**TchEd 5311-G02 – Foundations of Education – 4 credit hours**

**10 hours Field Work**

**Instructors:** Virginia Navarro, Ph.D.

**Required Texts:**

1. Gutek, G. (2009). Historical and Philosophical Foundations of Education: A Biographical Introduction, 5th Ed. Pearson.
2. Oakes, J. & Lipton, M. (2007). *Teaching to change the world*. 3rd ed., New York: McGraw-Hill Higher Education.
3. Selected Readings

**Course Description:**

Prerequisite: Acceptance into the post-baccalaureate teacher education certification program Investigation into the history, philosophies, and purposes of public schools and the multiple roles played by professional educators. Emphasis will be on the history of public education, the role of the teacher as change agent, the influence of technology, and the impact of diversity of American classrooms.

**Course Objectives:**

*Foundations of Education*

1. Understand the history of education in the US
2. Develop habits of critical reflection
3. Engage in debate about the meanings and social contexts of US education.
4. Articulate a personal philosophy of teaching
5. Critique the pluses and minuses of high stakes testing and NCLB mandates.

*Psychology of Learning and Development*

1. Examine self as teacher and learner through the lens of gender, race, ethnicity, etc.
2. Analyze influences on human development including cognitive, social/emotional, and moral factors.
3. Discuss the complex ways language and identity formation intersect in forming a mind.
4. Deconstruct barriers and supports to learning in situated contexts.
5. Practice relationship and community building skills using Character Education principles.
6. Explore strategies to meet the needs of individuated learners.

*Instructional Planning, Methods of Teaching, & Use of Standards*

1. Describe the connections between teacher planning and student learning.
2. Document the research findings for “best practices” in teaching
3. Analyze formative and summative assessment practices and informal documentation of learning.
4. Become familiar with Missouri curriculum standards for content areas in unit planning
5. Review Missouri Teaching Standards on DESE website

**Expectations & Policies**:

* Access to e-mail and Internet (Gateway)on a regular basis for communication and research purposes
* Late papers will not be accepted unless documented emergencies arise. .
* Class attendance and participation is essential for success. It is your responsibility to clarify missed assignments and/or content with classmates. Two or more absences will result in a point penalty.
* Submitted work will be typed, double-spaced, paginated, and submitted in hard copy and put in the My Gateway drop box. (SAVE electronic copies of all work for later portfolio artifact use).
* Written work must adhere to the APA style:

http://owl.english.purdue.edu/owl/resource/560/01/ http://www.crk.umn.edu/library/links/apa5th.htm .

http://www.apastyle.org/elecref.html (Electronic references)

* Written work will be evaluated for composition and grammar.

**Academic Honesty:**

* Students are expected to be honest in all academic work. A student’s name on any academic exercise (theme, report, notebook, paper, examination) shall be regarded as assurance that the work is the result of the student’s own thought and study.
* Plagiarism is the unacknowledged appropriation of another’s work, words, or ideas in any themes, outlines, papers, reports, or computer programs. Students must ascertain from the instructor in each course the appropriate means of documentation. Submitting the same paper for more than one course is considered a breach of academic integrity unless prior approval is given by the instructors. Academic dishonesty also includes any form of deceit in an academic evaluation proceeding.

**Civility:**

* Turn off beepers and cell phones during class. Adherence to the Student Conduct Code is expected.
* My commitment is to create a climate for learning characterized by respect for each other and the contributions each person makes to class. I ask that you make a similar commitment.
* Respect the dignity, privacy, property, and freedom of all individuals
* Reject bigotry, discrimination, violence, or intimidation of any kind
* Promote diversity of opinions, ideas, and backgrounds that is the lifeblood of the university by becoming an ACTIVE listener, refusing to talk about others, respecting confidentiality of what is shared in class.