[](http://www.dordt.edu/)**EDUC 300: History and Philosophy of Education**

**Dordt College ⬥ Spr. 2017 ⬥ 3 credits ⬥ Th. 6:45-9:30pm ⬥ Classroom: CL 2247**

**Dr. Stephen D. Holtrop ⬥** [**Steve.Holtrop@dordt.edu**](mailto:Steve.Holtrop@dordt.edu) **⬥ 712-722-6214 ⬥ Office: CL 2243 MWF 2-3**

Course Description:

Do I need a philosophy of education? How does it reflect my core beliefs? Why do we “do school” the way we do? Are the ways we educate the best? Most of all, what do the ways we “do school” say about our most basic commitments and beliefs? Philosophy of Education explores these questions and others like it, examining how basic commitments affect the ways we govern schools, see students, plan teaching and learning, and make curriculum. Students will draw on a variety of resources – those from the tradition of Reformed, Christian education, some more broadly Christian, and those from outside faith-based education thought, to construct a statement describing their own education philosophy. While this course meets a requirement in the Teacher Education Program, it does not assume a background in teacher education. Students from outside teacher education are welcome. Prerequisite for teacher education students: Education 201/202/203. Prerequisite for all students: CORE 200. [Cross listed: CORE 310]

Course Objectives (Student Learning Goals)

|  |  |  |
| --- | --- | --- |
| **This course will equip you to do the following:** | **Standards/**  **Dordt Coordinates\*** | **Assessment** |
| 1. Explain how the institution of education and the practices of schooling are shaped by worldviews. | InTASC 9  ITS 7 a, b, c; 8 d, e  **Dordt College foci:**   * **Religious Orientation** * **Creational Development** | * Forum posts/responses * Presentation on teaching methods |
| 1. Analyze the impact of key historical events in American education, demonstrating the impact of these events on education today and on the student’s own intended teaching situation. | InTASC 9 & 10  ITS 7 a, b, c; 8 d, e  **Dordt College foci:**   * **Creational Structure** * **Creational Development** | * Presentation on historic era |
| 1. Analyze the impact of key legal issues in American education, illustrating how the legal decisions affect rights and responsibilities of education stakeholders today. | InTASC 9 & 10  ITS 7 a, b, c; 8 d, e  **Dordt College foci:**   * **Creational Structure** * **Contemporary Response** | * Presentation on legal case |
| 1. Compare and contrast leading philosophies of education, evaluating each philosophical stance through a Reformed Christian lens. | InTASC 9  ITS 7 a, b, c; 8 d, e  **Dordt College foci:**   * **Religious Orientation** * **Creational Development** | * Test * Personal philosophy statement * Presentation on teaching methods * Forum posts/responses |
| 1. Construct, articulate, and defend a personal philosophy of education. | InTASC 9  ITS 7 a, b, c; 8 d, e  **Dordt College foci:**   * **Creational Development** * **Contemporary Response** | * Personal philosophy statement |

\* ITS = Iowa Teaching Standards ⬩ InTASC = National teaching standards (see below)

**InTASC Standard #9: Professional Learning and Ethical Practice**

*The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.*

**InTASC Standard #10: Leadership and Collaboration**

*The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.*

Education Department Mission Statement

The Dordt College Teacher Education Program prepares you for service in diverse settings, equipping you with God-centered reflective and transformative skills, knowledge, and dispositions for teaching, learning, and leading.

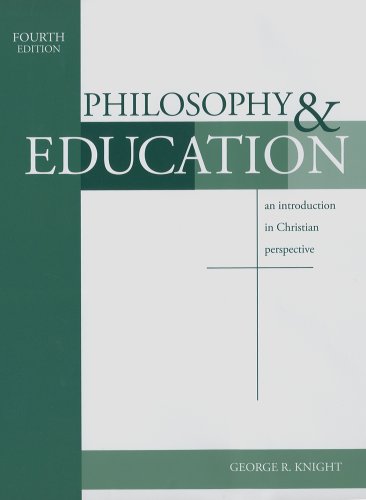
In order to fulfill this mission, the Teacher Education Program and faculty will assist you in…

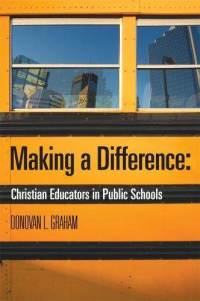
1. Developing a biblical understanding of the teaching/learning process
2. Fostering reflective caring dispositions and responsive teaching skills and relationships
3. Proclaiming a dynamic and transformational God-centered vision for schooling

Course Outline

The following outline is the planned sequence of course topics.

1. History of education and legal issues in education
2. Philosophic issues in education
3. Philosophies of education
4. Purpose of education, role of the teacher and student, curriculum and pedagogy
5. Teaching Christianly
6. Educational philosophies in teaching methods



**

Required Texts

Graham, D. L. (2011). *Making a difference: Christian educators in public   
schools.* Colorado Springs, CO: Purposeful Design Publications.

Knight, G.R. (2006). *Philosophy & Education: An introduction in Christian  
 perspective.* Berrien Springs, MI: Andrews University Press.

Additional assigned readings (e.g., history of education, legal issues in education, and teaching Christianly) are available on the Canvas course website.

Assessment

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Points** | **Percent** |
| Weekly reading and reflection via Canvas discussion forums (10 points each, 10 total required) | 100 | 20% |
| Group presentation on historic era in education | 25 | 5% |
| Test on the philosophies of education | 100 | 20% |
| Personal philosophy of education paper (written first in separate sections) | 200 | 40% |
| Group presentation on philosophical background of contemporary teaching methods | 25 | 5% |
| **Total points:** | **500** |  |

See Canvas course page for assignment details and grading rubrics.

On-line and in-class participation is crucial for success in the course. Class attendance is recorded and attendance problems are addressed through the department’s professional dispositions assessment process.

Methods of Instruction

Classes will be conducted through whole class and small group discussions based on the preparation that has been assigned for each class period. In addition, course activities such as the discussion forum and the submission of assignments will occur on the course’s Canvas site. I look forward to being part of an ecology of learners – “*an open, complex, adaptive system comprising elements that are dynamic and interdependent*.” (A. Richardson). You are a critical part of this system, so come ready to participate and add value to the task.

Course Policies

**Dept. Grading Scale:**

A 96-100 B 83-86 C 73-76 D 63-66  
A- 90-95 B- 80-82 C- 70-72 D- 60-62  
B+ 87-89 C+ 77-79 D+ 67-69 F 0-59

**Students’ rights to assistance or accommodations:** Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with the Coordinator of Services for Students with Disabilities in the Academic Enrichment Center (AEC) during the first week of class. Contact Marliss Van Der Zwaag, L168, (712) 722-6490, [marliss.vanderzwaag@dordt.edu](mailto:marliss.vanderzwaag@dordt.edu).

**Academic Integrity Policy:** Dordt College is committed to developing a community of Christian scholars where all members accept the responsibility of practicing personal and academic integrity in obedience to biblical teaching. For you, this means doing your own work – that is, not lying, cheating, or stealing others’ work to gain academic advantage. It also means opposing academic dishonesty. If you are found to be academically dishonest, you will receive academic sanctions from me (from a failing grade on the particular academic task to a failing grade in the course) and will be reported to the Student Life Committee for possible institutional sanctions (from a warning to dismissal from the college). Appeals in such matters will be handled by the student disciplinary process.   
For more information, see the Student Handbook at <http://www.dordt.edu/campus_life/student_handbook/general_information.shtml#academic_integrity>.

**Late Assignment Policy:** Because assignments are often the basis for class discussion, you need to complete them no later than the beginning of class on the due date. This is for your benefit, your classmates’, and mine – we want to become that intellectual ecology where we contribute and benefit from the gifts we have been given. For that reason, late work will not be accepted. Upon the third late assignment, a disposition concern will be generated.   
  
**Class Participation:** You are expected to come to class prepared to participate in class discussions, which is the main way we will be actively learning during class time. Research shows that for equally intelligent students, those who actively participate in discussions and other class activities do better in class than those who “play it safe” in not exposing their own opinions (Dolan, Mallott, & Emery, 2000). Please be on time and use your electronic devices appropriately for course related learning activities.   
  
**Class Absences:** Please don’t miss class! For evening classes, one night of class is the equivalent of three 50-minute class sessions. In the case of unavoidable absence, you are responsible for obtaining and learning any material you miss. Begin to demonstrate the professionalism that will be expected of you by contacting me *prior* to your absence. Upon the second absence a disposition concern will be generated.  
  
**Writing expectations:** Good writing is a skill required of all educated persons and especially those called to teach. Carefully edit and proofread your work, since grammatical or writing errors may reduce your assignment grade. Take advantage of the AEC Center and the services provided by Student Services. Although the writing in the weekly discussion forums may be a bit less formal, the final course paper should reflect your best, upper-level college writing ability (including proper APA referencing).

**Dispositions:** The following dispositions have been adopted by the Education Department as necessary characteristics of successful teachers. These dispositions/behaviors will be informally assessed throughout the semester.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Empathy | Attentiveness | Resilience | Integrity | Presence |
| Responsiveness | Resourcefulness | Professionalism | Work Ethic | Flexibility |
| Inventiveness | Humility | Passion | Voice | Confidentiality |
| Efficacy | Respect | Collaboration | Initiative | Open-mindedness |
| Compassion | Authenticity | Reflectiveness | Cultural Competence |  |

AEA Online Resources

Iowa AEA Online (<http://www.iowaaeaonline.org/vnews/display.v/ART/4252c621ae9df>) is a statewide collaborative project that provides no-cost access to high-quality web-based resources for all Iowa students and teachers. These electronic, across-the-curriculum resources allow all schools, regardless of financial or geographic constraints, to offer a “library media center without walls” that is open 24 hours a day, seven days a week, from any Internet-accessible computer. The goal of Iowa AEA Online is to provide a virtual library of curriculum-related and age-specific electronic resources collections with which to increase student achievement, satisfy information needs, complete homework and support professional development.

Iowa AEA Online provides eight dynamic online resources:

* AccuWeather Premium Weather Service
* AP Images
* Atomic Learning Library
* Clipart.com School Edition
* DE streaming
* EBSCO
* SIRS Researcher
* World Book Web

The resources are available to all Iowa educators in any public or private school worldwide. Students in teacher education programs in Iowa colleges have access to these resources. Students not in the teacher education program are not allowed to use these resources. Login with User ID: iast5240, Password: iowaaea

Course Structure

## **Weeks 1-3: Philosophical, historical, and legal foundations of education**

* Textbook: George Knight: *Philosophy and Education*, Chapters 1-2; “History of Education” and “Landmark Court Cases in Education” available on course site on Canvas.
* Reading responses will be due in Canvas. See Canvas for specific assignment instructions.

## **Weeks 4-8: Philosophies of Education**

* Textbook: George Knight: Philosophy and Education, Chapters 3-7; reading responses will be due in Canvas.

**Weeks 9-10: Philosophizing Christianly about Education**

* Textbook: Knight: Chapters 9-10
* Articulating your personal philosophy of education.

## **Weeks 11-13: Grace and the Image of God in the Classroom**

* Textbook: Donovan Graham: Making a Difference: Christian Educators in Public Schools; reading responses will be due in Canvas.

## **Weeks 14-16: Personal Philosophy of Education Statement**

* Personal Philosophy of Education Statement (two drafts) due

Wrap-up with group presentations looking at tangible examples of the philosophical perspectives applied to popular teaching methodologies.

## http://www.starlight-tower.com/images/starlight_tower/The_Thinker_Rodin-2.jpg[cornerlogo](http://www.dordt.edu/)

|  |  |
| --- | --- |
| **Week 1**   * **Jan. 12** | Introduction and syllabus, read land-mark cases  **Group mini-presentations on court cases ~**2 min per person |
| **Week 2**   * **Jan. 19** | Read Knight Chapters 1 & 2 (39 pp.). Read handout as assigned.  Do Discussion Forum 1 on Canvas. |
| **Week 3**   * **Jan. 26** | Read Knight, Chapter 3 (25 pp.). Read handout as assigned. Do Discussion Forum 2 on Canvas. |
| **Week 4**   * **Feb. 2** | Read Knight, Chapter 4 (23 pp.). Read “History of Education” (29 pp. – on Canvas); read PPTs too. Read handout as assigned. Do Discussion Forum 3 on Canvas. Sign up for 15-minute presentations. |
| **Week 5**   * **Feb. 9** | Read Knight, Chapters 6 (45 pp.). (Note: skip Chap. 5 for now.). Read handout as assigned. Do Discussion Forum 4 on Canvas. |
| **Week 6**   * **Feb. 16** | **Presentations on historical eras** (6 groups)  Read Knight, Chapter 5 & 7 (32 pp.). Read handout as assigned. Do Discussion Forum 5. |
| **Week 7**   * **Feb. 23** | Read Knight, Chapter 8-9 (41 pp.). Read handout as assigned. Do Discussion Forum 6 (see new options). |
| **Week 8**   * **Mar. 2** | **Test** |
|  | **Spring Break** |
| **Week 9**   * **Mar. 16** | Read Graham, Part 1&2 (Chapters 1-6) (69 pp.). Read handout as assigned. Do Discussion Forum 7. **Section of paper on purpose of education due.** |
| **Week 10**   * **Mar. 23** | Read Knight, Chapter 10 (45 pp.). Read handout as assigned. Do Discussion Forum 8 (see new options). **Section of paper on view of curriculum due.** |
| **Week 11**   * **Mar. 30** | Read Graham, Part 3 (35 pp.). Read handout as assigned. Read Knight, Chapter 11 (15 pp.). Do Discussion Forum 9. **View of calling/work section due.** |
| **Week 12**   * **Apr. 6** | Read Graham, Part 4 (39 pp.). Read handout as assigned. Do Discussion Forum 10.  **View of the teacher section due.** |
| **Week 13**   * **Apr. 13** | Read Graham, Part 5 & 6 (46 pp.). Read handout as assigned. Do Discussion Forum 11. **View of the student section due.** |
|  | **Assessment Day – No classes**  **Worldview section due.** |
| **Week 14**   * **Apr. 27** | **Group presentations on teaching methods (~5 min/person)**  **Paper Primo due for peer reviews Apr. 24. Peer reviews due Apr. 27. See Canvas.** |
| **Exam Time**   * **May 1-4** | **Finish group presentations?**  **Revised paper due on May 1 at midnight**. |