

**EDUCATION**  
**Philosophical Foundations of Education**  
**Summer 2017**

**Dates:** May 30 to July 21, 2017

**Instructor:** Dr. Pamela Bork **Office:** 442 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 feedback about your work. Because we will not be having any on-line discussions in this course, my feedback to you will serve as communication. 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 in seven parts addressing major areas of philosophical inquiry. A single capstone assignment of an approximate **seven-page** synthesis paper will determine your grade in this course. The paper has seven modules or parts and each module builds the content for the final paper. There are no deadlines in this course, only suggestions for pacing the work throughout the summer. It is permissible to do a single submission of a final paper at any time during the course timeline however; 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.

**III. Outline**

**Part 1: Introductions & ground-rules**

Topic

Introductions

Reading

D2L – Getting Started and Syllabus

## Part 2: What is philosophy of education before Dewey?

<u>Topic</u>	<u>Reading</u>
Philosophy before the 20 <sup>th</sup> Century	Noddings, Chapter 1

## Part 3: What is philosophy of education since Dewey?

<u>Topic</u>	<u>Readings</u>
Philosophical and Educational Thought of Dewey	Noddings, Chapter 2
Analytic Philosophy	Noddings, Chapter 3
Continental Philosophy	Noddings, Chapter 4

## Part 4: How do logic and epistemology apply to education?

<u>Topics</u>	<u>Readings</u>
Logic and Critical Thinking	Noddings, Chapter 5
Epistemology and Education	Noddings, Chapter 6

## Part 5: How does philosophy of social science apply to education?

<u>Topic</u>	<u>Reading</u>
Philosophy of Educational Research	Noddings, Chapter 7

## Part 6: How do ethics and politics apply to education?

<u>Topic</u>	<u>Readings</u>
Ethics and Moral Education	Noddings, Chapter 8
Social and Political Philosophy	Noddings, Chapter 9

## Part 7: How does philosophy apply to practical issues in education?

<u>Topic</u>	<u>Readings</u>
Problems of School Reform	Noddings, Chapter 10
Multiculturalism and Cosmopolitanism	Noddings, Chapter 11
Feminism, Philosophy, and Education	Noddings, Chapter 12

## IV. Assignments

**Paper segments:** One for each of Parts 2, 3, 4, 5, 6, & 7.

- Length: essays should about **500- 750 words in length. 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 should address topics pertinent to each part. Citations and references **are required** and must follow generally-accepted rules of style (e.g., American Psychological Association *Publication Manual*, *Chicago Manual of Style*).

**Final Paper:** The final paper will be a compilation of the paper parts. The courses also has videos on some modules to support your learning.

## V. Assessment

Module 1 – 7 points  
 Module 2 – 7 points  
 Module 3 – 7 points  
 Module 4 – 7 points  
 Module 5 – 7 points  
 Overall quality – 10 points

### Grading Scale

45-40 points = A  
 39-38 points = A-  
 37-36 points = B+  
 35-33 points = B  
 32-30 points = B-  
 29-27 points = C+  
 27-26 points = C  
 25-20 points = D  
 Below 20 points = F

## VI. Bibliography

**Required Text** (available from UWSP Bookstore, [UWSP e-reserve](#), or online sites):

Noddings, N. (2011). *Philosophy of education* (3d ed.) Boulder, CO: Westview Press.  
[ISBN-10: 0813345316; ISBN-13: 978-0813345314.](#)

## VII. RUBRICS

	PROFICIENT	ACCEPTABLE	UNACCEPTABLE
<b>Paper Parts</b>	Vivid description of topic; More than 500 words;	Description of topic; About 500 words;	No description of topic; Less than 500 words;
	Detailed reflective statements; Correct format & style;	Reflective statements; Consistent format & style;	No reflective statements; Inconsistent format & style.

## 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.