

EDF 3333

Social Foundations of Education

Credit: 3 semester hours

Catalogue Description:

Three hours lecture: A study of the sociological, historical, political, legal, and philosophical bases of American education.

Instructional Objectives

By the end of the semester students should be able to:

1. Understand and respond to how the social, political, legal and philosophical contexts of education have shaped and shape curriculum and pedagogy. (CFPO 1,2 & 8; INTASC 2, 5 & 9)
2. Make sense of and draw implications for their practices with regard to social structures, social institutions and social change. (CFPO 1,2, 4 & 8; INTASC 2 & 9)
3. Comprehend, evaluate and respond to the social-historical construction of social identity, particularly as it relates to students, teachers and themselves. (CFOP 1, 2 & 8; INTASC 2, 5, 9)
4. Apply some of the most powerful social foundations concepts and understandings that inform schooling, teaching and learning. (CFPO 1, 2, 4, 7 & 8; INTASC 2 & 9)
5. Apply a social foundations perspective to educational settings, and be a reflective, socially critical teacher and learner. (CFPO 1, 2, 3, 4, 7 & 8; INTASC 2, 5, 7 & 9)

Topics To Be Covered

1. Social foundations of education and the competing interpretations within the social foundations (3 hours):
 - a. A general introduction to social-historical interpretations of human behavior as they contrast with psychological interpretations.
 - b. Social foundations of education - identifying the breadth of a social foundations perspective.
 - c. Identifying and recognizing the consequences of social perspectives.
 - d. Understanding the contrasting types of knowledge that beliefs and actions are based on.
2. The teaching profession (3 hours):
 - a. The attributes shared by all professionals.
 - b. The profile of the teaching profession.
 - c. The status of teaching.
 - d. Teacher/ing organizations.
3. Sociological interpretations (3 hours):
 - a. The process of socialization, and the social construction of society, cultures, norms, values, prejudice, and discrimination.
 - b. Understanding why it is difficult to speak out against injustice and inhumane practices.
 - c. The social construction of self and self-esteem, and its implications for schooling, teaching and learning.
4. Social institutions and their impact on students, schooling, teaching and learning (18 hours):
 - a. The family as a social institutions:

- ii. i. The changing functions of the family.
- ii. ii. Varying patterns in family structures.
- iii. iii. Understanding how families shape children.
 - i. Implications of the family for teachers.

- j. The school as a social institution
 - i. The school as a social institution

- k. Some explanations of the outcomes of schooling
 - i. The social construction of teacher-student
 - ii. Assessment and evaluation practices and their impact on what, how and how well students learn.

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5. Historical perspectives of education (9 hours):

- i. The contributions of Sparta and Athens, and Aristotle, Socrates and Plato.
 - ii. The Jesuits, Aquinas, Erasmus, Rousseau, Pestalozzi, and Froebel
 - iii. Colonial schooling.
- b. American Education from the Revolution to the 20th Century:
- i. the forces that moved education.
 - ii. The contributions of Mann, Bernard and Beecher.
 - iii. Innovations during the 19th Century.
 - iv. The emergence of changing attitudes towards and practices for minority students.
- c. American Education from the Progressive Movement to 2000:
- i. Progressive education, and the legacy of John Dewey and George Counts.
 - ii. The Montessori Movement and its compatibility with the Progressives.
 - iii. The impact of both World War II and the Cold War on schooling.
 - iv. The Civil Rights Movement and its impact on schooling.
 - v. National goals for schooling, standards, and school choice.
- b. The Legal Framework for the Public School:
- i. Federal, state and local legal responsibilities for schooling.
 - ii. Selected controversial issues: when and where should children be in school; affirmative action and equality of opportunity; what should and should not be included in the curriculum.
- c. Teachers, Students and the Law:
- i. The legal rights of students.
 - ii. The legal rights of teachers.
- d. The financing of elementary and secondary schools:
- i. The contrasting sources of finances for schools.
 - ii. Explaining the huge differences in spending across states and across school districts.
 - iii. Understanding the financial expenditure on schooling in Mississippi.
 - iv. The issues of vouchers and charter schools.

6. Ethics, Philosophies and Their Impact on the School (6 hours):

- iv a. Explaining what ethics is.
- v b. Teaching as an ethical activity.
- vi c. Contrasting philosophical positions adopted by school systems, schools and teachers:
- vii and teachers:
 - i. The profound disagreements about what education is, what it is for, and how it should occur.
 - ii. Teasing out some of the differences between some of the contrasting philosophical positions.
 - iii. Realizing just what we do and are doing to students when we adopt/implement a particular philosophical

7. Informed debate on schooling, teaching and learning (3 hours):

- a. Identifying suggested explanations for differences in schooling outcomes across different nations.
- b. Identifying suggested explanations for differences in schooling outcomes across different nations.
- c. Comparing and contrasting best practice locally and internationally.
- d. Into the 21st Century.

Key Concepts:

Social knowledgeability, cultural literacy, critical literacy, critical thinking, bad faith, existentialism, mythological entities, social identity, alternation, social controls, empowerment, ethics, philosophy. Socialization, society, culture, norms (mores and folkways), values, agents of socialization, self, self-esteem, self-efficacy, alternation, significant others, generalized others, stereotypes, prejudice, discrimination, ethnocentrism, cultural relativism. Social institutions, manifest and latent functions, institutionalized behavior, family, schooling. Social stratification, social class, gender, race, ethnicity, appearance/looks, ability, location.

Suggested Student Activities:

(CFPD 1, 4, 7, 9 & 10) (INTASC 1, 2, 3, 4, 5, 6, 7, 8 & 9)

Students in this course will probably be confronted with content and activities, which at first may seem different from those experienced previously; and this could be daunting. It could produce a mismatch (Fox, 1983) between their expectations and those of this course. For example, many students might arrive at this course, in effect, with a preconception that the course demands a certain level of... the course demands a certain level of...

Students will come to recognize that most social foundations of education understanding, similar to most general education, is rarely directly, in the narrow sense, relevant. However, this course has the potential to build on... relates to teaching, learning and schooling, and also to general everyday situations beyond the school. Tacit knowledge is knowing more than one can tell. This means that even though most of the details encountered in this course will rarely be recallable they will give students a range of images and concepts which allows them to think, feel, imagine and then act (take action, even social action) well beyond their original taken-for-granted... schooling, teaching and learning, are critical for informed, reflective teaching practice. Through the Learning (activities) in this course...

What students might find frustrating is that there is no direct route from the principles and facts of social foundations of education, to predicaments and situations they will find themselves in as teacher or as citizen. Just as individuals cannot apply the principles of thermodynamics to repairing cars unless they know a great deal about the innards of a motor car and have the technology to change whatever is wrong, then similarly individuals cannot apply the principles of social foundations of education to help children read more... their interests, the families they grow up in - their socio-histories, an eclectic approach to reading, etc. and the strategies and courage to change what is either ineffective or less effective than it could be.

Students will be able to use... as a data base within which they will be able to locate the concepts and issues pursued in this course. This will mean that students will be engaged regularly in dialogical learning, conversations, critical analysis, and transformational (deep) learning rather than reproductive (surface) learning.

Learning in this course will be active, complex, effortful, and satisfying. Students will... reciprocal teaching, cooperative learning and team teaching. There will be a strong emphasis on collaboration, reflection, repetition and... Students will work in whole class, small group and individual learning settings. The learning at times could be exasperating too, and also full of the excitement of new ideas and new skills. Students might find that it can be painful to open their minds, to change their views, and to try the unfamiliar. Doing such things is often simultaneously both threatening and self-satisfying.

Methods of Instruction:

(CFPO 1, 2, 3, 4, 5, 6, 7, 8, 9 & 10) (INTASC 2, 3, 4, 5, 6, 7, 8, 9 & 10)

The theories of teaching that are used in this course are ones that attempt to broaden, not to shape or train, the mind. The emphasis will be on the use of developed theories of teaching. The content selected and interrogated, will lead to necessarily incomplete and often provocative answers. Ambiguity is not uncommon within this process. Despite this, students will be able to make more informed choices as to how they will undertake their profession of teaching. However, it will also mean that incorrect answers and interpretations that are taken-for-granted views, which form part of their tacit/intuitive knowledge, are based on misinformation and then trying to correct them will be quite uncomfortable. But becoming and being a professional, no matter what field, is never comfortable and means changing who students are.

Students are to have any chance of making sense of the issues and concepts. However, opinions must be compared, questioned and evaluated in relation to the best available information at this point in time. While students might feel as though their opinions are being valued, the view to students becoming informed professionals.

Key learning strategies that students will use regularly are transformational learning, reading reactively, repetition, sticky probing, questioning, initiating, reflecting, peer tutoring, team teaching, long-term and short-term individual learning projects, and risk-taking. Mistakes will be opportunities to learn. The outcomes will be understanding/meaning rather than knowing/recalling, and the development of a healthy skepticism.

Students will habitually be engaged in thoughtful inquiry which in turn demands: listening, sharing, respecting and responding appropriately to others; perceiving which questions need to be asked for the clarification of ideas; wanting to ask questions about taken-for-granted statements that hide assumptions and conclusions that have not been tested; being unwilling to accept glib, unwarranted answers from any source; and knowing how to listen and respond.

Texts/Readings:

National Center for Educational Statistics. Highlights from TIMSS: The third international mathematics and science study. Washington DC: Government Printing Office.

National Center for Educational Statistics. Condition of Education: 2000. Washington DC: Government Printing Office.

Webb, L. Dean et al. (1996). Foundations of American Education (3rd ed.). Columbus: Merrill.

Helpful Web Sites:

<http://www.ed.gov/pubs/edpubs.html>
edpubs@inet.ed.gov
TIMSS@ed.gov
www.netint.org
<http://www.state.ms.us/>
<http://mdek12.state.ms.us/public1>

Assessment of Concepts and Skills/Evaluation of Student Progress:
(CFPO 1, 4 & 7) (INTRASC 1, 2, 3, 4, 8, 9 & 10)

It should be noted that all assessment items, except for the final test, are both learning experiences and a determination of student progress in successful mastery of the concepts and issues addressed in this course. It is well recognized that assessment practices shape students' learning experiences and their learning outcomes. Within the assessment items in this course students have an opportunity to exercise choice, and to receive and respond to feedback on assessment items. Feedback and repetition for

Assessment Items:

1. A short foundations of education exercise
2. Reactive reading and critical analysis of a social foundation of education exercise providing reasons and evidence (references needed) to justify understanding of some of the major concepts integral to the course.
3. A short exercise on the process of socialization.
4. Case studies analyses of issues and concepts related to the social construction of self-esteem.
5. A position paper requiring initiative, risk-taking, questioning and understanding on a contemporary, social foundations of education issue negotiated between the student and professor.
6. A team teaching seminar, and seminar participation.
7. A major independent study project developed progressively throughout the semester, within which the student must interpret his/her attitudes and behaviors as a (student) teacher using a socio-historical perspective.
8. Final test. This will be a written test with an emphasis on case study analysis, and personalizing of concepts and issues.

Criteria for Assessment Items

For most assessment items the following criteria will be applied:

1. Evidence of relevant reading that has been interpreted, applied and integrated.
 - Providing reasons and evidence (references needed) to justify the propositions being put forward.
 - Relating new knowledge to old knowledge and to the student's own knowledge.
 - Locating her/himself in the data, issues and concepts; and being able to draw logical, specific implications with regard to what she/he would now do as a result of both the new insights she/he has discovered, and the old insights that have been either confirmed or discarded.
 - Word choices, paragraphing, sentence structures, etc.

Due dates for Assessment Items

All due dates for assessment items will be finalized by the end of Week 2 of the semester. Extensions will only be granted when the professor has received a request for extension in writing and in advance of the due dates, and which, in the opinion of the professor, warrants special consideration. Except in exceptional circumstances, assessment items submitted late without application for extension will not be graded.

Assessment Guidelines

All assessment items, including short exercises that are to be submitted, must have a cover page. Most of the assessment items and exercises have references that must be used and therefore a reference list must be included at the end of the assessment item or exercise. The references are to be set out in the APA (American Psychological Association) style. Assignments and exercises submitted without both a cover sheet and a reference list will not be graded.

It is proper to expect that teachers, who are professional communicators, have high standards of written and oral communication. Most assignments demonstrate, in addition to knowledge of content, processes, issues and ideas, your writing skills. It is expected that you will show thought and correct grammar, spelling, punctuation and sentence structure, as well as showing proper meaning of words and phrases. Carelessness in these matters of form often makes it harder for the reader to grasp the content; thus, the quality of the assignment is lowered.

Resubmission of Assessment Items

Resubmission of assessment items will only be granted in exceptional circumstances. The University policy does not grant students the right to resubmit any piece of assessment.

Assignment of Grades

Grade	Points Needed	Level of Understanding			Percentage
A	85-100	2	4	6	85-100
B	70-84	3	3	5	70-84
C	55-69	4	2	4	55-69
D	40-54	5	1	3	40-54
F	25-39	6	0	2	25-39
U	0-24	7	0	1	0-24

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