throughout all the phases of program development display a stronger commitment to their work. Also, they develop a greater sense of professionalism. And they achieve a much deeper feeling of personal accomplishment. All this can only benefit the communities teachers serve.

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REPORT #1

an assessment of work strategies used by the icp team during phases 1–3

In this report we describe how we undertook the tasks of:

1. Clarifying the major objectives of the Inner City Project.
2. Specifying the curriculum objectives.
3. Preparing an instructional plan (and related instructional material) designed to achieve these objectives.

We also attempt to evaluate the effectiveness of the work strategies we adopted while performing these tasks.

PHASE 1

Determining the major objectives of the Inner City Project took the better part of the first year our team was in operation. John Minichiello, Social Studies department head at Britannia Secondary School got things underway when he wrote and submitted a proposal to Project Canada West early in 1970. He later refined and somewhat expanded upon its contents in a brief he presented at a conference in Edmonton in June 1970. Project Canada West's enthusiastic response to his efforts indicated that the Inner City Project was off to an auspicious start, yet it was to be many months before work on the first phase was completed.

The Inner City Project team was officially formed on May 11, 1970. John Church, Acting Director of Professional Development of the British Columbia Teachers' Federation asked John Minichiello to accompany him to a meeting on that date with Dr. Ralph Sabey (then the Acting Executive Director of Project Canada West) and Mr. Alf Clinton, Director of Instruction of the Vancouver School Board, to discuss his proposed project. John Minichiello then informed us, i.e., the members of his department, that work on a special social studies project based in our school was about to commence and that if we wished to become involved in it, we too should go to this meeting. He made it clear to all that we were under no obligation to attend and that our participation in this project was to be on a strictly volunteer basis, yet when the meeting began all of us were present. This was due as much to our respect for and confidence in the man who had originally conceived the project as our interest in the project itself.

We all assumed from the beginning that John Minichiello would be team leader and it is obvious that he has performed well in this capacity. Our team has been together now for over two years and all of us remain strongly committed to the Inner City Project. A main reason for this has been the way in which John Minichiello has defined his role as team leader. He has adopted what is widely known as the collegial approach. Major decisions are made on a group basis and reflect the consensus of opinion of all team members. This has meant that debate on certain issues has been lengthy, but then no one's enthusiasm for the project has been blunted because he has felt that he hasn't had sufficient opportunity to convince the other team members of the value of his ideas. John Minichiello has seen part of his job as acting as the chairman in these debates (on occasion he has had to step in and break a deadlock). In addition he determines the priority of tasks identified by the team and co-ordinates the team's efforts to complete them. He takes

care of any correspondence and serves as the team's official spokesman. Last and certainly not least he strives hard to maintain a high level of team morale.

The first major task we faced as the ICP team was to prepare a report for a conference to be held in Edmonton in December 1970. We began work on this in September. In a series of after school meetings attended by all team members we struggled to formulate the report in accordance with the format established by Project Canada West. Yet, despite many long hours of work and the assistance of Dr. Lloyd Morin, Assistant Director of Professional Development of the BCTF, we were not satisfied with the final product. Eventually we realized that the difficulties we had experienced stemmed from two causes:

1. We were still unfamiliar with the language of program development.
2. Project Canada West had established a format for the report assuming that our project was content oriented where in fact it was process oriented.

We decided that before we could continue further with clarifying the general objectives of our project we should review any literature Project Canada West had provided us on the conceptual nature of program development and re-examine the stated objectives of the Canada Studies Foundation and Project Canada West to determine whether or not we were working at cross purposes with them.

During January 1971, Derek Grant, one of the team members tackled the first of these tasks. He reported his findings to the rest of the team during a two-day workshop (for which we were released from our regular teaching duties) held at the Vancouver School Board Building in mid-February. At this time Dr. Sabey and John Church met briefly with us and announced that by June 1 we were to submit to Project Canada West, a major report detailing what we had accomplished during our first year. They assured us that our preoccupation with *strategies of learning* in no way conflicted with Project Canada West's goals but that the Canada Studies Foundation might be somewhat distressed by our reluctance to emphasize *content oriented goals.*

Before the workshop ended we had established what we were going to include in our report:

1. A summary description of the objectives of Project Canada West and the Canada Studies Foundation, as we saw them.
2. A statement of the problem we were trying to solve through our project.
3. An outline of the general objectives of our project and a rationale for these objectives.
4. A review of what we had learned about the structures of the social science disciplines, problem solving, and communication and media.
5. A description of curriculum and instructional material we intended to develop.

We realized that the very size and scope of this undertaking required that we choose a new approach to our work (after school writing sessions were obviously inappropriate here). We decided the best method was to assign team members to research particular topics. Thus, over the next 3 months, Joe Hurley and George Rapanos examined problem-solving, Eric Schieman explored the structures of various social science disciplines, John Minichiello, Derek Grant and Frank Simpson looked into the nature of various media, and so on. Work was done during the outside school hours and involved both library research and consultations with experts in various fields. Finally in April, Derek Grant was relieved from his regular teaching duties for a total of ten days, to write the final report. In doing this he utilized:

1. Information bulletins provided by Project Canada West and the Canada Studies Foundation.
2. The data collected by team members on various key topics.
3. The previous reports of the Inner City Project.

He was acutely aware that the future of the Inner City Project hinged largely on whether he could justify the objectives we had determined for it to both Project Canada West and the Canada Studies Foundation. Happily the report was generally well received. When we broke for summer holidays at the end of that first year we could look forward to the future knowing that financing had been secured for the coming year and that we had completed phase one and were well under way on phases two and three.

PHASES 2 and 3

The ICP team began its second year of operation by holding a two-week August workshop at Britannia Secondary School. We had decided that such a workshop was essential because:

1. An urban studies course for Grade 11 students was scheduled to begin in our school in September. If we were to teach this course in a manner that at least roughly corresponded to what we ultimately intended we would have to prepare a tentative curriculum and instructional plan before the summer had ended.
2. We had discovered during the past year that we worked most efficiently when we were released from our regular teaching duties and had several days in succession to devote to the project. And if this had been true in the past, it would certainly be true in the future when, for example, we began developing instrumental content. Unfortunately, our school was embarking on a semester system in the coming year and the idea of any of us being absent from our classes for even one or two days seemed most undesirable. We therefore concluded that the only way it would be possible for us to work together as a team over an extended period of time was to hold a summer workshop.

During the first part of the August workshop the entire team met together. We quickly established that our central curriculum objective should be a problem-solving procedure to be used in the study of urban conditions. We then spent the next two days working out the steps in this procedure. We agreed that the most effective method of teaching this procedure to our students would be to have them actually apply it to an aspect of their own environment they themselves were concerned about. We therefore drew up an instructional plan that was essentially a description of a structured series of intended learning experiences through which students would come to master the different steps in the problem-solving procedure. Once we had completed the instructional plan we found it a relatively easy task to determine what instrumental content we would have to develop.

We spent our remaining time beginning work on this instrumental content. Team members worked on those items which most appealed to them. For example, Derek Grant, Joe Hurley, and George Rapanos together did the ground work for a simulation game, Frank Simpson began preparing a pamphlet on interviewing and questionnaire techniques, and Eric Schieman and John Minichiello worked on material that would eventually become part of a student workbook.

Since September 1971, three team members have had the opportunity to teach the Grade 11 Urban Studies course. In doing this they were able to accomplish the following:

1. The problem-solving procedure was proven out.
2. Minor weaknesses in the instructional plan were corrected.
3. A review of books and pamphlets on urban studies was made and a list of basic urban concepts was prepared.
4. A field trip was designed and tested.
5. Material destined for the student workbook was tested and revised.

The other team members continued work on such items as:

1. The series of pamphlets on investigative techniques.
2. The simulation game.

During the past school year, team members requested very little teacher release time, yet preliminary work on many instructional items was completed. By January 1972, however, it was obvious to us all that another summer workshop was necessary. This time we decided to take the entire month of July and devote our energies to finishing work on as many instructional items as possible.

REPORT #2

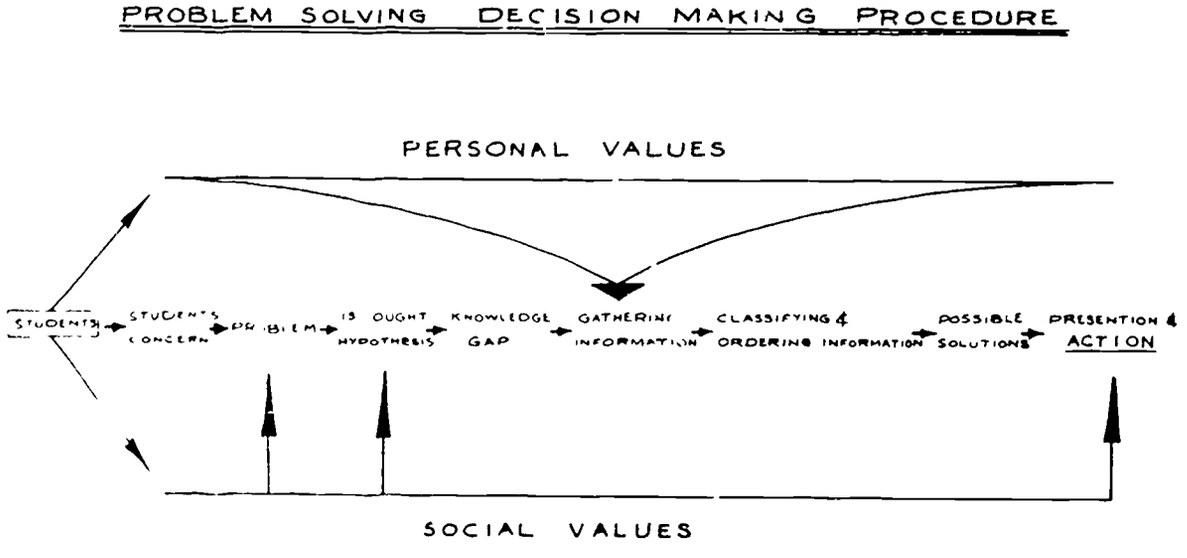
materials developed to date

A major accomplishment has been the designing of a problem-solving decision making procedure (see Fig. 1). As outlined in last year's report our main objective is to promote student initiated research into urban problems, particularly those associated with 'inner city' areas. The procedure we have designed is intended to enable students to carry on their examination of urban problems in a logical and systematic manner.

Once we had worked out this procedure it was a relatively simple task to devise an overall instructional plan (incorporating the procedure as the key element) and decide what instructional materials we needed. We decided that students would undertake the following activities (these are listed in the order they would take place). Students would:

1. Examine the concepts commonly used in the study of urban environments (e.g., urban growth, land use, zoning, municipal government, transportation, housing, social patterns).
2. Observe an actual urban environment.
3. Participate in and then analyze problem-solving decision making processes operant in a simulated real life situation.
4. Identify a feature of the immediate urban environment that is of concern to them.
5. Review potential sources of information that might assist them in acquiring a clearer understanding of their area of concern.
6. Examine different methods of gathering the information they desire.
7. Investigate their 'area of concern' using a number of information sources and research methods.
8. Classify and order their research findings in such a manner that they are able to perceive clearly the nature of the problem they have investigated and make an intelligent choice about what they would prefer to see exist instead.

Figure 1



9. Devise a strategy to achieve the preferred state.
10. Communicate effectively their views to others.

To date we have developed the following instructional materials to be used in conjunction with the activities just outlined:

a) **A field trip kit**

The kit includes a route plan for a field trip which takes students through the main areas of the City of Vancouver. There is also a copy of the observation sheet students are asked to fill out during the course of their tour. The observation sheet directs their attention to the more obvious features of each area such as road conditions, land use patterns, types of housing, evidence of pollution, etc. It also asks students to make inferences based on what they observe (such as the probable lifestyles of people living in different types of housing). Included is a pamphlet outlining a procedure by which teachers in the towns and cities can plan a similar field trip.

b) **A simulation game**

The game simulates a situation that has confronted municipal councils across Canada. Initially, students are organized into groups of five, each group assuming the role of a municipal council. In each group, the council members are given role cards which prescribe to them certain personality characteristics. Then, each council is confronted with the same issue: to decide whether or not to accept the offer of a developer to build a sports center-convention complex, provided that certain requests are met. Each council proceeds with its deliberations by requesting information that might assist them in making their decision from a 'data bank'. *Note:* The councils are not told what information is available from the data bank. This they must determine themselves. After a fixed period of time has lapsed, each council must take a vote, its members basing their decisions on what they believe the individuals whose personalities they have momentarily adopted would have chosen, given the information the council has drawn from the bank. Each council then reports its decision to the rest of the class through the mayor who also reviews briefly the reasoning behind the decision of his/her council. Following this the teacher conducts a debriefing session wherin students are directed to examine the process by which they arrived at their decisions. Finally, the teacher outlines the problem-solving decision making procedure portrayed in Fig. 1 and explains how this procedure will be used later on in the course.

c) **A series of pamphlets on investigative techniques**

The pamphlets explain what types of information can be acquired by different investigative techniques and outlines the research strategies which should be followed in connection with these techniques. The titles of the pamphlets are:

1. Researching Printed Information
2. Interviews and Questionnaires
3. Field Work

d) **A multi-media workshop kit**

The purposes of the kit are:

1. to demonstrate ways media can be used, simply or in combination, to communicate information.
2. to explain how to design and prepare material to be used in a multi-media presentation
3. to show how equipment used in the production of such material is operated. A number of pamphlets on such topics as:
   – oral presentations – written reports – graphic materials – still pictures – overhead trans-

parencies – 8mm films – television – sound tapes – models are provided. The pamphlets outline the uses of these media and review the basic design principles, production techniques and equipment needs, etc. associated with their use.

In addition to the items just described, we intend to produce the following:
A book of readings – the readings would survey concepts commonly used in urban studies.
A student's workbook – the book would be used to assist students in performing the tasks connected with the problem-solving decision making procedure. For example, in the first part of the book students might be directed to outline all they know about their 'area of concern' (before they begin their research) and then note down what further information they think they need. Next they might be provided with a general list of possible information sources and then be asked to list the specific sources they intend to use and the methods they will employ to obtain the desired information from them. Later on they might be given instruction on how to classify and order the data they have gathered, and how to organize a multi-media presentation. Still later they might be provided with evaluation forms for recording how they feel about the effectiveness of the student presentations, and the contributions of those they may have worked with.
A teacher's handbook – this book would explain to teachers how to implement the urban studies program we have designed. Such topics as: aims and objectives, teaching strategies, instructional content and evaluation would be dealt with.

REPORT #3

contributions of supporting agencies

A. Funding Agencies

1. Canada Studies Foundation

Until last summer, the Canada Studies Foundation was viewed by the ICP team as an organization far removed from the 'scene of action' which did not fully understand or accept the goals of the Inner City Project and with which meaningful communication was difficult. With the appointment of Dr. George Tomkins as a director of CSF, this situation improved greatly. On several occasions in the past year Dr. Tomkins met with members of the ICP team to discuss our project. The enthusiasm and support he has shown for our work and his apparent success in improving communications between us and CSF has greatly encouraged us.

2. Project Canada West

This organization has provided us with vitally needed support in many areas. It has been our main source of funds (thus far the major outlays have been for equipment acquisition and teacher time). It has provided us with much written information about the nature of program development and outlined an overall work schedule. These have enabled us to organize our activities in a logical, step by step manner. PCW has also sponsored conferences and workshops which have provided us with knowledge and skills useful to our work (the December, 1970 workshop on problem identification and evaluation is particularly noteworthy). These meetings have been valuable in another way in that we, in meeting with members of other teams sponsored by PCW, have been able to exchange ideas and advice, make useful comparisons between what we have accomplished and the work of others, and developed a stronger sense of identification with PCW. Project Canada West has also been useful in directing us to specialist consultants. For example, Angus Gunn, Dr. Brissey, and Dr. Hills of UBC, and Doug Eliuk of the National Film Board, all of whom have provided us with invaluable assistance, were contacted initially through PCW. Finally, it should be mentioned that by demanding annual progress reports and establishing work deadlines, Project Canada West has given a sense of urgency to what we are doing.

3. BCTF

The BCTF has also been of great assistance to us, largely because of the efforts of John Church. It has taken care of the printing of our annual reports. It arranges the paying of honoraria to team members. It has been a valuable source of information on topics connected with program development. Perhaps most important, it has aided us in our dealings with the Vancouver School Board. John Church's contributions here, we believe, greatly assisted us in our securing travel expense money for one team member for the December 1970 workshop in Edmonton and in our obtaining substitute time at a greatly reduced rate.

B. Agencies of the Vancouver School System

1. Vancouver School Board

The Vancouver School Board has provided both moral and financial support. Dr. Wormsbecker, Assistant Superintendent, met with the team and expressed great interest in what we were doing. He also agreed to provide substitute time at one-half the normal cost and incidentally, has never

refused a request from us for teacher released time. Through Dr. A. Clinton, Director of Instruction, we have been able to obtain funds amounting to several hundred dollars per year for the purchase of software (e.g., photographic supplies).

2. Britannia School Administration

We have received the fullest co-operation from the administrative personnel of the school in which the Inner City Project is based. Mr. N. Brown, principal, has personally offered us his encouragement on numerous occasions. There have been *no* objections to any request for teacher released time. School equipment and facilities have been made available to team members throughout the year, including the summer months.

3. Britannia Photo Club

The members of this club (one of the largest and most active in the school) have donated their expertise, darkroom space, and literally hundreds of man hours to our project. This has made it possible to have all black and white pictures taken in connection with the project developed and printed right in the school, at a considerable saving.

4. Britannia Audio-Visual Department

Mrs. J. Johnson, the teacher aide in charge of the school's audio-visual department has been most helpful. During the past year she and her student assistants kept track of cameras, tape recorders, and the like borrowed by teachers and students working on the project. She also collected and arranged for the processing of any slide film, black and white film, and 8mm movie film they used.

C. Other Agencies

1. University of British Columbia

Various members of our team have been successful in acquiring the expert advice of a number of consultant specialists within the Faculty of Education at UBC. Angus Gunn contributed ideas on the design of simulation games, Dr. Brissey and Dr. Hills provided insights into the process of problem-solving, a subject of key importance to our project, and Dr. Housego outlined a conceptual model of the process of program development which helped us work out what tasks had to be done in what order.

2. National Film Board

Initially we met Doug Eliuk of the NFB at a PCW conference. Later, acting on our request, he organized a most informative media workshop where we learned about packaging techniques and a few of the things that can be done with slides, film, and video tape.

3. Local Initiative Projects

A number of people working on LIP grants contacted us during the past year and offered various kinds of assistance. One person in particular is worth mentioning. Bix Henerson spent many hours instructing small groups of students in the techniques of film making: editing, splicing, sound co-ordination, etc.