

EDCC 531 Social and Ethical Issues in Education (3sh)
Master of Arts in Education
Eastern Mennonite University
Online--Asynchronous

Spring 2013: January 16 – April 16

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Office Hours: Prefer e-mail communication; will respond to submissions during the work-week. Few if any responses will be made on weekends.

Course Description:

This course examines historical, sociological, philosophical, ethical, legal, and multicultural issues in education. The course is designed to further equip you as a decision maker and leader in educational settings. Special attention is given to discussion of how public policy in education is shaped by the community's social and ethical concerns.

Class Meetings:

This asynchronous online class is offered for 3 semester hours of graduate credit. The course is designed to meet equivalent standards expected in a 42 hour seat-time traditional class.

Conceptual Framework

“Preparing Caring, Reflective Teachers for a Changing World”

The EMU Teacher Education Program has chosen the theme *Preparing Caring, Reflective Teachers for a Changing World*” as the conceptual framework from which its beliefs and outcomes are based. The Teacher Education Program envisions preparing informed lifelong leaders and learners who value the dignity of all persons and are ready and willing to share a pilgrimage of openness and continuous growth as they invite others to join them. These caring, reflective educators will offer healing and hope in a diverse world. Six performance outcomes focus all course and candidate outcomes.

Course Outcomes: Following each course outcome (in parentheses) is the M.A. in Education program outcome to which it links.

Upon completion of the course, you will be able to:

Outcomes of knowledge (content, pedagogical, professional):

1. Examine teaching as a moralistic undertaking. (Scholarship, Inquiry, Caring)
2. Integrate knowledge of moral and legal responsibilities using a multicultural perspective. (Scholarship, Professional Knowledge, Caring)
3. Examine assumptions, purposes and the nature of schooling recognizing the controlling personal and environmental factors

**M.A. in Education Program
Outcomes**

Scholarship: to acquire advanced knowledge through core curriculum and specialty area courses and to organize and integrate that knowledge into professional practice. (S)

Inquiry: to generate questions and to use critical thinking to self-assess, to view problems from multiple perspectives, to make informed decisions and to engage in action research for educational change. (I)

Professional Knowledge: to acquire advanced pedagogical and specialty area knowledge in order to create cultures of change and manage environments conducive to learning, setting high expectations and implementing appropriate instructional and assessment practices. (PK)

Communication: to develop communication strategies (verbal, nonverbal, and technological) which support collaboration and resourcefulness to empower self and others. (C)

Caring: to develop a nurturing spirit that advocates for students, encourages social and ethical responsibility, and promotes peacebuilding in diverse settings. (Ca)

Leadership: to act as social change agents by working collaboratively to bring about fair and just systemic change within educational contexts. (L)

involved. (Scholarship, Inquiry, Professional Knowledge, Caring, Leadership)

4. Analyze the social and political context of schooling including parent and community communications. (Scholarship, Communication, Professional Knowledge, Caring)

5. Describe how pluralistic cultural values affect individual moral behavior and ethics.

(Scholarship, Professional Knowledge, Caring, Leadership)

Outcomes for skill development:

6. Demonstrate writing proficiencies as evidenced by internal standards for graduate study.

(Communication)

7. Demonstrate basic use of technology to access and exchange information. (Inquiry, Communication)

Outcomes for dispositions development:

8. Promote yourself as a professional willing to initiate change and impact the lives of students.

(Leadership, Caring)

9. Value research and ethical bases for decision-making. (Leadership, Inquiry, Caring)

Required Texts:

Strike, K., and Soltis, J. (2009). *The ethics of teaching (5th ed.)*. New York, NY: Teachers College Press. ISBN:0:8077-4494-8. (Available from Amazon.com)

Evers, R.B. (Ed.). (2012). *Annual editions: Education 12/13*. New York, NY: McGraw Hill. (Available from Amazon.com)

Class Format: The class uses web-based research, case studies, questions, and inquiry-based problem solving strategies..

Basic Course Activities: There are 12 *Lessons* (L) organized as follows:

L1. Introductory	Overview	Due: 1/21
L2. Strike & Stoltis	Chapter 1. Ways to Think About Ethics	Due: 1/28
L3. Strike & Stoltis	Chapter 2. Punishment and Due Process	Due: 2/4
L4. Annual Editions	Unit I: School Reforms	Due: 2/11
L5. Annual Editions	Unit 2: Teaching All Students in All Schools	Due: 2/18
L6. Strike & Stoltis	Chapter 3: Intellectual Freedom	Due: 2/25
L7. Strike & Stoltis	Chapter 4: Equal Opportunity and Democratic Community	Due: 3/4
L8. Annual Editions	Units 3-4: Creating Caring Communities of Learners	Due: 3/11
L9. Strike & Stoltis	Chapter 5: Diversity: Multiculturalism and Religion	Due: 3/18
L10. Annual Editions	Unit 5: Addressing Diversity in Your School	Due: 3/25
L11. Strike & Stoltis	Chapter 6: Democracy, Professionalism, Integrity	Due: 4/1
L12. Annual Editions	Unit 6: Technology	Due: 4/8

All Lesson Assignments are due on Mondays as indicated above.

Assignments: Each of the 12 lessons contains a series of assignments introducing you to social and ethical issues drawn selectively from historical, sociological, philosophical, ethical, legal, and multicultural perspectives. **Each new lesson will be posted on Thursdays.**

Key Questions: Each of the 12 lessons identifies essential questions that you will be expected to respond to by interacting through posts with your classmates.

Case Studies

During the course you will be involved in exploring case studies that present a narrative story posing a dilemma to be solved. Case studies will involve you in decision making and problem solving tying together both theory and practice.

Requirements:

Level 1 Activities: All Level I activities must be met or completed at an acceptable or proficient level in order to receive a grade of “B”.

Participate in Online Activities: Complete assignments and discussion responses as required.

Read from a Variety of Sources: Complete readings as assigned by your instructor from *The Ethics of Teaching* by Strike and Soltis and from *Annual Editions: Education 12/13* by Schultz.

Write an Original Case Study: Write a case study in the range of 500-600 words preferably drawn from a personal experience within an educational setting. The case study may be a composite episode or “fictionalized” for purposes of preserving anonymity of the characters. Complete an analysis of the case study of 200-300 words or create a 5-6 minute “you-tube” submission offering an oral analysis of your self-developed case study. This analysis should be patterned after the examples of analyzes in *Ethics of Teaching* by Strike and Stoltis.

Short Paper: Refer to “Topics and Questions for Exploration” in this syllabus for ideas for a topic to develop for your short paper. You are not limited to these questions or topics, but the topic or question you choose must link with one or more outcomes 1-5 for this course. Write a 6-page paper including a minimum of five references on the topic. The 6th page may be the reference page. For example, you might explore policy makers’ current interest in truancy, school safety, or accountability standards for students and teachers. Use 12-point font and APA format. This paper is due April 16, 2013 but may be submitted earlier.

Level II Activities: Along with Level I activities, two additional activities must be completed at a proficient level in order to receive a grade of “A.” Projects and papers are due as scheduled with all coursework to be completed by April 16, 2013. All assignments must reflect themes from this course. An “A” is not guaranteed, since all work must be at the proficient level. Choose two activities from the options below. Papers should be 4-5 pages, styled in 12 point font, and formatted using APA 6th edition.

Conduct an Interview: Conduct a thought-provoking interview with a retired teacher, nurse educator or a person from a minority group. Frame your questions carefully to elicit both breadth and depth of the interviewee's experience and thoughts regarding selected issues in their educational experience. Write your 2-3 page paper as a feature article. Also, write a one-page analysis of what you learned from the interview experience.

Write an Educational Autobiography: Write your own educational autobiography giving an account of the development of your educational philosophy. Identify a motif or symbol that

illustrates your philosophy and tell how your educational philosophy fits that symbol. You might address your beliefs about the aims or purposes of schooling, what students should learn, how students best learn, and beliefs about the roles of family, culture, and community in education. You may cite contemporary learning theorists that have informed or influenced your beliefs as an educator as well as persons (parents, church or community leaders, teachers) who have shaped you. Examine the extent to which your philosophy of education reflects either continuity or change. Your paper length should be 5-6 pages.

Synthesis and Application Project. Identify a connecting point between a topic in this course and a concept or topic presented in one of your other M.A. in education courses or in the school nurse curriculum. Develop a synthesis paper showing the interrelationship(s) between the concepts you have chosen and how they can be applied in your current teaching or educational setting.

Write a Movie Critique. Select a reputable movie preferably one with an educational setting that poses one or more moral dilemmas. Write an analysis of the “case” using one or more of the ethical frameworks addressed in this course i.e. (consequentialist, nonconsequentialist, ethic of care). Your critique should be 5-6 pages. Several possibilities might include such films as *Stand and Deliver*, *Mr. Holland’s Opus*, *Dead Poet’s Society*.

Develop Your Own Project. Develop a proposal relevant to the course to be approved by your instructor.

Evaluation:

Grade of A. Requires lessons completed by the due date and satisfactory completion at the proficient level all basic activities plus two enrichment activities from Level II. Proficient level means that you demonstrate an advanced level of performance in your writing skills averaging a 2.7 or above on the EMU graduate writing rubric. The content of presentation must be of compelling interest and the organization and style must enhance the outcomes of the course.

Grade of B. Requires 9 of 12 lessons completed by the due date and satisfactory completion of all basic activities at an acceptable or adequate level. Adequate level means that you demonstrate competence in writing skills averaging 2.0-2.6 on the EMU graduate writing rubric.

Grade of C. Requires 6 of 12 lessons completed by the due date and satisfactory completion of all basic activities. May be marked by failure to meet some assignment criteria. Presentation of written forms may be characterized by minimal efforts.

Grade of F. Failure to meet expectations in the course.

Grade Scale: Although course evaluation is based on both quantity and quality of work, I've included a grading scale that will allow you to track your feedback from your lessons and from Level I and/or Level II assignments.

A = 94 - 100 points

A- = 89 – 93 points

B = 83 - 88 points

B- = 78 – 82 points

C = Below 78

Academic Integrity: The responsibility to foster and guard academic integrity rests with all members of the academic community. A foundation of mutual trust is essential to the learning community. Any incidences of academic dishonesty may result in a failing grade for the work submitted and a “Record of Academic Dishonesty” filed in the graduate dean’s office. Students are asked to meet with the professor (and other affected persons, where appropriate) to examine the effects of the dishonesty on others and to develop an accountability plan.

Special Accommodations Statement: If a student needs course adaptations or accommodations because of a documented disability, or has emergency medical information to share, please inform the instructor of your needs.

Knowledge Base for Social and Ethical Issues in Education:

The goal of social and ethical foundations is to empower teachers to influence the lives of children and youth. Research in social foundations indicates that teachers possessing a well-grounded framework for understanding cultural and community diversity and know how to learn about and incorporate students’ experiences, cultures, and community resources into instruction are in fact more effective as social change agents (e.g. Banks, 1995; Gollnick & Chinn, 2002).

Although teachers convey knowledge, they must also respond to challenges of social responsibility as evidenced in the moral, legal, and cultural realms of learning and teaching (Kierstead and Wagner, 1992). The need for teachers to equip students with a meaningful theory of life based on personal integrity and ethical standards is paramount. The study of social foundations examines two key questions: “What makes life worthwhile to an individual?” and “What community structures best serve the interest of the participants?”

The study of social foundations is not a theoretical abstraction. Its is essentially a moralistic undertaking (Kierstead and Wagner, 1992). It involves the twin pillars of psychological content and historical, sociological and philosophical foundations. It provides teachers with the tools to recognize all the subtleties involved in their everyday work as professionals in the classroom.

Banks, J. (1995). Multicultural education: Historical development, dimensions, and practice. In J.A. Banks & C.A.M.Banks (Eds.), *Handbook of research on multicultural education* (pp. 1-19). New York: Simon & Schuster Macmillan.

Kierstead, F.D. & Wagner, P.A. (1992). *The ethical, legal, and multicultural foundations of teaching*. Madison, Wisconsin: Wm. C. Brown.

References:

The following resources are intended as a supplement to student input in the class.

Chartock, R.K. (2004). *Educational foundations: An anthology*. Upper Saddle River, NJ: Pearson Education, Inc.

Dewey, J. (1935). *Experience and education*. New York, NY: Simon & Schuster.

Duarte, E.M. & Smith, S. (2000). *Foundational perspectives in multicultural education*. New York, NY: Longman.

Gilligan, C. (1982). *In a different voice*. Cambridge, MA: Harvard University Press.

Green, T.F. (1999). *Voices: The educational formation of conscience*. Notre Dame, IN: University of Notre Dame Press.

Gutek, G. L. (2000). *American education 1945-2000*. Prospect Heights, IL: Waveland Press, Inc.

Kierstead, F. D. & Wagner, P. (1993). *The ethical, legal, and multicultural foundations of teaching*. Madison, Wisconsin: Wm. C. Brown Communications, Inc.

Noddings, N. (1992). *The challenge to care in schools: An alternative approach to education*. New York: Teachers College Press, 1992.

Rawls, J. (2001). *Justice as fairness: A restatement*. Cambridge, MA: Harvard University Press.

Topics and Questions for Consideration: Each of the following general topics may be used as a ‘springboard’ for further development and should be delimited to a more specific topic. For example: Academic performance might be “The trend to privatize schools” or bullying might be narrowed to “Restorative discipline in the classroom.” The questions require you to take a position and defend it. You may choose either a topic or a question.

Academic performance

Accountability

Achievement gap

Bullying

Character education

Civic education

Classroom management

Cultural diversity and schooling

Democracy and schooling

Disruptive students

High expectations for student achievement

Highly qualified teachers
Homework
Math gap
Morality and values in education
No Child Left Behind (NCLB)
Media and education
Reform and education
Social contexts in education
Testing and assessment
Values and education
Education and ethics
(propose your own topic or question)

Questions:

Should schooling be based on social experiences?
Should school attendance be compelled?
Should behaviorism shape educational practice?
Should church-state separation be maintained?
Should multiculturalism permeate the curriculum?
Can charter schools revitalize public education?
Is full inclusion of students with disabilities desirable?
Should bilingual education programs be abandoned?
Does school violence warrant a zero-tolerance policy?
Can merit pay accelerate school improvement?
Has resegregation diminished the impact of *Brown vs. Board of Education Topeka*?
Should the school serve as a health education center?