George Mason University
College of Education and Human Development
Elementary Education Program (ELED)

ELED 242 Section A03- Foundations of Elementary Education
3 credits, Summer 2024 (May 13- June 20)
Tuesdays & Thursdays, 10:30 am-1:10 pm, Face to Face, Thompson Hall, Room 1020 Fairfax Campus
Saturdays-Asynchronous online via Blackboard

Faculty: Charlene O'Brien
Office Hours: By appointment
Office Location: Thompson Hall, Room 1407, Fairfax Campus
Office Phone: 703.999.5714
Email: cobrien@gmu.edu

Recommended Prerequisites:
EDUC 200: Introduction to Teaching
EDUC 301: Introduction to Diverse Learners

University Catalog Course Description: Examines the historical, philosophical, and sociological foundations of education as they relate to elementary schools, with a particular emphasis on teaching a culturally diverse population. Develops an understanding of the relationship between society and education. Offered by School of Education. Limited to two attempts.

Course Overview: N/A

Field Hours: None.

Course Delivery Method: This course will be delivered in a hybrid format, using **primarily face-to-face** class meetings as well as asynchronous online work/class sessions via Blackboard (Bb) Learning Management System (LMS). You will log into the Blackboard course site using your George Mason University (GMU) email and password throughout the week to prepare and participate in class work.

Multiple instructional strategies and formats will be used for individual class sessions. They may include lecture, small group/ large group discussion, interactive work, student presentations, and cooperative learning. The course site will be available on or before May 7, 2024. Practical applications of theory are explored via group activities. Each class session will have readings/activities to be completed *prior to our meetings*. A detailed schedule is included in the "Class Schedule" section.

Technical Requirements
To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
  https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - **Adobe Acrobat Reader: https://get.adobe.com/reader/**

- o **Windows Media Player: https://support.microsoft.com/en-us/help/14209/get-windows-media-player**
  - o **Apple Quick Time Player: www.apple.com/quicktime/download/**
- GMU's Information Technology Service (ITS) offers free application software for students including Microsoft 365 Applications (Word, Excel, PowerPoint, etc.) https://its.gmu.edu/service/application-software/#software-offerings

Expectations

1. Course Week: Each class meeting is equivalent to a course week in a regular semester. See the Schedule of Classes.
2. Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials a minimum of four times per week.
3. Participation: Students are expected to actively engage in all course activities throughout the summer session/semester, which includes viewing and completing all course materials and activities prior to each class. Students must complete assigned asynchronous activities by the due dates specified.
4. Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
5. Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
6. Workload: Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the **course schedule** of topics, readings, activities, and assignments due.
7. Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Students can meet with the instructor in person, via telephone, or Zoom conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
8. Netiquette: The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Please re-read responses carefully before posting them, so others do not consider them as personal offenses. *Be positive and professional in your approach with others and diplomatic in selecting your words*. All faculty are similarly expected to be respectful in all communications.
9. Accommodations: Learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.
10. Mason is an Honor Code university; please see the Office for Academic Integrity for a full description of the code and the honor committee process. Three fundamental principles to follow at all times are that: (1) all work submitted be your own, as defined by the assignment; (2) when you use the work, the words, or the ideas of others, including fellow students or online sites, you give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment or exam, ask for clarification. No grade is important enough to justify academic misconduct.
11. Use of Generative-AI tools should be used following the fundamental principles of the Honor Code. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative-AI tools.

LEARNER OUTCOMES:

This course is designed to enable students to do the following:

- Identify important historical, philosophical, and sociological foundations underlying the role, development, and organization of public educational practice.
- Discuss contemporary educational initiatives and analyze their impact on educating a culturally diverse population of students.
- Discuss laws related to students' and teachers' rights and responsibilities.
- Exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.
- Understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

PROFESSIONAL STANDARDS:
Upon completion of this course, students will have met the following professional standards:

INTASC (The Interstate Teacher Assessment & Support Consortium):
- **Standard #2: Learning Differences:** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

- **Standard #9: Professional Learning & Ethical Practice:** The teacher engages in ongoing professional learning and uses evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

8 VAC 20-25-30. **Virginia State Technology Standards for Instructional Personnel:**
- **A.** Instructional personnel shall be able to demonstrate effective use of a computer system and utilize computer software.
- **B.** Instructional personnel shall be able to apply knowledge of terms associated with educational computing and technology.
- **C.** Instructional personnel shall be able to apply computer productivity tools for professional use.
- **D.** Instructional personnel shall be able to use electronic technologies to access and exchange information.

REQUIRED TEXTS:

Koch, J. (2024). *Teach: Introduction to Education* (5th ed.). Sage.
Virginia's Standards of Learning (SOLs) for K-6:
https://www.doe.virginia.gov/teaching-learning-assessment/instruction

**Additional selected readings will be posted on Blackboard.

COURSE PERFORMANCE EVALUATION:
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, hard copy).

Assignments and/or Examinations
1. **Attendance and Participation** (**42%**)

    This course operates with the assumption that knowledge is socially constructed, and the most meaningful learning opportunities are those where you have the opportunity to offer and explore diverse perspectives with peers; therefore, you are expected to contribute to both class and online

discussions and activities as well as genuinely listen to peers as they do the same. **You are expected to be prepared for each class**, which means completing all assigned readings and tasks for that class. Exit tickets responding to the class topic will be part of participation points. *Cell phones are for emergency use only and it is expected that you will not use cell phones/devices in class for purposes beyond enhancing your own learning of course content.*

In accordance with the GMU Attendance Policies (University Catalog, 2023-2024),
> Students are expected to attend the class periods of the courses for which they are registered. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, early departure, or failure to engage in online classes as de facto evidence of nonparticipation.

If you must be absent from class, inform the instructor prior to the beginning of the class session. **Please note,** notification of an "intended absence" does not mean it is an excused absence. Missed classes (or portions of classes; late arrival, early departures) will result in loss of participation points. Unless there are extenuating circumstances shared with the instructor, more than two missed classes will result in a failing grade and you must retake the course.

Absence from class to observe a religious holiday, to serve jury duty, or to participate in required military service are exemptions to the above policy. If you anticipate being absent for any of these reasons, please make arrangements at least 48 hours in advance.

2. Educational History (10%)   **DUE: Saturday, May 25**

We know from the research literature that our prior school experiences as a student (a.k.a. our Apprenticeship of Observation - Lortie, 1974) wield incredible influence on our views of teaching and learning. Therefore, it is essential that we explore our K-12 school experiences so each of us is aware of the pre-existing perceptions that we bring to teacher preparation. This is an opportunity for me to get to know you better as a learner and to find out the ways in which I can build upon your experiences, support your interests, strengths, skills, and areas of growth.

Your Educational History should be 2-3 pages in length (double-spaced) and should be an introspective summary/reflection on your memories of teaching/learning across your educational experiences:
- Elementary school
- Middle school
- High School
- College

Questions to guide your introspection and reflection <u>can</u> include ANY or ALL of the following:
- When was a time that you felt seen as individual or as a learner by an educator (e.g. teacher, coach, advisor, staff member, principal, professor, etc.)? Why? What did that person see that others did not?
- What strengths and strategies have you employed to be successful in your educational experiences? When was a time these strategies were not successful?
- What challenges have you encountered in your educational experiences? Why do you think you encountered them? What was the outcome?
- When was a time that you felt unseen/misunderstood/overlooked as an individual or as a learner by an educator (e.g. teacher, coach, advisor, staff member, principal, professor, etc.)? Why?

The rubric used to evaluate this assignment will be provided in class.

3. **Beliefs on Education: Developing a "Successful School" Vision Statement (18%)**
   DUE: Saturday, May 18 and Thursday, June 13.

As we move through the course, you will identify, develop, and refine your beliefs about what it takes to make a successful school. These beliefs will likely shift, grow, and deepen as you learn more about the teaching profession. This assignment serves as an initial tool to uncover what you think is best for teaching and learning.

Throughout the course, we will reflect on the prompts below and consider how they intersect and the sources of tension in your beliefs and preferred practices. Using the "Beliefs on Education Working Document" in the Assignment Resources section of Blackboard you will reflect and refine on how your thoughts are changing/evolving.

This assignment will consist of two parts, described below.
Part 1: Beliefs on Education (DRAFT- 6%)   **DUE: Saturday, May 18**

In the "Beliefs on Education Working Document," you will address each of the following prompts in separately:

> • I believe that teaching…
> • I believe that learning…
> • I believe the purpose of schooling is…
> • I believe students learn best when they…
> • I believe students learn best when the teacher…
> • I believe community/family is/are…
> • I believe collaboration is…

Your response to each prompt will include a discussion of approximately 2-4 paragraphs in which you (1) reflect on what you wrote for each of the prompts and (2) consider areas that intersect and the sources of tension in your beliefs and preferred practices. It is encouraged that you pose questions and wonderings.

Part 2: Beliefs on Education & School Vision Statement (FINAL- 12%)
DUE: Thursday, June 13

The final Beliefs on Education document should consist of two separate sections:
   a. **Comprehensive revisions to the DRAFT submitted for Part 1.** You should revise your responses to the belief statement prompts and write a new reflection, in which you consider areas that intersect and sources of tension in your beliefs and preferred practices. Your revisions should demonstrate extensive evidence on how your thinking has evolved since your first draft.
   b. **The final School Vision Statement**. You will write a School Vision Statement that pulls together the ideas and beliefs identified in your belief statement prompts. It should be evident that this statement was drawn from your evaluation and synthesis of your belief statements and other sources of reflective learning. It should be only 1-3 sentences. This should be succinct and get at the core of what you believe about schooling.

   Example:
   "A successful school is a place where 21st century goals are met and individuality as well as creativity are valued. All students are held accountable for achieving to their highest abilities and relationships are fostered by a united community of learners."

The rubric used to evaluate this assignment will be provided in class.

4. **Current Issues for Teachers: Group Presentation (15%)**
   DUE: Wednesday, June 5, 11:59 pm   Presentations: Thursday, June 6

What issues are important to us as future educators? For this assignment, you and your group members will select and analyze a current issue related to education that is of particular interest or importance to you. You will consider this education issue through the lenses of culture, religion, race, language, ability, gender, and/or socioeconomic class, as well as any broader topic of your interest.

As a group, you will research this issue, noting historical significance and current trends/perspectives based on peer-reviewed articles. You will reflect upon how this issue relates to your own experiences and the implications this issue might have for your future classroom and future career as an educator. Your group will give a 10–15-minute presentation on your topic.

Your presentation should consist of:
- Description: a thorough description of the issue
- Current & Historical Trends: the current trends and perspectives on this issue and how this issue has changed over time.
- Analysis of Impact/Effect on Three Different Student Populations: an analysis of the issue from at least three different student population lenses
- Connections to your own experiences: as a student, teacher, and/or observer, etc.
- Implications for your future classroom: key takeaways that you want us to know as a result of this presentation; what do you and others need to know as future educators regarding this issue?
- Questions & Next Steps: questions that surfaced while researching this issue and what you would like to explore next as it relates to your issue.

The process of brainstorming, research, and initial analysis of your issue will be supported through group conferences. Specific guidelines for this assignment, as well as the rubric, will be distributed in class.

5. **Professional Goals Paper or Video (15%)**   **DUE: Tuesday, June 11**

What are your goals in the field of education? How will you define success? What will be your biggest challenges? What have you learned this semester that validates education as a career path for you (or not)? What research spoke the most to you? Which theorist do you relate closely with and why? What does this mean for you in the future?

For this assignment, you will choose to write either a 3–4-page paper (double-spaced) or create a 10-15 minute video addressing these questions in relation to the career you hope to pursue in the field of education. You will be required to cite at least three readings and/or resources from the course. Additional information, as well as the rubric, will be provided.

Other Requirements:

Work Timeliness Expectations:
All assignments are to be completed by the date listed in the syllabus. Please note- classwork is completed PRIOR to class sessions. Written work will not be accepted after the due date unless prior arrangements have been made with the instructor. You receive participation points for actively participating in each

face-to-face class session, as well as for asynchronous activity, applying your readings, discussion questions, materials, and presentations, completed prior to and during class.
Assignments will not be accepted two days past the due date. Deductions will be made for late submissions.

Assignment Formatting:
Assignments should be saved in Microsoft Word with the following file name format: Student Last Name_Assignment_Title. **Example: O'Brien_Educational History**. All written papers are expected to be double-spaced, with 1" margins, and in 12-point font (Times New Roman, Calibri, or Arial). Assignments in PDF format will not be accepted. Microsoft Word is available free through GMU. **APA format is expected**. If you do not have a current edition APA manual, the OWL at Purdue is an excellent resource. http://owl.english.purdue.edu/owl/resource/560/01/.

Please Note: The GMU Writing Center offers online and in person writing support. Academic and professional writing can be difficult; I encourage you to take advantage of this service. https://writingcenter.gmu.edu/

Note: I reserve the right to add, alter, or omit any assignment as necessary during the course of the semester. You will always receive advanced notice of any modifications.

COURSE PERFORMANCE EVALUATION WEIGHTING

Course Outcomes	Assignments	%	Due Date *By 11:59 PM
1, 2, 3, 4, 5	Attendance and Participation	**42%**	ongoing
1, 2, 5	Beliefs on Education: Developing a "Successful School" Vision Statement	*Draft: 6%*	Draft: May 18
1	Educational History	**10%**	May 25
1, 2, 3, 4, 5	Current Issues for Teachers: Group Presentation	**15%**	June 5
1, 2, 3, 4, 5	Professional Goals Paper or Video	**15%**	June 11
1, 2, 5	Beliefs on Education: Developing a "Successful School" Vision Statement	*Final: 12%*	Final: June 13

GRADING POLICIES

The grading for this course is as follows:

Grade	Grading Scale	Interpretation
A+	97-100	*Represents mastery of the subject through effort beyond basic requirements*
A	93-96	
A-	90-92	
B+	87-89	*Reflects an understanding of and the ability to apply theories and principles at a basic level*
B	83-86	

B-	80-82	
C+	77 – 79	
C	73 – 76	
C-	70-72	*Denotes an unacceptable level of understanding and application of the basic elements of the course. Grade does not meet the minimum requirement for licensure courses.*
D	60-69	
F	<59	

*Note: "C1" does not meet requirements for a licensure course; "F" does not meet the requirements of the School of Education.

PROFESSIONAL DISPOSITIONS
Students are expected to exhibit professional behaviors and dispositions at all times (see Elementary Education Program Handbook). See https://cehd.gmu.edu/students/policies-procedures/

Core Values Commitment
The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/.

GMU Policies and Resources for Students
Policies
- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/ http://oai.gmu.edu/the-mason-honor-code/).
- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see https://ds.gmu.edu/).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources
- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus
- **Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:** As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730 or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/ .

EMERGENCY PROCEDURES You are encouraged to sign up for emergency alerts by visiting the website https://ready.gmu.edu/masonalert/

TENTATIVE CLASS SCHEDULE
Faculty reserves the right to alter the schedule as necessary with notification to students.
F2F Class: Tuesday & Thursday,10:30 am- 1:10 pm; Saturday- Asynchronous

Class/ Date	Guiding Questions/ Topics	Readings and Assignments Additional readings/activities may be assigned. DUE: by 11:59 pm prior to class
Class 1 **Tues., May 14**	What does *foundations of education* mean? Syllabus review Who are we as individuals and as future teachers?	**Read:** • Wheatley, (2009), Willing to be disturbed. • Ayers (2010), Seeing the student (read text version and/or graphic novel) • Watson (2012), A message from a Black mom to her son • Koch, (2024). Ch. 1: Becoming a teacher **View/Do:** • Syllabus Review • Review Educational History Assignment • Getting Starting Survey & Group Norms • Autobiography Poems Introduction
Class 2 **Thurs., May 16**	What is the history of education in the United States? Intro to philosophers: John Dewey & Paulo Freire	**Read:** • Koch, (2024). Ch. 3: A History of schooling in America (pp. 40-56 only) **View/Do:** • Review Beliefs in Education- Vision Statement Assignment
Class 3 **Sat., May 18** Asynchronous	What is the relationship between pedagogy, instruction, and theories on how people learn?	**Read:** • Koch (2024), Ch. 4: What does it mean to teach and to learn? (pp. 67-79 only) **View/Do:** • Video: What is pedagogy? **DUE: Beliefs on Education DRAFT**
Class 4 **Tues., May 21**	What are some contemporary trends in education?	**Read:** • Koch, (2024). Ch. 6: Contemporary trends in education • Mahoney (2019), 20 Years after Columbine, schools have gotten safer. But fears have only grown. **View/Do:** • Video: The Science of learning and development • Complete the Positivity Project survey to find out what your top strengths are- https://www.viacharacter.org/Account/Register#adult • Explore Positivity Project Character Strengths: https://posproject.org/character-strengths/ • Review School Vision Statement Assignment Resources Folder
		Read:

Class/ Date	Guiding Questions/ Topics	Readings and Assignments Additional readings/activities may be assigned. DUE: by 11:59 pm prior to class
Class 5 **Thurs., May 23**	Who are our students and how are they different from/alike each other, us, and peers from decades past? *Choose topic for group presentations in class*	• Koch, (2024). Ch. 5: Who are today's students? • Bell (2016), Teaching at the intersections: Your students are more than their most visible identities. **View/Do:** • Review Current Issues for Teachers Assignment
Class 6 **Sat., May 25** Asynchronous	Work Time	**View/Do:** • Find one peer-reviewed article for presentation and email to instructor. **DUE: Educational History Assignment**
Class 7 **Tues., May 28**	For whom does school "work"? For whom does school not "work"? *Presentation group conferences with instructor in class.*	**Read:** • Gorski (2013), Building a pedagogy of engagement for students in poverty • *Tampa Bay Times* (2015), Failure Factories **View/Do:** • Bring emailed article to class to share/discuss with presentation group.
Class 8 **Thurs., May 30** Asynchronous	How should students be taught? What is most important for our students to learn? *Meet with presentation group.*	**Read:** • Koch, (2024). Ch. 4: What does it mean to teach and to learn? (pp. 79-84 only) • Bruno (2015), How people learn: An Evidence-based approach. • Deans for impact (2015): The Science of learning • Glossary of Education Reform (2015), Hidden curriculum **View/Do:** • Set up times to meet with presentation group outside of class to prepare for June 6 presentation.
Class 9 **Sat., June 1** Asynchronous	What are the major federal, state, and local policies impacting schools today?	**Read:** • Koch, (2024). Ch. 3: A History of schooling in America (pp. 56-66 only) • Camera, (2016), How the Title I Money is Distributed • Selected readings from VDOE on allowable use and spending of Title I funds • Lee (n.d.) What is the Individuals with Disabilities Education Act (IDEA)? **View/Do:** • Video: Education Week (2016), **Every Student Succeeds Act of 2015** from The Education Trust • Video: Camera & Cook (2016), *Title I: Rich school districts get millions meant for poor kids* • Complete Title I Funding- asynchronous activity. • Meet with your presentation group.

Class/ Date	Guiding Questions/ Topics	Readings and Assignments Additional readings/activities may be assigned. DUE: by 11:59 pm prior to class
Class 10 **Tues., June 4**	What is the best evidence of student learning?	**Read:** • Koch, (2024). Ch. 4: What Does it Mean to Teach and to Learn? (pp. 84-88 only) • McTighe & O'Connor (2005), Seven practice for effective learning. • Chappius (2015), Goal orientations, effects on student motivation, and connections to the seven strategies **View/Do:** • Video: TED Talk on Testing, testing with Linda Darling-Hammond • Work on Current Issues for Teachers Group Presentation **DUE JUNE 5: Current Issues for Teachers Presentation**
Class 11 **Thurs., June 6**	*Current Issues Group Presentations*	**Read:** **View/Do:** • Review the Professional Goals Paper or Video Assignment • Complete both activities on Bb
Class 12 **Sat., June 8** Asynchronous	What are the attributes of a global classroom? What are 21$_{st}$ century skills?	**Read:** • Koch (2024), Ch. 7: Classroom teaching and technology • Koch (2024), Ch. 8: The global classroom • Heubeck (2022), What do top U.S. companies think schools could do better? We asked. **View/Do:** Course Evaluations • 21$_{st}$ Century Skills in the News Activity • Work on Professional Goals Paper or Video Assignment
Class 13 **Tues., June 11**	What is the best evidence of a successful classroom teacher? *Course Evaluations*	**Read** • Koch (2024), Ch. 2: Teaching stories • Koch, (2024). Ch. 9: The Classroom as a community **DUE: Professional Goals (Paper or Video)**

Class 14
 	
**Thur.,
June 13**
	Who are we as future teachers?
	
	*Course Wrap Up
	Course Evaluations*
		Read
		• Koch (2024), Ch.10: Making the decision to become a teacher
		• InTASC Standards (2013), Summary of updated InTASC Core Teaching Standards, (pp. 8-9)
		
		View/Do:
		• Videos:
		   5Teaching Channel (n.d.), Measures of effective teaching: Student feedback
		   o Teaching Channel (n.d.), Measures of effective teaching: Observation
		
		DUE: Professional Beliefs Statement