



ED 110: Teaching for Learning (K-12)
Spring 2023

Monday/Wednesday 10:20-12:00

F2F Meetings: Taylor Hall 314

Lab: Friday 8-12pm, off- campus or on Zoom (See Canvas for link)

Instructor: Dr. Marc Brasof (he/him)

You: Please let me know how you would like to be addressed (pronoun/name)

Office Location: Taylor Hall, Room 315 (not on campus this semester)

Office Hours: By appt. or Mondays, 3-4

Email: brasofm@arcadia.edu

Course Description

This course is designed to introduce students to the intersection of school and society, with an emphasis on exploring the facets of social justice education. Macro and micro forces in education impacting teaching and learning will be explored and will be illuminated in fieldwork, course experiences, and assignments.

All required texts will be made available on Canvas

Land Acknowledgment Statement

The Lenape, whose name means “the original people,” are the first caretakers of the land upon which Arcadia University/Beaver College currently sits, and we continue to occupy. The Lenape people are victims of colonialism, genocide, and forced relocation. Therefore, we recognize the continued perseverance of the Lenape people through their adversity; and we honor their historical legacy and vibrant culture which continues to thrive today. We are committed to collaborating with the Lenape, as neighbors, partners, and friends in caretaking this land. (Approved by the University in 2022)

Learning Objectives:

Pennsylvania Department of Education Competencies

B. Classroom Environment

The candidate:

1. Describes elements of effective classroom management observed in various educational settings.

2. Observes teacher-to-student and student-to-student interactions and reflects on those observations.
3. Observes how classroom resources are used to make adaptations and accommodations required to differentiate instruction for all learners.

C. Instructional Delivery

The candidate:

1. Observes and reflects on effective verbal and non-verbal communication techniques.
2. Observes and reflects on effective questioning and discussion techniques.
3. Identifies ways in which technology is used as a teaching and learning tool.
4. Reflects on the level of active student engagement during instructional delivery.
5. Observes methods of communication of instructional goals, procedures and content.

Pennsylvania Department of Education's Culturally Relevant and Sustaining Education pedagogical framework/competencies:

Reflect on One's Cultural Lens:

- educators continuously reflect on their own life experiences and membership in various social groups (such as by race, ethnicity, social class, and gender), and they ask themselves how these factors influence their beliefs about cultures that are similar to and different from their own.
- embark on a journey to become educators focused on meeting the needs of each student by respecting, acknowledging and accommodating the various identities, cultural pluralism, and value systems represented in the classroom.

Identify, Deepen Understanding of and Take Steps to Address Bias in the System

- engage with literature and professional learning opportunities to learn more about the manifestations of racism and other forms of oppression (e.g., racism, sexism, homophobia, and classism) at the institutional and structural levels can result in disadvantaging some groups of learners while privileging others.
- advocate for the disruption of harmful school-level and district-level practices, policies, and norms

Course Policies

1. Attendance & Participation: ***Knowledge is constructed through our dialogue and interactions with one another in class.*** Much of what we do in class is interactive and depends upon your regular attendance and enthusiastic participation. Being absent not only diminishes your learning, but it keeps the class from benefiting from your experiences and ideas.

You are required to attend all class sessions. Arriving late and leaving early will cause your final grade to be lowered. Students with more than two absences (excused and unexcused) are at risk of having to retake the course or receive a low or failing grade. *(For an absence to be counted as an excused absence, you will be required to provide a letter from the related personnel -*

e.g., a doctor's note). Please contact me ahead of time if you can't make it to class.

Class participation means arriving on time; being alert and involved during class, whether in large or small groups; being prepared for each class, completing readings and assignments; and not leaving class until closure is reached. It also means providing substantive comments, questions, and contributions that advance the learning process for you and/or other students in the class.

2. **Expectations for Assignments:** All work should be handed in on the date that it is due. Turning in late assignments will result in a lowering of your grade for that assignment. If you are absent the day that an assignment is due it is your responsibility to get it to your instructor prior to the start of that class session or if there are extenuating circumstances—to contact the instructor, prior to the start of class, to make alternate arrangements. There will be opportunities available for revision on selected assignments.

Take measures to ensure that all writing you do in this course is readable, clear, and follows appropriate standards of grammar, punctuation, and style. Please check spelling before handing in any papers. If you struggle with writing, make use of the writing center. Writing that impedes the instructor's ability to understand student work will result in grade reductions and possible mandatory revisions.

3. Students with neurodivergence are invited to contact me regarding accommodations for any type of physical or learning supports (instructional modifications or accommodations, materials in alternate formats, etc.). For information about Arcadia University's academic accommodations or modifications, contact Linda Pizzi (Director) at the Education Enhancement Center by phone (215-572-4086) or email pizzi@arcadia.edu
4. All research sources, including information from the internet, must be properly cited according to APA guidelines (quoted, source listed, etc.). Plagiarism violates the Student Code of Academic Responsibility at Arcadia University. Descriptions of what constitutes plagiarism can be found in the Student Code of Academic Responsibility, on the Arcadia University/MyArcadia website ("campus" tab, "Office of Student Affairs" section, "Forms and Guidelines" link). Consequences of plagiarism are strict and immediately enforced, and may result in dismissal from the university and course failure. If you are unsure if something you have written constitutes plagiarism, please check with me.

Using ChatGPT or other AI platforms to write any aspect of your paper is considered plagiarism in this course.

5. The instructor reserve the right to update this syllabus as class needs arise. Be assured that any changes in syllabus will be communicated quickly and efficiently through our class session and/or on our Canvas course page.

Grade Criteria

A=Stands out as excellent performance. Has unusually sharp insight into material and initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines. Anticipates next steps in progression of ideas.

"A" work should be of such a nature that it would be put on reserve for all students to review and emulate.

B=Grasps subject matter at a level considered to be good to very good. Is an active listener and participates in class discussions. Writes well. Accomplishes more than the minimum requirements. Work in and out of class is of high quality.

"B" work indicates a high quality of performance and is given in recognition of solid work; a "B" should be considered a high grade.

C= Demonstrates a satisfactory comprehension of the subject matter. Accomplishes only the minimum requirements, and displays little or no initiative. Communicates orally and in writing at an acceptable level for a college student. Has an acceptable understanding of all basic concepts.

"C" work represents average work. A student receiving a "C" has met the requirements, including deadlines, of the course.

D= Quality and quantity of work is below average and barely acceptable. Accomplishes the most basic requirements of the course with below average skill.

"D" work is passing by a slim margin and questions the student's ability to succeed in more advanced coursework.

F= Quality and quantity of work is unacceptable. Academic credit is not earned for an F.

"F" work does not qualify the student to progress to a more advanced level of course work.

Major Assignments

Unit I: Educational Philosophy

Essential Question: What is the purpose of schools?

- 1. Education Philosophy Project: (15 points)** Regardless of what role you take on in the education system—teacher, administrator, community member, parent—it is important to understand your own views and that of others in terms of what you believe the purpose of school is and how that purpose should be accomplished. This is often understood as your philosophy of education **In establishing a philosophy, we typically answer the following questions**
- a. Why do I want to teach/explore the field of education?
 - b. What should be the purpose of school?
 - c. What is worth learning and how should that happen?
 - d. Which school of philosophy/thinker/concepts about education do you most align with?
 - e. In what ways did you find value in your own schooling? What should/could have been different? How did these experiences shape your understanding of the purpose of school and what is worth learning?

This project can be submitted in any of these formats:

- 750-1000 word traditional essay
- 5 minute video log
- 5 minute documentary
- 3-5 page comic book
- 5 minute podcast
- Another idea? For example, a painting/poster is possible but should be first discussed with instructor for approval

Your writing should advance an argument (the idea) and be well supported. The reflection should also be well organized with an introduction, body, and conclusion. You can use APA or MLA for citation/references. And, you should also take advantage of the [Landman Library Writing Center](#).

Unit II: School and Society

Essential Question: Are schools sites of social transformation or social reproduction?

2. Who am I?: Identity Development Slide Deck (25 points)

Being aware and continuously studying how we socialize people into expected ideas, expectations, roles, rules, etc...is essential knowledge for educators. This knowledge helps for you to have a better sense of who you are and how you impact the classroom; and likewise, how to understand who your students are. Discuss the various identities you occupy, how they became your identity, and the ways in which they provide you advantages and/or disadvantages in life. You will create a Google Slide Deck (or some other form of presentation tool) for this assignment and then submit in Assignments on Canvas.

Here are some great steps for completing/organizing this project:

- **Step One: How do you identify?** Develop several slides that name your various identities and include a visual aide that is evidence (if appropriate) of that identity (you will be sharing this slide deck with others). Here, you are describing which groups you are a member of. Consider the following: gender, race, age, sexual orientation, political affiliation(s), religion, ethnicity, economic class and ability/disability status,
- **Step Two: How were you socialized into these identities?** Select 1-2 identities and discuss over several slides how you were socialized into these identities.
 - **Cycle of Socialization: Harro** discusses specific areas of our lives that shape us and social forces (pervasive, consistent, circular, self-perpetuating, & invisible) that flow across those areas.
 - **Family/Community Culture: McGoldrick, Giordano, and Gacia-Preto** family ethnography readings can help identify aspects of your family culture such as values, beliefs, and activities that have socialized you. This can help you discuss a family memory and how your family's culture shaped the kinds of lessons you drew from them.
 - **Hidalgo**, on pages 101-102, asks entry questions to also help with this identification and analysis of your family/upbringing, as well as other helpful insights throughout the reading. These questions can bring some real focus to the question of how family and cultural heritage have influenced your attitudes, habits, and perspectives.
 - School is another important institution that shapes the ways in which you view the world. Sometimes it is what you study or how you are treated; sometimes it is the absence of something that makes the difference. Perhaps there is a memory of an experience or set of experiences that either reinforced, shaped, or challenged who you are as a person.
- **Step Three: How have these identities provided advantage/disadvantages? Where in your life were you rewarded and/or punished/ignored because of these identities? Here, you are considering the forces that privilege and oppress people.** Take those same 1-2 identities and illustrate how they have provided advantages and/or disadvantages in your life. How has your community (school, family, neighborhood, peers, other institutions) treated you, or others like you? How has your schooling experience rewarded or discouraged these identities? You can use data (recall earlier I-Search activity) or personal experiences/vignettes to tell this story. To focus, you can select 1 or 2 really memories that stick with you today (maybe one that is positive and one that was detrimental to your development). Develop several slides that discuss this and make sure point out terms from Goodman/Harro to help explain.

- **-Isms: Goodman** takes us through this analysis and provides a useful figure of -isms and oppression on pg 7. Take one, maybe two of your selected identities and think how they are connected to an -ism.
- **Harro** discusses specific concepts of how one is socialized into these identities through recognition, rewards, and punishments/sanctions and where this happens.

3. Listening Project (25 points) Proposal (5 points)

Students will have a *listening conversation* with two young people between the ages of 4-18, to find out what they know about a particular social issue of your choosing and how they learned it. You will complete the project in groups of 3 or 4. There are both individual and group work tasks. A project assignment sheet with more details is on Canvas in Assignments.

Unit III: Addressing Hurdles Facing Schools

Essential Question: What can educators do to support the development of more socially transformative schools?

4. Professional Learning Community Project (25 points)

Students will form professional learning communities around a specific issue in education, read a book about it, discuss and research a specific issue of importance, present their findings to the class, and document their learning process. A project assignment sheet with more details is on Canvas in Assignments.

Lab: Field Assignments and Expectations

We will be visiting several schools this semester during our lab times.

- Our visitations, combined with two fieldwork reflections, will be 10% of your grade for ED110 and earn you an S in ED110L. Field work reflection information is under Assignments in Canvas.
 - Transportation via van will be provided. Pick up location and time will be announced in class. We also encourage students with cars to participate in carpooling. This will support our transportation needs.
 - If we are not holding a lab session or field visit on a scheduled Friday, consider that lab day cancelled. This can be shifted at any time, so be sure to check your email/Canvas announcements.
 - Expectations:
 - Participate in all field site visits and other relevant lab sessions.
 - Be at the field sites on time.
 - Wear clothing appropriate as a visiting educator to a school.
 - Communicate with instructor ahead of time if you are going to miss a field visit. You will need to arrange another visit to a school on your own.
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Course Schedule

Lab Schedule: Field Visits and Lab Sessions

Date/Time	Experience	Location: TBD
Feb 10 10-11am	Secondary Education Program Overview Drs. Marc Brasof and Augusto Macalalag	Zoom Link:
Feb 24	School Visit	
March 3	School Visit	
March 31	School Visit	
April 7 10am-noon	Prk-4 Dr. Tanya Santangelo (10-11am) Castle Branch Training (11am-noon) with Tanna Frank, Program Support Specialist for Field Experiences and Outreach Office	Zoom Link:
April 14	School Visit	
April 21 10-11am	Art Education K12 Megan Elliott	Zoom Link:
April 28	School Visit	

Other Class Sessions

Week	Topic	Assignment
Unit I: Educational Philosophy Essential Question: What should be the purpose of school?		
Jan 18	Introduction to Course and Community <ul style="list-style-type: none"> What makes classrooms joyful? Should they be? 	Read syllabus
Jan 23/25	Educational Memories & Dream School <ul style="list-style-type: none"> What metrics do we/could use to measure schools? 	Read <i>Reggio-Inspired</i> Chapter 7 “Making Learning and Learners Visible”
Jan 30 Feb 1	Major Schools of Thought: <ul style="list-style-type: none"> What is the purpose of school? What and how should students learn? 	Read Foster-Dimino (2022) <i>Recommitting to the Joyful Classroom Rethinking Schools</i> https://rethinkingschools.org/articles/recommitting-to-the-joyful-classroom/ Take Education Philosophy Quiz (Canvas □ Files □ Ed Philosophy Documents) Read “Major Educational Philosophies”

Feb 6/8	Developing Your Educational Philosophy	Go deep on a particular concept/thinker from the Major Schools of Thought exercise and bring 1-3 salient quotes to class. Educational Philosophy Project Due Feb 13th
<p>Unit II: School and Society Essential Question: Are schools sites of social transformation or social reproduction?</p>		
Feb 13/15	What forces shape who a person is?	<p>Review National Equity Project's Lens of Systemic Oppression</p> <p>Read Harro, B. (2018). "The cycle of socialization." In <i>Readings for diversity and social justice</i>. Adams, M. et al. (4th ed) Routledge. p 27-33.</p> <p>Read a relevant chapter from McGoldrick, Giordano & Garcia-Preto's <i>Family Therapy and Ethnography</i></p> <p><i>Focus for Readings:</i></p> <ul style="list-style-type: none"> • What/who has influenced you most and what have you learned from that influencer? • How might this socialization impact you as an educator or someone who cares about schools? <p>Supplemental Support Text: Read Hidalgo, N. (1993). Multicultural teacher introspection. In Perry, T. and Fraser, J. (Eds.) <i>Freedom's Plow: Teaching in the Multicultural Classroom</i>. New York: Routledge.</p>
Feb 20—asynchronous session 22	The -isms: Identity, Privilege & Oppression: Case Studies in Diversity, Inclusion, and Justice	<p>Read Goodman, D. J. (2011). <i>Promoting diversity and social justice : Educating people from privileged groups</i> Chapters 1 & 2.</p> <p>Focus for Reading: Describe your identity in relation to privilege using Goodman's categories. What positive or negative messages come with these identities? What advantages, disadvantages, and other issues (like positive and negative messages, rewards and punishments) come with these identities? How might those outcomes play(ed) out in your schooling? Love provides a provocative case at the role of race in her educational and teaching experiences.</p> <p>Supplemental Support Text: Read Anyon, F. (1980) <i>Social Class and the Hidden Curriculum of Work</i>.</p>
Feb27 Mar 1	Identity Development Slide Deck Start Listening Project	You will share out your Identity Development Slide Deck March 1st Submission due by the start of class.
Mar 6/8	Listening	<p>Read Listening Project Final Paper guidelines (in Canvas Assignments)</p> <p>Read Minor, C. (2019). "Begin by listening." <i>We Got This</i>. Heinemann: Portsmouth, NH, p. 9-26.</p> <p>Read Paley, V. (1986) "On Listening to What Children Say" <i>Havard Educational Review</i>. 56(2). p. 122-131</p>
Mar 13/15	SPRING BREAK	

March 20/22	Listening Project	Transcript Analysis and Writing Workshops Read Heshusius, L. (1995). Listening to children: “what could we possibly have in common?” from concerns with self to participatory consciousness. <i>Theory Into Practice</i> . 34(2), p.117-123.
March 27/29	Listening Project	Listening Project Due April 5th
Unit III: Addressing Hurdles in Schools		
Essential Question: What can educators do to support the development of more socially transformative schools?		
April 3/5	Professional Learning Community	Professional Learning Community Project Assigned Read Quinn (2012/13) “Groupwork doesn’t spell collaboration” and be prepared to discuss with your group Quinn’s ideas of effective group collaboration.
April 10/12	PLC workshop	<i>Reggio-Inspired</i> text, Chapter 9 and 10 Come to class prepared to discuss which documentation techniques your PLC group is/will be using.
April 17/19	PLC Workshop	
April 24/26	PLC Presentations	
May 1	PLC Presentations	Course Evaluations
May 3	Final Examinations We hold this session just in case we do not get through final presentations.	