I. Description and Overview
   A. EDUC 671, Schools and Culture
   B. EDUC 671 is designed to introduce, and have students explore, the relationships among schools, communities, and the cultures they serve. These relationships are examined through the framework of education reform ideas advanced by various school leaders, policy makers, and interest groups from our past and from the current scene. Links between education reform and culture will be examined across time, with special emphasis on how ideas from today’s futurists influence public school professionals as they create the schools of tomorrow. Students are required to examine the educational heritage and current reform ideas in order to plan for their own professional growth, as well as to help their students in public schools prepare for productive lives during the 21st century. Field Experiences in Public Schools Required (6 clock hours).

II. Course Objectives. Students will be able to:
   A. Analyze the cultural forces which influence educational policy, reform approaches, and school organization during any historical period.
   B. Identify the social issues and curricular trends which influence educational practice.
   C. Analyze the philosophical assumptions and learning theories supporting the professional roles for which students are preparing.
   D. Synthesize and articulate personal positions on educational issues and preferences for alternative futures.
   E. Assess the relationships between a range of information technologies and emerging educational challenges and trends.
   F. Demonstrate expertise in the use of a range of technologies, especially web-based learning, to support subject matter learning.

III. Student Outcomes. Students will be able to put the above course objectives into practice by:
   A. Completing a futures projection paper describing their vision of their teaching setting in 2026 and how they will prepare for that setting.
B. Designing a webquest which will help their students prepare for a meaningful future, with an accompanying rational statement which includes an analysis of how their webquest relates to ideas from our educational history.

[Relationship to Program Goals and professional Organizations: EDUC 671 emphasizes the following standards developed by Interstate New Teacher Assessment and Support Consortium (INTASC) and the following curriculum standards developed by National Council for the Social Studies (NCSS). The futures projection paper project (as well as supporting activities) and the webquest design requirement relate directly to the specific standards below.

INTASC
VI. The teacher uses knowledge of effective verbal, non-verbal, and media communication techniques and appropriate technology to foster active inquiry, collaboration, and supportive interaction in the classroom
IX. The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others and who actively seeks out opportunities to grow professionally.

NCSS
II. The teacher possesses the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of time, continuity, and change.
VIII. The teacher possesses the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of science, technology, and society.

Through the study of futurism (as well as the webquest design requirement) and through analysis of educational history to determine what portions of that history might help individuals and educational planners build meaningful futures, the course secondarily emphasizes the following standards.

INTASC
I. The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful to students.
II. The teacher plans instruction based upon knowledge of subject matter, state and national standards, students, and the community.

NCSS
I. The teacher possesses the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of culture and cultural diversity.
V. The teacher possesses the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individuals, groups, and institutions.
VI. The teacher possesses the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of power, authority, and governance.]
IV. Outline of Topics/Activities (See Attachment A for Schedule of Sessions/Readings.)

A. Educational Reform and Culture
   1. The Future and Technology
      a. Of what benefit are critical appraisals of the culture and projections for a better future?
      b. Analysis of Naisbitt’s High Tech/High Touch
   2. The Future and Ethical Questions
      a. What kind of futurist are you?
      b. Analysis of Kenneth Clark video, Heroic Materialism
   3. The Future and Education
      a. Can educators find answers/preferred futures regarding difficulties identified by Naisbitt and Clark?
      b. How will you teach in 2026?
      c. Of what benefit is our educational heritage in projecting alternative futures?

B. Educational Reform and Historical Perspectives
   1. John Locke and the American Dream/Content and the Curriculum
      a. Change in World Views—Medieval to “Modern”
      b. Puritan New England: Education for Salvation?
      c. Southern Colonies: Education for Meritocracy?
      d. Middle Colonies: Education for Entrepreneurship?
      e. Current Teaching Styles: Essentialist and Experimentalist
      f. Current Issues
   2. Bronson Alcott and the American Dream/Values and the Curriculum
      a. Socratic/Platonic Ideas about Human Perfection
      b. Educational Practices for Exploring the inner Nature
      c. Current Teaching Styles: Existentialist and Perennialist
      d. Current Issues
   3. Historical Reform Traditions and you
      a. Myers-Briggs Type Indicator and Reform
      b. Myers-Briggs Type indicator and the Traditions of Locke and Alcott
   4. The American Dream for Education in Institutions/Reform and the Organization of Schools
      a. Rise and Fall in Faith that Schools Can Bring about Social Reform
      b. Social Engineering for Pluralism and Change vs. Social Engineering for Assimilation and the Status Quo
      c. From Common Schools and their Expansion to Progressivism and Beyond
      d. Current Teaching Styles: Behaviorist and Reconstructionist

C. Reform and Secondary Schools
   1. The Sociology of Secondary Schools
2. Can I Be a Reformer?
3. Reform and My WebQuest

V. Summary of Major Course Requirements
A. Parallel reading for the course consists of the following:
   5. Additional handouts as distributed.
B. Class participation (for discussions, cooperative learning activities, simulations, lab sessions, etc.) is essential. Attendance is expected--but if you must be away, let the instructor know in advance.
C. Futures Projection Paper
   1. Prepare a paper (of 8-10 double spaced pages, word processed using Microsoft Word) which explains how you would like to perform as a teacher in the year 2026 by describing three teaching techniques you would most like to use because you feel these techniques would best prepare one group of students (a group you observe during your field experience) for a meaningful future. (Construct your paper to answer the following questions: What changes do I foresee between now and 2026? How do I feel about the changes I am projecting? What additional preparation/skills am I most likely to need? How will I get the new preparation/skills? What three teaching techniques would I most like to use? Why do I believe these teaching techniques will help my students prepare for a meaningful future? How do these techniques relate in three ways to the past—to the educational heritage I have been studying? Where/when did these techniques originate and how have I modified them?)
   2. Use High Tech/High Touch as a general reference, but you will also want to consult works of other futurists, The Futurist Magazine (and www.wfs.org), professional literature in your field, experts currently practicing in your field, your advisor, etc. Draw from at least 5 sources other than Naisbitt and use the APA format to document your references. Include in your references live links to three web sites which you feel are especially useful in supporting your selection of techniques/approaches that help students prepare for the future. (MICROSOFT WORD AUTOMATICALLY CREATES LIVE LINKS. Use of Microsoft Word is strongly recommended. Microsoft Word is available on all GMU computers.)
3. Include a 3-4 page addendum to your paper related to your field experience observations. Answer the following questions in your addendum: what does my cooperating teacher think are the three most important teaching techniques for preparing students to live meaningfully in the 21st century? Why has he/she selected these techniques? Does the cooperating teacher currently use them? What is the teaching style preference for your cooperating teacher, and what two lessons you’ve seen make you think this is the teacher’s style preference? Do these techniques complement his/her teaching style—or do they depart from the teaching style preference? In addition, include responses from three students in the cooperating teacher’s class to these questions: (1) What do you think would be the three most important things your current teachers could do to help you prepare for a fulfilling and pleasant future? (2) Why have you selected these things?

D. WebQuest

1. Design a webquest activity within your endorsement discipline that you believe would help your students prepare meaningfully for the future. Design the activity for one group of students that you have observed during field experiences.
2. Submit a rationale statement of about 4 pages (double-spaced, word-processed) that addresses the following questions: Why is this webquest a good preparation for the future for one group of students you observed during field experiences? How does the webquest address student reactions to your question about the three most important things teachers could do to help them prepare for the future? (See Futures Projection Paper addendum assignment above.) How do ideas/activities/techniques in your webquest relate in three ways to the past—to the educational heritage you have been studying? (For example, where did the ideas/activities/techniques for your webquest originate and how have you modified them?)
3. Information and approaches for this process will be provided online through a WebQuest on WebQuests activity, which you will be able to access through Blackboard software under EDUC 671/Section 001. This webquest will teach you how to use Netscape Composer (available on all GMU computers) to set up a web page and then teach you how to complete a webquest design. The webquest elements are included, as well as a rubric regarding the quality of webquests. The “WebQuest on WebQuests” includes numerous webquest examples available online through links. Access to the webquest assignment on Blackboard will be possible as you provide current e-mail addresses so that the system can be activated.

VI. “Nuts and Bolts”

A. Assignment Deadlines
1. Futures Projection Paper—April 11
2. WebQuest—May 9 (to be shared in final session)
B. Grading Approximations
   1. Class Participation—30%
   2. Futures Projection Paper—35%
   3. WebQuest—35%

C. The major performance-based assessments for EDUC 671 are the Futures Projection Paper and the WebQuest. (See attached guidelines, outline, and rubric for details regarding assessment.) In addition, note the grading scale below:

   Grading Scale
   A+=98-100
   A=94-97
   A-=90-93
   B+=88-89
   B=84-87
   B-=80-83
   C=70-79

   F=Did not meet course requirements

The College of Education and Human Development (CEHD) expects that all students will abide by the following:

   Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions.

   Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

   Students must agree to abide by the university policy for Responsible use of Computing. See http://mail.gmu.edu and click on Responsible Use of Computing at the bottom of the screen.

   Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc, or call 703/993-2474 to access the DRC.

NOTE: OFFICE—ROBINSON A332/Hours—T, 2:00-3:30 P.M.  
W, 3:30-5:30 P.M. (Other Hours by Appointment)

IN THE EVENT THAT A MEETING OR APPOINTMENT MAKES ME UNAVAILABLE DURING REGULAR OFFICE HOURS, PLEASE DO NOT HESITATE TO CALL ME AT 993-2047 AND/OR LEAVE A MESSAGE.
## ATTACHMENT A/Schedule and Readings for EDUC 671

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<th>Session I</th>
<th>Introduction to Schools and Culture</th>
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<td>“Attitudinal Barometer” Activity</td>
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### Educational Reform and the Future

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<th>The Future and Technology</th>
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<td>“Smart House” Activity</td>
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<td>Viewing Bill Gates’ Information at Your Fingertips</td>
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<td>(Read: High Tech/High Touch, Part I; Recommended: McCain, chapters 1-6)</td>
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<th>Session III</th>
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<td>Viewing Bill Gates’ Info at Your Fingertips (continued)</td>
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<td>Analysis of Clark’s Heroic Materialism, compared to Naisbitt</td>
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<tr>
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<td>(Read: High Tech/High Touch, Part II: Recommended: McCain, chs. 7-11)</td>
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<th>Session IV</th>
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<td>Can educators find answers to difficulties identified by Naisbitt?</td>
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<td>Project yourself to 2026—How will you teach?</td>
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<td>How much does your view of the ideal future influence the way you teach?</td>
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<td>Cooperative Learning Activity: High Tech/High Touch</td>
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<td>(Read: Noll--#19 Should Technology Lead the Quest for Better Schools?, #1 Should Schooling Be Based on Social Experience?, #2 Should Curriculum Be Standardized for All?, #6 Can Character Education Reverse Moral Decline?, #12 Can Charter Schools Revitalize Public Education?)</td>
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<td>Debriefing, Cooperative Learning Activity: High Tech/High Tech</td>
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<td>Analysis of Naisbitt/Clark comparison grid</td>
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<td>Cooperative Learning Activity/Issues from Noll</td>
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<td>Of what benefit is our educational heritage in projecting alternative futures?</td>
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<td>(Read: Noll--#9 Do High-Stakes Assessments Improve Learning?, #15 Is Size Crucial to School Improvement?)</td>
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Educational Reform and Historical Perspectives: Content and the Curriculum, Values and the Curriculum, Schooling's Organization

Session VI  John Locke and the American Dream/Curricular Content
2/28  Change in World Views: From Medieval to “Modern”
   New England: Education for Salvation/Elizabeth Jackson Howe Case Study
   Southern Colonies: Education for Meritocracy
   Middle Colonies: Education for Entrepreneurship
(Read: Understanding American Education, chs. 3-5)

Session VII  John Locke and the American Dream/Current Applications
3/7  Current Teaching Styles
   Current Issues Cooperative Learning Activity
(Read: Understanding American Education, pp. 335-361; Noll--#4 Should Church-State Separation Be Maintained?, #13 Have Public Schools Adequately Accommodated Religion?)

SPRING BREAK

Session VIII  Bronson Alcott and the American Dream/Values and the Curriculum
3/21  Socratic/Platonic Ideas about Human Perfection
   Cooperative Learning Task: Educational Practices for Exploring Inner Nature
(Read: Understanding American Education, ch. 6)

Session IX  Bronson Alcott and the American Dream/Current Applications
3/28  Current Teaching Styles
   Current Issues Cooperative Learning Activity
   Myers-Briggs Type Indicator and the Reformer/Introductory Activity
(Read: Understanding American Education, pp. 361-377, ch. 10; Noll--#11 Has the Supreme Court Reconfigured American Education?, #17 Does School Violence Warrant a Zero-Tolerance Policy?)

Session X  Reform Traditions and You
4/4  Myers-Briggs Type Indicator/Activity Debriefing
   Faith in the Power of School as a Reform Agency
Viewing A Different Approach: Is special education an effective approach to social reform?
(Read: Understanding American Education, ch. 7; Perkinson, ch. 7)

Session XI  The American Dream For Education in Institutions/Reform and the Organization of Schools
4/11 Debriefing: A Different Approach
Social Engineering for Pluralism and Change vs. Social Engineering for Assimilation and the Status Quo
From Common Schools and their Expansion to Progressivism and Beyond
How Many of Today’s Reforms Are Deweyan?
Futures Projection Paper Due
(Read: Understanding American Education, ch. 8-9; Perkinson, chs. 1-6)

Session XII  The American Dream for Education in Institutions/Current Applications
4/18 Debriefing/Sharing Activity: Futures Projection Paper
Your Futures Projection Paper and Your Professional Portfolio
What is your preferred future in the educating professions, based on the following items: (1) knowledge of futurists’ predictions, (2) knowledge of trends/practices and their historical development, (3) knowledge of self and personality type?
Current Issues Cooperative Learning Activity
Sociology of Schools
(Read: Understanding American Education, pp. 377-392; Noll--#5 Should School Attendance Be Compelled?, #10 Have Public Schools Failed Society?)

Session XIII  Lab Session Workshop
4/25 Consultation about Finalizing Your WebQuest
Last-Minute Questions about WebQuest Design

Session XIV  Reform and Secondary Schools
5/2 Can I Be a Reformer?
Given my MBTI, am I the appropriate person to “sell” my reform ideas? From what other type(s) might I need help in “selling” my reform ideas?
(Read: Noll--#7 Should Multiculturalism Permeate the Curriculum?, #14 Is Full Inclusion of Disabled Students Desirable?, #16 Should Bilingual Education Programs Be
Abandoned?, #18 Should Homework Be Abolished?, #21 Should Alternative Teacher Education Be Encouraged?

Session XV  Close-Out
5/9  Sharing of WebQuests/Rationale Statements—My Product
     for Teaching about the Future
     Your WebQuest and Your Professional Portfolio