



Produced by IERG  
SIMON FRASER UNIVERSITY

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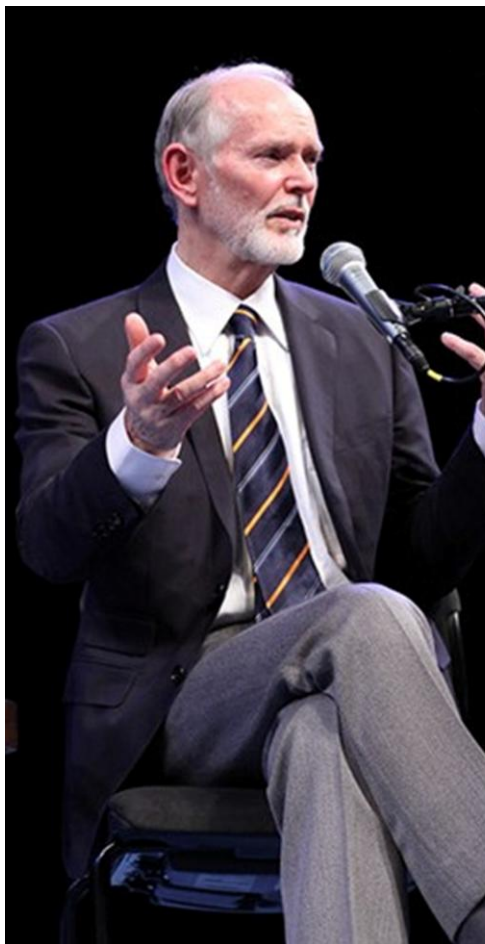
## 2012

As has been the case for some time, there is increasing interest in IERG and its various new and older programs and practices but not increasing resources in time, money, and people to respond to this growing interest. We're working on it!

## New M.Ed. cohort

Approaching 150 teachers have now taken our M.Ed. program in Imaginative Education. Three years ago we had so many applicants that we admitted two cohorts. At this writing, it looks as though we may be faced with a similar situation for entry in September 2012.

## Kieran Egan receives a 2011 Upton Sinclair Award



The Upton Sinclair Awards is an innovative search for the heroes of American education. The focus is always about who is doing what for the children and youth of America and around the world. Other notable recipients of this year's award include Sir Kenneth Robinson and Pasi Sahlberg.

Please join us in congratulating Dr. Kieran Egan for his 2011 Upton Sinclair Award.

These awards have honoured education authors, doctors and athletes, reading czars, media stars and more, all of who have contributed to children in some significant way.

From the Award page: "The Upton Sinclair Awards regard Kieran Egan as "an 'unsung hero' who is doing a gargantuan amount of work in terms of books, projects, and other endeavors. Mr Sinclair was an unsung hero too. Kieran is involved in the Learning in Depth project, the Imaginative Education Research Group, Whole School Projects, and Dividing the School in Two.

For the full story: please [visit](#) our site

## NEWS

### Imaginative Ecological Education.

Be sure to check out the new resources and examples plus the newest additions to the IEE team. <http://www.ierg.net/iee>

### Some FAQs

- *Is it possible to do ecological education of any kind in an urban or suburban environment? Can I do IEE if I don't have access to "nature" where I teach?*
- *Is IEE an addition to the curriculum?*
- *Does IEE require extra resources?*
- *Do I need training to be an IEE teacher?*

For more questions and all the answers: Click [here](#).

Interested in getting involved? Contact Gillian Judson ([gcyj@sfu.ca](mailto:gcyj@sfu.ca))

## Workshops, workshops

Gimli, Manitoba, that is where Gillian Judson and Kieran Egan delivered two and a half days of talks and workshops to the school superintendents of the province in late Nov. 2011. This event was one of a series that has been continuing year by year in provinces, states, countries, and, it sometimes seems, planets across the galaxy.

In 2011 the IERG has been responsible for delivering workshops in many provinces in Canada, many states in the US, and in Europe. IERG associates have also delivered talks and workshops in China and Japan, and in South and Central America. Responses seem nearly unanimously most favorable. Most dramatically, Annabella Cant and her husband Joeri delivered dozens of workshops to thousands of teachers across Romania. There are now at least half a dozen books about IE in Romanian, and many skilled teachers routinely are using IE practices in their daily work. Initiatives to translate books continue in many countries, with an energetic group preparing a similar large scale dissemination of ideas and practices in Georgia.

As it says on our "Workshops" page: "The IERG offers a range of professional development activities for teachers and educators from different educational environments: public and private schools, school boards, university education departments, museums, and others. The workshops and seminars available are either designed as part of our regular professional development program or they can be custom designed to meet an organization's specific requirements. Professional development activities can range from 2-hour, half-day, full-day, 2-day workshops/seminars, to on-going year-long programs."

[Visit](#) the descriptions of what we offer if you might be interested in having some members of IERG speak to your group of deliver a workshop.

## LiD in action

Shannon Shields, a school principal, has written an interesting account of the Learning in Depth program in her school. You can read her article, "Engaging Curiosity," by clicking [here](#).

Shannon has now moved on to another school and plans to introduce LiD there as well. Here are some of the benefits she identifies as flowing from the program:

From observations and conversations, we found many benefits for our learners, myself as their teacher, and our entire school.

I have observed our learners benefit from:

- being given the opportunity to learn very deeply about something, as opposed to the relatively more shallow knowledge gained as teachers try to cover the many learning outcomes for any given year
- high engagement levels as the decisions about where to take their learning are very personal
- knowing that they are accomplishing the learning on their own and seeing the confidence and pride in that knowledge
- learning to get organized as they are learning how to find, qualify, and sort information
- being given the opportunity to learn what their preferences and strengths are for learning

For myself as their teacher, I have enjoyed and am enjoying:

- learning along with our students, modeling inquiry and enthusiasm for discoveries
- the removal of pressures from grading which frees up more time for supporting and coaching learning
- seeing the students excited about their learning, it engages me as well
- seeing the possibilities inherent in enabling our learners to become more self-directed

The school as a whole is profiting from:

- having younger and older learners who have related topics, collaborating and mentoring each other
- the idea that the school will, over time, have learners who are very knowledgeable about a wide array of topics
- the enthusiasm, pride and growing confidence of the students
- the interest and professional learning it has inspired in our teachers, enriching the culture of the school
- the potential to involve mentors from the community and beyond with learners and their projects

## Wonder book

Members of the IERG have been editing a new book, whose working title is "Wonder-Full Education: The central role of Wonder in teaching and learning in the sciences, mathematics, the humanities and the arts." A bit of a mouthful, but the book is shaping up to be an outstanding collection of essays by a wide variety of IERG associates, from Greece, Georgia, Finland, England, and a number of other countries. An internationally prominent education publisher has expressed keen interest in the ms. and we are currently in negotiations.

## First we take Chicago

The picture of Kieran Egan on the first page of this newsletter is taken on the stage of the Chicago Shakespeare Theatre, where he was interviewed by students and teachers and then by a diverse audience about IE. The interview can be heard here:

[Beyond These Times: The Changing World—Lessons from the Future](#)



## IERG wins a SSHRC "Outreach Grant"

Led by Dr. Dan Laitsch, a group of IERG members have won a SSHRC Outreach Award. They will receive approx. \$77,000 to disseminate knowledge about, and promote implementations of, our Learning in Depth program. The grant will be used to prepare materials and other supports for teachers interested in implementing the program. Dr. Laitsch's co-applicants for the grant and colleagues in its implementation are Dr. Laurie Anderson, Executive Director of SFU Vancouver, Dr. Kieran Egan, Professor in the faculty of Education, Dr. Gillian Judson, Lecturer in the Faculty of Education, and Dr. Geoffrey Madoc-Jones, Senior Lecturer and Associate Director of Graduate Programs in the Faculty of Education.

# Chicago History Museum

Item 1: IE is being used by increasing numbers of museums which draw on our ideas about how to present objects in ways that are engaging to children and students. The Chicago History Museum has been a pioneer of this initiative. As Lynn McRaney, its Director of Education, wrote after an IERG member's visit: "I hope the examples we shared with you illustrate how imaginative education can be applied to museum experiences and the interpretation of history."

Item 2: Gillian Judson, co-Director of the IERG, is currently working on a contract with the Smithsonian Museum in Washington, D.C. creating a curriculum guide that can be used for primary to college aged students that will deepen their understanding of the Odyssey (this is part of the curriculum for junior high school--the interest in engaging all ages is simply to make it more universal. She emphasizes the use of the cognitive tools of somatic and mythic understanding). The resulting guide will be used with the actual exhibit (to open this fall). It will also be available in hardcopy (and online).



## Expansion in China

Two IERG programs are finding increasing footholds in China. The most recent developments are for:



Yvan Zebroff, Principal of the Canada Qingdao Secondary School, is planning to implement, with the support of his entire staff and student body, a Whole School Project on "Garden plants of Qingdao." He chose this topic for reasons you can see in his description of the planning process:

[Canada Qingdao Secondary School](#)



Steven Fletcher at Guizhou University has introduced Learning in Depth (LiD) to his students, as an aid to learning English. We are finding LiD is being used increasingly as a stimulus to language learning among ESL students. Contact us if you want more information about this program and its uses in ESL.

## New IERG Associate Director

Dr. Laurie Anderson has kindly agreed to become an Associate Director of the IERG. Laurie is the Executive Director of SFU Vancouver, and has been an elementary teacher, principal, District Principal, Director of Curriculum, Associate Superintendent and Interim Superintendent of Schools for the Vancouver Board of Education. He brings to IERG a huge range of experience in education and expertise in understanding how to put innovative programs into everyday classroom practice.

## The Educated Mind in increasing numbers of languages

The Educated Mind is one of the foundational texts of our work. First published in 1997 by University of Chicago Press, it is now available in Turkish, Russian, Greek, Danish, Swedish, Spanish, Portuguese, Hebrew, and is currently in press in Italian and Japanese.

