ELED 242: Foundations of Elementary Education

ELED 242-001
3 Credits, Fall 2021
Face-to-Face/Synchronous classes will meet Thursdays 1:30 PM-4:10pm

Name:	Dr. Kate Olson
Office Hours:	By appointment through Zoom, before or after FTF, synchronous class
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Course: Format:	face-to-face, synchronous on zoom, and asynchronous

For COVID 19 procedures in Fall 2020: Students, please be aware of and follow all policies and procedures for Mason's Safe Return to Campus: https://www2.gmu.edu/Safe-Return-Campus

COURSE DESCRIPTION:

A. **Recommended Prerequisites:** EDUC 200 and EDUC 301

B. **University Catalog Course Description:** Examines the historical, philosophical, and sociological foundations of education as they relate to elementary schools, with a particular emphasis on teaching a culturally diverse population. Develops an understanding of the relationship between society and education.

C. **Expanded Course Description:** N/A

D. **Field Hours:** This course requires 15 hours of field observation. Additional details are in the 'Assignments' section.

THE COURSE DELIVERY:
Course Delivery Method: This course will be delivered **face-to-face**, as well as **online synchronously** and **asynchronously** via Blackboard Learning Management system (LMS) housed in the MyMason portal, Google Drive, and Zoom (see "Class Schedule" for details). You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @gmu.edu) and email password. The course site will be available on Monday, August 19, 2021 at the latest.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

This course will be delivered using multiple instructional strategies and formats including face-to-face, synchronous, and asynchronous online meetings. Individual session formats vary and may

include mini-lessons, small group/large group discussion, hands-on, interactive work, student presentations, and cooperative learning. Practical applications of theory are explored via group activities. Each week, asynchronous activities should be completed prior to our class meetings. A detailed schedule is included in the "Class Schedule" section below.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

  To get a list of supported operation systems on different devices see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins and software for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: https://get.adobe.com/reader/
  - Windows Media Player: https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  - Apple Quick Time Player: www.apple.com/quicktime/download/
  - Screencast-O-Matic - https://screencast-o-matic.com/
  - Zoom – https://zoom.us/

Expectations

- <u>Course Week:</u> Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- <u>Log-in Frequency:</u>
  Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- <u>Participation:</u>
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- <u>Technical Competence:</u>

Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

- Technical Issues:
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

- Workload:
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- Instructor Support:
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Students can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- Netiquette:
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:
Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

LEARNER OUTCOMES:
This course is designed to enable students to do the following:
1. identify important historical, philosophical, and sociological foundations underlying the role, development, and organization of public educational practice;
2. discuss contemporary educational initiatives and analyze their impact on educating a culturally diverse population of students;
3. discuss laws related to students' and teachers' rights and responsibilities
4. exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society
5. understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

PROFESSIONAL STANDARDS:
Upon completion of this course, students will have met the following professional standards:

InTASC Standards

Standard 2: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

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.

8 VAC 20-25-30. Technology standards

    A. Instructional personnel shall be able to demonstrate effective use of a computer system and utilize computer software.
    B. Instructional personnel shall be able to apply knowledge of terms associated with educational computing and technology.
    C. Instructional personnel shall be able to apply computer productivity tools for professional use.
    D. Instructional personnel shall be able to use electronic technologies to access and exchange information.

REQUIRED TEXTS:

Canestrari, A. & Marlowe, B. (2021). *Educational Foundations: An Anthology of Critical Readings (4th edition)*. Sage.

Lewis, A.E. & Diamond, J.B. (2015). *Despite the best intentions: How racial inequality thrives in good schools*. New York: Oxford UP. Or you can download the e-book version of *Despite the Best Intentions* through GMU library for **free**.
https://ebookcentral-proquest-com.mutex.gmu.edu/lib/GMU/detail.action?docID=2101588

Virginia's Standards of Learning for K-6 (http://www.pen.k12.va.us)

Additional selected readings will be posted on Blackboard in the modules.

COURSE PERFORMANCE EVALUATION:

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard or email).

COURSE ASSIGNMENTS:

1. Assignment Descriptions

a. Participation
This course operates with the assumption that knowledge is socially constructed and the most meaningful learning opportunities are those where you have the opportunity to offer and explore diverse perspectives with peers. To do this it is expected that **you are on time and attend all scheduled classes and asynchronous/synchronous/face-to-face meetings outlined within the syllabus**. Absence from class to observe a religious holiday, to serve jury duty, or to participate in required military service, and medical emergencies are exceptions to the above policy. If you anticipate being absent for any of these reasons, please make arrangements at least 48 hours in advance. In addition, you are expected to be on time to class each week unless advance notice has been provided to the instructor.

Class participation is vitally important in a course such as this. Each class session we will have readings to discuss, ideas to unpack, and activities to do. Not participating will be reflected with a zero for the week and as an absence. **Students with <u>two or more absences</u> will not receive credit for the course.**

In addition to the readings, you may be asked to watch videos, collect information, or explore other online resources or write reflections to questions prior to class. Sometimes, guiding question(s) or tasks related to the readings and these resources will be posted to establish a purpose for reading. These guiding questions or activities will be directly related to discussion for the session. Activities may require you to respond to a specific question, create a representation of ideas from the reading (e.g. concept map, picture), or analyze a piece of text or student work based on your understandings of the readings and other resources.
The products of these activities support learning in class meetings. Additionally, classroom activities may include simulations, debates, book club meetings, examination of student work, and quickwrites.

When on Zoom, you will use your webcam in small group discussions and when you address the whole group. On Zoom, you will use your webcam during all sessions.

The professor reserves the right to modify or alter assignments, tasks, due dates, and other requirements during the duration of the course to maximize the learning experience.

b. Educational History
We know from the research literature that our prior school experiences as a student (a.k.a. our apprenticeship of observation - Lortie, 1974) wield incredible influence on our views of teaching and learning. Therefore, it is essential that we explore our K-12 school experiences so that each of us is aware of the pre-existing perceptions that we bring to teacher preparation. This is also an opportunity for me to get to know you better as a learner and to find out the ways in which I can build upon your experiences and support your interests, strengths, skills, and perceived challenges or weaknesses.

Your Educational History should be 2-4 pages in length and should be an introspective summary/reflection on your memories of teaching/learning across your educational experiences:
- Elementary school
- Middle school
- High School
- College

Questions to guide your introspection and reflection can include:
- When was a time that you felt seen as individual or as a learner by an educator (e.g. teacher, coach, advisor, staff member, principal, professor, etc.)? Why? What did that person see that others did not?
- What strengths and strategies have you employed to be successful in your educational experiences? When was a time these strategies were not successful?
- What challenges have you encountered in your educational experiences? Why do you think you encountered them? What was the outcome?

- When was a time that you felt unseen/misunderstood/overlooked as an individual or as a learner by an educator (e.g. teacher, coach, advisor, staff member, principal, professor, etc.)? Why?

c. Teacher Beliefs: Developing a Vision Statement

You will identify, develop, and refine your beliefs about what teaching and learning entails. These beliefs will likely to shift, grow, and deepen as you gain more experience in the classroom and deepen your knowledge of theory and practice. As we begin this program, we often aspire to something that we are not yet able to do or that we don't do consistently. This assignment serves as an initial tool to uncover what we think is best for teaching and learning and whether this is reflected in our actual teaching practice to support the acquisition of new knowledge and reflective examination of your own teaching practice.

Throughout the course, we will reflect on the prompts below, in three parts, and consider how they relate to one another. We will also take time to consider areas that intersect and sources of tension in your beliefs and preferred practices. You will create a 'working document' (format discussed in class) that reflects how your thoughts are changing/evolving and we will revisit this to refine/expand your thoughts.

You will turn in each part over the course of the semester. Your 'working document' should include your final beliefs statement which will address each of the following prompts:

- *Part One*
- I believe that learning…
- I believe that teaching…
- I believe the purpose of schooling is…

- *Part Two:*
- I believe my classroom is…
- I believe my students learn best when **they**…
- I believe my students learn best when **I**…

- *Part Three:*
- I believe community/family is/are…
- I believe collaboration is…

These three documents will serve as an evolving drafts of your beliefs and you will submit these three drafts to the professor. Your ideas are expected to be "in progress" so questions and wonderings are acceptable for these drafts.
Draft 1due: Sept. 16
Draft 2 due: Oct. 7
Draft 3 due: Nov. 11

The **final Vision Statement** should draw upon your draft and other sources of reflective learning and **be only 1-3 sentences**. Ergo, this should be succinct and get at the core of what you believe about teaching and learning. For example, here is my vision statement:

My vision as a teacher educator is to develop future teachers who embrace and thoughtfully attend to the diversity of all learners by carefully building relationships as well as creating a caring, learning community that best allows instruction to occur for all students to meet all their social, academic and emotional needs.

Your final vision statement is due on the last day of class on Dec. 2nd. You will upload your statement as well as your final full draft/notes.

e. *FOR FIELD HOURS: Teaching in a Classroom during Covid*

As we will learn in this class, not everyone has the same educational experience. Many students are disenfranchised by the school system due to race, ethnicity, gender, sexual orientation, language and/or disabilities. This has become an issue people are recognizing during the pandemic as some children struggled with virtual learning. As you participate in the field experience, pay attention to the students who seem to be thriving and those who are struggling. What do you notice about these sets of students? Why do you think some are thriving and others are not? What factors contribute to this? What supports are needed and being used for those struggling? Write a reflection about your observations and what you have learned about teaching.

f. *Presentation on Current Events*

What current events are topical for us, as future educators? For this assignment, you and two peers will consider a current event in the field of education as it relates to culture, religion, race, language, ability, gender, and socioeconomic class, as well as any broader topic of your interest.

To this end, you and your peers will select and analyze a current event that is of particular interest or importance to you. You will research this event, noting historical significance and current trends/perspectives. You will reflect upon how this issue relates to your own experiences, with

connections to your current field placement. You will present a 15 minute presentation to the class. Sign ups for presentations will be organized during the second class session.

More information/rubric will be provided in class.

Presentations will be conducted on Nov. 4th.

g. Professional Goals Paper

What are your goals in the field of education? How will you be successful? What will be your biggest challenges? What have you learned this semester that validates education as a career path for you (or not)? What research spoke the most to you? Which theorist do you relate closely with? And what does this mean for you in the future.

You will either write a 3-4 page paper OR create a 10-15 minute video addressing the previous questions in relation to a career in the field of education. Please reference at least 3 readings from the class. More information/rubric will be provided in class.

Paper or video will be due Dec. 2nd.

2. Assignment Points

Course Outcomes	Requirements & Assignments	Points	Due Date
1,2,3,4,5	Participation	20	Weekly
1	Educational History	15	Sept. 30
1,2	Drafts of the three Belief Statements	5 each	Sept. 16 Oct. 7 Nov. 11
1,2,3,4,5	Presentation: Current Events	15	Nov. 4
	Field Experience Reflection	5	Nov. 18
1,2	Teacher Beliefs: Developing a Vision Statement (Final Draft)	10	Dec. 2
1,2,3,4,5	Professional Goals Paper or Video	20	Dec. 2
		100	

3. Grading Policies

At George Mason University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The university-wide system for grading graduate courses is as follows:

Grade	GRADING	Grade Points	Interpretation

A	**93-100**	**4.00**	**Represents mastery of the subject through effort beyond basic requirements**
A-	**90-92**	**3.67**	
B+	**87-89**	**3.33**	**Reflects an understanding of and the ability to apply theories and principles at a basic level**
B	**83-86**	**3.00**	
B-	**80-82**	**2.67**	
C+	**77-79**	**2.33**	**Denotes an unacceptable level of understanding and application of the basic elements of the course**
C	**73-76**	**2.00**	
C-*	**70-79**	**1.67**	
D*	**60-69**	**1.00**	
F*	**<69**	**0.00**	

Note: "C" is not satisfactory for a licensure course; "F" does not meet requirements of the School of Education.

4. Other Expectations

APA format:

All written papers are **expected to be double-spaced, with 1" margins, and in 12-point font** (Times New Roman, Calibri, or Arial). **APA format is expected**. If you do not have a 6th Edition APA manual, please use the APA website (http://www.apastyle.org/) or the OWL at Purdue as a resource (http://owl.english.purdue.edu/owl/resource/560/01/).

*Please Note: The GMU Writing Center offers online support via email. They will provide feedback on your writing within one hour. Graduate and professional writing can be difficult; I encourage you to take advantage of this service. http://writingcenter.gmu.edu/?page_id=177

Late work policy:

It is expected that all class assignments will be submitted on time to the correct location: **late assignments will not receive full credit**. All assignments must be submitted via **Blackboard** on the due date stated within the syllabus (see below) prior to class. If extraordinary circumstances prevent you from submitting your work in a timely manner, **it is your responsibility to contact the instructor as soon as possible after the circumstances occur and make arrangements to complete your work.** It is up to the discretion of the instructor to approve the late/makeup work. Assignments turned in late without prior communication will receive an automatic deduction of one letter grade making the highest possible score equivalent to 80% (B).

Revise & Resubmit:

If a student submits an assignment that may indicate limited understanding or confusion about the content as indicated by scoring on the assignment rubric, the instructor may request for a student to revise and resubmit the assignment based on feedback. This is an opportunity for a student to clarify understanding of the content and demonstrate growth. In most cases, the original assignment and revision will be averaged for a new final grade. The instructor will communicate with the student to determine a reasonable timeframe within which to complete the revision.

Professional Dispositions: See https://cehd.gmu.edu/students/polices-procedures/

TENTATIVE CLASS SCHEDULE:

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Class	Date	Guiding Questions/Topics	Readings/Assignments Due
Week 1	Aug. 26 Synchronous (F2F) Thompson L019	Review Syllabus and Assignments Why do we want to teach? What experience/s and/or history helped you decide to be a teacher? What does *foundations of education* mean? Who are we as individuals? Who are we as future teachers?	**BEFORE CLASS:** Course Content Folder: How to be successful in class. Module 1: read and be ready to share in class Please register for Field placement for this semester using the link below. The deadline is Sept. 15. You are required to observe 15 hours in a classroom , The online field experience request form (FERF) will open on August 20, 2021 for fall 21 placement requests.
Week 2	Sept 2 Asynchronous (F2F) Thompson L019	What are the purposes of school? Who decides what purposes school serves?	Bb: Module 2 DTBI: Ch. 1 Anthology: Ch 1 Ch 2 Bring Graphic Organizer: Purposes of Schools
Week 3	Sept.9 Synchronous (F2F) Thompson L019	Who are our students and how are they different from/alike each other, us, and peers from decades past? *Considering Gender and Special Needs	DTBI: Ch 1 Bb: Module 3: Gender • Read 1 with group • Beyond the Dilemma of Difference (special needs/exceptionalities) • Girls and the Curriculum- How schools shortchange girls (gender) • The boy-turn in research (gender)
Week 4	Sept. 16 Asynchronous		Module 4: LGBTQ in Education DTBI:Ch. 2 Anthology:Ch 6, Ch 7 <mark>Belief statement 1 due to Blackboard to share</mark>

Week 5	Sept. 23 Synchronous (F2F) Thompson L019	Presentation from Anne Melville, Librian	Bb: Module 5: Work on Current Events DTBI: Ch. 3, 4 Anthology: Ch 4 Ch 5
Week 6	Sept 30 Asynchronous	Who are our students and how are they different from/alike each other, us, and peers from decades past? *Considering Global Migration, Poverty, and Race	Bb: Module 6: Poverty in Education **DUE:** Educational history
Week 7	Oct. 7 Synchronous (F2F)	How should students be taught?	Bb: Module 7 (Standards) Anthology: Ch 8, 14, 15 Belief statement 2 due to share
Week 8	Oct. 14 Asynchronous	What is the best way to organize learning for students with special needs?	Module 8: SPED Post Word document on SPED on Bb
Week 9	Oct. 21 Synchronous F2F	Do Standards help of hinder educational progress? Work on Current Event presentation with your group	Bb: Module 9: SOLs and Common Core Anthology: Ch 14, 15
Week 10	Oct. 28 Asynchronous	What is the best way to organize learning for ELL students?	Bb: Module 10: ELLs in Education Post Word document on ELLs on Bb
Week 11	Nov. 4 Synchronous (F2F)		Current Event Presentation due Anthology: Ch 16, 17
Week 12	Nov. 11 Asynchronous	What educational theories say about how students learn?	Bb: Module 11: Teaching Philosophies Anthology: Ch 18 Belief Statement 3
Week 13	Nov. 18 Synchronous (F2F)	What is the best evidence of student learning and success? Summary discussion of DTBI as foundation for looking at the best evidence of teacher success.	Bb: Module 12: Personal Philosophies DTBI: Ch. 6 Anthology: Ch 3 Ch 20 Epilogue

			<mark>Field Experience Reflection Due</mark>
Week 14	Nov. 25 No Class	Thanksgiving Break	
Week 15	Dec. 2 Synchronous (F2F)	Last class Who are we as future teachers? How do we organize to best serve our students and our profession?	Module 13 <mark>Professional Goals Paper or Video due Teacher Vision Statement due</mark>

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/.

GMU Policies and Resources for Students

Policies
- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <mark>https://ds.gmu.edu/</mark>).

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking: As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/ .

Rubric for informed participation during our synchronous classes

(This is what I will be listening for)

	Exemplary (.5 pts)	Proficient (.3 pts)	Developing (.1 pts)	Unacceptable (0 pts)
Frequency of participation	I initiated contributions more than once today.	I initiated a contribution once today.	I contributed when someone solicited input from me.	I did not contribute today.
Quality of comments	My comments were insightful & constructive; used appropriate terminology. Comments balanced between general impressions, opinions & specific, thoughtful criticisms or contributions.	My comments were mostly insightful & constructive; mostly used appropriate terminology. Occasionally comments were too general or not relevant to the discussion.	My comments were sometimes constructive, with occasional signs of insight. My comments were not always relevant to the discussion.	My comments were uninformative, relied heavily on opinion, or I did not comment.
Listening Skills	I listened attentively the majority of the time when others presented/shared material and or perspectives.	I was mostly attentive when others presented ideas, materials.	I was somewhat inattentive today. Occasionally I spoke while others were speaking.	I did not listen to others; talked while others were speaking or did not pay attention when other students were speaking. I was distracted (or sleeping).
Preparation	I was well prepared for today's class; completed all of the reading.	I was mostly prepared for today's class; completed most of the reading.	I was somewhat prepared for today's class; completed some of the reading.	I was unprepared for today's class; I completed little of none of the reading.