

EDC 200: Social Foundations of Education

Course Description: The social underpinnings of education are traced through a study of the history of education, including the development of its practices and philosophies. The social forces that currently influence education and gaps between ideals and realities of education are analyzed.

Learning Outcomes: Learning outcomes are statements that specify what learners will know or be able to do as a result of a learning experience. Key learning outcomes for this course are:

- Understand and make connections between the philosophical, historical, sociocultural, and political foundations of education.
- Appreciate the value of a play-based philosophy that emphasizes active learning experiences for young children.
- Analyze key theories and historical movements that have shaped approaches to education.
- Demonstrate an understanding of the role of culture and society in shaping ideas about the purposes of and approaches to schooling.
- Reflect on how your own cultural background and personal experiences shape your ideas about the purposes of schooling and about desirable approaches to Early Childhood/Childhood education.
- Recognize what culturally responsive teaching practices are and why they're important.
- Identify some key political trends and perspectives that shape contemporary educational policies and practices at the local, state, and national level.
- Draw on information and ideas addressed in the course, as well as personal beliefs and experiences, to articulate an emergent philosophy of education.
- Engage in self-reflection to evaluate performance and progress.
- Use critical thinking and analysis when speaking, reading, and writing.
- Leverage computer technology to access digital information in a responsible and ethical way.

Scope and Sequence:

Week Number (s)	Objectives	Activities	Resources (videos and readings)
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& Topics			
<p>Weeks 1-3: Encouraging Self-Reflection, Building Community, and History of Education in the U.S.</p>	<ol style="list-style-type: none"> 1. Students will reflect on their own educational experiences. 2. Students will trace the history of the education system. 3. Students will draw connections between their educational experience (#1) and a historical event (#3). 	<ol style="list-style-type: none"> 1. Students will create a visual (using photos/quotes/work samples) to illustrate their experience as a student in the K-12 school system. Students will present their visuals to a small group and answer questions that may come up in the group regarding the experience. 2. Take time to explore the <i>Deeper Dive</i>, <i>Critical Lens</i>, and <i>Pause and Ponder</i> questions and prompts from the Foundations of Education Text, Chapter 2. 3. Students will collaboratively create a timeline of key dates and events that shaped the American education system. 4. Students will individually journal a reflection about the connection between their visual and timeline. 	<p>History of US Education – Foundations of Education (pressbooks.pub) *Note that Chapter 2 is the chapter that focuses on the history of US Education. Go to chapter 2 for Week these weeks.</p> <p><i>CEP, History and Evolution of Public Education in US</i> (sent as attachment)</p>
<p>Weeks 4 -5: History & Organization of Education in New York City</p>	<ol style="list-style-type: none"> 1. Students will demonstrate an understanding of the history and organization of the New York City Public School System. 2. Students will critically examine how history and organization of the NYC Public School System has impacted their lives. 	<ol style="list-style-type: none"> 1. Students will create a timeline of major events in the history of New York City Public Schools. (The NYPL resources and NY Times article are helpful here). 2. Students will reflect on the similarities and differences between the two timelines that they created. 3. Students will create “About the NYC Public School system” pamphlets. (Chapter 9 in the Foundations of Education book, as well as WNYC resources are helpful here.) 4. Students will individually journal a reflection about the connection between the history and organization 	<p>Class Act: Researching New York City Schools with Local History Collections The New York Public Library (nypl.org)</p> <p>Segregation Has Been the Story of New York City’s Schools for 50 Years - The New York Times (nytimes.com)</p> <p>Governance and Finance – Foundations of</p>

		of the NYC Public School System and their own experiences/lives. (Students are encouraged to refer to their visuals that were created during the first week of study).	Education (pressbooks.pub) Guide: Understanding New York City Schools WNYC New York Public Radio, Podcasts, Live Streaming Radio, News (Note: Please inform your students that the current chancellor is no longer Farina but David Banks. Other than this needed update, this resource is excellent.)
Week 6: Examining Inequity	1. Students will critically examine inequity within the NYC Public School system and within the U.S. in general.	1. Students will collaboratively complete any combination of the six activities to investigate school segregation and educational inequality .	Still Separate, Still Unequal: Teaching about School Segregation and Educational Inequality - The New York Times (nytimes.com)
Weeks 7-8: Politics of Education	<p>1. Students will identify key political trends and perspectives that shaped educational policies and practices at the local and national level.</p> <p>2. Students will analyze Paulo Freire’s work to build an understanding of his stance regarding the</p>	<p>1. Read and discuss EWA’s Investigating How Politics is Affecting Education: Here is What to Know to begin to see the connection between politics and education. Then, students will revisit their timelines (national and local) to identify the events that were political that shaped education.</p> <p>2. Students will further explore the link between education and politics by delving into the work of Paulo Freire. (Start by watching The Revolution of Critical Pedagogy and then reading</p>	<p>How Politics Affects Education in the United States (ewa.org)</p> <p>Paulo Freire: The Revolution of Critical Pedagogy (youtube.com)</p> <p>Freire, <i>A Letter to the North American Teachers</i> (sent as an attachment)</p>

	<p>political nature of education.</p> <p>3. Students will provide examples of contemporary educational events that are impacted by politics. Students will articulate the connection.</p>	<p>Freire’s “A Letter to North American Teachers.”) Answer the following questions about Freire’s letter: According to Freire, why is an educator a political figure? According to Freire, what do progressive and reactionary educators have in common? How do they differ? What speaks to you most from this letter? Why?</p> <p>3. In groups, students will select contemporary stories from Chalkbeat that highlights the connection between politics and education. Students will summarize the selected stories and describe how/why the connection between politics and education is apparent.</p>	<p>Chalkbeat - New York</p>
<p>Weeks 9-10: Educational Philosophies and Historical Figures in Education</p>	<p>1. Students will summarize the contributions of diverse historical figures to the field of education and explore how their own thoughts and experiences connect to the theories studied.</p> <p>2. Students will compare and contrast the tenets of major theories of education.</p>	<p>1. Each student will select a historical figure that they connect with that has made contributions to education. Students will write and present about the figure - their story and contributions. They will also design and lead an experience/activity that is reflective of the philosopher’s contribution to education. To reiterate, students are not just presenting about the philosopher but also designing an experience/activity for the class that gives us insight into the figure’s theories. For example, if assigned to Maria Montessori, an option would be to teach counting using beads or literacy using mini objects/sandpaper letters. (Chapter 3 in Foundations of Education, as well as articles about John Dewey, Maria Montessori, Rudolf Steiner, Geneva Gay, Marian Wright Edelman, and Evelyn Moore are helpful here).</p> <p>2. Students will individually journal a reflection about the connection or</p>	<p>Educational Philosophies – Foundations of Education (pressbooks.pub)</p> <p>John Dewey: Portrait of a Progressive Thinker The National Endowment for the Humanities (neh.gov)</p> <p>The Miseducation of Maria Montessori The New Yorker</p> <p>Rudolf Steiner & the History of Waldorf Education - Association of Waldorf Schools of North America</p>

		<p>disconnection between a theory and their own thoughts/philosophies/experiences.</p> <p>3. Each student’s write-up will be assembled into a “Historical Figures in Education” book. In small groups, students will synthesize the material to compare and contrast the figures’ theories - Which theorists compliment one another? Which ones contradict? Justify your answers.</p>	<p>Geneva Gay: A legacy of elevating multicultural education to prominence UW College of Education</p> <p>Marian Wright Edelman's Biography (thehistorymakers.org)</p> <p>Pioneer Evelyn Moore - National Institute for Early Education Research (nieer.org)</p>
<p>Week 11: Identity Maps (Further study of historical figures and preparing to write an educational philosophy)</p>	<p>1. Students will be able to define identity.</p> <p>2. Students will explore the multi-faceted identities of historical figures studied (weeks 9-10).</p> <p>2. Students will explore their own identities and the various factors that shape it.</p>	<p>1. Collectively, read “My Name” (a chapter from Sandra Cisneros’s book, <i>The House on Mango Street</i>.) In small groups, students will create an identity chart for Esperanza. The identity chart will showcase how Esperanza would answer the question - Who am I?</p> <p>2. In small groups, students will create identity charts for the historical figures studied (weeks 9-10). It may be helpful to start by brainstorming a list of categories people use to define themselves - age, gender, ethnicity, religion, etc</p> <p>3. Students will create an identity map about themselves and answer the question - What aspects of my identity are most important to me? *Note: Encourage this to be an art project.</p>	<p>Cisneros, <i>The House on Mango Street</i> (sent as an attachment).</p>
<p>Weeks</p>	<p>1. Students will</p>	<p>1. Watch The Danger of a Single</p>	<p>Chimamanda</p>

<p>12-14: Culturally Responsive and Sustaining Teaching, Personal Philosophy, and Final Reflection</p>	<p>define, identify, and differentiate between “single stories” and those that are culturally responsive and sustaining.</p> <p>2. Students will evaluate their own educational materials utilizing the Equity Audit and collectively decide how to use the results to further a culturally responsive and sustaining classroom and school culture.</p> <p>3. Students will articulate and connect the NYS CR-S Framework to their educational experiences.</p> <p>4. Students will advocate for their educational community in feasible and relevant ways.</p> <p>5. Students will draft their own educational philosophy.</p> <p>6. Students will reflect on what they learned in the course.</p>	<p>Story and reflect on the main ideas discussed and their application to teaching and learning.</p> <p>2. After watching and reflecting on Reading the Wor(l)d Critical Literacy, in small groups, students will evaluate their textbooks/resources using the Equity Audit. Students will independently journal reflections regarding their findings. The class will discuss findings and decide on next steps to ensure a culturally responsive and sustaining classroom and school culture.</p> <p>3. Students will write about a book that they came across in their audit that tells a single story. Students will describe how a stereotype or ideology is perpetuated in the book. Next, students will describe a way to change the story/add to it so that it is more representative of reality.</p> <p>Students will also write about a book that they came across in their audit that is representative of their culture. Students will describe how and why the book is representative. *Encourage students to use and refer to their identity charts from Week 11 here.</p> <p>Students will share their work.</p> <p>4. Students will study the New York State CR-S Education Framework. In small groups, students will reflect on how their educational reality aligns with the framework. In small groups, students will find ways to advocate for advancement of the framework within their classroom/school/community.</p> <p>5. Students will complete a draft of</p>	<p>Ngozi Adichie: The danger of a single story TED - YouTube</p> <p>Reading the Wor(l)d Critical Literacy and Culturally Responsive Classroom Libraries (youtube.com)</p> <p>classroomlibraryequityaudit.pdf (literacyworldwide.org)</p> <p>Culturally Responsive-Sustaining Education Framework (nysed.gov)</p> <p>Educational Philosophies – Foundations of Education (pressbooks.pub)</p>
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		<p>their own educational philosophy. Before starting, encourage students to reorient themselves with their visual (created week 1) and identity map(created week 11). Also, encourage students to complete the educational philosophy assessment (in Chapter 3 of the Foundations textbook). Some questions that can guide students in completing their philosophy include: What strategies or approaches to teaching do you think are most effective and why? What is the role of the student in the educational process? What is the role of the teacher in the educational process? Which historical figure(s) inspired you and why? What are some tangible ways that the philosophies that you studied could be integrated into your school curriculum?</p> <p>6. Students will complete a final reflection in their journals. Some questions that they may answer include: Within this reflection, you will share what you have learned in the course by answering the following questions:</p> <ol style="list-style-type: none"> 1. What did you learn about yourself? 2. What did you learn about your community? 3. Which skills did you practice? 4. What knowledge have you gained? 5. What did you learn about power, equity, and the disruption of oppression? 6. What would you have liked to learn that you did not have a chance to delve into? <p>Learning experiences become meaningful when we have time to reflect on them. This is your chance to reflect on the course in its entirety.</p>	
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Potential Grading Scale:

Assignment	Percentage of Final Grade
Participation (particularly participation in small group discussions and projects).	15%
Visual of Educational Experience (from Weeks 1-3)	5%
Two Timelines (from Weeks 1 -5)	5%
About the NYC School System Pamphlets (from Weeks 4-5)	5%
Journal (throughout the semester)	10%
<u>Activities to investigate school segregation and educational inequality (from Week 6)</u>	10%
Chalkbeat articles analysis (from Weeks 7-8)	5%
Historical Figures (from Weeks 9-10)	10%
Identity Charts and Maps (from Week 11)	10%
<u>Book Audit (from Weeks 12-14)</u>	5%
Advocacy (from Weeks 12-14)	10%
Educational Philosophy (from Weeks 12-14)	10%

*The reason why I appreciate these assigned values is because they put most value on learning that is community-centered, reflective, active, and personal.