**EDUCATION 701**

**Philosophical Foundations of Education**

**Summer 2021**

**Dates**: May 24 through June 11

**Instructor**: Dr. Pamela Bork **Office**: 460 CPS Building

**Office** **Hours**: by appointment

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**Description of the course:**

This course is designed to analyze critical issues in education; their ideological and social bases. This is a 100% on-line course with no required class discussions. The analysis of your philosophy is a self-reflection of teaching practice. Standards: Intasc Teaching Standards 9 & 10, Wisconsin Administrator & Pupil Services 7.

**Inclusivity Statement:**

In this course, I welcome diversity of thought. I am committed to providing a safe learning environment for all students. As an instructor, I will be accepting of all differences of opinion, perspective, life experiences and background. If any concerns arise throughout this course, your first step is communication. I provided you my cell phone number to contact me at any time. The most important communication in an on-line course is the clarity of the instructions in each module. Please **read the modules carefully** and **look at the rubrics** for writing the paper. Because we will be having any on-line discussions in this course, remember to use the appropriate dispositions and respect when responding to each other’s discussion posts. I will **not** be giving extensive feedback on the discussion posts since this is time for you to communicate with your colleagues in the class. If you have any questions about your feedback, feel free to contact me by e-mail, phone or schedule an in-person appointment. I want you to be successful in this course, so I am here to help if you need assistance.

**II. Objectives**

In this course participants will analyze their own philosophy of education relative to past and current educational inquiry. The course is designed in five modules addressing major areas of philosophical inquiry. A single capstone assignment of a **minimum** **seven-page** synthesis paper will determine your grade in this course. This paper has five modules, and each module will create the content for the final paper. There are no deadlines in this course, however, please plan to pace your work throughout the three weeks so you can enjoy the course. It is permissible to do a single submission of a final paper at any time during the course timeline, but you will not receive incremental feedback about your work if you choose to do the course in this manner. Your course grade is based solely on the quality of your final paper.

**Required Text** (available from UWSP Bookstore, [UWSP e-reserve](http://www.uwsp.eblib.com/EBLWeb/patron/?target=patron&extendedid=P_769517_0), or online sites):

Noddings, N. (2011). *Philosophy of education* (3d ed.) Boulder, CO: Westview Press. [ISBN-10: 0813345316; ISBN-13: 978-0813345314](http://www.westviewpress.com/book.php?disc=9&isbn=9780813345314).

**III. Outline of course**

**Getting Started: Introductions & ground-rules**

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| --- | --- |
| **Topic** | **Reading and Viewing**  |
|  |  |
| Introductions | Getting Started Video and Syllabus |

**Module 1: What is philosophy of education before and after Dewey?**

|  |  |
| --- | --- |
| **Topic** | **Reading** |
| Philosophy before the 20th Century | Noddings, Chapter 1 &2 |

 **Discussion Post** on personal philosophy

**Module 2: How do logic and epistemology apply to education?**

|  |  |
| --- | --- |
| **Topics** | **Readings** |
| Logic and Critical Thinking | Noddings, Chapter 5 |
| Epistemology and Education  | Noddings, Chapter 6 |

**Module 3: How does philosophy of social science apply to education?**

|  |  |
| --- | --- |
| **Topic** | **Reading** |
| Philosophy of Educational Research**Discussion Post** on  | Noddings, Chapter 7 |

 Equity, Diversity and Inclusivity Article

**Module 4: How do ethics and politics apply to education?**

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| --- | --- |
| **Topic** | **Readings** |
| Ethics and Moral Education | Noddings, Chapter 8 |
| Social and Political Philosophy | Noddings, Chapter 9 |

**Module 5: How does philosophy apply to practical issues in education?**

|  |  |
| --- | --- |
| **Topic** | **Readings** |
| Problems of School Reform | Noddings, Chapter 10 |
| Multiculturalism and Cosmopolitanism | Noddings, Chapter 11 |
| Feminism, Philosophy, and Education | Noddings, Chapter 12 |

 **Discussion Post** on chapter of choice

**IV. Assignments**

**Paper segments**: One for each Modules 2 -5, you will be required to write a reflective piece that captures your individual thoughts and feelings on the topics covered in the chapter.

* Length: Suggested essay lengths are described in each module**. Original writing is required; quotations and paraphrases must be cited.**
* Style: essays should follow generally-accepted rules of style (e.g., American Psychological Association *Publication Manual*, Chicago *Manual of Style*).
* Material: each paper segments are responses to writing prompt questions. The writing prompts are clearly articulated in the modules.
* The capstone of this course is a reflective paper. Please combine the writing in each of the modules with appropriate transition sentences for the final submission. Also make a title page for the paper.

**Discussions:** Please contribute to the discussions in the Introduction and Modules 1, 3. 5. You are required to post to the discussion board and to respond to at least one person on the discussion string for your grade. Minimum of a paragraph for suggested length.

**Final Paper:** The final paper will be a compilation of the paper parts. It is important that you put the final paper together using appropriate transitions. This will determine your overall quality grade.

**V. Assessment**

Introduction – 5 points

 Module 1 – 16 points

 Module 2 – 16 points

 Module 3 – 16 points

 Module 4 – 16 points

 Module 5 – 16 points

 Discussion assignment 15 points

Grading Scale

100-93 points = A

92-90 points = A-

89-88 points = B+

87-85 points = B

84-83 points = B-

82-80 points = C+

79-77 points = C

Below 77 points – not passing

**Comprehensive Portfolio Requirement:**

Cumulative Paper for course with all modules.

**VII. UWSP Community Bill of Rights and Responsibilities**

UWSP values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, a set of expectations have been developed for all students and instructors. This set of expectations is known as the Rights and Responsibilities document, and it is intended to help establish a positive living and learning environment at UWSP. For more information go to

http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilites.aspx

The Rights and Responsibilities document also includes the policies regarding academic misconduct, which can be found in Chapter 14. A direct link can be found at

<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>

**VIII. Americans with Disabilities Act**

The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP’s policies, check here: <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicyinfo.pdf>

If you have a disability and require classroom and/or exam accommodations, please register with the Disability Services Office and then contact me at the beginning of the course. I am happy to help in any way I can. For more information, please visit the Disability Services Office, located on the 6th floor of the Learning Resource Center (the Library). You can also find more information here: <http://www4.uwsp.edu/special/disability/>

**IX. WISCONSIN TEACHER STANDARDS (Wis. Admin Rules PI-34.02)**

1. The teacher understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and can create learning experiences that make these aspects of subject matter mean­ingful for pupils
2. The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
3. The teacher understands how pupils differ in their approaches to learning and the barriers that im­pede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
4. The teacher understands and uses a variety of instructional strategies, including the use of technol­ogy to encourage children’s development of critical thinking, problem solving, and performance skills.
5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.
8. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.
9. The teacher is a reflective practitioner who continually evaluates the effect of his or her choices and actions on pupils, parents, professionals in the learning community and others and who ac­tively seeks out opportunities to grow professionally.
10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger com­munity to support pupil learning and well being and who acts with integrity, fairness and in an ethical manner.

**X. WISCONSIN ADMINISTRATOR STANDARDS (Wis. Admin Rules PI-34.03)**

1. The administrator has an understanding of and demonstrates competence in the teacher standards under s. PI 34.02.
2. The administrator leads by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared by the school community.
3. The administrator manages by advocating, nurturing and sustaining a school culture and instructional program conducive to pupil learning and staff professional growth.
4. The administrator ensures management of the organization, operations, finances, and resources for a safe, efficient, and effective learning environment.
5. The administrator models collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
6. The administrator acts with integrity, fairness, and in an ethical manner.
7. The administrator understands, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling.

**WISCONSIN PUPIL SERVICES STANDARDS (**Wis. Admin Rules PI-34.04)

1. (The pupil services professional understands the teacher standards under s. PI 34.02
2. The pupil services professional understands the complexities of learning and knowledge of comprehensive, coordinated practice strategies that support pupil learning, health, safety and development.
3. The pupil services professional has the ability to use research, research methods and knowledge about issues and trends to improve practice in schools and classrooms.
4. The pupil services professional understands and represents professional ethics and social behaviors appropriate for school and community.
5. The pupil services professional understands the organization, development, management and content of collaborative and mutually supportive pupil services programs within educational settings.
6. The pupil services professional is able to address comprehensively the wide range of social, emotional, behavioral and physical issues and circumstances which may limit pupils' abilities to achieve positive learning outcomes through development, implementation and evaluation of system-wide interventions and strategies.
7. The pupil services professional interacts successfully with pupils, parents, professional educators, employers, and community support systems such as juvenile justice, public health, human services and adult education.