

CALIFORNIA STATE UNIVERSITY, STANISLAUS
College of Education
Doctoral Program in Educational Leadership

EDEL 9007 Social, Psychological, and Philosophical Issues in Education (3 Units)
Spring Semester 2009
February 16, 2009 through June 2, 2009

Syllabus and Course Outline

OFFICIAL COURSE DESCRIPTION

The course surveys trends on educational sociology and the politics of schooling; key issues of educational psychology with respect to the impact of culture, class, race and gender; impact of technology on learning; and methodological concepts.

PROGRAM LEVEL STUDENT LEARNING OUTCOMES

1. Demonstrate ability to establish and maintain ethical educational environments committed to high academic achievement for diverse students. (2.1)
2. Demonstrate an understanding of the diversity, cultural contexts of schools and communities, and primary languages as they relate to academic development and equity. (2.4)
3. Demonstrate skill for establishing educational accountability measures through the use of a variety of print and technology-based sources related to instructional leadership and reform. (3.1)
4. Apply research on the social, emotional and cognitive growth of students and the role of languages and culture to students' academic development/achievement. (3.3)
5. Demonstrate advanced knowledge of the research literature related to professional practices in education. (4.1)

PROGRAM LEVEL CORE ELEMENTS

In order to achieve the above outlined program goals & student learning objectives, this course includes the following core elements, which are threaded throughout the course work offered in the program:

- Systemic Education Reform – I
- Diversity and Equity – A
- Educational Accountability - I
- Curriculum and Instructional Reform - I
- Student Development and Learning - I
- English Language Development - I
- Professional Practice – R
- Research - R

Key: I = Element is Introduced R = Element is Reinforced A = Element is Addressed at an Advanced Level

PEDAGOGY

This course will involve a variety of written and oral assignments, classroom activities including group and individual work, presentations, discussions and lectures, case study analysis and on-line discussions. Web exploration, student presentations and visiting practitioner presentations will also be part of this course. A typical class session will consist of, but is not limited to the following activities: instructor-led discussions on current trends, innovations, reforms, issues, and problems; group discussion of text and scholarly article readings; group activities, including collaborative problem solving, simulations, and role playing; student-led presentations and discussions; presentation and peer critique of applied projects.

EDEL 9007 is divided into four units:

Unit One: Aims and Purposes of Education – Philosophical and Cultural Foundations

Unit Two: Social Foundations and Ideals of Education

Unit Three: Teaching, Learning and Curriculum – Selected Theories and Practices

Unit Four: Social and Philosophical Issues in Educational Leadership

ATTENDANCE AND PARTICIPATION POLICY

Students should be prepared for and attend all class sessions and required on-line discussions. Everyone in the class benefits from each person's contributions. It is not acceptable to miss class except for the most unavoidable reason. Several readings and learning activities have been selected to help orient students to major social, philosophical and learning theory issues related to all levels of education. Students are expected to read and think about the applications of the material, and complete all assignments on or before their due date. Students are expected to discuss and share insights about the important issues raised by the readings and throughout the learning activities.

APPROPRIATE BEHAVIOR AND PROFESSIONALISM IN THE CLASSROOM

All students attending this course have a right to a classroom environment which permits the highest quality learning experience. Students have a right to disagree and to debate points of view on the subjects and topics covered. However, criticism of others is not acceptable.

The assignments students turn in for this course must honestly be their work. Plagiarism is unacceptable and may be dealt with in the appropriate codes of conduct violation. A student committing plagiarism may be subject to disciplinary action which could include failing the assignment, failing the course, being dropped from the course or other action as deemed appropriate by the instructor or the university. Plagiarism is defined as: presenting someone else's work as your own whether it be their ideas, expression of those ideas, or rewriting of your own ideas by someone else.

COURSE ASSIGNMENTS AND ACTIVITIES

The learning activities and assignments are designed to give students flexibility in exploring areas of interest within the scope of the course. Where appropriate, students are encouraged to focus assignments on future career plans and the development of knowledge and skills that will assist in the

writing of a dissertation. Students are expected to demonstrate a high level of scholarship in all activities and assignments, in keeping with the norms of doctoral level coursework.

To that end, students will connect research, theory, policy, and practice through a series of related assignments related to social, philosophical and learning theory issues in education. The project topics and scope will be developed in consultation with the instructor.

The course projects must demonstrate appropriate rigor for a doctoral level course and should reflect extensive library usage, in-depth understanding of relevant literature and best practices. Students will also demonstrate a comprehensive understanding of major issues that surround the diversity of aims and purposes of education, the wide variety of social functions of education, and applied learning theories within the current educational environment.

There will be weekly reading assignments and weekly in-class and out-of-class learning activities. Reading assignments are to be completed prior to the beginning of class. Out-of-class assignments are to be completed no later than the due date that is listed. All written assignments are to be typed, double-spaced and in hard copy and electronic format using Microsoft Word. When applicable, written assignments should conform to APA writing style.

REQUIRED TEXTBOOKS

Stevens, E., Wood, G. & Sheehan, J. (2004). *Justice, ideology and education: An introduction to the social foundations of education 4th ed.* Boston: McGraw-Hill.

Hare, W. & Portelli, J. (2007). *Key questions for educators.* San Francisco: Caddo Gap Press.

SCHOLARLY ARTICLES, BOOK CHAPTERS AND OTHER READING ASSIGNMENTS

Abma, T. (2000). The practice and politics of responsive evaluation. *American Journal of Evaluation*, 27, 31-43.

Anyon, J. (2005). What "counts" as educational policy? Notes toward a new paradigm. *Harvard Educational Review*, 75.

Bills, D. (2004). The sociology of education and work, Chapter 2, 3 & 6. Malden, MA: Blackwell Press.

Boyer, E. (1992, November). Curriculum, culture and social cohesion. *CELEBRATIONS*, an Occasional Publication of the National Institute for Staff and Organizational Development (NISOD). Austin, TX: University of Texas, College of Education.

Conti, G. (2007, Spring). Identifying your educational philosophy: Development of the philosophies held by instructors of life-long learners. *MPAEA Journal of Adult Education*, 36(1).

Griswold, W. (2004). Culture and the cultural diamond. Cultures and societies in a changing world, Chapter 1. Thousand Oaks, CA: Pine Forge Press.

- Hytten, K. (2006). Rethinking aims in education. *Journal of Thought*. Fall 2006.
- Love, P. & Guthrie, V. (1999). Women's way of knowing. *New Directions for Student Services*, 88, Winter.
- Morfin, O. J., Perez, V. H., & Parker, L. (2006). Hiding the politically obvious: A critical race theory preview of diversity as racial neutrality in higher education. *Educational Policy*, 20, 249-270.
- Nieto, S. (2005). Public education in the twentieth century and beyond: High hopes, broken promises, and an uncertain future. *Harvard Educational Review*, 75.
- Opfer, V. D. (2006). Evaluating equity: A framework for understanding action and inaction on social justice issues. *Educational Policy*, 20, 271-290.
- Ravitch, D. (2004). Recycling reforms: The U.S. Department of Education has created an office in charge of funding innovation. *Education Next*. Winter 2004.
- Waks, L. (2005). Globalization, state transformation and educational re-structuring: Why postmodern diversity will prevail over standardization. *Studies in Philosophy and Education*, 25(5).
- Winch, C. & Gingell, J. (2004). Values, aims and society. Philosophy and educational policy: A Critical introduction, Chapter 1. New York: Routledge.

There will be additional readings from selected philosophical and literary essays related to topics covered in this course.

COURSE REQUIREMENTS

Class Attendance and Participation – 10% of final grade

Students are expected to contribute to class discussions in ways which demonstrate their knowledge and understanding of the material and to encourage other students to engage in thoughtful and reflective dialogue. Students are expected to arrive on time, have read the required readings, and be prepared to fully participate in the intellectual pursuits of the class. Absences and tardiness without prior notification of the instructor are detrimental to class participation, and could impede students from fulfilling required assignments. To prepare for class, readings and other assignments should be completed prior to the beginning of class on the date indicated in the meeting schedule.

Online Threaded Discussions – 15% of final grade

There will be three or four on-line threaded discussion groups focused around the assigned readings, general topics and student learning outcomes for this course. All students are expected to participate in a minimum of two of the discussion groups. Students should plan to spend approximately four hours responding to the discussion questions and reacting to other students' answers and comments. On-line discussions are for the purpose of scholarly discourse and exploration. Students are expected to provide citations from the literature when appropriate and to use on-line discussions to discuss assigned readings and topics related to classroom discussions. In addition, students are encouraged to pose related questions and points for discussion within the context of the course. The instructor will provide

reading assignments and specific related topics for the on-line discussions. Students will also be expected to conduct appropriate web based searches to access web based resources pertaining to P-12 and community college/higher education educational leadership practices.

Book Review – 25% of final grade

Additional *Book Review Guidelines* and examples will be provided by the instructor.

Students will select a scholarly book or monograph related to one or more of the topics in this course. The instructor will provide a suggested list of titles. As an alternative, students may select a minimum of five research articles from appropriate scholarly journals to review which deal with a related topic and are relevant to the course focus. Students will write a brief (1500 - 2000 word) review of the book (or articles) with the intent of submitting the book review to a specific scholarly journal for publication. Students will be required to research specific publication requirements for the scholarly journal they choose. Each student will provide a one page outline of the book review to other students in the class and provide a brief 3 minute oral report.

Important Dates and Deadlines for the Book Review Assignment

March 2 – Selection of the Book or Set of Articles. Email this information to the instructor.

March 23 – First Draft of the Book Review. Email this information to the instructor.

April 6 – Book Review is Due to the Instructor.

April 7 – Each students will give a brief (3 minute) Book Review oral report. Each student will also provide a one page outline of the book review for class members.

Learning Theory Expert Team or Educational Leadership Consultant Team Professional Development Activity - 25% of final grade

Additional *Professional Development Activity Guidelines* will be provided by the instructor.

Each student will be a member of a Learning Theory Expert Team or an Educational Leadership Consultant Team. The teams will consist of 2 to 4 students. Each team will research, plan and present a 20 minute interactive professional development seminar for the class.

Learning Theory Expert Teams will focus on the application of a learning theory. This will include the foundation of theory, background information on the founding authors or “schools” of the theory, relevant impact on educational reform, current status of the theory, importance of the theory, and the limitations of the theory. Students will focus most of the seminar time on the appropriate application of the theory in a specific setting (and for a specific audience) to improve teaching, learning, curriculum development, learning support and/or classroom management. Each team will need to clearly identify the intended audience for the professional development seminar and the seminar’s specific focus and scope (breadth and limitation).

Educational Leadership Consultant Teams will focus on the application of selected social and philosophical issues that impact school and college administration and/or governance. Teams can select from a wide variety of topics including a particular educational reform, a particular example of competing educational ideologies, a social trend, organizational reforms, educational management theory which addresses specific social and philosophical issues and so on. The focus of the professional development seminar will include foundation and background information about the issues being addressed, founding authors or “schools” which have addressed (or at least theorized about) the issue, relevant impact on educational reform, current status of the issue, its importance to and limitations for educational leadership. Students will focus most of the seminar time on appropriate applications of the issue in a specific setting (and for a specific audience) for improving a specific aspect of educational leadership. Each team will need to clearly identify the intended audience for the professional development seminar and the seminar’s specific focus and scope (breadth and limitation).

Required Planning Documents from Each Team

Each team will develop a planning document (approximately five pages long) that discusses why this seminar is important and how it will be conducted. Within the planning document the team will consider the relevant literature, appropriate regulations and documented best practices related to their issue. The planning document will also contain a clear and logical argument that defines, describes, and advocates for a specific process and sequence that the team intended to use to guide their professional development activity. A set of references should accompany the planning document.

Professional Development Presentation

Each team will conduct a 20 minute interactive professional development presentation at one of the class meetings. The presentation should be given as if it were intended for a specific audience at a school or college (or related educational organization) that will directly benefit from the information provided and activities conducted as part of the presentation. Team members will discuss implementation strategies to assist school or college staff in institutionalizing recommendations.

The oral presentation may include appropriate visual aids. A 1-2 page summary of the main points of the presentation will be handed out to each person in the class. The presentation will consist of a 15 minute presentation followed by a 5 minute discussion. Role playing activities by class members will also be a part of this activity.

Important Dates and Timelines for Professional Development Presentations

April 21 - Planning Documents Due from Learning Theory Expert Teams. Email the document to the instructor.

May 12 - Planning Documents Due from the Educational Leadership Consultant Teams. Email the document to the instructor.

April 28 & May 5 - Learning Theory Expert Team Presentations

May 19 & 26 - Educational Leadership Consultant Team Presentations

Seminar Reflection Paper– 25% of final grade

This assignment is intended to give students the opportunity to explore and reflect on a particular topic of interest within the scope of educational philosophy, social foundations of education and/or learning theories. As part of this project, each student will conduct a review of scholarly literature which synthesizes the pertinent literature and develops a coherent thesis that addresses the chosen topic.

The Seminar Reflection Paper should contain the introduction to the issues being explored, an abbreviated review of appropriate scholarly literature, an analysis of the findings, discussion and reflection on the issue and recommendations. The paper should total approximately 10 pages, excluding the title page and references. The paper will also include a 150 word abstract and adhere to the American Psychological Association (APA) publication manual, 5th edition or most current edition.

Important Dates and Timelines for the Seminar Reflection Paper

April 13 – Selection of topic (or range of topics) to explore. Develop a one or two page synopsis of how the topic will be explored, why it is an important topic to you and the relevance of the topic to improving student learning and/or educational leadership. Email the paper to the instructor.

May 11 - Email the literature review and first draft of the paper to the instructor.

May 28 – Email the final paper to the instructor.

GRADING POLICY

Letter grades will be issued according to the following grading scale:

A = 93-100 B = 85-92 C = 75-84 D = 65-74 F = <65

Note: Students must earn a grade of C or better to have this course count toward their doctoral studies.

Course Requirements	Percent of Grade
Attendance/Participation	10%
On-line Assignments	15%
Book Review	25%
Learning Theory Expert Team Activity	
Or	25%
Educational Leadership Consultant Team Activity	
Seminar Reflection Paper	25%

Contact Information for the Instructor:

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Contact Address:

CSU Stanislaus, College of Education
Department of Advanced Studies in Education
Doctoral Program in Educational Leadership
DBH 353
One University Way
Turlock, CA 95382

Office Hours (Spring Term 2009)

Tuesday 2:30-4:30

Wednesday 9:30-11:30

NOTE: The course syllabus and outline may be modified by the instructor if the need arises. Students will be informed in writing of any change.

Outline of Weekly Activities

UNIT ONE: *Aims and Purposes of Education –Philosophical and Cultural Foundations* (See Unit One Guide Sheet for Details)

Week 1: Class Meeting – February 17, 2009 7:30-10:00PM

Main Topics and Discussions

- I. Course Overview and Introduction
 - A. Program and Course Goals
 - B. Course Organization
 - C. Student learning objectives and core elements for EDEL 9007
 - D. Course Assignments
- II. The Aims of Education, an Overview
- III. Culture and Education - Human Nature, World View and Language
- IV. Review of Selected Philosophical and Sociological Concepts

Week 2: CLASS MEETING - February 24

Main Topics and Discussions

- I. Epistemology – The Philosophy of Knowing
- II. Truth and Truth Testing
- III. The Epistemologies of Liberal Education – Key Concepts and Traditions
 - A. Dewey
 - B. Skinner
 - C. Rogers
 - D. Freire
- IV. John Dewey, Progressive Education and the Rise of Pragmatism in Education
- V. Identifying Educational Philosophy
- VI. Philosophical Influences on Education in the 20th and 21st Centuries
- VII. Form Professional Development Teams

Week 3: ON-LINE - March 3

Main Topic

The Aims and Purposes of Education

Week 4: CLASS MEETING – March 10

Main Topics and Discussions

- I. Academic Colloquium (Ruth Fassinger, Dean of COE)
- II. Ethics in Education
- III. Student Selected Topics Related to the Philosophy of Education

Week 5: ON-LINE - March 17

Main Topic:

Philosophical and Cultural Foundations of Educational Reforms and Movements

UNIT TWO: Social Foundations and Ideals of Education
(See Unit Two Guide Sheet for Details)

Week 6: CLASS MEETING – March 24

Main Topics and Discussions

- I. Social Justice and Equality Issues in Education
- II. Applying Functional and Critical Theories to Education
- III. Student Selected Topics Related to the Social Foundations of Education

MARCH 31 - NO CLASS IN RECOGNITION OF CEZAR CHAVEZ STATE HOLIDAY

Week 7: CLASS MEETING – April 7

Main Topics and Discussions

- I. Education and Human Diversity
- II. Race and Educational Opportunity
- III. Gender and Educational Opportunity
- IV. Distributive Justice, Disproportionate Impact and Communitarian Principles and Practices in Education – Case Studies
- V. Book Review Oral Reports (with one page handouts)

APRIL 14 - NO CLASS BECAUSE OF SPRING BREAK

Week 8: ON-LINE – APRIL 21

Main Topic:

Schooling and Ideology

UNIT THREE: *Teaching, Learning and Curriculum – Selected Theories and Practices*
(See Unit Three Guide Sheet for Details)

Week 9: CLASS MEETING - April 28

Main Topics and Discussions

- I. Overview of Selected Learning Theories and Their Applications:
 - A. Constructivism
 - B. Behaviorism
 - C. Cognitivism
 - D. Humanism
- II. Developing Critical Thinking Skills – The Center for Critical Thinking Methods and Resources
- III. Learning Expert Team Professional Development Presentations

Week 10: CLASS MEETING - May 5

Main Topics and Discussions

- I. Transformational Learning, Aporia and Intellectual Growth
- II. Selected Cognitive and Moral Development Theories (brief overview)
- III. Understanding the Important Differences Between the Disciplines
- IV. Learning Expert Team Professional Development Presentations

Week 11: ON-LINE - May 12

Main Topic

Applying Learning Theories – What is Best for Students?

UNIT FOUR: *SOCIAL AND PHILOSOPHICAL ISSUES IN EDUCATIONAL LEADERSHIP*
(See Unit Four Guide Sheet for Details)

Week 12: CLASS MEETING - May 19

Main Topics and Discussions

- I. The Educational Organization, a Cultural View
- II. Emotional Intelligence, Appreciate Inquiry, Learning Organizations and Communities of Practice, and Other Education Related Human Resource Trends
- III. Power, Politics and Conflict Resolution in Education
- IV. Student Selected Trends Educational Leadership
- V. Educational Leadership Consultant Team – Professional Development Presentations

Week 13: CLASS MEETING - May 26

Main Topics and Discussions

- I. The Future of Education
 - A. What knowledge will we (they) need in the future?
 - B. What kind of educational leadership do we need in the future?
 - C. What are the most pressing issues for education in the future?
 - D. What should be the primary focuses for education in the future?
- II. Educational Leadership Consultant Team – Professional Development Presentations

Week 14: CLASS MEETING - June 2 (As needed)