

Sul Ross State University

College of Education and Professional Studies

Department of Education

EDUA 5317 1W1

History, Philosophy, and Trends in Education

Spring 2025

Instructor: Dr. Galen Privitt, Professor of Education

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Office Hours: ***All Office Hours are Virtual and should be pre-arranged with professor. Generally, I will be available by email, text, or phone from 9:30 am to 11:30 am Monday through Thursday.***

Required Textbooks:

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

Aldridge, J and Goldman, R (2007). Current issues and trends in education. (2nd ed.) Boston: Pearson

Recommended Reference:

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

Marketable Skills-Masters in General Education

1. MED General students will develop writing skills for effective communication.
2. MED General students will develop research skills to promote life-long learning.
3. MED General students will demonstrate an understanding of diversity.

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.
- Develop a clear understanding of the current trends and issues in education

MED Program 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. Additionally, this course will explore the current trends and issues facing education in today's world.

Key Assignments:

Please keep in mind that the due dates for all assignments are deadlines. All assignments are due at midnight on the day stipulated in the calendar. Late assignments could lose up to 20% of possible points if prior arrangements are not made. All written assignments must follow APA format.

- 1) Discussion Board—per posted due dates

- 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.

- Select one of the educators from the text whose thinking may be characterized as the "Big Thinker."
- Explain your rationale for selecting the "Big Thinker".
- APA format

3) Written Comparison of Two Educators of your choice from the textbook or from your past experience

- 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.
- Identify areas of disagreement you may have with either of the educators, if any
- APA format

4) Written critique/discussion of an American Educator

- Discuss the philosophy of an American Educator who specifically strikes you
- Identify the various aspects of his/her philosophy with which you agree and use in your practice
- Identify the various aspects of his/her philosophy with which you disagree
- Discuss the impact this educator has had on American Education
- APA format

5) Written discussion of current trends in Education

- Identify a current trend with which you are familiar
- Discuss the nature and scope of this trend
- Discuss the impact this trend has had on your practice as a teacher
- Discuss your expectation of how this trend will continue to influence Education
- APA format

6) FINAL Class Project: Your Personal Educational Philosophy

- 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: This is a written composition.

RESEARCH PAPER

Address all 4 parts listed above

Five to 7 pages

APA style

List five or more references in credits

6) Final Exam: The final exam will be a written exam which is all essay in style. You will be given approximately 2 weeks to complete the exam. You will need to answer each question independently of the other questions.

- 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 composition, you may post it on SMARTHINKING for feedback and include the feedback report when you submit your final composition.

Grading:

Assignment	Points	Due Date
Discussion Boards 4 @ 5 points each Each entry includes your response and your response to 2 or more classmates	20	Per discussion board
Written Essay #1-Defining the "Big Thinker" in education	10	01/30/25
Written Essay #2-Critical discussion of two American Educators	10	02/17/25
Written Essay #3-Current trends in Education	10	03/01/25
Final Semester Project	20	03/4/25
Final Exam	30	03/7/25
Total points	100	

Letter Grades:

90-100 - equates to an A

80 -89 - equates to a B

75-79 equates to a C

70-74 equates to a D

69 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 including grammar, as well as content.
3. ALL papers MUST be submitted through Blackboard. I do NOT accept emailed assignment submissions.
4. All papers are EXPECTED to be submitted on Blackboard by the due date, unless specific arrangements are made prior to the due date and include specific and extreme mitigating circumstances. Otherwise, late work may receive a point penalty of 15% of the point value for that assignment/discussion per day late.

Academic Integrity:

All students are expected to demonstrate scholarly behavior and academic honest 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
Jan 15-Jan 24 Jan 19-Original post due for introductions; Jan 21-Discussion complete	Chapter 1-Read this chapter by January 20	Discussion Board #1-Original post due Jan 17, responses due Jan 19 Present a 2 to 5 power point slide through Blackboard which introduces you to the class. You are to respond to a minimum of two of your classmates.
Jan 25-Jan 31	Chapter 2-Read this chapter by Jan 26	Composition 1-Discussion/analysis of the “Big Thinker” due Jan 30 Jan 30-Composition I Due
Feb 1-Feb 5	Chapter 3,4	Discussion Board #2-Initial Post due Feb 2, responses due Feb 4 After reading chapters 1 & 2 in your textbook about John Seely Brown, compare and contrast the views of both Confucius and Brown in regard to the importance of convention, tradition, and change. Do you agree or disagree with their assessments? Why? Be sure to respond to a minimum of two of your classmates’ posts.
Feb 6-Feb 12	Chapters 5,6	Discussion Board #3-Initial post due Feb 8, responses due Feb 11 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? Be sure to respond to a minimum of two of your classmates’ posts.
Feb 13-Feb 17	Chapter 7,8	Discussion Board #4-Initial post due Feb 14, responses due Feb 16 In your opinion, what position would Calvin take 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? Be sure to respond to a minimum of two of your classmates’ posts.

Feb 18-Feb 24	Chapters 9,10	Composition 2-Due on Blackboard by Feb 17 at midnight. Critical comparison of two well-known American educators or educators from your personal experience
Feb 25-Mar 5	Chapters 1-6, Aldridge Text	Composition 3-Due on Blackboard by Mar 1 at midnight Current Trends in Education
March 4	Term Project	Written Term Project due on Blackboard on March 4 by midnight Personal Philosophy of Education
Feb 20—Mar 20	Final Exam	Final Exam-due on Blackboard on March 7 by midnight Final exam questions will be available for you to view by February 20 and will no longer be available to you after March 20.

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 Ferguson Hall, Room 112. The mailing address is Sul Ross State University, PO Box C-171, Alpine, TX 79832. The telephone number is 432.837.8203; the fax number is 432.837.8724.