

**Understanding Education (EDUC 5196)**  
**Location: Room 202,**  
**50 Wellington St. Brantford, ON**  
**Fall 2010 (Wednesday 5-8 p.m)**

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### **Required Texts**

Noddings, N. (2006). *Philosophy of education* (2nd ed.). Boulder, Colorado: Westview Press.  
<http://www.amazon.com/Philosophy-Education-Nel-Noddings/dp/0813343232>

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. (see <http://www.apastyle.org/index.aspx>)

*Master of Education Handbook*, 2010, Schulich School of Education, Nipissing University. (See: <http://www.nipissingu.ca/masterofed/MasterofEducationHandbook.asp>)

### **Recommended Readings/Viewings**

Adler, M., & Van Doren, C. (1972). *How to read a book* (2nd ed.). New York: Simon & Schuster.

Archambault, R. D. (Ed.). (1990). *John Dewey on education*. Chicago: University of Chicago Press.

Bailey, R. (Ed.). (2010). *Philosophy of education: An introduction*. New York: Continuum.

Bryman, A. (2006). Integrating quantitative and qualitative research: How is it done? *Qualitative Research*, 6(1), 97-113.

Curren, R. (2007). *Philosophy of education: An anthology*. Oxford: Blackwell Publishers.

Denzin, N., & Lincoln, Y. (Eds.) (2002). *The qualitative inquiry reader*. Thousand Oaks: Sage.

Dewey, J. (1902). *The child and curriculum*. Chicago: University of Chicago Press.  
Project Gutenberg: <http://www.gutenberg.org/etext/29259>

Dewey, J. (1907). *The school and society: Being three lectures by John Dewey supplemented by a statement of the University Elementary School*. Chicago: University of Chicago Press.  
Internet Archive: <http://www.archive.org/stream/schoolsociety00deweiala#page/n0/mode/2up>

Dewey, J. (1916). *Democracy and education: An introduction to the philosophy of education*.  
Project Gutenberg: <http://www.gutenberg.org/etext/852>

Egan, K. (2002). *Getting it wrong from the beginning: Our Progressivist inheritance from Herbert Spencer, John Dewey, and Jean Piaget*. New Haven: Yale University Press.

- Gewirtz, S, & Cribb, A. (2009). *Understanding education: A sociological perspective*. Cambridge: Polity Press.
- Giroux, H. (1992). *Border crossings: Cultural workers and the politics of education*. New York: Routledge.
- Hicks, S. (n.d.). *Philosophy of education: An introductory course*. Rockford, Illinois: Rockford College.  
Hicks Blog/video: <http://www.stephenhicks.org/publications/philosophy-of-education/>
- Hooks, b. (1994). *Teaching to transgress: Education as the practice of freedom*. New York: Routledge.
- International Bureau of Education. (n.d.). *Thinkers on education*. Geneva: UNESCO.  
IBE TOE Website: <http://www.ibe.unesco.org/en/services/publications/thinkers-on-education.html>
- Kohli, W. (Ed.). (1995). *Critical conversations in philosophy of education*. New York: Routledge.
- Palmer, J. A. (Ed.). (2001). *Fifty major thinkers on education: From Confucius to Dewey*. New York: Routledge.
- Palmer, J. A. (Ed.). (2001). *Fifty modern thinkers on education: From Piaget to the present*. New York: Routledge.
- Schostak, J. F. (2002). *Understanding, designing, and conducting qualitative research in education: Framing the project*. Buckingham: Open University Press.
- Scott, D., & Usher, R. (Eds.). (1996). *Understanding educational research*. New York: Routledge.
- Winch, C., & Gingell, J. (2008). *Philosophy of education: The key concepts* (2nd ed.). New York: Routledge.

### **Additional Readings:**

Throughout the course there will be a number of additional readings provided by the instructor and by those enrolled in the course. These readings should be easily accessible through e-mail, the Nipissing library or other avenues.

### **Course Description:**

*It has been said that the more things change the more they stay the same. What philosophical and empirical theories underpin current understandings of education? In what ways does an educational theory inform curriculum and leadership development? Such questions will form the basis for discussion.*

**Course Schedule:** (The instructor reserves the right to alter the schedule based upon speaker availability)

<b>Date</b>	<b>Overview</b>	<b>Presenter/mode</b>
Week 1 (September 15)	<ul style="list-style-type: none"> <li>▪ Introductions</li> <li>▪ Course overview, assignments, assessment, schedule, assignment submission, and issues related to professionalism</li> <li>▪ Nel Noddings: An Introduction, Philosophy of Education (PoE) textbook overview</li> <li>▪ Terminology related to PoE- definitions of philosophy and education</li> <li>▪ Introduction to initial assignment—teaching and learning—rethinking traditional education as schooling—A Trip to Abilene</li> <li>▪ Thinking of education beyond schooling.</li> <li>▪ View 21<sup>st</sup> Century Education (Technology) &amp; Ken Robinson (Creativity) Videos</li> <li>▪ Sign-up for Presentations</li> </ul>	Instructor/discussion
Week 2 (September 22)	<p><i>Chapter 1: Philosophy of Education before the Twentieth Century</i></p> <ul style="list-style-type: none"> <li>➤ Socrates and Plato</li> <li>➤ Aristotle</li> <li>➤ Rousseau</li> <li>➤ Pestalozzi, Herbart, and Froebel</li> <li>▪ Introduction to alternative modes of education beyond formal schooling</li> </ul>	Presentation/Discussion  Instructor/Guest speaker
Week 3 (September 29)	<p><i>Chapter 2: The Philosophical and Educational Thought of John Dewey</i></p> <ul style="list-style-type: none"> <li>➤ Dewey’s Philosophical Orientation</li> <li>➤ Meaning and Aims of Education;</li> <li>➤ Psychology; Theory of Knowledge</li> <li>➤ Democracy and Education</li> <li>➤ Place of Subject Matter</li> <li>➤ Dewey Today</li> </ul>	Presentation/Discussion
Week 4 (October 6)	<p><i>Chapter 3: Analytic Philosophy</i></p> <ul style="list-style-type: none"> <li>➤ Philosophical Analysis in Education</li> <li>➤ The Analysis of Teaching</li> <li>➤ Current Analyses of Teaching</li> </ul>	Presentation/Discussion
<i>Note: No class scheduled for Wednesday, October 13<sup>th</sup> (Reading Week)</i>		
Week 5 (October 20)	<p><i>Chapter 4: Continental Philosophy</i></p> <ul style="list-style-type: none"> <li>➤ Existentialism</li> <li>➤ Phenomenology</li> <li>➤ Critical Theory</li> <li>➤ Hermeneutics</li> <li>➤ Postmodernism</li> </ul>	Presentation/Discussion



### **Assignment 1: Chapter Responses and Presentations:**

(Weighting: 20% x 2 = 40 %)

Twice throughout the semesters, students (in groups of three) will be asked to take a lead role in the presentation of chapters from the Noddings text. There will be a sign-up sheet available on the first day. Presenters will be responsible for summarizing the philosophical concepts presented within their chosen chapter(s). This should be more than a summary of the content. There should be an effort made to relate the content to an understanding of education and to the concepts of other chapters in the text. There should also be an effort to respond to at least two of the questions posed at the end of the chapter. To introduce the concepts in the chapters, presenters are left to their own devices to find a creative manner in which to engage the class in a manner that is consistent with the teachings of the chapter. Each presentation should take about 1 hour.

In addition to the presentation, presenters are required to provide a maximum of a two page summary of each chapter. These summaries should include a definition of terms introduced in the chapters and additional articles, links... related to the topic. These summaries should be submitted electronically to [michaelm@nipissingu.ca](mailto:michaelm@nipissingu.ca) on or before the day of presentation. They will be collated and provided to all in the course.

There is an expectation that, although not presenting, all other students should have read the chapters and reviewed the questions at the end of each chapter. This will ensure a full and deep discussion of the concepts in each chapter.

**Assessment:** The instructor will record observations on the nature of the lead presentation, with a particular eye to the way(s) in which the lead(s) are able to stimulate discussion (i.e., move beyond a summary).

### **Assignment 2: Major Term Paper**

**Due: December 8, 2010**

(Weighting: written 40%; presentation 10%)

Understanding Education requires not only an understanding of the formal schooling system but awareness of the many additional approaches to education. These additional approaches often consist of one or more of the following:

- a. Education that occurs in a setting that is philosophically different than that of the traditional school setting. This may include, but is not limited to, settings such as Waldorf Schools, Montessori Schools, Afrocentric schools, Free schools, Unschooling, .... This may also include programming within the formal schooling system that differs philosophically from the traditional classroom/school programming.
- b. Education that occurs for children before and after regular school hours. This has the potential to include many different programs such as clubs, sports, arts and crafts, online groups, home activities...
- c. Education that target adults once they are beyond the formal schooling age. These may include parenting programs, co-operatives, online groups, book clubs, social movements, transformational learning, ...
- d. Education that occurs in some manner other than formal schooling and is available to the larger public audience. This may include media-based programming such as public service announcements (PSA's), internet-based education, ... Often, this education targets particular groups of people.

In an effort to “Understand Education”, you are responsible for the investigation of one of these examples of education. In order to do so, the investigation should involve:

1. A **written component** of approximately **15 pages**. This should be an introduction to the topic that includes:
  - Historical Background and description of the educational philosophy. This may include examples/stories of the education.
  - Indication of a philosophical understanding of the education with links to theorists (using Noddins text and others as major sources), I suppose this could be a ‘rationale’ for the development of the educational philosophy.
  - Definition of Terms necessary for understanding the philosophy
  - A definite indication of research including use of primary and secondary sources including interviews, reference to a review of relevant literature...
  
2. A **presentation** of your findings. This will consist of an approximately 20 minute overview of your research accompanied by a one-two page handout for others in the class. This will take place during the last two classes- Dec. 1<sup>st</sup> and 8<sup>th</sup> (sign-up).  
**ADDITIONAL INFORMATION WILL BE DISCUSSED A NUMBER OF TIMES DURING THE REGULAR CLASS MEETING TIMES.**

**Writing Style:** American Psychological Association (APA, 6<sup>th</sup> edition) still is required for all components of the course. Please familiarize yourself with this particular format. The instructor is available for additional reference regarding this.

### **Assignment 3: Participation**

Self-Evaluation (10%)

Students will be given the opportunity to provide a self-evaluation based upon participation in the course. Components of participation should include attendance, active engagement in class (discussion, providing feedback) and during all readings and assignments. The instructor reserves the right to provide additional tasks throughout the course for reference in subsequent classes.

### ***Attendance and Participation***

*The instructor and students who are presenting rely heavily upon participation from the class. This said, attendance is a critical factor in assuring that all can reach full potential, be it as a presenter or a participant in the presentations. It is fully understood that, at times, circumstances cannot be avoided and attendance is not possible. In today’s world, we can make alternative arrangements (electronic attendance...) to ensure all can attend. Because we are all adults and professionals, the instructor relies upon your professional responsibilities and integrity to attend. Should you be unable to attend, please contact the instructor to ensure presenters can compensate for your absence.*

### ***Academic Dishonesty: Plagiarism***

*Although it should be unnecessary at the graduate level, I am required to draw your attention to the fact that the University takes a most serious view of such offences against academic honesty as plagiarism. Blatant plagiarism will not be tolerated and will be referred to the University. In addition to submitting other authors’ works as your own, it is also unacceptable to submit one’s own work for credit in more than one course. In instances where students are unsure of the academic dishonesty boundaries, please understand that it is the students’ responsibility to refer to the current Nipissing University Academic Calendar and/or consult the instructor.*