



ESED7133/EDAT7133

Trends, Issues & Research in Education

School of Education, Georgia Southern University

Instructor	Room	Office Phone	Email
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Course Overview

This course is designed to help candidates develop critical frameworks for designing and evaluating educational practices and programs within the context of current trends and issues in education. Emphasis is placed on specific research findings and their applications to practice, in addition to the development of analytical and communicative skills needed to improve teaching and learning. Candidates will formulate their own professional goals.

Course Objectives

1. Candidates will reflect on current trends, issues and research in education, including equity issues such as the achievement gap and the resegregation of US public schools.
2. Candidates will identify and describe key features of NCLB legislation and Race to the Top, including testing and adequate yearly progress requirements, school choice programs, and teacher quality guarantees.
3. Candidates will explain and analyze how diverse learners construct knowledge, acquire skills and develop habits of mind.
4. Candidates will explain and analyze the importance of creating learning environments that encourage positive social interaction, active engagement in learning and self-motivation.
5. Candidates will describe the critical role of teacher evaluation and the significance of the Common Core.
6. Candidates will explain the importance of teaching to the iGeneration in relation to how students learn.
7. Candidates will formulate their own professional goals in relation to the educational issues explored in the course.

All aspects of this course are firmly grounded in the College of Education's Conceptual Framework - *Reflective Educators for Diverse Learners*.

C1. Commitment to the knowledge, skills and dispositions of the profession.

Candidates are expected to apply knowledge of subject matter, including a thorough understanding of central concepts, tools of inquiry and structures of their field as delineated in professional, institutional and state standards. Candidates are also expected to implement appropriate learning strategies so that all students make meaningful connections with the content.

C2. Commitment to Diversity.

Candidates are expected to address diverse learning styles and needs and take into account each individual's physical, cognitive, emotional and social development in their teaching and classroom environment. Candidates are also expected to be working with issues of culture, diversity and equity and to understand the political nature of education.

C3. Commitment to Technology.

Candidates are expected to integrate technology and other multimedia resources to maximize learning opportunities for all students. Candidates are expected to demonstrate their technology skills in this course through the use of Internet-based resources.

C4. Commitment to Practice of Continuous Reflection and Assessment.

Candidates are expected to engage in self-assessment and assessment of student learning.

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The following Curriculum & Instruction Standards are addressed in this course:

Standard 1: Knowledge of Curriculum

- 1.1 Completers give evidence of planning that recognizes the needs of students, the contexts which must be considered when planning curriculum and the philosophical frameworks that undergird curriculum design.

Standard 4: Knowledge of Students

- 4.2 Completers exhibit ability to meet the diverse needs of students.

Standard 5: Knowledge of Research

- 5.1 Completers give evidence of the ability to apply theoretical insights and research findings to curriculum, instruction and assessment in P-20 systems to improve student learning, classroom processes and/or institutional practices.

Standard 7: Professional Practices

- 7.1 Completers establish high standards for academic rigor, intellectual inquiry and professional integrity
- 7.2 Completers participate in and/or lead professional learning experiences to promote effective practices.
- 7.3 Completers advocated for the profession by modeling collaboration, leadership and professionalism.

Assignments

Course Key Assessments: Students not receiving passing grades on the Key Assessments for this course will not pass this course. Any grade below a 70 is a failing grade.

1. Participation/Professionalism

Be ready to participate in each class discussion. Timely submission of all assignments is required.

EACH STUDENT IS EXPECTED TO CONDUCT HER/HIMSELF IN A PROFESSIONAL MANNER AT ALL TIMES, AND TO ABIDE BY GSU, COE AND PSC CODES OF PROFESSIONAL RESPONSIBILITIES

LATE ASSIGNMENTS WILL NOT RECEIVE FULL CREDIT. 1 DAY LATE - 50%. MORE THAN 1 DAY LATE - 0.

2. Weekly Assignments

Assignments including position papers, discussion postings and graphic organizers based on the readings and videos will be assigned weekly. Each assignment will be graded individually and these individual grades will be averaged to determine your weekly assignment. Guidelines, directions and a rubric for each weekly assignment can be found on each unit/module overview page and in the assignment tool.

3. Professional Goals Statement *****KEY ASSESSMENT*****

The professional goals statement you create for this final assignment is intended to serve as a guide and template for the professional portfolio you will submit in the culminating seminar at the end of this program. This is Key Assessment 4 and you must pass this assessment in order to pass this course. Therefore, it is in your best interests to think carefully about which educational issues, trends and/or practices you are most interested in investigating further. Your professional goals statement should mirror the structure of the course connecting "the big picture" with classroom practice.

Think carefully about which educational issues, trends and/or practices you are most interested in investigating further. Your professional goals statement should mirror the structure of the course connecting "the big picture" with classroom practice. Listed below are some suggestions to assist you in the development of your professional goals statement:

What issues concern you the most? (assumptions about schools, achievement gap, dropout rates or re-segregation of schools)

What do you need to learn about this issue in order to be an effective educator?

What are your areas of strength and weakness as an educator in relation to the selected issue? How can you build upon your strengths and address your weaknesses?

How are economic, political and cultural issues connected to your work as an educator? How can you use or explore these connections to improve your practice?

As you address one "big" educational issue studied from course readings, you will develop four goals that you will implement in your classroom as a means to address the issue. This paper should be between 12-16 pages.

GRADING

ASSIGNMENT	PERCENTAGE
Participation/Professionalism	20%
Weekly Assignments/Discussion Postings	45%
Professional Goals Statement **Key Assessment****	35%
TOTAL	

Grading Scale: A = 100-90, B = 89 – 80, C = 79 – 70 *** Any grade lower than 70 for this course is considered F.**

Required Text:

***Trends, Issues and Research in Education* available at Gray's Bookstore in Statesboro, GA only.**

The list of readings below corresponds with the syllabus and the five unit topics.

Unit 1

Eisner, E. (2003). Questionable assumptions about schooling, *Phi Delta Kappan*, 648-657.

Scherer, M. (2007). Perspectives: Hot button issues, *Educational Leadership*, 64(6), 7-8.

Lapkoff, S. & Li, R. M. (2007). Five trends for schools, *Educational Leadership*, 64(6), 8-15.

Scherer, M. (2004). Perspectives: Not just about facts, *Educational Leadership*, 62(3), 7-8.

Barton, P. E. (2004). Why does the gap persist? *Educational Leadership*, 62(3), 8-13.

Rothstein, R. (2004). The achievement gap: A broader picture, *Educational Leadership*, 62(3), 40-43.

Aronson, J. (2004). The threat of stereotype, *Educational Leadership*, 62(3), 14-19.

Bridgeland, J., Diluilo, J., & Morrison, K. (2006). *The silent epidemic: Perspectives of high school dropouts*. A report by Civic Enterprises in association with Peter D. Hart Research Associates.

Unit 2

Kozol, J. (2005) "Introduction" (1-12); "Dishonoring the Dead" (13-36); "The Ordering Regime" (63-87); "A Hardening of Lines" (135-168), *The shame of the nation: The restoration of Apartheid schooling in America* New York: Crown Publishers.

Orfield, G., Frankenberg, E., & Siegel-Hawley, G. (2010). Integrated schools: Finding a new path, *Educational Leadership*, 68(3), 22-27.

Kozol, J., Tatum, B. D., Eaton, S., & Gandara, P. (2010). Resegregation: What is the answer? *Educational Leadership*, 68(3), 14-19.

Unit 3

US Department of Education. (2009). *No child left behind*. Retrieved from <http://www.ed.gov/nclb/landing.jhtml?src=pb>

Nichols, S. & Berliner, D. (2008). Testing the joy out of learning, *Educational Leadership*, 65(6), 14-18.

Pederson, P. (2007). What is measured is treasured: The impact of the no child left behind act on

nonassessed subjects. *Clearing House*, 80(6), 287-291.

Smyth, T. (2008). Who is no child left behind leaving behind? *Clearing House*, 81(3), 133-137.

US Department of Education. (2009). *Race to the Top Program Executive Summary*. Washington, DC.

Levine, M. & Levine, A. (2012). Education deformed: No child left behind and the race to the top.

'This almost reads like our business plans.' *American Journal of Orthopsychiatry*, 82(1), 104-113.

Unit 3 INTERMISSION

Viewing online video series

Unit 4

Carlo, M. (2012). How to use value-added measures right. *Educational Leadership*, 70(3), 38-42.

Danielson, C. (2010). Evaluations that help teachers learn. *Educational Leadership*, 68(4), 35-39.

Donaldson, M. L., & Donaldson, G. A. (2012). Strengthening teacher evaluation: What district leaders can do. *Educational Leadership*, 65(7), 14-19.

Haycock, K., & Crawford, C. (2008). Closing the teacher quality gap. *Educational Leadership*, 65(7), 14-19.

Unit 5

Conely, David (2011). Building on the common core. *Educational Leadership*, 68(6), 16-21.

Hess, F. M. (2008). Still at risk: What students don't know, even now. *Arts education Policy Review*, 110(2), 5-21.

Lee, J. O. (2011). Reach teachers now to ensure common core success. *Kappan*, 92(6), 245-247.

Sawchuk, S. (2012). Many teachers not ready for common core. *Education Digest*, 92(6), 42-45.

Rosen, L. D. (2011). Teaching the iGeneration, *Educational Leadership*, 68(5), 10-15.

Rosen, L. D. (2010). Rewired: Understanding the iGeneration and the way they learn. *Education Digest*, 75(9), 20-22.

Rosen, L. D. (2010). Welcome to the...iGeneration. *Education Digest*, 75(8), 8-12.

Week	Topic	Readings	Assignments & Due Dates
1 Week of 5/13	Unit 1 The Big Picture: Current Trends & Issues Assumptions about Schooling Demographic Trends	Readings: Eisner (2003) Scherer (2007) Lapkoff & Li (2007) Scherer (2004)	Power Point 5/18
2 Week of 5/20	Dropout Rate Achievement Gap	Barton (2004) Rothstein (2004) Aronson (2004) Bridgeland, Diluilo & Morrison (2006)	Reflection paper 5/22 Discussion Posting 5/25
3 Week of 5/27	Unit 2 Social and Educational Woes: What Is the Answer? Re-segregation of schools	Readings: Kozol (2005) Orfield, et al (2010) Kozol, et al (2010)	Reflection paper 5/29 Position Paper 6/1
4 Week of 6/3	Unit 3 Federal Education Reform: Understanding NCLB & RT3 No Child Left Behind	US Dept. of Ed (2009) Nichols & Berliner (2008) Pederson (2007) Smyth (2008)	Graphic Organizer 6/5 Critique Chart 6/8
5 Week of 6/10	Race to the Top	Readings: US Dept. Of Ed (2009) GA Dept. of Ed (2009) Levine & Levine (2012)	Discussion Posting 6/12 Letter to Superintendent 6/15
6 Week of 6/17	Unit 3 INTERMISSION Curriculum Student Learning	Video Viewings: The Learning Classroom #4, #5, #6, #7	Response to Videos 6/22

7 Week of 6/24	<p align="center">Unit 4 High Quality Teaching</p> <p align="center">Teacher Assessment</p>	<p>Readings: Carlo (2012) Danielson (2010) Donaldson & Donaldson (2012) Haycock & Crawford (2008)</p> <p>Readings: http://www.ciclt.net/sn/leg/l_getbill.aspx?ClientCode=page&L_Session=2013-2014&BillType=hb&BillNo=283&L_State=ga</p>	<p>Discussion Posting 6/26</p> <p>Reader Response 6/27</p> <p>Critique 6/29</p>
8 Week of 7/1	<p align="center">Unit 5 Transformative Education</p> <p align="center">Building on the Common Core</p> <p align="center">Teaching the iGeneration</p>	<p>Readings: Conely (2011) Hess (2008) Lee (2011) Sawchuk (2012)</p> <hr/> <p>Rosen (2011) Rosen (2010) Rosen (2010)</p>	<p>Reflection Paper #3 7/3</p> <p>Discussion Posting 7/5</p> <p>Technology Prezi 7/6</p>
9 Week of 7/8	<p align="center">Professional Goals Learning Statement</p>		<p align="center">Rough Draft of Professional Learning Goals Statement 7/10</p>
10 Week of 7/15	<p align="center">Professional Goals Learning Statement</p>		<p align="center">Final Draft of PGS 7/19</p>
11 Week of 7/22	<p align="center">PGS Final Grades Professional Dispositions</p>		

Disability Reasonable Accommodation

If you qualify for accommodations because of a disability, please submit a letter to me from GSU Disabled Student Services Services early in the semester so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities

Religious Reasonable Accommodation

Every effort shall be made to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments, or required attendance, provided advance notification of the conflict is given. Whenever possible, students should give at least two weeks advance notice to request special accommodation

Student Honor Code

A Student Honor Code is in effect in all schools and colleges of the University. Students are expected to abide by the *GSU Student Conduct Code and Regulations* regarding academic integrity. Academic misconduct such as cheating and plagiarism will be reported to the Office of Judicial Affairs and appropriate penalties imposed that could affect course grade. See *Student Conduct Code, Section III*