



# SCMP 500a

**Society and Culture: Methodologies and Practice -  
Introduction to Curriculum Contexts:  
Learning and Learners (3 credits)**

Semester: Fall 2014

Days: online

Number of credits: 3

Prerequisite:

n/a

Instructor: Carrie Nolan

Email: cnolan@ambrose.edu

Skype: carrie.mcgowan

Office By appointment

hours:

## Course Description:

Students will study underlying philosophical and epistemological bases of educational practices and transitions in educational practices at different historical periods of time in Canada and other western countries. Students will critically analyze how and why disciplines normally used to organize and present information have shifted over time. The course will pay particular attention to cultural and societal anomalies, as well as current debates regarding educational practice (e.g., inclusion/non-inclusion, constructivist/transmission-based approaches).

## Important Dates:

First day of classes: Sept. 3, 2014

Registration revision period: Sept. 4-14, 2014

Last day to withdraw from course: Sept. 14, 2014

Last day to apply for time extension for coursework: Nov. 12, 2014

Last day of classes: Dec. 12, 2014

## Expected Learning Outcomes:

At the end of this course, students will be able to:

1. Identify the gaps that exist between theory and practice.
2. Reflexively consider one's own teaching practice.
3. Knowledge and practice of the skills for analyzing divergent educational perspectives.
4. Establish with others an educational community of both support and inquiry.
5. Gain knowledge of basic philosophies of education, the scholars who support them, and their historical/political context.
6. Learn to detect assumptions underlying a teacher's philosophy of education or pedagogical practice.
7. Develop an understanding of how the thinking processes of philosophers and historians can benefit education today.

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## Textbooks

Dewey, John. (1997). Experience and Education. Free Press: New York. ISBN 978-0684838281

Reed, R.F. and T.W. Johnson. (2011). Philosophical Documents in Education (4<sup>th</sup> Ed.). Prentice Hall: Upper Saddle River, NJ. ISBN 978-0137080380

In addition to the textbooks there are many articles to be read that will be available by following the URL provided on Moodle.

Assignments will be submitted via Moodle or email as indicated.

## Attendance:

This course is an online course, therefore, students are expected to:

- Contribute to group work and discussions.
- Complete the assignments by the due date.
- Examine and critically reflect on personal philosophy and position on issues without defensiveness.
- Reference experiences from FE500
- Initiate new ideas
- Communicate with instructor via email or phone with questions and concerns.

## Evaluation:

Assignments 500a (Fall 2014)	%/100
1. Group Tutorial and Artifact Preparation	60
2. Lead a Topical Discussion/Contribute to a Topical Discussion - Dewey	20
3. Individual Papers & Presentations – Pick a Philosopher	20
4. Teaching Philosophy Paper - Draft	Pass/fail
5. E-portfolio Structure	Pass/fail

## Grading

The available letters for course grades are as follows:

Percentage	Letter Grade	Grade Point Weight	Description
96-100	A+	4.0	
91-95	A	4.0	Excellent
86-90	A-	3.7	
82-85	B+	3.3	
75-81	B	3.0	Good
72-74	B-	2.7	
68-71	C+	2.3	
63-67	C	2.0	Satisfactory
60-62	C-	1.7	
56-59	D+	1.3	
50-55	D	1.0	Minimal Pass
0-49	F		Failure

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## Policies:

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (Cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, it is highly recommended that they forward all messages from the Ambrose account to the other account.

During the **Registration Revision Period** students may to enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty. These courses will not appear on the student's transcript. Courses should be added or dropped on the student portal by the deadline date, please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a Request to Withdraw from a Course by the **Withdrawal Deadline**, please consult the List of Important Dates. Withdrawal from courses after the Registration Revision period will not be eligible for tuition refund. A grade of "W" will appear on the student's transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Students, who find a conflict in their exam schedule must submit a **Revised Examination** Request form to the Registrar's Office by the deadline date, please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

### Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to engage in electronically-enabled activities unrelated to the class during a class session. Please turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Please do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. The professor has the right to disallow the student to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

### Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information, that is information about an individual that may be used to identify that individual, may be collected as a requirement as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at [privacy@ambrose.edu](mailto:privacy@ambrose.edu).

### Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a "**Course Extension**" from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date, please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control".

### Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Office of the Registrar in writing within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal to review final grades. If the appeal is sustained, the fee will be refunded.

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## Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University College as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to give credit to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Students are strongly advised to retain this syllabus for their records.

## Description of Assignments

The breakdown of your assignments and due dates are as follows:

<b>Assignment</b>	<b>Due Date</b>
Group Tutorial and Artifact <ul style="list-style-type: none"><li>• You and Education</li><li>• Plato</li><li>• Aristotle</li><li>• Rousseau &amp; Macaulay</li><li>• Whitehead</li><li>• Quinn &amp; Horwood</li><li>• Buber</li><li>• Greene</li><li>• Freire</li><li>• Martin</li><li>• Palmer</li><li>• Orr</li><li>• Noddings</li></ul>	<ul style="list-style-type: none"><li>• Sept. 5</li><li>• Sept. 12</li><li>• Sept. 19</li><li>• Sept. 26</li><li>• Oct. 3</li><li>• Oct. 10</li><li>• Oct. 24</li><li>• Oct. 31</li><li>• Nov. 7</li><li>• Nov. 14</li><li>• Nov. 21</li><li>• Nov. 28</li><li>• Dec. 5</li></ul>
Dewey Group Discussions (Lead/Contribute)	Oct. 17
Individual Presentation & Paper - Pick-a-Philosopher	Nov. 21
Teaching Philosophy (5-8 pages)	Dec. 9 – Draft
E-portfolio structure	Dec. 9

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## GUIDELINES FOR WRITTEN WORK

- (1) State clearly what specific question, topic, idea, or claim is under discussion in each section of your paper. Use subheadings, where appropriate.
- (2) Clarify key terms/concepts (i.e. growth, motivation, etc.) when necessary, using your own words and examples.
- (3) Avoid overdoing general assertions. Lay out a case for the claims you do make. Give pertinent reasons and concrete examples (including personal examples when appropriate) that support your claims and illustrate practical applications.
- (4) Cite relevant authors, using accurate paraphrases, summaries, and brief quotations. When you summarize an author's position, state their ideas as accurately as you can. Include bibliographical data that's sufficient for another person to find your original source, and page numbers, easily.
- (5) Strive for bias-free language.
- (6) Be succinct; do not stray from your main points and deal only with what you think is important.
- (7) Make certain your main point, or central thesis, stands out for the reader. Lay out a clear line of thinking that a reader can follow. Check to see whether your line of reasoning shows how you arrived at your main conclusions.
- (8) Edit and rewrite. Do not hand in your first draft. Read it over and rewrite until you have clearly said what you wanted to say. Read your paper out loud to someone, or to yourself. Proofread your final copy, checking for awkward wording and correcting errors in spelling, punctuation, and grammar. Avoid overuse of the indeterminate [it, they]. Don't begin sentences with conjunctions [and, because]. Avoid ending sentences with prepositions [at, in] and with the verb 'to be' [is, was].

### **E-portfolio**

The Ambrose B.Ed. Programme is, in addition to preparing you to teach, designed to prepare you for the hiring process following graduation with information and learning activities building the needed skills for both presentations and position interviews. One of the ways for you, as prospective teachers, to 'stand out' from the crowd is through the development and presentation of an e-portfolio. An e-portfolio is, therefore, a graduate requirement of the Bachelor of Education program due in your final semester of study. Each course provides opportunity to build this living document that includes such elements as a resume, teaching philosophy, and documented work with children. In particular, this course and its assignments will feed into your e-portfolio by helping you create a draft of your **teaching philosophy**. At the end of the semester you must provide a link to your e-portfolio. Obviously it won't be populated with documents and artifacts yet but the structure will be there for you to fill in the rest of your time at Ambrose. I use wix.com for my portfolio (see [www.carrienolanphd.com](http://www.carrienolanphd.com)).

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## Group Tutorial/Artifact Production

This course is constructivist in nature, both personally and socially. It is also built on the concept of shared praxis; that is, sharing with one another your critical reflections on practical experience and research. The goal of the group tutorials is to create space for you to construct understanding and share reflections on the readings to help each other learn.

There are seven group tutorials in SCMP 500a. These tutorials will work much like a book study, with the various assigned readings as your text each week. You will be placed in groups of three or four. With the exception of the first week, one of you will be the leader. Starting the second week, leaders should rotate (week 2, Leader A, week 3, Leader B, and so forth). Each group must set a weekly time that works for all members (perhaps the designated class time no longer being used for this course) and meet to discuss the reading. On Moodle there may be instructions for what to discuss. There may also be pre-reading instructions, so be sure to always start with Moodle. In addition to instructions on Moodle, the readings from Reed and Johnson have questions at the end of the chapter to help guide discussion. Expect to spend at least an hour and a half together discussing and preparing your artifact together as a group.

With each reading, you are meant to answer what the philosopher you just read thinks 1. education is (**definition**) 2. what education is for (**purpose**) and 3. how to do it (**pedagogy/methodology**). For some philosophers the answers will be plain as day and others will take some extrapolation. Work together to come up with the best answers possible. Imagine taking their ideas into an elementary school. What would it look like? How would it feel? What would be happening? Then discuss what you would add from this philosopher to your own educational philosophy and what you wouldn't include.

### Responsibilities of the group members

- Read the assigned chapters/articles.
- Participate in group discussion and any activities designed by your group leader.

### Responsibilities of the discussion leader

- Read the assigned chapters/articles.
- Lead the group discussion for 90 minutes using the corresponding chapter questions.
- Contribute at least one critical question or activity of your own
- Capture/document the discussion in a format of your choice and email it to me, [cnolan@ambrose.edu](mailto:cnolan@ambrose.edu), by Friday at 4pm of that week. Format may include discussion notes, a powerpoint, wipeboard notes with a picture taken of it, mini-paper, flowchart, show me, puppet pals, etc.

Each tutorial, with the exception of the first, is worth 5% of your final grade.

### Groups for Tutorials

Group	Leader A	Leader B	Leader C	Leader D
1	Dayna Aasen	Ebere Nwabuogor	Brittany McCombs	Daniel Ulmer
2	Adam Ayer	Josephine Eliscupides	Kaila McLeod	Amy Wright
3	Garrison Bergen	Teresa Fox	Melissa Pond	Liana Massie
4	Samantha Cathcart	Manpreet Gill	Jared Munton	Angela Tolton
5	Keeley Craig	Alysha Hearn	Brittany Rau	Lee Drummond
6	Meagan De Jong	Danae Henry	Shannon Staffen	
7	Lindsey Doland	Jennifer Martin	Ashley Taylor	Ryan Johnson

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**Evaluation of Artifact**

<b>Criteria</b>	<b>Exemplary</b>	<b>Proficient</b>	<b>Intermediate</b>	<b>Beginning</b>
<b>Definition of Education</b>	Clearly provides definition of education according to philosopher	Provides definition of education according to philosopher	Definition of education according to philosopher could use work	Missed the mark on definition of education according to philosopher
<b>Purpose of Education</b>	Clearly provides purpose of education according to philosopher	Provides purpose of education according to philosopher	Purpose of education according to philosopher could use work	Missed the mark on purpose of education according to philosopher
<b>Pedagogy/ Methodology</b>	Clearly provides pedagogy/ methodology according to philosopher and applies that to current schooling	Provides pedagogy/ methodology according to philosopher and applies that to current schooling	Pedagogy/ methodology according to philosopher and application to current schooling could use work	Missed the mark on pedagogy/ methodology according to philosopher and application to current schooling
<b>Quality of Communication</b>	Students presented clear, concise and thoughtful ideas based on the reading	Students presented mostly clear, concise and thoughtful ideas based on the reading	Students presented somewhat clear, concise and thoughtful ideas based on the reading	Students failed to present clear, concise and thoughtful ideas based on the reading
<b>Evidence of Group Process</b>	Artifact clearly communicates group process, either inherently or through multiple, exemplary examples	Artifact communicates group process, either inherently or through a few examples	Artifact provides some examples of group process but could be stronger	Group process is obscure and little to no examples are given

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## Dewey Topical Discussion

John Dewey is arguably one of the most influential educational philosophers from the last 100 years, but his writing almost presents an obstacle to understanding his ideas. As a result he is seldom read or read well. By being split into groups for online discussions, you will work together to read, understand and share the ideas of this great philosopher.

The week of October 14-17 you will be placed in groups different than your tutorial groups. There will be six discussions taking place simultaneously on Moodle. Each group member will be responsible to lead on discussion and all group members must contribute at least once to each discussion.

Topic
Traditional vs. Progressive
Experience
Scientific Method
Purpose
Social Control
Freedom

To find out which group you are in and what topic you are leading, see Moodle. There are separate forums created on Moodle for each group. As a facilitator you may choose to use another collaborative tool for your group that is less text based. Examples include PBWorks, a wiki, Google Docs, Voicethread, Lino...etc.

### Evaluation of Contribution to Topical Discussion

<p><b>Quality of posting</b> You are expected to enter each discussion at least once to contribute to the construction of understanding around the topic by citing literature, standards, and personal experience. You are expected to be critically reflective and to demonstrate engagement with one another in the group.</p>	<p>Your discussion contributions are of the <b>highest standard all the time.</b> You often respond more than once.</p>	<p>Your discussion contributions are of the <b>highest standard most of the time.</b></p>	<p>Your discussion contributions are <b>acceptable all of the time.</b></p>	<p>Your discussion contributions are <b>acceptable most of the time.</b></p>	<p>Your discussion contributions <b>rarely</b> build into the construction of understanding.</p>
	10 marks	8 marks	6 marks	4 marks	0-2 marks



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### Role of the Discussion Leader

Based on a study about building successful learning communities (Maor, 2008), you will each be given the role of discussion leader/facilitator once during the Dewey Topical Discussion. As leader/facilitator, you will be responsible for leading your small group in reflection and collaboration around a chapter from Dewey's book. The role of the discussion leader is to do the following:

1. Present a critical question(s) based on the reading(s).
2. Supplement the reading with links to other resources, if necessary.
3. Focus the discussion and move it forward.
4. Scaffold the discussion, if appropriate.
5. Give feedback & encouragement.
6. Sum up and debrief.

Critical Questions are those that ask you to:

- Identify underlying assumptions and values
- Check the validity of authorship
- Link to personal experience
- Predict the implications of your reasoning
- Empathize with multiple perspectives

### Evaluation of Leading a Topical Discussion

<b>Expectations</b> 1. Present a critical question(s) based on the reading(s). 2. Supplement the reading with links to other resources, if necessary. 3. Focus the discussion and move it forward. 4. Scaffold the discussion, if appropriate. 5. Give feedback & encouragement. 6. Sum up and debrief.	Outstanding	Very good	Satisfactory	More engagement expected	Did not meet expectations
	10 marks	8 marks	6 marks	4 marks	0-2 marks

**Pick-a-Philosopher Paper & Digital Presentation**

There are so many rich educational philosophies from which to draw upon and we have only touched upon a few. During these last few weeks in the first semester, it is your task to go deeper with one other philosopher. Imagine that I am hosting a dinner party and have invited each of you plus one. Your ‘plus one’ is a philosopher that you are ‘friends’ with and want us to get to know. Each of you must prepare a 5 minute multi-media presentation to be uploaded to Moddle (think ‘show me’, ‘puppet pals’, youtube movie, prezi) for your classmates and submit a 5 page paper on your research on your philosopher, both communicating what your philosopher thinks education is, for and how it is to be done. You will also be divided into groups to provide feedback to one another on your presentations. What follows is a brief list of some educational philosophers and a brief bio to help you decide. You are welcome to select from the list or bring another philosopher to our attention. As you are helping to introduce further philosophers to one another, there should be no repeats. Sign up will be on a first come, first serve basis by emailing me your choice. Remember that you can choose from outside of this list!

<b>Who</b>	<b>When</b>	<b>About</b>	<b>Student</b>
St. Augustine	354-430 AD	Post Platonic, pre-pragmatic – relation of language and experience.	
Erasmus	1466-1536	Humanist revival in 15 <sup>th</sup> & 16 <sup>th</sup> centuries – relation between knowing and doing	
John Locke	1632-1704	Education versus learning	Lee Drummond
Thomas Jefferson	1743-1826	Education for democracy	Adam Ayer
Johann H. Pestalozzi	1746-1827	Learning by head, heart and hand	
Mary Wollstonecraft	1759-1797	Importance of education to equality of women	
Johann F. Herbart	1776-1841	Founder of pedagogy as an academic discipline	
Friedrich Froebel	1782-1852	Children have unique needs and capabilities	Liana Maissie
William James	1842-1910	Adventure/risk as important to learning using nature	
Booker T. Washington	1856-1915	Education for African Americans	
W.E.B. Du Bois	1868-1963	Civil Rights Activist	
Maria Montessori	1870-1952	Independence as aim of education – freedom in the classroom – beginning young	Joy
Kurt Hahn	1886-1974	Importance of virtues (esp. courage) in education	
Jiddu Krishnamurti	1895-1986	Change society through education (revolution in the psyche)	
L.B. Sharp	1895-1963	Outdoor Education	
Jean Piaget	1896-1980	Theory of cognitive development	Jared Munton
Simone Weil	1909-1943	Mysticism, teaching and a care for the suffering of others	
R.S. Peters	1919-2011	Ethics and education; importance of analysis	
Matthew Lipman	1923-	Philosophy for children and communities of inquiry	
Lawrence Kohlberg	1927-1987	Moral education and reasoning	
Gareth Matthews	1929-	childhood	
Martin Luther King Jr.	1929-1968	Civil Rights Activist	
Carol Gilligan	1936-	Women and moral education and reasoning	
Hannah Arendt		Nativity and Education	
Keiran Egan	1942-	Imagination, storytelling, etc.	Samantha Cathcart
Cornel West	1953-	Multiculturalism	

### Evaluation of Short Digital Presentation

<b>Criteria</b>	<b>Exemplary</b>	<b>Proficient</b>	<b>Intermediate</b>	<b>Beginning</b>
<b>Content</b>	Student presented clear, concise and thoughtful ideas based on the philosopher	Student presented mostly clear, concise and thoughtful ideas based on the philosopher	Student presented somewhat clear, concise and thoughtful ideas based on the philosopher	Student failed to present clear, concise and thoughtful ideas based on the philosopher
<b>Delivery</b>	Delivery was clear, engaging and medium chosen enhanced communication	Delivery was mostly clear, engaging and medium worked for communication	Delivery was intermittently clear and engaging and medium could have been better for communication	Delivery was poor, distracting and medium did not work for communication
<b>Organization</b>	Specific introduction and conclusion, sequenced material within the body, cohesive presentation content	Specific introduction and conclusion, sequenced material within the body, cohesive presentation content	Specific introduction and conclusion, sequenced material within the body is inconsistent	Specific introduction and conclusion, no sequence in material
<b>Creativity</b>	Student used creative means to communicate their philosopher	Student used mostly creative means to communicate their philosopher	Student used somewhat creative means to communicate their philosopher	Presentation was not creative
<b>Enthusiasm/ Effectiveness</b>	Presentation came off with great enthusiasm, kept the attention of the audience the entire time and the purpose of the presentation was achieved.	Presentation was somewhat enthusiastic and kept the audience's attention for the most part. The purpose of the presentation was mainly achieved.	Presentation was inconsistent in exhibiting enthusiasm, audience's attention showed some disinterest and the purpose for the presentation was only somewhat achieved.	Presentation was unenthusiastic, audience's attention showed disinterest and the purpose for the presentation was not achieved.

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### Evaluation of Short Papers

<b>Criteria</b>	<b>Exemplary</b>	<b>Proficient</b>	<b>Intermediate</b>	<b>Beginning</b>
<b>Purpose and focus – answers ‘what’, ‘for’, and ‘how’</b>	Considerable evidence of theoretical and practical understanding	Sufficient evidence of theoretical and practical understanding	Some evidence of theoretical and practical understanding	Limited evidence of theoretical and practical understanding
<b>Discusses underpinning assumptions, theories, values, and beliefs</b>	In-depth, insightful discussion about underpinning assumptions, theories, values, and beliefs	In-depth discussion concerning underpinning assumptions, theories, values, and beliefs	‘Surface’ discussion concerning underpinning assumptions, theories, values, and beliefs	Little or not discussion concerning underpinning assumptions, theories, values, and beliefs
<b>Articulates how the philosopher’s ideas could influence the classroom today</b>	Multiple, exemplary examples of how the philosopher could influence the classroom today	A few examples of how the philosopher could influence the classroom today	Some examples of how the philosopher could influence the classroom today	Limited examples of how the philosopher could influence the classroom today
<b>Organization and Structure</b>	Considerable organization and most of the argument is easy to follow	Sufficient organization and somewhat easy to follow	Some organization and is somewhat difficult to follow	Limited organization and difficult to follow
<b>APA Formatting and Grammar</b>	Mostly free of grammatical and APA errors	Sufficiently free of grammatical and APA errors	Some errors in grammatical and APA errors	Many errors in grammatical and APA errors

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## Teaching Philosophy

Our work this semester raises a variety of conceptions of education. It is important for you to sort through these ideas and consider how they relate to your vision of good education. Over the year (and continuing into next year) you will construct a philosophy of education statement. This statement will be useful as you complete your required portfolio for graduation and as you apply for jobs.

**Purpose:** The purpose of your Statement of Teaching Philosophy is for you to **explain** what you believe about education and **why** you believe it. It is a description of what you stand for as a teacher and a rationale or argument that explains and justifies this position. While some of you may worry that you don't have enough experience as a teacher to make this kind of statement, this is actually one of the most useful times in your career to think and write about your pedagogy. The beliefs you form now will guide you to take control of this process by reflecting carefully on your beliefs about working in your classroom and in your school and by using the materials and activities of this course to support you in this process. Remember to consider what education is, for and how to achieve it.

**Guidelines:** The following guidelines will help you think about your teaching philosophy but I also encourage you to talk with others, including friends, relatives and anyone you know with an interest. These conversations can help you reflect on your ideas and develop good descriptions and explanations for what you believe. In the end, however, it is you who is the "expert" on what you believe about teaching and why you believe it. Your statement will be 5-8 pages and should:

- Construct a reasoned argument for what you believe is the best philosophy of education. As an argument, you should include a rationale or evidence to support your major claims.
- State what you believe to be the main purpose of schooling as a whole and in your particular subject/grade level. Compare this purpose to others that are described in class by showing how the purpose you hold is better, similar, or different to those held by other major educational philosophers in history.
- Describe the things or values that are most important to you in teaching (for example, lifelong learning, inclusion, caring for students, etc.).
- Explain who should benefit from or participate in the educational process (parents, community members, etc.).
- Describe the type of knowledge that should be taught in schools and why that type of knowledge is important (for example, vocational knowledge prepares students for careers so that we can keep our economy strong).
- Describe how your philosophy will play out in your classroom, pedagogy, and curriculum (this might include how you arrange the desks or the types of books you assign).
- You key quotes and ideas from course readings to strengthen or challenge the ideas you put forward. (\*\*TIP\*\* Good use of course readings often leads to higher grades on this paper.)

**Remember:** (1) Always, you want to write from where you are in your own thinking after having read and discussed and studied the educational practitioners on our agenda.

(2) Your statement will always be a work in progress, and that further experience may either support the views you currently hold, or lead you to explore new ideas and revisions.

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## Evaluation of Statement of Teaching Philosophy

1. **Clarity with respect to your own views.** You will be drawing on other people's views, but there is an expectation that you will offer your own response (i.e. an indication of whether or not you agree with their views and why).
2. **Clarity in your writing.** State clearly what specific question, topic, idea, or claim is under discussion in each section of your paper. Use subheadings, where appropriate. Clarify key terms/concepts (i.e. growth, motivation, etc.) when necessary, using your own words and examples.
3. **Argumentation.** Here I do not mean that arguments need to appear in standard form, but you must put forth reasons for your position or view – laying out a case for the claims you do make. If, for example, you want to argue in your statement that you think there needs to be an emphasis on cooperative learning techniques, you are expected to say why you think so.
4. **Comprehensive and Detailed.** Get right to the point under discussion and work with it in sufficient detail (i.e. concrete examples, including personal ones when appropriate, quotations, specifics) so that the reader can easily know what you are talking about and can know what it would look like in practice or what specifically the practice is that you are talking about.
5. **Integration.** In all your writing, it is expected that there will be evidence that you have understood and thought critically about the material we have discussed in this class. You need not make gratuitous references to the material, but you do need to make appropriate reference to our readings and class discussions.
6. **Evidence of Strong Critical Thinking.** Your work should show evidence of a critical mind at work (i.e. one which not only attempts to offer justification for its own views, but is alert to, and response to the difficulties inherent in one's own position and the reasonable resistances and objections to it). In the statement of teaching philosophy, this means that you indicate what faults or problems critics might legitimately see in your approach and your response to those criticisms.
7. **Edit and Rewrite.** Do not hand in your first draft. Read it over and rewrite until you have clearly said what you wanted to say. Read your paper out loud to someone, or to yourself. Proofread your final copy, checking for awkward wording and correcting errors in spelling, punctuation, and grammar. Avoid overuse of the indeterminate [it, they]. Don't begin sentences with conjunctions [and, because]. Avoid ending sentences with prepositions [at, in] and with the verb 'to be' [is, was].

**DUE:** December 9, 2012 – Draft

**Grading:** Pass/Fail though see Teaching Philosophy Rubric for ideas on how a final draft would be evaluated.

## Evaluation of Teaching Philosophy of Education Statement Grading Rubric

<b>Criteria</b>	<b>Exemplary</b>	<b>Proficient</b>	<b>Intermediate</b>	<b>Beginning</b>
<b>Argument</b>	Offers a convincing argument for why your philosophy of education is the best for you. Provides claims and warrants for beliefs.	Offers a mostly convincing argument for why your philosophy of education is the best for you. Provides claims and warrants for beliefs.	Offers a somewhat convincing argument for why your philosophy of education is the best for you. Provides claims and warrants for beliefs.	A philosophy of education is provided, but it lacks justification. Argument may contain contradictions.
<b>Purpose</b>	Describes the aims of education, arguing why schools serve an important role for the larger society, in line with the current social and political needs.	Mostly describes the aims of education, arguing why schools serve an important role for the larger society, in line with the current social and political needs.	Somewhat describes the aims of education, arguing why schools serve an important role for the larger society, in line with the current social and political needs.	Statement does not explain the role schools serve in the current world or what their intentions should be.
<b>Values</b>	Lists values the teacher upholds and provides reasons for importance.	Lists some values the teacher upholds and provides reasons for importance.	Barely lists values the teacher upholds and provides reasons for importance.	Does not include a discussion or justification for things and values the teacher upholds.
<b>Audience</b>	Explains who schools should serve and who their services should benefit.	Mostly explains who schools should serve and who their services should benefit.	Somewhat explains who schools should serve and who their services should benefit.	Fails to mention the intended audience for schooling or who benefits from the educational system
<b>Knowledge</b>	Describes the type of knowledge schools should teach and argues why this knowledge is best in a convincing and reasoned way.	Describes the type of knowledge schools should teach and mostly argues why this knowledge is best in a convincing and reasoned way.	Somewhat describes the type of knowledge schools should teach and loosely argues why this knowledge is best in a convincing and reasoned way.	Types of knowledge schools cultivate are rarely mentioned or an argument explaining why those knowledges are important is lacking.
<b>Pedagogy &amp; Curriculum</b>	Explains how your philosophy of education would play out in your classroom through the design of your curriculum and your teaching practices or those of the classroom teacher.	Mostly explains how your philosophy of education would play out in your classroom through the design of your curriculum and your teaching practices or those of the classroom teacher.	Somewhat explains how your philosophy of education would play out in your classroom through the design of your curriculum and your teaching practices or those of the classroom teacher.	Fails to mention the implications of your philosophy of education for the content & delivery of your teaching or that of the classroom teacher.
<b>Context in</b>	Places your	Mostly places your	Somewhat places	Links to other

<b>course themes</b>	philosophy of education the context of history and proceeding philosophies of education. It shows similarities and differences from key philosophies defined in class.	philosophy of education the context of history and proceeding philosophies of education. It mostly shows similarities and differences from key philosophies defined in class.	your philosophy of education the context of history and proceeding philosophies of education. It somewhat shows similarities and differences from key philosophies defined in class.	philosophies discussed in class are not clarified and there is little historical or socio-political basis for your philosophy of education.
<b>Clarity &amp; organization</b>	Very clear meaning; Sentences flow together/ elegant transitions between concepts; Organized, predictable sequence of thought; Concise word and sentence choice.	Clear meaning; Sentences flow together/ good transitions between concepts; Organized, predictable sequence of thought; Mostly concise word and sentence choice.	Somewhat clear meaning; Sentences sometimes flow together; Somewhat organized, predictable sequence of thought; word and sentence choice sometimes confusing.	Unclear meaning; Awkward wording; Abrupt or no transitions; Disorganized or unpredictable sequence; Difficult to follow.
<b>Conventions (spelling &amp; grammar)</b>	Perfect grammar and spelling. Attention to detail; no mistakes. Correct page limits.	Good grammar and spelling. Attention to detail; no mistakes. Correct page limits.	Weak grammar and spelling. Partial attention to detail; Many mistakes. Correct page limits.	Many distracting errors. Careless mistakes. Too long or too short.
<b>Citation</b>	All in text citations and bibliography are in proper format.	Most in text citations and bibliography are in proper format.	Some in text citations and bibliography are in proper format.	Bibliography is not provided or is incorrectly formatted; in text citations are not in correct APA style; borrowed material is not properly noted.