

Eastern Mennonite University
ED 401 Examining Foundations of Education
Fall 2012

Instructor: Beth M. Lehman, Ph.D.
Office: 202a
Office Phone: 432-4636
Email: beth.lehman@emu.edu

Class Time: MW: 2:40-3:30 p.m.
Location: CC 203
Semester Hours: 2

COURSE DESCRIPTION:

This course concentrates on issues facing American education today. Utilizing a contextual framework that reflects on the historical, philosophical, and sociological foundations of American education, the student examines, analyzes, synthesizes, and evaluates issues/topics that are currently redefining the American educational system. Focus is on discussion, educational selections from classical and contemporary literature, out-of-class reading, research, and problem-solving strategies. Possibilities for teachers and school systems to foster more just and sustainable communities will be examined as students articulate their philosophies of education. As a capstone to the teacher education program students will engage with professional materials relating to a number of questions generated through class readings and discussion.

REQUIRED TEXTS:

- Canestrani, A.S., Marlowe, B. eds. (2010). *Educational Foundations: An Anthology of Critical Readings (2nd edition)*. Los Angeles: Sage.
- Dewey, J. (1997). *Experience and education*. New York: Touchstone Publications.
(Original work published 1938).
- Amstutz, L. S., Mullet, J. H. (2005). *The Little Book of Restorative Discipline for Schools: Teaching Responsibility; Creating Caring Climates*. Intercourse, PA: Good Books.

COURSE OBJECTIVES:

1. To examine your beliefs regarding the aims of education, student learning, and teacher effectiveness within the context of educational foundations and a personal assessment of teaching as a job/career/profession/vocation/calling. [L]
2. To articulate and examine key historical events and how these events influenced the development of American education and school issues today. [S, I, C]
3. To examine major issues in educational philosophy and identify significant contributors to the philosophical development of American education. [I]
4. To analyze school policies and practices in relation to the economic, political, social, and cultural forces that shape, and are in turn shaped by them. [I, Ca]
5. To investigate cultures different from your own and evaluate curriculum and experiences within the American educational system that inform your ability as a professional to value fairness and learning by all students. [PK, Ca, L]
6. To compare and contrast the roles and responsibilities of national, state, and local governance on the American educational system. [I]
7. To examine key legislative and court cases that have impacted American education. [S, I, PK, Ca]
8. To evaluate issues of family, school, and community and how these issues interface with society's expectations for schools. [S, I, C, L]

9. To identify future trends and the impact these trends might have on learning and teacher preparation in the United States. [S, I, PK, C, L]
10. To explore the relevancy of global and comparative education to American education. [S,Ca,L]
11. To integrate the principles of sustainability into the discipline of teacher education. [C, QEP: Peace with Creation]

Teacher Candidate Performance Outcomes:

The following Teacher Candidate Performance Outcomes are designed to support the Teacher Education Program Goals listed above. The successful teacher candidate is able:

Scholarship: to acquire knowledge through the liberal arts, Core General Education Curriculum and specialty area studies and to organize and integrate that knowledge across disciplines and cultures.

- demonstrate competency in general education knowledge and liberal arts
- articulate major concepts, assumptions, debates, and methodologies of inquiry that are central to the discipline(s) s/he teaches
- demonstrate awareness and apply meaningful connections across disciplines and cultures

Inquiry: to generate questions and to use critical thinking to self-assess, to view problems collaboratively and from multiple perspectives, and to make informed, research-based decisions to enhance student learning.

- evaluate philosophies of education from multiple perspectives to articulate a personal philosophy that enhances student learning
- use inquiry-based strategies to enable students to construct knowledge
- analyze social contexts through critical reflection, problem-solving, and dialogue
- demonstrate teaching as praxis by drawing upon personal and collegial reflections to evaluate and revise practice

Professional Knowledge: to demonstrate pedagogical and professional knowledge in order to create, manage, and assess diverse environments conducive to learning and setting high expectations.

- plan appropriate instruction and assessment based on the knowledge of constructivist learning theory, subject matter, student development, instructional strategies, the learning context, and curriculum
- adapt and/or create a variety of instruction to provide equitable opportunities for all learners including those from diverse cultural backgrounds and with exceptionalities
- integrate informal and formal assessments into instruction, maintain records, and analyze data to inform teaching decisions and to monitor student progress
- examine how educational legal and policy issues affect students', caregivers', and teachers' roles and responsibilities
- develop and design technologically mediated learning environments that are developmentally and task appropriate
- identify, locate, evaluate, and use appropriate instructional hardware and software to support Virginia's Standards of Learning and specialty professional associations standards

Communication: to acquire and use knowledge of effective verbal, nonverbal, and technological communication strategies to support student learning, to solve problems, and to create peaceable climates.

- demonstrate effective reading, writing, speaking, listening, and observation skills to enhance student learning
- communicates appropriately with parents or caregivers of students and school personnel
- use electronic technologies to access, manage and exchange information for sound problem-solving and decision-making

Caring: to develop a nurturing spirit that honors diversity, advocates for students, integrates Christian faith and ethics, and promotes peacebuilding in diverse settings.

- plan and advocate for safe and just learning experiences for each student
- evaluate the effects of his or her actions on students, colleagues, and supervisors
- promote restorative approaches to peacebuilding in learning communities
- model caring by treating students fairly and respectfully, promoting student feelings of self-worth, and creating a climate that allows access to appropriate learning opportunities for each student
- value stewardship of self, community, ideas, and environmental resources by integrating Christian faith and ethics with professional responsibility

Leadership: demonstrate high aspirations for themselves and their profession and to influence positive change in educational settings.

- view teaching as a vocation
- demonstrate resourcefulness and responsibility in creating just and equitable educational settings build productive and collaborative relationships with colleagues
- participate in opportunities for professional growth

COURSE POLICIES

You are expected to **be an active participant in this community of learners** by coming to class prepared to both raise questions from the texts and other outside readings and to respond to questions posed by others. The experiences of this course and your learning are dramatically impacted by your involvement. Please do all you can to make meaningful connections, to engage and to interact with materials and the class community. Meet with Beth if you need support in doing this.

Changes to the schedule and plans of the course are inevitable, as the course will shift in response to learning needs and developing interests of the class community. Be prepared to be flexible and involved in any changes. Your **EMU email** is the mode of communication in between classes. Please check it daily.

Work is due at the stated due date and time. When arrangements are made *in advance* accommodations for late submissions *might* be possible. Expect grade reductions for late work.

EMU POLICIES AND RESOURCES:

Academic Integrity

Academic Integrity Policy (AIP): EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy, doing justice, and walking humbly before God. EMU defines plagiarism as occurring when a person presents as one's own someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. (Adapted from the Council of Writing Program Administrators). [Taken from "Academic Integrity," 2011-12 Undergraduate Catalog.] This course will apply EMU's AIP (see catalog, pp. 16-19) to any events of academic dishonesty.

Academic Support

If you have received services in the past related to a learning disability or attention deficit disorder and/or feel you may have such a problem in this course, please make an appointment to speak with the instructor during office hours or with the Coordinator of Student Disability Support services in the Academic Support Center, 3rd floor of Sadie Hartzler Library, 432-4233.

Writing Tutors

Please take advantage of the free individual tutoring from our writing tutors. Writing tutors are strong writers who hold scheduled one-on-one sessions with students and are an excellent resource for writers at any level or at any stage in the writing process. Please remember that writing tutors do not provide an editing or proofreading service. They will help you put what you learn into practice and will work with you to improve your own proofreading and editing skills. To make an appointment, please access WOnline through myEMU.

PRIMARY COURSE ASSIGNMENTS AND EVALUATION:

1. PARTICIPATION IN ON-GOING CLASS DISCUSSIONS & SPECIALIZED ASSIGNMENTS (15%)

This includes your attendance, actual oral participation and active learning in each class session. You are expected to participate in interactive large and small groups during class and to use assigned notes and protocols to support discussion. This includes providing leading comments/questions/inquiry materials for discussion and continuing discussion forums on moodle as assigned. If you must miss class, please let me know in advance. Any absence is a 1 point reduction and may result in additional point loss without prior communication.

2. TWO WRITTEN REFLECTIONS (20%)

Twice during the semester you will be asked to write reflective synthesis papers of 2 pages linking course concepts to your thoughts and experiences.

3. ANALYSIS of DEWEY (20%)

Comparison/Contrast Analytical Paper

You will write a two-page analysis of John Dewey's work, *Experience and Education*. The structure of your essay will be a comparison/contrast analytical paper in which you compare and contrast Dewey's beliefs with those of your own.

4. BOOK CRITIQUE (20%)

You will write and share with the class a two-page critique of a book approved by your instructor. The critique will focus on the relevancy of the author's analysis to what you know historically and philosophically about American education and your own inquiry concerns.

6. PHILOSOPHY OF EDUCATION (20%)

This assignment must be submitted to your TaskStream Student Teaching Portfolio upon completion of the course. This requires a current TaskStream subscription. Qualifying for completion of the Student Teaching Portfolio requires a minimum score of 2 in each area. If revisions are necessary to meet this requirement, revisions are due on the last day of class. Please refer to the detailed assignment description and rubric.

7. FINAL EXAM (5%)

Due at the final exam meeting time, this assignment is to write a one page introductory letter intended for future students, parents, or prospective employers. The letter will include explicit and implied elements of your beliefs about teaching and learning.

GRADING SCALE:

A	95 -100	C+	77 - 79
A-	92 - 94	C	73 - 76
B+	88 - 91	C-	70 - 72
B	83 - 87	D	64 - 69
B-	80 - 82	F	0 - 63

ED 401 Assignment Description: PHILOSOPHY OF EDUCATION PAPER

The Philosophy of Education paper will be submitted electronically for assessment into the Student Teaching Portfolio in TaskStream.

Part one of the assignment includes the following components: beliefs about the aims or purposes of schooling; beliefs about what children should learn; beliefs and attitudes about how children learn; beliefs and attitudes about how teachers should teach ALL children within community and beliefs about the roles of family, culture, and community in education. This is not just a summary of your personal philosophy of education since it involves your understanding and knowledge of foundations of education that you will further develop and refine throughout this course.

Although articulating one's philosophy of education and demonstrating your understanding of foundations of education can be an arduous task, it is a necessary one, and will serve you well in your future endeavors as an educator..

Part two of the assignment is a description of your ideal school with regard to:

(1) ANALYSIS: Identify issues of sustainability that occur in your classroom or discipline related to:

- a. promoting social *systems* within the classroom/discipline that build peace and equity for students, teachers, and families;
- b. *teaching sustainability* (economic, environmental, social/cultural, political) within the K-12 curriculum of your discipline;
- c. *stewardship of environmental/financial resources* within the classroom.

(2) COURSE of ACTION: Write a description (with examples) of how these principles might be applied – what might happen in your classroom if you were demonstrating the principles of sustainability. As you consider sustainability in your classroom, please address:

- a. promoting social *systems* within the classroom/discipline that build peace and equity for students, teachers, and families;
- b. *teaching sustainability* (economic, environmental, social/cultural, political) within the K-12 curriculum of your discipline;
- c. *stewardship of environmental/financial resources* within the classroom.

The paper must conform to the 6th edition of the *Publication Manual of the American Psychological Association* (APA) format. Your paper will also be evaluated on the basis of EMU undergraduate writing standards rubric.

Eastern Mennonite University
Assessment Rubric for Philosophy of Education Paper

(The Philosophy of Education paper will be submitted electronically for assessment into the Student Teaching Portfolio in TaskStream. This requires a current TaskStream subscription.)

Part I: Philosophy				
Project Components	Exemplary 3	Competent 2	Does Not Meet Expectations 1	Score
Beliefs about conceptual framework	Articulates clearly the teacher education department's conceptual framework within one's philosophy of education.	Articulates some characteristics of the education department's conceptual framework within one's philosophy of education.	Does not identify important elements of the education department's conceptual framework.	
Beliefs about the relationship between an ethic of care & sustainability	Articulates clearly the teacher education department's conceptual understanding of caring within the context of sustainability.	Articulates some characteristics of the education department's conceptual understanding of caring within the context of sustainability.	Does not identify important elements of the education department's conceptual understanding of caring within the context of sustainability.	
Beliefs about the aims or purposes of schooling	Identifies important aims and purposes of schooling; supports beliefs with a logical rationale that is well supported by scholarly literature.	Identifies a few important aims and purposes of schooling; supports most beliefs with a logical rationale that is supported by scholarly literature.	Does not identify important aims and purposes of schooling; incomplete or missing rationale that is not supported by scholarly literature.	
Beliefs about what children should learn	Identifies important content to be learned by children in his/her discipline & provides evidence based research to support the rationale for the content.	Identifies some important content to be learned by children in his/her discipline & provides evidence based research to support the rationale for the content.	Does not identify important content to be learned by children in his/her discipline & provide evidence-based research to support the rationale for the content.	
Beliefs & attitudes about how children learn	Thoroughly explains the link between the stages of development, motivation, and learning theory; supports with a logical rationale that is well supported by scholarly literature.	Explains the link between the stages of development, motivation, and learning theory; supports with a logical rationale that is supported by scholarly literature.	Incomplete or missing explanations of link between the stages of development, motivation, and learning theory; incomplete or missing rationale that is not supported by scholarly literature.	
Beliefs & attitudes about how teachers should teach ALL children within specified discipline	Thoroughly explains the link between the styles of learning, differentiation of instruction to meet individual student needs, and assessment that guides instruction within specified discipline; supports with a logical rationale that is well supported by scholarly literature.	Explains the link between the styles of learning, differentiation of instruction to meet individual student needs, and assessment that guides instruction within specified discipline; supports with a logical rationale that is supported by scholarly literature.	Does not explain the link between the styles of learning, differentiation of instruction to meet individual student needs, and assessment that guides instruction within specified discipline; incomplete or missing rationale that is not supported by scholarly literature.	
Beliefs about the impact of teacher effectiveness on the learning community	Thoroughly explains the link between a caring learning community and teacher effectiveness to student achievement; supports with a logical rationale that is well supported by scholarly literature.	Explains the link between a caring learning community and teacher effectiveness to student achievement; supports with a logical rationale that is supported by scholarly literature.	Does not explain the link between a caring learning community and teacher effectiveness to student achievement; incomplete or missing rationale that is not supported by scholarly literature.	

Beliefs about the roles of family, culture, and community in education	Thoroughly explains the critical interrelationships between the family, culture, and community in the education of individual students; supports with a logical rationale that is well supported by scholarly literature.	Explains the interrelationships between the family, culture, and community in the education of individual students; supports with a logical rationale that is supported by scholarly literature.	Does Not explain interrelationships between the family, culture, and community in the education of individual students; incomplete or missing rationale that is not supported by scholarly literature.	
Citations & APA format	Cites 7+ scholarly references; content connected to appropriate theorists to support statements & positions; paper written in APA format	Cites 4-6 scholarly references; some content connected to appropriate theorists to support statements & positions; written in APA format	Cites 3 or less scholarly references; little or not connection to appropriate theorists to support statements & positions; not written in APA format	
EMU writing Standards	Reflects “A” work according to EMU’s undergraduate level writing standards	Reflects “B” or “C” work according to EMU’s undergraduate level writing standards	Reflects less than “C” work according to EMU’s undergraduate level writing standards	
Total				
Part II: Sustainability in Education: My Ideal School				
Criteria	Exceeds expectations 3	Meets expectations 2	Does not meet expectations 1	Score
Integration of sustainability and the discipline: Identification of 1) a sustainability issue that relates to the discipline or 2) how the discipline can address a sustainability issue	Identifies an appropriate issue, clearly explaining connection between sustainability and the discipline.	Identifies an appropriate issue; connection between sustainability and discipline only vaguely explained.	Does not identify an appropriate issue and/or makes no attempt to connect sustainability and discipline.	
Presentation of solution or sustainable course of action related to the discipline	A particularly creative or innovative solution or course of action is presented and accompanied by a thorough analysis of the issue. The solution/course of action is applicable to the issue.	A solution or course of action is presented and the solution/course of action is applicable to the issue.	A solution or course of action is not presented or the solution/course of action is incongruent with the issue.	
Total				

Course Calendar, Fall 2012, ED 401 Examining Foundations of Education

<i>(Be prepared for changes to this tentative plan.)</i>	<i>Wednesday, August 29th</i> Prepare/purchase/review course materials
<i>Monday, September 3rd</i> Read: Anthology Part I, Why Teach? Read: Wolk's Why go to School, complete 4 As	<i>Wednesday, September 5th</i> Read: Cuban's What Schools Can Do in a Democratic Society (moodle readings) Come with: questions or quotes to discuss
<i>Monday, September 10th</i> Read: Newkirk and Kohn (in Part V in Anthology) Read: Freire and Horton (moodle readings) Save the Last Word for Me: quotes on index cards	<i>Wednesday, September 12th</i> Due: Reflection #1—What are schools for? Why do you want to be a teacher? How do schools already accomplish what you think they should and what should be changed? (2 pages)
<i>Monday, September 17th</i> View Film: School: The Story of American Education –The Common School (1770-1890) (View with group option on Friday Sept 15th, 2:40; otherwise on films on demand) While watching—note surprises, ah-has, connections, questions	<i>Wednesday, September 19th</i> Read/review: time lines and write observations—themes, patterns, progress. Write a three sentence summary of the development of schools in the USA.
<i>Monday, September 24th</i> (I am out—view film in class time) Film: School: Story of American Public Education – As American As Public School (1900 - 1950) Settle on your book selection and start reading; post the title and author with note why you picked it	<i>Wednesday, September 26th</i> Read: Anthology Part II, Who are Today's Students?
<i>Monday, October 1st</i> Read Anthology Part III, What Makes a Good Teacher? Due: Reflection #2—How do students learn? How is diversity a benefit and/or a	<i>Wednesday, October 3rd</i> Read: John Dewey

challenge?	
<i>Monday, October 8th</i> Read: Anthology Part IV, What Do Good Schools Look Like? Read: John Dewey	<i>Wednesday, October 10th</i> <u>*Attend Jesse T. Byler Lecture at 9:00 Sat Oct 13*</u> Re/Read: John Dewey and Dewey support materials (moodle) Bring: draft/outline/questions
<i>Monday, October 15th</i> NO Class: Class is replaced with Jesse T. Byler Lecture, Sat Oct 13, 9AM Due: Dewey Analysis paper (moodle post by 5)	<i>Wednesday, October 17th</i> Read: Stoskopf's Forgotten History of Eugenics (moodle readings)
<i>Monday, October 22nd</i> Mid-semester recess-no class	<i>Wednesday, October 24th</i> For Class: Review: time-lines of education
<i>Monday, October 29th</i> View Film: The Story of American Public Education - Equality (1950 - 1980) (View with group option on Friday Sept 26th, 2:40; otherwise on films on demand) While watching—note surprises, ah-has, connections, questions	<i>Wednesday, October 31st</i> Read: Anthology, chap 19, The Standards Fraud Review/Re-read: Anthology Part II, Who are Today's Students?
<i>Monday, November 5th</i> Due: Book Critique and Prep for Book Talk	<i>Wednesday, November 7th</i> Read: Little Book of Restorative Discipline
<i>Monday, November 12th</i> Bring: all course writings and previous Phil of ed paper. Read: Gardner's I used to think and now I think (moodle readings) Reflection notes: I used to think, but now I think	<i>Wednesday, November 14th</i> Read: Little Book of Restorative Discipline <i>(Friday Nov 16—Phil of ed paper support option—2:40-3:30)</i>
<i>Monday, November 19th</i> Due: Philosophy of ed paper	<i>Wednesday, November 21st</i> Thanksgiving recess
<i>Monday, November 26th</i>	<i>Wednesday, November 28th</i>

Talk with relatives and friends about your beliefs about education and teaching. What questions are you asking? What assumptions are you hearing?	Read: Anthology Part VI--How does one develop a critical voice
<i>Monday, December 3rd</i> Read two or more selected articles of interest from NY Times, Washington Post or Huffington Post. Write one paragraph summary response to share for each.	<i>Wednesday, December 5th</i> Inquiry Topics TBA
<i>Monday, December 10th</i> Inquiry Topics TBA	Final Exam: <u>Friday Dec 14, 10:40, Campus Center, 203</u> Due: One page introductory letter. Be prepared to have others read your letter and to share how you prioritized in writing it.