

**Sul Ross State University**

**Department of Education**

**ED 5317**

**History, Philosophy, and Trends in Education**

**Spring 2016**

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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. (5<sup>th</sup> 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 Objectives: 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.

MED Student Learning Outcomes (some or all addressed in this course)

Outcome 1 Master of Education students will demonstrate mastery of content in the required core courses.

Outcome 2 Master of Education students will design a research proposal drawing upon qualified, current courses and completing the paper with a good introduction, overview of the research and effective presentation of the problem.

Outcome 3 Master of Education students will demonstrate knowledge and leadership in their chosen area of specialization.

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 11 at midnight. Late assignments will lose up to 20% of possible points. All written assignments must follow APA format.

1) Discussion Board—weekly

- Write your response to the posted question, read others' responses, and post comments on 2 or more of your classmates for each discussion board.

2) Written analysis of historical legacy on Big Thinkers in Education today—due 3/12

(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—4/23

- 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—2/27

- Chapters 1-10
- Multiple choice and short answer

5) Quiz #2—4/30

- Chapters 11-25
- Multiple choice and short answer

6) High Tech vs High Touch Survey Monkey—5/7

Use this link to complete the survey <https://www.surveymonkey.com/r/R223TJS>

7) FINAL: Your Personal Educational Philosophy –due 5/11

- 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 the following: concepts of truth, values, education and schooling, teaching and learning, and role of technology in education.

**Part IV** Conclusion (contributions you have made to education and future goals)
- Format: You may choose a written research paper or a video.

RESEARCH PAPER	OR	VIDEO
Address all 4 parts listed above		Address all 4 parts listed above
Three – five pages		Follow Big Thinkers format
APA style		List three or more references in credits
Three or more references		
- SRSU purchased SMARTHINKING ( an online academic support system) for all students to use. It is located on Blackboard under tools, and it connects you to the SMARTHINKING website where you can post writing and get editorial feedback. Prior to submitting your final essay, post it on SMARTHINKING for feedback and include the feedback report when you submit your final essay. The SMARTHINKING report will count towards 10 points of the 100 for this final. If you are doing a video, submit a written script for SMARTHINKING review.

Grading:

Assignment	Points	Due Date
Discussion Boards 15 @ 15 points each	225	weekly
<b>Each entry includes your response and your response to 2 or more classmates</b>		
Analysis of Big Thinkers in Education Video	60	3/12
Comparison of Educators from Text	100	4/23
Quiz #1	100	2/27
Quiz #2	100	4/30
Complete High Tech vs High Touch Survey (link posted under week of May 1 <sup>st</sup> )	20	5/7
Final (paper or video)	100	5/11
Total points	705	

### Letter Grades:

634-705 equates to an A

564 - 633 equates to a B

493- 563 equates to a C

423 - 492 equates to a D

422 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 17	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 24	Chapter 2	Discussion Board #2  Read the article and view the video of Shanna Peoples, 2015 National Teacher of the Year (posted under course documents) and identify her perspectives that you either strongly agree with or disagree with and give your rationale.
Week 3  January 31	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 7	Chapters 5,6	Discussion Board #4  Compare and contrast Plato and Aquinas on the concept of <i>hierarchy</i> . Describe how hierarchy in schools today is similar or different to their definition of the concept?
Week 5	Chapter 7,8	Discussion Board #5

February 14		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 21	Chapters 9,10	Discussion Board #6  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.  Complete Quiz # 1 by Saturday, February 27 at midnight
Week 7 February 28	Chapters 11,12	Discussion Board #7  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.
Week 8 March 6	Chapters 13,14	Discussion Board #8  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?  Assignment #2 is due on Saturday, March 12 <sup>th</sup> at midnight.
March 14		<b>SPRING BREAK</b>
March 20	15	Discussion Board #9  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?
March 27	16	Discussion Board #10

		<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 3	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 10	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 17	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 23rd at midnight</p>
April 24	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> <p>Complete Quiz #2 by Saturday, April 30<sup>th</sup> at midnight</p>
May 3		<p>Discussion Board #15</p> <p>After completing the survey, High Tech vs High Touch, reflect on the role of technology in education today and in the future.</p> <p><a href="https://www.surveymonkey.com/r/R223TJS">https://www.surveymonkey.com/r/R223TJS</a></p>

		Assignment #6 is due on Saturday, May 7 <sup>th</sup> . Use the link above to take the survey
May 11-13		FINAL—written or video philosophy (assignment #7)

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:**

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.

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.