

**2102 EDMS 4100: Foundations of Education in a Diverse Society**

20449-EDMS 4100-001

Spring 2010

2.13.2010

Instructor: Dr. Joan Wink, [jwink@csustan.edu](mailto:jwink@csustan.edu) and <http://www.JoanWink.com> and joandeanwink (for Skype)

First Class: Tuesday, 5 to 7 p.m., February 16, 2010, Naraghi (N) 221. Required face2face classes via Elluminate in the classroom. 5 pts. will be subtracted for missing this class.

Office Hours – available daily via email and by appointment on Skype.

Mailing Address (just in case): PO Box 137, Howes, SD 57748

**CONCEPTUAL FRAMEWORK**

**Our MOTTO**

Advocates For Children and Their Communities

**Mission Statement: Preparing Leaders in Learning**

The mission of the College of Education is to engage faculty and students in instruction, scholarship, and professional experiences that provide subject-specific, pedagogical, and practical knowledge essential for planning, implementing, and assessing educationally-related activities. We are committed to the development of diverse educational leaders who meet the needs of a multicultural and multilingual society. Our programs are designed to advance the ethical behaviors and professional leadership capacities of students through participation in coursework, field experiences, and scholarly activities that together cultivate reflection and encourage innovation in educational settings. We provide multiple and systematic opportunities for students to make connections between their professional responsibilities and their roles as educational leaders in the larger society, and to serve as advocates for children, families, and communities.

**Vision Statement: Enhancing Lifelong Learning**

The preparation programs in the College of Education strive to instill professional habits that result in lifelong learning. We endeavor to prepare educators who impact positively and optimally on the academic achievement and well-being of all of their P-14 pupils. To this end, we model a culture of educational accessibility and respect for diversity, we foster a climate of intellectual engagement and rigor, and we model systematic use of assessment and reflection to inform decision-making. We strive to ensure that College of Education students, faculty, and staff reflect the diversity of our local communities, possess the competence and confidence to provide leadership in their professional roles, and actively pursue personal and professional lifelong learning.

**Required Text**

Wink, J. (2005, 3/e). *Critical pedagogy: Notes from the real world*. Boston, MA: Allyn & Bacon.

Readings from the "Thinkers on Education" Series from *Prospects: Quarterly review of comparative education*, the journal of UNESCO's International Bureau of Education. See <http://www.ibe.unesco.org/International/Publications/Thinkers/thinhome.htm>

In addition, a bibliography and webliography are shared on Bb/Course Documents.

**COURSE DESCRIPTION**

This course surveys recent trends and research on the history and philosophy of education, on educational sociology and the politics of schooling and its financing, and on key issues of educational psychology and the impact of culture, class, race and gender on schooling.

### **Course Objectives**

1. Develop familiarity with historical “movements” and key periods of educational change, as well as an awareness of the achievement and influence of important figures in the history and philosophy of education from Middle Eastern, Asian, Latino, African and Western traditions
2. Explore the intersection of the social, political and legal, and financial contexts of schooling, in light of ethical issues affecting education
3. Demonstrate an awareness of the interrelationship of cultural, racial and ethnic, and gender realities in educational settings, as well as the developmental and psychological factors affecting teaching and learning

The course spans all of the “Learner Outcomes” in the College of Education’s *Conceptual Framework*:

**Values and Beliefs:** A broad ranging course like this one challenges our assumptions about teaching and learning, and encourages us to develop an explicit educational philosophy and a reflective stance toward our profession.

**Knowledge and Skills:** A Foundations course has a clear focus on increasing the knowledge base of educational professionals across a wide spectrum of topics, including the history, philosophy, and sociology of education; the governance, ethics and financing of schools; and the impact of cultural and psychological aspects of teaching and learning.

**Performance and Achievement:** A basic assumption of this course is that increased knowledge has little utility if it is not brought to bear on instructional inquiry and improvement that leads to increased academic achievement and personal fulfillment for students.

**Assessment and Reflection:** Foundational coursework augments our professional abilities to formatively and summatively assess teaching and learning as reflective practitioners.

**Advocacy and Leadership:** As teachers, counselors, special educators, health educators, and administrators we can each exercise more educational leadership when our practice is informed by the full range of perspectives and disciplines pertinent to the educational enterprise. As more effective educational leaders, we become better advocates for our students and their communities.

**Modes of Delivery:** Hybrid online

This class will be taught Face2Face, Elluminate, and Bb  
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### **Access code for students:**

<https://sas.illuminate.com/m.jnlp?password=M.886ED83EA1C4E5DCD189CB29B977CE>

Earphones and microphones are highly recommended.

TEAM projects for this class: SKYPE is a free download; you will find it very easy to talk with your teammates on SKYPE. Phone and email will also work for you. Or, you could meet for a cup of coffee and discuss your team projects.

**See OVERVIEW of classes at the end of this syllabus.**

### **Grading**

96-100 A; 95-90A-; 89-88 B+; 84- 80 B; 87-85 B-; 79-78 C+; 77-75 C; 74-70 C-

### Grade Performance Expectations:

A = Excellent performance. Work is exemplary and worthy of emulation by others. Student constructively contributes to the learning environment.

B = Above average performance. All assignments are complete, on time and exhibit a complete understanding and an ability to apply concepts.

C = Average performance. Student accomplishes minimum requirements or does not complete all assignments. Oral and written communication is at an acceptable level for a college student.  
 D = Below acceptable performance. Student shows only basic understanding of the material or does not meet all assignment requirements as described in this syllabus.  
 F = Work is not passing. Student's work is incomplete, chronically late, or does not apply information and concepts in a satisfactory manner.

<b>Evaluation of Student Performance</b>	<b>Points</b>
<b>Due Dates</b>	
Cyberspace File folder (Due Wks 2, 6, & 13) Disc Bd	15
Teams' Webliography Share (Due Week 2) Disc Bd	10
Critical Pedagogy Team Project (Due Wk. 3) Disc Bd	5
Reflective Cycle: Socrates, Plato, Aristotle (Due Wk 4) Disc. Board	5
Second Reflective Cycle: (due Wk 5) Disc Board	5
Bb Quantitative Count (Instructor shares #'s Wk. 7 & 10.)	5
Midterm, (Wk. 7)	10
Focus Project Choice of Topic Part A (Due Wk. 7)	5
Focus Project Part B (Due Wk. 9)	10
Focus Project Part C (Due Wk. 10)	10
Book Review: Critical Pedagogy (Wk. 11 or 12) Individual	10
Test: Final online test	10
<b>TOTAL</b>	<b>100</b>

**Focus Project**

*Part A: due Week 7 (5 pts)*

Each student must share on Bb/Discussion Board the focus of his/her individual project. The project will focus on one particular person and his or her contributions to the foundations of education. Part A must include (a) 3 sentences about your person of choice; in addition, you must include (b) one sentence which places this person in a philosophical perspective; (c) one sentence which places this person in a historical perspective, (d) 3 citations of contributions which the person has published, and (e) 3 citations, which have been written about the person. This assignment will probably fit on one single space page. Send on email to instructor AND post on Discussion Board. Please note that the UNESCO website and the Teams' sharing from Weeks 1 and 2 will provide many of the citations and research, which you will need. In addition, be sure to check Scholar at Google. LinkPlus is a great resource from our CSU Library, <http://library.csustan.edu/guides/topics/linkplus.html>

*Part B: Due Week 9 (10 pts)*

A ppt. presentation on the person. 6 to 10 slides. The presentation must cover all the required sections of Part A. In addition, add a slide, which explains why you chose this person, and how he/she relates to your own professional development (how the study of this person contributes to your own learning). The ppt. must be posted on Discussion Board, and emailed to the instructor. Two hours of class will be devoted to students' sharing their ppts.

*Part C: Due Week 10 (10 pts).*

An APA paper (3 to 5 pages), which captures the essence of the person you chose to study. This will be posted on Discussion Board and sent to the instructor, also.

Students may choose from the following list of names:; Ada, A.F., Adams, J., Apple, M., Baker, E., Berliner, D., Bloom, B., Bracey, G., Campbell,, D., Csikszentmihalyi, M., Crandall, P., Crawford, J., Cummins, J., Darder, A., Darling-Hammond, L., Delgado-Gaitán, C., Dewey, J.,

DuBois, W.E.B., Eisner, E., Freire, P., Gardner, H., Krashen, S., Greene, M., hooks, b., Jefferson, T., Kohn, A., Ladson-Billings, G., Lawrence-Lightfoot, S., Meier, D., Montesorri, M., McClune Bethune, M., Moll, L., Nieto, S., Noddings, N., Ogbu, J., Ohanian, S., Piaget, J., Pestalozzi, J., Ravitch, D., Skinner, B.F., Skutnabb-Kangas, T., Vygotsky, L., West, C., Wheatley, M., Woodson, C.,

This list is not all-inclusive. After choosing your person to study, please send to me first. If you choose to study someone not on this list, please send me your suggestion. The list I have provided is very diverse.

### **Course Requirements**

#### **Attendance & Participation**

Your participation on Bb and attendance in class are very important. Being absent from any class or not actively engaging on Bb during a week may result in a lowered grade. Active, thoughtful and reflective participation is required through class readings, discussions, activities, and assignments on Blackboard. Participation points will only be earned by active, polite ON TIME and substantive participation. Cheating and / or dishonesty is unacceptable and will lead to immediate failure in this course. You are required to use your CSUSTAN email account for all communication.

#### **Guidelines for Blackboard Postings**

Bb student assistance: 667-3687

Online reading/reflecting time is very important in this class. Students are expected to be on Bb at least **3 times weekly** for reading. Your total count of reading time will be given to you Week 7 and Week 10. Names, of course, will not be posted, however students are encouraged to inquire privately of their own number of total times reading/thinking/responding on Bb.

While quantity (consistent reading) is an important consideration for full points, quality is most important. A message that says, "I agree," without much discussion, does not earn points, nor will it constitute participation or earn participation points. Students **MUST** add something of substance to the discussion to earn points. It is recommended that students compose and save all work before posting, in case of problems. Losing work does not exempt you from posting deadlines.

Students are expected to post on Bb 3 ½ days after class so that the instructor can respond in the following 3 ½ days. Ours is a Tuesday class; student post by **Saturday noon**. Instructor reserves the right to accept late submissions under very unique situations for a student.

#### **Week 1 Feb. 16**

#### **Introduction and Overview of Class**

#### **Cyberspace File Folder**

**Due Weeks 2 (5 pts.) 6, (5 pts.) & 13 (5 pts.) = (15 pts. total)**

**Reflections on the course content are required after each class.**

A Word template for this activity is posted on Bb/Course Documents. You may choose to use the Word Doc or PPT.

Examples from previous students:

[http://www.joanwink.com/newsletter/2009/Joe\\_Jennings-0209.pdf](http://www.joanwink.com/newsletter/2009/Joe_Jennings-0209.pdf)

[http://www.joanwink.com/newsletter/2009/Jose\\_Rodriguez-0209.pdf](http://www.joanwink.com/newsletter/2009/Jose_Rodriguez-0209.pdf)

[http://www.joanwink.com/newsletter/2009/Esperanza\\_Flores-0209.pdf](http://www.joanwink.com/newsletter/2009/Esperanza_Flores-0209.pdf)

Also see examples on Course Documents.

On a ppt slide or Word doc page, post a picture of yourself, with your ID information, which can be shared. I particularly want phone #s and another email address (if you have one). In addition, tell me 3 things about you. (This will be on the first ppt slide or on the first page of the doc.) Send to instructor ([jwink@csustan.edu](mailto:jwink@csustan.edu)) by Saturday noon of this week; I'll make a ppt of the class to share on Week Two.

Please send this to me by Saturday, 2.20.

Assignment – Access Bb.

Go to JoanWink.com. Sign up for *WinkWorld*. Go to Free to a Good Home—download 2 blackline masters. Share on Discussion Board what you discovered and downloaded.

Go to *Course Documents*, and download to your computer/flashdrive. Many of these materials are also on my webpages.

Download and read this week

Open Letter to Students (Course Docs).

- Timeline

[http://www.joanwink.com/vov/Vov\\_Timelines.pdf](http://www.joanwink.com/vov/Vov_Timelines.pdf)

- 100 Years in a 1000 Words

<http://www.joanwink.com/newsletter/2007/100years1000words113007.pdf>

- History Helps

[http://www.joanwink.com/cp3/cp3\\_pgs72-79.php](http://www.joanwink.com/cp3/cp3_pgs72-79.php)

[http://www.joanwink.com/cp3/cp3\\_pgs72-79.pdf](http://www.joanwink.com/cp3/cp3_pgs72-79.pdf)

- 3 Perspectives on Pedagogy, pp. 178-180 of *Critical Pedagogy: Notes from the Real World*

<http://www.joanwink.com/cp3/3perspectives.php>

- Reflection: An Overview

Go to [www.JoanWink.com](http://www.JoanWink.com), click on Free To A Good Home and/or Joan's Schedule

- The Real World of Teaching, <http://www.joanwink.com/scheditems/pro-con.pdf>

- The CyberSpace File Folder (WORD doc or PPT) See Course Documents.

- Blueberry Story* by Jaime Vollmer

WinkWorld Archive, March 2009

<http://www.joanwink.com/newsletter/2009/news0309.php>

or

[www.jamievollmer.com/blueberry\\_story.html](http://www.jamievollmer.com/blueberry_story.html)

Many of the documents above are also posted on my webpages.

Read/reflection/organize/share. Go to Discussion Board and share informally. This week is for practice on Bb as we discuss content of this class. I will be online daily reading/responding.

In addition, each Team will share on their specific assignment from the webliography (5 pts for each member of the Team). The Webliography is located at Course Documents. The Team shares on Discussion Board. The sharing must summarize your findings in 200 words. Each individual in class must respond (50 words) to each of the 4 Teams' sharing.

#### *Team Texas*

Daniel Schugurensky, The Ontario Institute for Studies in Education of the University of Toronto

<http://www.oise.utoronto.ca/research/edu20/home.html>

#### *Team Arizona*

James Atherton, Learning and Teaching

<http://www.learningandteaching.info>

#### *Team Pennsylvania*

James Atherton's Alphabet

<http://www.learningandteaching.info/learning/alphabetical.htm>

*Team Wyoming*

Philosophy Pages

<http://www.philosophypages.com/dy/>

Please remember to reflect on your learning on your cyberspace file after this week. It is due on Discussion Board by 2.22.2010.

### **Week 2 February 23**

**Illuminate for one hour/time certain:** 5 to 6 p.m., time certain; students access from any computer. It will be very helpful if you have headphones and mike. I know you will find it helpful if you meet as a group and share with one computer, too.

In class: Teams will share. Q and A about the syllabus and requirements. We will also share on all of the material which you downloaded last week.

#### **Download and save for Week Two:**

The follow 4 URLs will not open in Safari, but they do open in Explorer and Firefox with a copy paste. Let me know if you have trouble.

Two Big Ideas, Three Big Ideas, and Four Big Ideas

<http://www.joanwink.com/newsletter/2007/234bigideas.pdf>

Two Big Ideas & 5 Big Ideas

<http://www.joanwink.com/newsletter/2007/TwoBigIdeas&5isms.pdf>

A Graphic of Two Big Ideas and 5 Big Ideas

<http://www.joanwink.com/newsletter/2007/2Ideas&5ismsgraphics.pdf>

Two Perspectives on Teaching and Learning

<http://www.joanwink.com/newsletter/2007/perspective1.pdf>

### **Week 3 March 2 - Blackboard Class**

Instructor is in TX this week.

Each Team will have a specific question from Critical Pedagogy: Notes from the Real World. Each Team will share their response on Discussion Board. One member of the TEAM will write the consensus response from the group; each individual responds to each of the 4 teams. Please post your response by Saturday noon.

**Download: Alma Flor Ada, Reflective Cycle, SPA (Socrates, Plato, and Aristotle)**

### **Week 4 March 9**

**Illuminate LIVE, 5 to 7 p.m.;** students access from any computer; mikes and earphones are encouraged.

Download:

**Reflective Cycle**

<http://www.joanwink.com/charts/reflective.pdf>

**Action Research**

<http://www.joanwink.com/charts/action.pdf>

**The Reflective Cycle: An Overview**

<http://www.joanwink.com/scheditems/reflection-an-overview.pdf>

**Reflective Cycle/Socratic Circles, Week. 5 (5 pts)**

A sample: <http://www.joanwink.com/scheditems/TE4100-reflection-1009.pdf>

The first four weeks of class are designed to focus on to build the historical perspective on the major schools of thought, which influence theory and practice of the foundations of education.

**Due this week (Saturday) on Discussion Board.**

Download the Reflective Cycle. On paper go around the cycle (describe, analyze, interpret, action plan, new focus) and write words which capture your learning from SPA. Scribble all over the paper. Now, go to your computer and look at your scribbles: Write 200 words about how your learning of SPA will affect a teaching/learning situation for you. Post on Discussion Board and also send to instructor.

**Week 5 March 16**

**Illuminate LIVE, 5 to 7p.m., time certain;** students access from any computer.  
**Reflective Cycle/Socratic Circles** (5 pts.)

Using the reflective cycle, each student will reflect on either

- Mamas, Meaning, and Motivation  
<http://www.joanwink.com/love/love-mamas.php>
- My People Made It without Bilingual Ed  
<http://www.joanwink.com/love/love-mypeople.php>
- Heritage Language Instruction  
<http://www.joanwink.com/love/love-toc.php>
- Travel Guide: How to get from SD to Mallorca  
<http://www.joanwink.com/love/love-toc.php>
- The Two Big Ideas of Foundatons
- The Three Big Ideas of Foundations
- The Five 'ISMs of Foundations

Follow the guidelines (verbs) of the reflective cycle, and write a total of 200 words to be posted on Discussion Board. Due Saturday noon.

**Week 6 March 23**

Instructor in Boston for TESOL

**Linking Philosophy with Foundations**

**Cyberspace due for 2<sup>nd</sup> time.** Post on Discussion Board and send to instructor by Saturday.

A summary of content of our class from a previous semester

[http://www.joanwink.com/newsletter/2007/Summary\\_of\\_Learning.pdf](http://www.joanwink.com/newsletter/2007/Summary_of_Learning.pdf)

Review all of Alma Flor Ada from Course Docs.

On Discussion Board use AFA's four phases to reflect on your own learning in this class in the last six week. Your contribution on Discussion Board will be divided into AFA's four phases: Due by Saturday noon.

- Descriptive phase – 50 words
- Personal interpretive phase – 50 words
- Critical phase – 50 words
- Creative phase – 50 words.

**Week 7 March 30 (Midterm Week)**

**Linking The Whole: Foundations, History, and Philosophy**

Midterm (5 pts.)

Bb Quantitative count shared with students. See Bb.

Read in preparation for Week 8.

*Teaching Passionately: What's Love Got To Do With It?*, p. 77 by Joan and Dawn Wink  
<http://www.joanwink.com/love/love-fig5-1.php>

### **Spring Break April 5-9**

#### **Week 8 April 13**

##### **Illuminate LIVE, 5 to 7 p.m.**

One hour Reflection on first 7 weeks of class. One hour preparation for Focus Project.

#### **Week 9 April 20 Face2Face, N221 5 to 8 p.m.**

Focus Project, Part B (ppt.) due (10 pts.) in class and on Discussion Board.

#### **Week 10 April 27 Face2Face, N221, 5 to 8 p.m.**

Focus Project, Part C (paper) due (10 pts.) in class and posted on Discussion Board.

***Bb count shared with students.***

#### **Week 11 May 4 C131 Face2Face, N221, 5 to 8 p.m.**

***Critical Pedagogy: Notes from the Real World***, 10 pts.

Your choice of how to demonstrate your learning:

- a) A traditional 2 typed pages, APA, single-spaced review (50% summary & 50% personal reflection).
- b) A short review submitted to Amazon. You have to have an account with Amazon to submit to the Readers' Review section, but you do not have to purchase anything. The purpose is only for you to learn about this terrific resource, Readers' Reviews.
- c) A detailed lesson plan with is grounded in critical pedagogy. Samples may be found in chapter six, *How In The World Do You Do It?*
- d) Or, graphics/visuals on a Word doc or ppt. which captures some content within the book. Samples will be shared with you on Course Documents.

#### Sample Traditional Book Review

Kerfoot, C. M. (2005). Book Review of *Crossing Over to Canaan: The Journey of New Teachers in Diverse Classrooms*, by Gloria Ladson-Billings. San Francisco: Jossey-Bass, 2001. *Education and Urban Society*, 37, 356-360.

<http://www.joanwink.com/newsletter/2005/news0705-kerfoot.php>

#### **Week 12 May 11 C131 Face2Face, C131, 12:45 to 3:30**

#### **Week 13 May 18 Bb class.**

**Online final**

**Cyberspace File Folder** (for the 3<sup>rd</sup> time)

**OVERVIEW of Class Time and Location**

<p>Feb. 16, Tuesday,          Week 1 N221, T, 5 to 7 p.m.          Mandatory attendance for this class. 5 pts. will be subtracted if anyone misses this first session.          C131 Elluminate</p>
<p>Feb. 23, T., Week 2          5 to 6 p.m. Time Certain Elluminate          Students access from any computer.          Remaining 2 hours on Bb.</p>
<p>March 2, T., Week 3          Instructor in TX          Bb</p>
<p>March 9, T, Week 4          Elluminate LIVE          5 to 7 p.m. Time Certain          Students access from any computer.</p>
<p>March 16, T, Week 5          Elluminate LIVE          5 to 7 p.m. Students access from any computer.</p>
<p>March 23, T, Week 6          Instructor in Boston, TESOL          Bb</p>
<p>March 30, T, Week 7          Midterm          Elluminate LIVE          5 to 7 p.m.</p>
<p>April 5-9 Spring Break</p>
<p>April 13, T, Week 8          Elluminate LIVE          5 to 7 p.m.</p>
<p>April 20, T, Week 9, N221, 5 to 8 p.m.          Face2Face, C31, with instructor. Mandatory class; 5 pts subtracted if student misses class.</p>
<p>April 27, T, Week 10, N221, 5 to 8 p.m.          Face2Face, C31, with instructor. Mandatory class; 5 pts subtracted if student misses class.</p>
<p>May 4, T, Week 11, N221, 5 to 8 p.m.          Face2Face, C31, with instructor. Mandatory class; 5 pts subtracted if student misses class.</p>
<p>May 12, T, Week 12, N221, 5 to 8 p.m.          Face2Face, C31, with instructor. Mandatory class; 5 pts subtracted if student misses class.</p>
<p>Wk 13          Instructor on ranch.</p>