

Education 525: Integrated Foundations of Education Summer 2009

June 15- July 10, 9:20 a.m. - noon
301 Cornerstone Arts Center

Instructors

Jane Murphy (History)
jane.murphy@coloradocollege.edu
(719) 389-6530
215B Palmer

Dennis McEnerney (Philosophy)
dmcennerney@coloradocollege.edu
(719) 389-6564
130 Armstrong

Katie Byrnes (Psychology)
kbyrnes10@gmail.com
(303) 819-6408
Office TBA

Course Overview

Integrated Foundations of Education is the capstone course for your MAT program. In this course, we will investigate the psychological, philosophical, and historical dimensions of education through classic and contemporary texts and films. While also offering a final opportunity for reflection on and analysis of your capacities as a learner and a teacher, the course will focus on ways in which psychology, history, and philosophy may help to inform the pedagogy you embrace, on how teaching and learning principles may shape your approach to teaching, and on the kinds of relationships you seek to build with your future students.

Understanding Goals/Essential Questions

- How do people learn?
- What is education? What are the goals of education?
- How do history and theory impact educational practices and contexts?

Skills/Dispositions

- Attitude of inquiry about students, learning, & teaching
- Collegiality (reliability, punctuality, presence/engagement)
- Excellence in both oral & written expression
- Initiative & self-reflection

Core Values of the Colorado College Education Department

- * Honor the life of the mind as the central focus of our common endeavor; specifically, we hope to contribute to the development of individuals who are able to engage in critical thinking about the issues and complexities of educational subjects.
- * Value all persons and seek to learn from them their diverse experiences and perspectives; specifically, we expect to promote an environment in which students engage in inquiry, are open to diverse perspectives, consider evidence as the bases of determining individual outlooks, and appreciate that alternative approaches to solving problems may offer value.
- * Practice intellectual honesty and live with integrity; specifically, we expect students to pursue their studies with scholarly, conscientious, and ethical effort.
- * Encourage engagement and social responsibility; specifically, we hope that our students will contribute to the educational "life" of whatever community in which they choose to live.

Texts/Readings

The following texts have been ordered at the Colorado College Bookstore:

John D. Bransford, Ann L. Brown, and Rodney R. Cocking, eds., *How People Learn: Brain, Mind, Experience, and School* (Washington, DC: National Academy Press, 1999).

Plato, *Meno*, trans. G. M. A. Grube (Indianapolis: Hackett, 1976).

Plato, *Symposium*, trans. Alexander Nehemas and Paul Woodruff (Indianapolis: Hackett, 1989).

John Dewey, *Experience and Education* (New York: Free Press, 1997).

bell hooks, *Teaching to Transgress: Education as the Practice of Freedom* (New York: Routledge, 1994).

All additional readings listed below are or soon will be available on the course PROWL site, including those with website addresses listed. Go to the following site and click on "Files" in the left navigation bar: <https://prowl.coloradocollege.edu/course/view.php?id=962>

Assignments

Class participation. (35%)

Class participation is essential for the success of our course. We will evaluate participation not just on the basis of how much you speak but, more importantly, on the quality of your engagement in the life of the class. The class participation grade is based on your participation in discussions and attendance. If you have more than one unexcused absence, each absence will lower your *participation grade* in the course by half a letter grade (0.5 out of 4.0). We have only a short time together so make every effort to be on time. Not only is arriving late rude, it also disrupts the learning process for the entire class.

Class will meet between 9:20 and noon, most days. However, 3-4 of our meetings will be in or extend into the afternoon, as noted in the schedule below. In addition, students will meet with Marsha Unruh after class on the first and last Mondays. Be sure to plan accordingly.

	(Excellent)	(Good)	(Fair)	(Poor)
Strength of Class Participation	Contribution is insightful, bringing in specific references to the texts and directly engaging classmates' contributions	Contribution is productive, bringing in specific references to the texts.	Contribution is interesting, but is not adequately grounded in the texts or classmates' contributions.	Contribution is not productive and/or too little is said.

Interpretative and critical essays. (35%)

In preparation for a productive class discussion, one third of the class will write pointed, 1½ - 2 page single-spaced essays on the day's readings. Over the course of the class, each of you will write 5 such essays in which you do (at least) two things:

- (a) In your first paragraph, provide your own summary of what you see as the essential thesis of the reading(s) and of the core argument for this thesis.
- (b) In the rest of your essay, explore your own critical response to this thesis and/or argument.

These essays are meant to get our discussions off to a lively start each day, but they should also provide you with the opportunity to pursue your own interests in the reading, wherever these interests might take you. These essays will be due at **9:00 p.m. the night before class** and should be posted to the PROWL site. (Please familiarize yourself with PROWL before your first posting is due.) Before class begins the following morning (at 9:20 a.m.), read at least two essays by other members of the class.

	(Excellent)	(Good)	(Fair)	(Poor)
Strength of Analysis/ Critical Response	Discussion is insightful, thorough, and interesting.	Discussion is thorough and interesting.	Discussion is interesting, but lacks insight and depth.	Discussion is uninteresting and/or too brief for the assignment.
Demonstrated Understanding of the Reading	Discussion demonstrates a thorough understanding of the reading assignment and the essential thesis is substantiated by several examples from the reading.	Discussion demonstrates an understanding of the reading assignment and the essential thesis is substantiated by at least one example from the reading.	Discussion demonstrates an understanding of the essential thesis, but it is not substantiated by examples from the reading.	Discussion demonstrates very little understanding of the reading assignment and lacks an essential thesis or core argument for this thesis.
Grammar, Mechanics, Spelling, and Sentence Structure	Discussion is highly polished; no grammar or spelling errors.	Discussion is polished, but has a few grammar or spelling errors.	Discussion is adequate; maximum of five grammar or spelling errors.	Inadequate discussion; more than five spelling or grammar errors.

Discussion/Class Leadership (10%)

Once during the term, each student be assigned to a small group of 2-3 students given the task of leading or facilitating part of a class session focused on that day's texts and topics. These sessions may consist of discussion, small-group activities, mini-lectures, or whatever the group thinks might work to enhance our understanding of the readings and issues we are addressing. Students should use this assignment as an opportunity to practice their teaching skills, and they are welcome to experiment with approaches. We will assign

students to groups near the end of the first week; these sessions will begin on the second Tuesday. There will be 10 student-led sessions as indicated below on the daily schedule. Students should also use these sessions to begin thinking about their final group presentations (see below). In grading this assignment, we will consider the students' willingness to experiment and take risks, and we will discount for any shortcomings that might arise as a result of risk-taking approaches.

	(Excellent)	(Good)	(Fair)	(Poor)
Intellectual Effectiveness of Class Leadership	Leadership is insightful, helping students to grasp the essential challenges of the day's reading and topic(s).	Leadership is productive, helping students to focus on the challenges of the day's reading and topic(s).	Leadership is interesting, but doesn't bring the challenges of the day's readings and topic(s) into focus adequately.	Leadership is not productive, is unfocussed, and / or too limited.
Clarity of Presentation, Ability to Engage Audience throughout the Arc of the Presentation	Presentation is highly polished; audience is actively engaged and not distracted by organizational or grammatical problems.	Presentation is polished and audience is engaged, but distracted by a few organizational or grammatical issues.	Presentation is adequate; organizational or grammatical issues are distracting.	Inadequate discussion; organizational or grammatical issues make it hard to follow or remain engaged

Final group presentation. (20%)

In a small group of 2-3 students, you will present in a creative manner your ideal classroom or school and / or your solution to a problem of primary or secondary school curriculum design. You are encouraged to show your teaching skills in designing and performing a lively and substantive 30-45 minute presentation. These projects will be presented the last two days of class. Your presentation should integrate the theoretical models (from psychology, philosophy and history) with your experiences and goals as practicing teachers. Use your ideal case to thoughtfully analyze and amend or extend the shared course materials. The final presentation serves as a demonstration of how your group has understood the course materials and a reflection on how you might make use of these materials in your teaching. You may synthesize multiple course topics or treat a particular topic in depth.

The presentation should be:

- * clear and articulate
- * engaging for your audience
- * effective for promoting learning/understanding of appropriate course concepts

	(Excellent)	(Good)	(Fair)	(Poor)
Demonstrated Significance of Problem to be Addressed by Ideal Case	Significance of the problem demonstrates a thorough understanding of the course readings and is substantiated by compelling references to the readings and your teaching experience.	Significance of the problem demonstrates an understanding of the course readings and is substantiated by references to the readings.	Significance of the problem demonstrates an understanding of the essential issues of the course but is substantiated by only one reference to the readings.	Discussion demonstrates very little understanding of the essential issues of the course and indeed the significance of the problem is not substantiated.
Substance of Solution & Strength of Integration of Theoretical Models With Ideal Case and Teaching Experience	Integration of theoretical models is insightful, thorough, and interesting; solution is substantive and compelling. Your analysis offers engaging reflections back on the models.	Integration is thorough and interesting; solution is substantive, with some reflection back on the theoretical models.	Discussion is interesting but lacks insight and depth. Solution is only substantive in parts. Little reflection back on theoretical models.	Discussion is uninteresting and/or too brief for the assignment. Solution lacks substance. No reflection back on theoretical models.
Clarity of Presentation, Ability to Engage Audience throughout the Arc of the Presentation	Presentation is highly polished; audience is actively engaged and not distracted by organizational or grammatical problems.	Presentation is polished and audience is engaged, but distracted by a few organizational or grammatical issues.	Presentation is adequate; organizational or grammatical issues are distracting.	Inadequate discussion; organizational or grammatical issues make it hard to follow or remain engaged

COURSE SCHEDULE

Date	Topic(s)	Readings (to be read prior to class, except as noted for 6/15)	Assignments due
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PSYCHOLOGICAL PERSPECTIVES ON TEACHING & LEARNING

<p>M 6/15 (Afternoon; and meet with Marsha Unruh after class.)</p>	<p>What Is Educational Psychology?</p>	<p>Class meets 8:30-9:30 a.m. for introductions and 11 a.m. - 1 p.m. for discussion. In preparation for class, all students should begin reading the following three selections. During the 8:30 session, students will be placed in one of three groups, and each group will be assigned the task of presenting a summary of their reading to the whole class, so that we can begin discussion right away. That presentation and discussion will take place from 11 a.m. to 1 p.m., so students should count on having about 90 minutes between sessions read the articles (if they have not already done so) and to prepare the summary of their assigned article. All of the articles are on the PROWL website.</p> <ol style="list-style-type: none"> 1. Thorndike, E.L. (1910) The contribution of psychology to education. <i>Journal of Educational Psychology</i>, 1, 5-12. http://psychclassics.yorku.ca/Thorndike/education.htm 2. James, W. (1958). <i>Talks to teachers on psychology; and to students on some of life's ideals</i>. NY: W.W. Norton & Co., chaps. 1, 10, & 11 (15 pages). 3. Berliner, D.C. (1992). Telling the stories of educational psychology. <i>Educational Psychologist</i>, 27(2), pp. 143-161. http://courses.ed.asu.edu/berliner/readings/stories.htm 	<p>Group Presentations of Readings for Discussion</p>
<p>T 6/16</p>	<p>How People Learn & Assessment</p>	<ol style="list-style-type: none"> 1. Bransford, J., Brown, A., & Cocking, R. (1999). <i>How people learn: Brain, mind, experience, and school</i>. Washington, DC: National Academy Press. Ch. 1: "Learning: From Speculation to Science", pp 3-27. Ch. 8: "Teacher Learning," pp. 190-205. 2. Shepard, L. (2000). The role of assessment in a learning culture. <i>Educational Researcher</i>, 29(7), pp. 4-14. 	<p>Group A Response Papers</p>
<p>W 6/17</p>	<p>Perspectives on Teaching & Learning: A. Biological & Development</p>	<p>Bransford, J., Brown, A., & Cocking, R. (1999). <i>How people learn</i>. Ch. 4: "How Children Learn", pp. 79-113. Ch. 5: "Mind and Brain", pp. 114-127.</p>	<p>Group B Response Papers</p>
<p>Th 6/18</p>	<p>Perspectives on Teaching & Learning: B. Behavioral & Motivation</p>	<ol style="list-style-type: none"> 1. Skinner, B.F. (1976), The science of learning and the art of teaching. In Gall and Ward, <i>Critical Issues in Educational Psychology</i>. Boston: Little, Brown & Co. pp. 16-25. 2. Kohn, A. (1998). <i>What to look for in a classroom ... and other essays</i>. CA: Jossey-Bass. Ch. 6: "A Lot of Fat Kids Who Don't Like to Read" pp. 69-72. 3. Sipek, D. (2002). <i>Motivation to learn: Integrating theory and practice</i>. Boston: Allyn & Bacon. Ch. 8: "Intrinsic Motivation", pp. 120-140. 4. Cushman, K. (2003). <i>Fires in the bathroom: Advice for teachers from high school students</i>. NY: The New Press. Ch. 6: "Motivation and Boredom", pp. 100-122. 5. Dweck, C. (2007). The perils and promises of praise. <i>Educational Leadership</i>, 65(2), pp. 34-39. 	<p>Group C Response Papers</p>

F 6/19	Perspectives on Teaching & Learning: C. Cognitive & Constructivism	<ol style="list-style-type: none"> Bransford, J., Brown, A., & Cocking, R. (1999). <i>How people learn</i>. Ch. 2: "How Experts Differ from Novices", pp. 31-50. Ch. 3: "Learning and Transfer", pp. 51-78. Duckworth, E. (1987) <i>The having of wonderful ideas and other essays on teaching and learning</i>. NY: Teachers College Press. Ch. 1: pp. 1-14. Wiggins, G. & McTighe, J. (1998). <i>Understanding by Design</i>. NJ: Pearson. Ch. 2: "Understanding Understanding", pp. 35-55. <p><i>Small Groups for Student-Led Sessions Formed by Now.</i></p>	Group A Response Papers
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PHILOSOPHICAL AND HISTORICAL REFLECTIONS ON EDUCATION

M 6/22	<i>Logos</i> , the Socratic Method, and the Eros of Learning	<ol style="list-style-type: none"> Plato, <i>Meno</i>, pp. 1-32. Plato, <i>Symposium</i>, intro. and pp. 1-31. 	Group B Response Papers
T 6/23	Loving Knowledge: Classical-Idealist and Modern-Naturalist Understandings	<ol style="list-style-type: none"> Plato, <i>Symposium</i>, pp. 32-77. Francis Petrarch, "A Draft of a Letter to Posterity" and "The Allegorical Account of the Ascent of Mount Ventoux," in <i>My Secret Book</i>, trans. J. G. Nichols (Hesperus Press, 2002), pp. 95-111. <p>* Second half of class will be a student-led session.</p>	Group C Response Papers
W 6/24	Learning, Discovery, and Democracy	<ol style="list-style-type: none"> Immanuel Kant, "What Is Enlightenment," pp. 1-8. Horace Mann, "The Necessity of Education in a Republican Government," in <i>Lectures and Annual Reports on Education</i> (Cambridge, 1867), pp. 143-188. First delivered as a lecture in 1839. John Dewey, "The Influence of Darwinism on Philosophy," pp. 1-11. Originally published as chap. 1 in <i>The Influence of Darwin on Philosophy and Other Essays</i> (Henry Holt, 1910), pp. 1-19. <p>* Second half of class will be a student-led session.</p>	Group A Response Papers
Th 6/25	Discovering Children	François Truffaut, <i>L'enfant sauvage</i> (film). Meet in Film Screening Room of the Cornerstone Arts Building.	
F 6/26	Engaging Children	Maria Montessori, <i>Childhood Education</i> , parts I-II, chaps. 1-2, pp. 1-73.	Group B Response Papers
M 6/29	Learning and Doing	Montessori, <i>Childhood Education</i> , part II, chap. 3, and part III, pp. 75-137. * Both halves of class will be student-led sessions.	Group C Response Papers
T 6/30	Progressive Education	John Dewey, <i>Experience and Education</i> , preface and chaps. 1-3, pp. 5-6, 17-31.	Group A Response Papers
W 7/1	Pragmatism and Learning	Dewey, <i>Experience and Education</i> , chaps. 3-8, pp. 33-91. * Both halves of class will be student-led sessions.	Group B Response Papers

EDUCATION IN AN AGE OF DIVERSITY

Th 7/2	Libratory Education	bell hooks, <i>Teaching to Transgress</i> , intro, chaps. 1-2, 4, pp. 1-34, 45-58.	Group C Response Papers
F 7/3 (Afternoon)	Education for Diversity	<ol style="list-style-type: none"> 9:20 - 11:30: Discussion of hooks, <i>Teaching to Transgress</i>, chaps. 7-8, 11-14, pp. 93-118, 167-207. 11:30 - 2: Film: <i>History Boys</i> and discussion afterwards in Film Screening Room of the Cornerstone Arts Building. <p>* Both halves of class will be student-led sessions.</p>	Group A Response Papers
M 7/6 (Meet with Marsha Unruh after class.)	Islam, Education & The Liberal Arts	<ol style="list-style-type: none"> Berkey, Jonathan, "Tradition, Innovation and the Social Construction of Knowledge in the Medieval Islamic Near East," <i>Past & Present</i>, No. 146 (Feb., 1995), pp. 38-65 "Islam and Science", series of articles in <i>Nature</i>, vol. 444: 7115, 2 Nov 2006. <p>* Second half of class will be a student-led session.</p>	Group B Response Papers
T 7/7	Perspectives on Teaching & Learning: D. Sociocultural & Learning Environments - East and West	<ol style="list-style-type: none"> Tolmacheva, Marina (2008), "Bringing the American College Model to the Arabian Gulf: New Challenges for Intercultural Education". <i>Proceedings of the 4th International Barcelona Conference on Higher Education</i>, Vol. 6. Higher education for intercultural dialogue and multiculturalism. Barcelona: GUNI. http://www.guni-rmies.net. Please investigate the websites of the following schools in the Middle East and North Africa which are adopting a liberal arts curriculum. What are they advocating? What do they want this kind of education to achieve? What sort of student / family are they targeting? King's Academy (Jordan): http://www.kingsacademy.edu.jo; Al-Akhawayn University (Morocco): http://www.aui.ma/; American University of Kuwait (Kuwait): http://www.auk.edu.kw. Rogoff, B., Matusov, B., & White, C. (1996). Models of teaching and learning: Participation in a community of learners. In D. Olson & N. Torrance (eds.), <i>The handbook of cognition and human development</i>. UK: Blackwell, pp. 388-414. <p>* Second half of class will be a student-led session.</p>	Group C Response Papers
W 7/8	The Teaching Presence & Social-Emotional Learning	<ol style="list-style-type: none"> Intrator, S.M. (2003). <i>Tuned in and fired up: How teaching can inspire real learning in the classroom</i>. CT: Yale University Press. Chap. 4, "Forging Community: An Episode of Deep Connection", pp 49-68. Palmer, P. (1997). The heart of a teacher: Identity and integrity in teaching. <i>Change</i>, 29(6), p 15-21. http://www.couragerenewal.org/parker/writings/heart-of-a-teacher Kessler, R. The teaching presence, pp 1-15. Unpublished article available at: http://passageworks.org/wp-content/uploads/file/UnpublishedTeachingPresence.pdf 	
Th-F 7/9-10	Final Projects	Group Presentations	

Expectations and Policies

Honor Code

Students will be expected to abide by the Honor Code. Among other things, the Honor Code specifies that you will be responsible for producing all of your own work and that you will always cite the works or ideas of others used in your work. However, discussing your ideas and your writing with others is *not* a violation of the Honor Code. In fact, it is a good idea to compare your ideas and writings with those of others and to ask others for criticisms of your work. Using other people's ideas can also be a good idea - *if* their ideas are good *and* you credit the authors for developing the ideas. To view the Honor Code, visit:

<http://www.coloradocollege.edu/resources/pathfinder/pathfinder.asp>

Disability Accommodations

If you believe you are eligible for learning accommodations as the result of a qualified disability, please contact us privately. If you believe you may have a disability that impacts learning, and you have not self-identified to the College's Disabilities Services Office, please do so immediately. You will find their office in the Colket Student Learning Center at 152 Tutt Library. You may also contact the College's learning consultant, Jan Edwards, at the Learning Center or directly at 227-8285. We will make appropriate learning accommodations in accordance with the Disabilities Service Office's instructions.

Office Hours/Communication

Our contact information is on p. 1 above. Our office hours will be:

Katie Byrnes (during her teaching days)
T-W 1:00-2:30 p.m.

Jane Murphy
T-TH 2:30 - 4 p.m.

Dennis McEnnerney
T-TH 1:30-3 p.m.