

Sul Ross State University

Department of Education

ED 5317

History, Philosophy, and Trends in Education

Spring 2015

Instructor: Dr. Jeanne Qvarnstrom

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Office Hours:

Monday 1:00 – 3:00

Tuesday 1:00 – 2:00

Wednesday 9:00 – noon & 1:00 – 3:00

Thursday 11:00 – 1:00

Others by appointment

Required Textbook:

Gutek, Gerald L. (2011). Historical and philosophical foundations of education: A biographical introduction. (5th ed.) Boston: Pearson.

Recommended Reference:

American Psychological Association. (2010). Publication manual of the American Psychological Association. (x ed.) Washington, DC: American Psychological Association.

Student Learning Outcomes: By the end of this course, students will:

- Understand the historical and philosophical foundations of the educational ideas and practices from a global perspective.
- Understand the ways in which the roles of teacher and student have evolved over time.
- Examine educational goals, teaching methods, and curricula from a variety of philosophical perspectives.
- Analyze and discuss major educational trends and areas of educational conflict in America, both historically and in the present day.
- Recognize the contributions of educational reformers and their impact on American education.
- Formulate an internally consistent, comprehensive, and articulate personal philosophy of education.

Course Description:

This course is a survey of the historical, philosophical and contemporary landscape of schools in the United States. Emphasis is placed on enduring debates about the purposes of education in a democratic society.

Key Assignments:

Please keep in mind that the due dates for all assignments are deadlines. All assignments are due at midnight on Saturday of the week assigned, with the exception of the final that is due on Wednesday, May 13 at midnight. Late assignments will lose up to 20% of possible points. There are no incompletes for this class. All written assignments must follow APA format.

- 1) Discussion Board—weekly
 - Write your response to the posted question, read others' responses, and post a comment on them.
- 2) Written analysis of historical legacy on Big Thinkers in Education today—due 3/14 (Source: All videos from the Big Thinkers in Education series are from Edutopia)
 - Select one of the videos posted on Blackboard under videos and identify his/her greatest contributions to educational thought today. Do not use a video already used in a Discussion Board posting.
 - Select one of the educators from the text whose thinking may have influenced the “Big Thinker” and give your rationale.
 - Explain your rationale for selecting the “Big Thinker”.
 - APA format

3) Written Comparison of Two Educators of your choice from the textbook—4/25

- Compare the historical context, life, educational philosophy, and contributions of the two educators.
- Identify the ideas that you most embrace from one or both of the educators.
- Identify the impact of the two educators on education today.
- APA format

4) Quiz #1—2/28

- Chapters 1-10
- Multiple choice and short answer

5) Quiz #2—5/9

- Chapters 11-25
- Multiple choice and short answer

6) FINAL: Your Personal Educational Philosophy –due 5/13

- Present your own educational biography (following the Gutek format) including
 - Part I Your historical context (key events influencing you)
 - Part II Your biography (identification of formative persons and events that shaped your educational philosophy or ideology/ reference one or more educators of influence from the text)
 - Part III Analysis of your personal educational philosophy (addressing ideas such as truth, values, education and schooling, teaching and learning)
 - Part IV Conclusion (contributions you have made to education and future goals)
- Format

APA STYLE	OR	VIDEO
Three – five pages		follow Big Thinkers format
APA style		
Three or more references		

Grading:

Assignment	Points	Due Date
Discussion Boards 14 @ 10 points each	140	weekly
Additional 10 points extra credit for completing end-of-course evaluation		
Analysis of Big Thinkers in Education Video	60	3/14
Comparison of Educators from Text	100	4/25
Quiz #1	100	2/21
Quiz #2	100	5/2
Final (paper or video)	100	5/13
Total points	600	

Letter Grades:

540 – 600 equates to an A

480 – 539 equates to a B

420 – 479 equates to a C

360 – 419 equates to a D

359 or less equates to an F

Grading Policy:

1. All papers should be typewritten according to the APA manual.
2. All writings, including the Discussion Board postings, will be graded for correct writing conventions, as well as content.

Academic Integrity:

All students are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared and focused. Meaningful and pertinent participation is required.

Attendance Policy:

Although this course is web delivered, participation and timely assignment completion is required. Students in web-based classes are expected to log in several times each week to the Blackboard course site on the internet. “Logins” will be monitored. Students are to make themselves aware of the SRSU policies on Absences and Class Attendance posted in the [SRSU Student Handbook](#).

TENTATIVE SCHEDULE

Week	Assigned Reading	Assignment
Week 1 January 20	Chapter 1	Discussion Board #1 Give your name, where you are from, why you enrolled in the MED program, and your personal goal for this course.
Week 2 January 25	Chapter 2	Discussion Board #2 Read the interview with Sean McComb, 2014 National Teacher of the Year (posted under course documents) and identify his perspectives that you either strongly agree with or disagree with and give your rationale.
Week 3 February 1	Chapter 3,4	Discussion Board #3 After reading chapters 1 & 2 in your textbook and viewing the video on John Seely Brown, compare and contrast the views of both Confucius and Brown in regards to the importance of convention, tradition, and change. Do you agree or disagree with their assessments? Why?
Week 4 February 8	Chapters 5,6	Discussion Board #4 Compare and contrast Plato and Aquinas on the concept of <i>hierarchy</i> . Describe how <i>hierarchy</i> in schools today is similar or different to their definition of the concept?
Week 5 February 15	Chapter 7,8	Discussion Board #5 In your opinion, what would be Calvin's position on the following issues: added security to control violence in schools, prayer in public schools, multiculturalism, vouchers for nonpublic schools, and the posting of the Ten Commandments in public schools?

Week 6 February 22	Chapters 9,10	<p>Discussion Board #6</p> <p>Reflect on Comenius' belief that schools are made for children and not children for schools. Then view the video on Howard Gardner and identify how Comenius' ideas may have impacted Gardner's philosophy.</p> <p>Complete Quiz # 1 by Saturday, February 28 at midnight</p>
Week 7 March 1	Chapters 11,12	<p>Discussion Board #7</p> <p>Analyze Jefferson's concept of civic education and view Harry Jenkins' video. Compare and contrast their approaches to civic education and engagement. Would they have agreed or disagreed on this topic? Explain your answer.</p>
Week 8 March 8	Chapters 13,14	<p>Discussion Board #8</p> <p>Mann is remembered for his efforts to make teaching a profession. View the George Lucas video and compare and contrast Mann's approach to teacher preparation with that of Lucas. Do you think Lucas was influenced by Mann's approach at all?</p> <p>Assignment #2 is due on Saturday, March 14th at midnight.</p>
March 15		SPRING BREAK
March 22	15	<p>Discussion Board #9</p> <p>How was Owen's school at New Lanark a departure from existing approaches to schooling? How well would Owen's New Lanark school fit contemporary versions of schooling?</p>
March 29	16	<p>Discussion Board #10</p> <p>Reflect on your attitude about play for both children and adults. How do many Americans react to the idea of play? After reading about Froebel, view the Katie Salen video and compare and contrast their approaches to play. What is your position?</p>

April 5	17,18	<p>Discussion Board #11</p> <p>Review the literature on the standards movement in education (including the Common Core) and the role of standardized tests in setting and determining student achievement. How do you think Spencer would react to the use of standardized testing in the standards movement? Consider the role of government in setting standards and the use of standardized tests to identify achievers and nonachievers.</p>
April 12	19,20	<p>Discussion Board #12</p> <p>Consider Dewey’s concepts of “reflective thinking” and the “complete act of thought”. Do you think they are relevant to contemporary teaching and learning?</p>
April 19	21,22	<p>Discussion Board #13</p> <p>Why do you think Montessori education enjoys such popularity as a method of early childhood education today?</p> <p>Assignment #3 is due on Saturday, April 25th at midnight</p>
April 26	23,24,25	<p>Discussion Board #14</p> <p>Reflect on Freire’s concept of human nature. Cite 2 or more other biographies in the text to compare and contrast their concept of human nature with Freire. Do their ideas agree or disagree with your concepts of human identity, purpose and learning?</p>
May 3		<p>Complete Quiz #2 by Saturday, May 9th at midnight</p> <p>Notify instructor that you completed the end-of-course evaluation for 10 points extra credit</p>
May 11-13		FINAL—written or video philosophy

Throughout the course, additional activities and/or reading may be added to enhance your learning experience with or without additional points.

Netiquette

Use of good “Netiquette” is essential in an online environment. Please observe the following rules of common courtesy:

1. Check the course website frequently and respond appropriately and on subject.
2. Be professional and careful with your online interaction. Remember that you should be comfortable with your statements if they were published on the front page of the local newspaper.
3. Cite all quotes, references and sources.
4. Never forward someone else’s messages without his/her permission.
5. All discussion postings should be of top quality, on time, and rich in text. (The above “netiquette guidelines were adapted from Rinaldi, A. (1994) The Net User Guidelines and Netiquette, Florida Atlantic University, available from Netcom).

SRSU Disabilities Services:
<p>The University is committed to equal access in compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. The Disabilities Services Coordinator in Counseling and Student Support Services has the responsibility to ensure students with disabilities the opportunity for full participation in programs, services, and activities.</p> <p>Students seeking disability services need to contact the Disabilities Services Coordinator located in the University Center, Room 211. The mailing address is Sul Ross State University, PO Box C-171, Alpine, TX 79832. The telephone number is 432.837.8178; the fax number is 432.837.8724.</p>