

EDUCATION 774 – Pedagogy in Teacher Education
Winter Term, 2001 – Wednesdays 9-12 noon
Gary D Fenstermacher

TEACHING EDUCATIONAL FOUNDATIONS IN A MULTICULTURAL SOCIETY

What is Educational Foundations and how is it best taught to teachers in training? This question guides the work of this new course, a course that emphasizes *the pedagogy* of educational foundations. The course is intended for graduate students who intend to teach foundations, and should also be of interest to anyone who will teach required courses to students in pre-service teacher education programs.

Readings

- Kathryn M. Borman, "Foundations of Education in Teacher Education," in W. R. Houston, Ed., *Handbook of Research on Teacher Education* (393-402). New York: Macmillan, 1990.
- Alan Brinkley, Betty Dessants, Michael Flamm, Cynthia Fleming, Charles Forcey, & Eric Rothschild, *The Chicago Handbook for Teachers*. Chicago, IL: The University of Chicago Press, 1999. ISBN 0-226-07512-5
- Gary K. Clabaugh & Edward G. Rozycki, "Foundations of Education and the Devaluation of Teacher Preparation," in F. B. Murray, Ed., *The Teacher Educator's Handbook* (395-418). San Francisco: Jossey-Bass, 1996.
- Charles E. Glassick, Mary Taylor Huber & Gene I. Maeroff, *Scholarship Assessed*. San Francisco, CA: Jossey-Bass, 1997. ISBN 0-7879-1091-0
- Stuart A. McCaninch & Amy Raths McCaninch, "The Social Foundations of Education: Retrospect and Prospect," in F. B. Murray, Ed., *The Teacher Educator's Handbook* (381-394). San Francisco: Jossey-Bass, 1996.
- Teachers College Record*, vol. 91, no. 3, Spring, 1990. Available at <http://www.tcrecord.org>

Student Responsibilities

- Attend no fewer than 6 lectures and 6 discussion section meetings of Education 392, Educational Foundations in a Multicultural Society.
- Following attendance at each 392 lecture and discussion, prepare a reflective analysis of what you observed, questions you have about what you observed, and your sense of alignment between the inferred intent of the instructor and the inferred gains of the students.
- Complete readings as scheduled, and come to class prepared to discuss them in depth. Construct an argument for the purpose(s) of and objectives for a foundations of education course for teacher education students. Refer to available literature as well as the ideas and ideals provided by those who have taught this course.
- Prepare a written critique the documents (syllabus, guides, exams, texts, web site) of the ED 392 course. Indicate how you would develop a syllabus of your own for

this course. Refer to the available literature on educational foundations and multicultural education when preparing this critique.

Bring your written work and related documentation together in portfolio format to submit to the instructor at the conclusion of the course.

Course Outline

Part I: The Context

The Structure and Function of Preservice Teacher Education

The Place of Educational Foundations in Preservice Teacher Education

The Challenges and Demands of Multicultural Approaches to Foundations

Part II: Designing the Course

Considering the Philosophy, Style and Manner of the Instructor

Curriculum Design and the Construction of the Syllabus

Integrating Foundational and Multicultural Perspectives

The Search for Texts and Related Readings

Determining How to Appraise Student Work

Part III: Teaching the Classes

Delivering Content, Encouraging Reflection, and Eliciting Excitement

The Construction of *Logos*, *Ethos*, and *Pathos* in Teaching

Formats for Learning: Lecture, Discussion, Small Groups

Using Technology To Supplant and Supplement Instruction

The Impact of the Student on Teacher and Teaching

Part IV: Managing and Caring for the Course

Students Who Talk and Those Who Do Not

Students Who Work and Those Who Do Not

Accommodating Diversity in Its Many Forms

Attendance, Grading, and the Uses of Mercy

Related Readings

Ernest L. Boyer, *Scholarship Reconsidered*. Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching, 1990. ISBN

Christopher J. Lucas, *Teacher Education in America: Reform Agendas for the Twenty-first Century*. New York: St. Martin's Press, 1997. The 1999 paperback edition has a useful Afterword.

Lee S. Shulman on the Scholarship of Teaching. Shulman's writing is available at <http://www.carnegiefoundation.org>

N. L. Zimpher & J. A. Sherrill, "Professors, Teachers, and Leaders in SCDES." In J. Sikula, T.J. Buttery, & E. Guyton, Eds., *Handbook of Research on Teacher Education* (2nd ed.), pp. 279-305. New York: Macmillan, 1996.