

Instructor: Michelle L. Page, PhD
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Classroom: Education 106

Office: Education Building 108
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Schedule: May 17 9AM; 6/4 9AM

Course Description

This course includes reflection on required readings on the subject of contemporary issues in the field of education with particular emphasis on historical, social and philosophical influences. This course is a prerequisite to consideration for admittance to teacher education programs.

Required Text

Spring, Joel. (2008). *American Education* 13th edition). Boston: McGraw Hill.

Extended Reading

Education Week: (<http://www.edweek.org>) Weekly newspaper that focuses on all current topics in education.
Educational Leadership: (<http://www.ascd.org>) Monthly journal with scholarly, yet readable articles on current topics. Usually has one predominant theme for each month's issue.

Course Goals

The students will:

1. Confront current US educational issues.
2. Reflect on teaching as a career based on tutoring, observing, reading, and discussing.
3. Observe, analyze, and reflect on classroom life from a new perspective. (Minnesota Standards 3, 9, 10).
4. Explore the historical, social, and philosophical influences on curricular and educational issues (Minnesota Standards 3, 9, 10)
5. Assess own characteristics and qualities in terms of knowledge, skills, and dispositions needed for becoming an effective teacher of children and adolescents (Minnesota Standards 1-10)

Course Structure As the last offering of this course before it is archived, and due to the limited enrollment of this course, the course will function as a directed study format. The students will meet with the instructor on Monday May 17 at 9AM in Education 106. At this time, all course requirements will be discussed. Students will complete the pre-assessment paper in class. Students will then complete their 30 hours of tutor-aide experience, read the book and complete assignments (listed below), and email all assignments to the instructor. Students will return to campus on Friday June 4 for the final exam. Notify the instructor of any special needs (for example if you need a different time or day for the final exam).

Grading

Self Assessments	20%
Pre-Assessment (in class)	
*Post-Assessment	
Classwork	40%
Outline and Summary of Topics	
Webpage	
Final Examination	40%

Please read the University's grading policy found in the UMM Bulletin for further information. If you have need of special services due to a physical disability, learning disability, or English as a second language, I will be happy to assist you. Please notify me of your special need in writing immediately.

Course Requirements

1. Self Assessments

Pre-Assessment (An in-class assignment completed during the first class session.)

In a well-developed essay of 500-750 words, describe and analyze your attitude toward your own education, your perceptions of teaching, your attitudes towards students, and other reactions that provide insight to your current perspective.

Post-Assessment (Due by email on Wednesday, 6/2)

In a well-developed essay of 1000-1500 words, answer the following:

- a) describe the attitude toward and understandings of teaching and learning that you hold at the end of the course,
- b) assess the changes in your attitudes and perceptions between the pre-and post-assessments,
- c) describe the effects of the readings and your experiences in the schools on your attitudes and perceptions,
- d) analyze your tutor-aide experience in "the big picture" by thoughtfully reflecting on your learning.

2. Classwork

Outline and Summary of Topics (Due by email as you complete them. All documents due by 5PM Thursday 6/3 at the latest)

This assignment is meant to help prepare you for the final exam and to help you to process your reading. For each chapter of the assigned textbook, create an outline of the major points of the chapter. Then, write 1-2 paragraphs that offer your personal response to the topic(s) of the chapter (did something inspire you, make you angry, make you think in a different way, etc.?)

Professional Web Page (Due Wednesday 5/27)

Prepare a professional web page. The page must include opening greeting and statement, education, employment, service, awards and honors, and sample work. You are encouraged to consider using Efolio (www.efoliominnesota.com) to design your page. If you are adept at preparing web pages, you are free to explore any design. Help for using efolio can be found at the efolio site and at <http://www.morris.umn.edu/academic/education/ed/2101.html> (choose the efolio help document) Consult the efolio rubric on this site and the directions in the Ed 2111 syllabus to create your site. Email the URL for your site to your instructor (remember to make your site public or to include your instructor in the permissions you set for the site).

3. Final Examination (Friday 6/4, 9:00AM in Education 106)

Multiple choice/short answer exam will be based on assigned readings.

NOTE THAT YOU WILL HAVE OTHER ASSIGNMENTS TO COMPLETE IN ORDER FOR YOU TO GET CREDIT FOR THE ED 2111 TUTOR-AIDE PRACTICUM—CONSULT THE ED 2111 SYLLABUS FOR THESE ASSIGNMENTS. THESE ARE ALSO INCLUDED ON THE MASTER CALENDAR WHICH FOLLOWS.

Tentative Schedule for Ed 2101 and 2111

Day/Time	Topics, Activities, Assignments
Monday 5/17 9AM in Education 106	Introduction and Syllabus Review Pre-assessment Confirm placements Efolio Instruction
Tuesday 5/18 through Thursday 6/3	Complete 30 hours in tutor-aide practicum sites. Email your observation record (see the Ed 2111 syllabus) EVERY DAY that you are in the schools. DO NOT wait and send the observation record when it is complete. Collect teacher evaluation at the end of the experience and submit it to instructor on final exam day or ask teacher to send it in.
As completed	Chapter outlines and responses
Wednesday 5/26	Efolio web site due
Wednesday 6/2	Post-assessment due
Friday 6/4 9AM in Education 106	Final Exam

Ed 2101 Efolio Assignment Name: _____

Efolio Item	Met or exceeded requirements	Did not meet minimum requirements
Set up framework as modeled in class		
Included a welcome message		
Added a link for Standards of Effective Practice		
Created subheadings under SEP for each of the ten standards		
Uploaded a current resume for yourself under "Resume"		
Listed courses for this semester under "Courses"		
Included one or more experience under "Multicultural Experience" (uploaded document or typed in the text box)		
Uploaded an outline that you created for Ed 2101 under "Work Samples"		
Other		

**Education 2101
Post Assessment Essay Evaluation**

Please attach to your post assessment essay. Name _____

	No	Somewhat	Fully		
1. Describes attitudes and understanding of teaching and learning.	1	2	3	4	5
2. Assess changes in attitudes and perceptions	1	2	3	4	5
3. Explains effects of readings, discussions, and tutor-aide experiences.	1	2	3	4	5
4. States, expands, and supports main points.	1	2	3	4	5
5. Writes with correct usage, grammar, punctuation, and spelling.	1	2	3	4	5

**Education 2101
Pre-Assessment Essay Evaluation**

Please attach to your pre-assessment essay. Name _____

	No	Somewhat	Fully		
1. Describes and analyzes own:					
a. attitudes towards own education	1	2	3	4	5
b. perceptions of teaching	1	2	3	4	5
c. attitudes towards students	1	2	3	4	5
2. States, expands, and supports main points.	1	2	3	4	5
3. Writes with correct usage, grammar, punctuation, and spelling.	1	2	3	4	5

