

Luther College

EDUC 185: The Changing World of Education J-Term 2022 * 4 Credits

CONTACT INFORMATION

Instructors

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COURSE DESCRIPTION

This course examines teaching and learning in 21st century schools. Changing technologies, pedagogies, demographics, and environmental challenges all influence education for today's students and teachers. Topics addressed include: standards, knowledge, skills, dispositions, ethics and professionalism.

EDUC 185/215 is...

- for students interested in or considering education (becoming an elementary, secondary, or music teacher).
- required for entrance to the Teacher Education Program.
- a place to explore current issues in education through reading, discussion, viewing of videos, and individual research.

OBJECTIVES

As a result of this course, students will:

- Demonstrate and provide self-reflection on the Luther College Teacher Education Program's 10 Professional Dispositions
- Reflect upon and share experiences with peers
- Compose an Educational Autobiography tracing the path leading them to consider Teacher Education
- Research and present on a current topic in education
- Report clinical/practicum information regarding district and building data
- Broaden awareness of the education profession
- Navigate ethical implications using the Model Code of Ethics for Educators as guidance

GENERAL STRUCTURE OF THE COURSE: Meets based on **Red** and **Blue** schedule

**January 2022 EDUC 185/215 Calendar
(Your participation is mandatory!)**

Monday	Tuesday	Wednesday	Thursday	Friday
<p>1/3 <u>On-campus Orientation</u> 8:45 – 10:15 Olin 102 (67)</p> <p><u>Seminar</u> 11:00 – 12:30 pm Elliott-Olin 106 (33) Claire-Olin 107 (34)</p>	<p>1/4 School</p> <p><u>Seminar #1</u> 8:45 – 10:15 am Olin 102 (34)</p> <p>11:00 – 12:30 pm Elliott-Olin 106 (17) Claire-Olin 107 (17)</p>	<p>1/5 School</p> <p><u>Seminar #2</u> 8:45 – 10:15 am Olin 102 (34)</p> <p>11:00 – 12:30 pm Elliott-Olin 106 (17) Claire-Olin 107 (17)</p>	<p>1/6 <u>Seminar #1</u> 8:45 – 10:15 am Olin 102 (33)</p> <p>11:00 – 12:30 pm Elliott-Olin 106 (16) Claire-Olin 107 (17)</p> <p>School</p>	<p>1/7 <u>Seminar #2</u> 8:45 – 10:15 am Olin 102 (33)</p> <p>11:00 – 12:30 pm Elliott-Olin 106 (16) Claire-Olin 107 (17)</p> <p>School</p>
<p>1/10 School</p> <p><u>Seminar #3</u> 8:45 – 10:15 am Olin 102 (34)</p> <p>11:00 – 12:30 pm Elliott-Olin 106 (17) Claire-Olin 107 (17)</p>	<p>1/11 School</p> <p><u>Seminar #4</u> 8:45 – 10:15 am Olin 102 (34)</p> <p>11:00 – 12:30 pm Elliott-Olin 106 (17) Claire-Olin 107 (17)</p>	<p>1/12</p> <p>School</p>	<p>1/13 <u>Seminar #3</u> 8:45 – 10:15 am Olin 102 (33)</p> <p>11:00 – 12:30 pm Elliott-Olin 106 (16) Claire-Olin 107 (17)</p> <p>School</p>	<p>1/14 <u>Seminar #4</u> 8:45 – 10:15 am Olin 102 (33)</p> <p>11:00 – 12:30 pm Elliott-Olin 106 (16) Claire-Olin 107 (17)</p> <p>School</p>
<p>1/17 School</p> <p><u>Seminar #5</u> 8:45 – 10:15 am Olin 102 (34)</p> <p>11:00 – 12:30 pm Elliott-Olin 106 (17) Claire-Olin 107 (17)</p>	<p>1/18 School</p> <p><u>Seminar #6</u> 8:45 – 10:15 am Olin 102 (34)</p> <p>11:00 – 12:30 pm Elliott-Olin 106 (17) Claire-Olin 107 (17)</p>	<p>1/19 School</p>	<p>1/20 <u>Seminar #5</u> 8:45 – 10:15 am Olin 102 (33)</p> <p>11:00 – 12:30 pm Elliott-Olin 106 (16) Claire-Olin 107 (17)</p> <p>School</p>	<p>1/21 <u>Seminar #6</u> 8:45 – 10:15 am Olin 102 (33)</p> <p>11:00 – 12:30 pm Elliott-Olin 106 (16) Claire-Olin 107 (17)</p> <p>School</p>
<p>1/24 <u>Seminar #7</u> 8:45 – 10:15 am Olin 102 (33)</p> <p>11:00 – 12:30 pm Elliott-Olin 106 (16) Claire-Olin 107 (17)</p> <p>School</p> <p>Exit Meetings in the afternoon for RED</p>	<p>1/25 School</p> <p><u>Seminar #7</u> 8:45 – 10:15 am Olin 102 (34)</p> <p>11:00 – 12:30 pm Elliott-Olin 106 (17) Claire-Olin 107 (17)</p> <p>Exit Meetings in the afternoon for BLUE</p>	<p>1/26 <u>TEP Info Session</u> 8:45 – 10:15 Olin 102 (67)</p>	<p>1/27</p>	<p>1/28</p>

TEXTS

There are no required texts to purchase for the course. Students will access resources online, through the Luther College Library and via Katie.

ATTENDANCE

Attendance is integral and required at both sessions (large group and small seminars). If you are ill (e.g., a fever of over 100, coughing, loss of taste and smell, vomiting), do not attend your seminars; however, do inform your instructor before the class period so you can complete/turn in work. Excessive absences will result in no credit.

Covid-19 Syllabus Statement

Do not attend class if you are experiencing any of the symptoms on this [list](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html) [<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>] from the U.S. Centers for Disease Control and Prevention.

You must wear a face covering over your nose and mouth at all times in this classroom. If you are unable to wear a mask for medical reasons, you may wear a face shield. If you do not wear a face covering, you will be asked to leave the classroom.

Attempt to maintain a distance of at least 6 feet (about two arms' length) from other people in this classroom.

Do not move any of the furniture in the classroom, which has been positioned to maintain the required amount of physical distancing.

At the end of class, you will be dismissed in a staggered manner. Proceed to a building exit immediately without stopping in a hallway or stairwell.

Daily attendance will be taken and seating arrangements will be recorded in order to assist with any necessary contact tracing.

This course will not meet in the classroom for the entirety of our scheduled class meetings. There will be many opportunities for small group work that can be taken outside to allow for social distancing.

If it becomes necessary to transition to a distance learning format, this course will meet synchronously on Zoom during our regularly scheduled times.

If it becomes necessary to transition to a distance learning format, the instructor will ask you to specify difficulties that might impede your success in online teaching and learning and will work with you to determine how to address them.

Monitor the [Being Community web page](#) for information connected to Luther College's response to the Covid-19 pandemic, including changes in Academics and Student Life and guidance on Protection Protocols.

COMMUNICATION

Check your Luther email regularly (at least one time per day) during the course. Information regarding the course will also be posted to Katie. Notify your seminar instructor or LIS at the Preus Library if you have issues logging in. Problems meeting deadlines must be discussed with instructors before the due date. If an absence is excused, assignments must still be turned in by the due date unless other arrangements are made with your seminar instructor. Please contact instructors through email.

CELL PHONES, COMPUTER, AND OTHER ELECTRONIC DEVICES

During seminars all phones and electronic devices should be closed and put away unless your professor has asked you to have it out. Bring a laptop to all classes. Katie is not easily accessible through a smartphone. If you need a laptop, one can be checked out at the Preus Library.

FOOD AND DRINK

On-campus food is permitted in afternoon seminars only. Beverages must have lids to avoid any spills.

EXPECTATIONS DURING CLASS

- Wear face masks when directed by campus wide guidelines
- Practice appropriate social distancing
- Participate in class activities and discussions
- Engage “The single most important element in learning and teaching. It is focused attention on the task at hand” (Manzo, Manzo, & Thomas, p. 47).

GRADING

At the end of the course, you will be assigned a grade of Credit or No Credit. All work must be completed at a “pass” level in order to receive credit.

EDUCATION DEPARTMENT STATEMENT OF INCLUSION

The faculty and emerging teachers in the Education Department at Luther College unequivocally denounce all forms of bias and hate. We strive to create an inclusive community where differences according to race, ethnicity, language, religion, national origin, gender identity, sexual orientation, socioeconomic status, and (dis)ability status are valued and affirmed. We are committed to challenging and eradicating racism, white privilege, xenophobia, heteronormativity, sexism, ableism, classism, and other unforeseen biases we bring into the classroom. Finally, we recognize our role and responsibility as teachers to create a more just and humane society so that *all* children may thrive.

LEARNING SUPPORT SERVICES

As a student at Luther, you have access to a variety of services to support you throughout your college career. A few of these are:

- [Language Learning Center](#): The Language Learning Center (LLC) offers technical and medial supports for all foreign language faculty and students at Luther College.
- [Library Liaisons](#): Every academic department and program has a designated expert librarian to assist students with research projects.
- [Norse Writing Center](#): Writing tutors are available to assist all students with writing assignments. Located on the main level of Preus Library.
- [Student Academic Support Center \(SASC\)](#): Provides everything from tutoring to academic coaching to [disability services](#).
- [TRIO Achievement Program](#): (Formerly SSS). A federally-funded program designed to ensure academic success for Luther College students who qualify.

COURSE ASSIGNMENTS/ASSESSMENTS

All prompts can be found on KATIE. "Credit" will be earned for writing that incorporates information from reading assignments and/or discussion (or fulfills the prompt), provides insightful explanation of your own point of view (when appropriate), and uses proper conventions of grammar, usage, and mechanics. Assignments that do not earn credit will be returned to with feedback and should be re-submitted within two class meetings. All work is required on the due date unless other arrangements have been approved by your instructor. In order to receive credit for the course, all assignments must be completed satisfactorily.

Written Assignments

- Educational Autobiography
- Clinical Placement Chart
- Successful/Unsuccessful Teacher Essay

In-class Activities

- In Class Think Papers (3)

Educational Issue Presentation

ACCOMMODATIONS

If you are a student with a disability and feel you may need accommodations, register with Disability Services (DS). To register with their office to receive accommodations you must:

- Complete the Request for Disability Services online form and submit. Find this on our "Forms for Accommodation Process" button.
- Secure appropriate documentation of the disability and its impact from appropriate professionals by having the provider complete the Documentation of Disability form also found on our "Forms for Accommodation Process."
- Schedule an appointment with DS before arriving on campus or shortly after. It is always better to have a plan in place before classes begin rather than after concerns occur. If a student is newly diagnosed during the academic year, please call and schedule an appointment with DS so accommodations can be put into place as soon as possible.

- Accommodations will need to be reviewed/renewed each academic semester and January term by making an appointment with DS. After your initial appointment to activate accommodations in DS, if accommodations haven't changed, the student may email the DS coordinator for their accommodation letters.

More information is available at: <https://www.luther.edu/disability-services/process/>

If you have questions, please do not hesitate to contact Student Academic Support Services located on the lower level of Preus Library.

ACADEMIC INTEGRITY - HONOR CODE

All academic work is based on the understanding that everyone engaged in academic discourse, in research, and in teaching is truthful, diligent, and respectful of the work of others. Without this, no academic community can flourish. Academic integrity is the moral code that builds trust between scholars.

Because of this, students at Luther College first adopted an honor code in 1962 and have affirmed its importance for the academic life at Luther ever since. It is every student's responsibility to observe the college's Honor Code by not violating academic integrity, and to protect the Honor Code by reporting any possible cases of violation.

For more information regarding academic integrity, how to avoid academic dishonesty, violations, or referrals, visit <https://www.luther.edu/academic-integrity/about/>

THE MISSION OF LUTHER COLLEGE

In the reforming spirit of Martin Luther, Luther College affirms the liberating power of faith and learning. As people of all backgrounds, we [embrace diversity](#) and challenge one another to learn in community, to discern our callings, and to serve with distinction for the common good.

As a [college of the church](#), Luther is rooted in an understanding of grace and freedom that emboldens us in worship, study, and service to seek the truth, examine our faith, and care for all God's people.

As a [liberal arts college](#), Luther is committed to a way of learning that moves us beyond immediate interests and present knowledge into a larger world—an education that disciplines minds and develops whole persons equipped to understand and confront a changing society.

As a residential college, Luther is a place of intersection. Founded where the river, woodland, and prairie meet, we practice [joyful stewardship](#) of the resources that surround us, and we strive to be a community where students, faculty, and staff are enlivened and transformed by encounters with one another, by the exchange of ideas, and by the life of faith and learning.

ALIGNMENT WITH THE CONCEPTUAL FRAMEWORK OF THE LUTHER COLLEGE EDUCATION DEPARTMENT:

Strand I: The Liberal Arts

Luther College teacher candidates benefit from general education requirements providing learning opportunities grounded in the assumption the liberal arts provide a foundation for educated adults.

Students explore the profession through seminars and practicum experiences to reflect upon the field of education as a possible vocation.

Strand II: Knowledge, Skills, and Dispositions

Luther College teacher candidates are presented with an array of opportunities and experiences leading to the development of the knowledge, skills, and dispositions necessary for quality teaching and learning.

Students in EDUC 185/215 have not yet studied education pedagogy. However, they are expected to begin demonstrating the dispositions as Luther students.

Strand III: Accountability

Luther College teacher candidates are prepared to individually demonstrate the knowledge, skills, and dispositions as they relate to identified teacher competencies and personal vocational choices.

Students demonstrate Luther Teacher Education Program Professional Dispositions.

Strand IV: Diversity

Luther College teacher candidates are provided with opportunities to engage in experiences with diverse populations to assist their development as competent, caring, and inquisitive teachers for the 21st century.

Students demonstrate appreciation and respect for students of various needs and backgrounds as assessed through large group and seminar activities.

Strand V: Reflection*

Luther College teacher candidates are encouraged to develop ethical, reflective, and critical thinking skills essential to life-long learning as a teaching professional.

Students complete an Education Autobiography tracing the path leading them to the teaching profession.

InTASC Standard	Description	Connections
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Standard #2: Learning Differences.	The teacher applies an understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	Students will reflect on types of diversity through assignments and conversations in class
Standard #3: Learning Environments.	The teacher works with others to create environments that support individual and collaborative learning, interaction, and that encourage positive social interaction, active engagement in learning and self-motivation.	Students will reflect on environments supporting different ways of engaging learners (According to Manzo, Manzo and Thomas, engagement is focused attention of the learning task at hand. It is the most important element in learning and teaching, 2005, p. 47).

Standard #9: Professional Learning & Ethical Practice	The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each other.	Students will discuss how teachers continue to grow in their chosen field of education as professionals. Students will note the role of teachers' decision-making & ethical behavior and its impact on others both inside and outside the school environment.
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LAND ACKNOWLEDGEMENT

The land on which Luther College stands has been home to the Ioway, Sac, Fox, and Dakota people and their ancestors. As part of the Neutral Ground, created by the US government to control the movement, lives, and livelihood of Native peoples, this land was home to the Winnebago/Ho-Chunk during their forced displacement from Wisconsin. The dispossession of the Ioway, Sac, Fox, and Dakota and the forced migration of the Winnebago/Ho-Chunk people was motivated by the interests of settlers such as those who founded this town and this college.

The Winnebago, during their residence here, addressed the land as “Grandmother.” The tribe’s orator, Waukon Decorah, believed his people were extended the blessing of this place by the Great Spirit, saying, “We did not make it nor could we make it so pretty and fair a land.” Please honor this history, and the ongoing connection of the descendants of these early residents to this place. Please also honor and care for the land, water, and resources as these residents did: like a loved and loving elder to whom we owe our life. (David Steven Faldet, 2020)

COURSE SCHEDULE

Date	Topic	Assignment Due
What does good teaching look like? What makes a good teacher?		
Opening Seminar (Whole group)	Welcome and Course Overview	
Seminar #1	Clinical Demographics	3 research topics with 3 big ideas for presentation (Due during 2nd session)
What do 21st-century schools and classrooms look like?		
Seminar #2	Culturally Responsive Teaching	School Demographics (we will submit in class) Successful/ Unsuccessful Teacher Essay due on Katie Read: Equity vs. Equality Article AND Speaking up without tearing down article - to be done BEFORE seminar 3 presentation ideas submitted on Katie
Seminar #3	Standards and Assessment	Educational Autobiography due on Katie Presentation Outline Due on Katie Read: InTASC Standards and Subject-Specific Standards - to be done BEFORE seminar
Seminar #4	Growth Mindset Model Code of Ethics	Read: Dweck Chapter 2 - to be done BEFORE seminar
Seminar #5	Equity in Educational Opportunity	Watch: Love them first: Lessons from Lucy Laney Elementary (1 hr 28 min.) - to be watched BEFORE class
Seminar #6	What should/can education look like?	Work on Presentations
Seminar #7	Presentations	Submit Presentations
Closing Seminar (Whole group)	TEP Thank you cards Course evals	