



EDUCATION 5300B  
**THE FOUNDATIONS OF MODERN  
EDUCATIONAL THEORY AND  
PRACTICE**

*Summer Session II: July 10 – 28, 2017*  
L1170G

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The course has a site on Moodle. Resources will be provided there: <https://moodle.uleth.ca>

### CALENDAR DESCRIPTION

An interdisciplinary analysis of the evolution of modern educational theory and practice as it relates to a variety of settings.

### OVERARCHING INQUIRY QUESTION

To what extent have ideological and philosophical forces shaped curriculum theory and practice?

### STATEMENT OF PURPOSE

What goes on in schools is neither the result of societal consensus, nor the reflection of scientific findings regarding most effective pedagogical practices. Rather, it is a product of complex forces that have deep roots in the historical evolution of schooling. In this course we shall be exploring ideological, philosophical and historical insights within the Western tradition as they apply to education generally and to school curriculum specifically. We shall be giving particular attention to the major schools of thought in this tradition, and in the case of each one, our analysis shall include consideration of: its historical origins, representative writings, commentaries, critiques and enduring influences. We will apply our insights in thinking through current and controversial issues related to curriculum and assessment.

### INTENDED LEARNING OUTCOMES

Upon completion of this course, it is expected that participants will be able to:

- 1: Define major ideologies and philosophies of education.

- 2: Identify ways in which those frameworks have guided historical and contemporary educational policies and school curriculum.
- 3: Analyze the ideological and philosophical foundations of selected artifacts of contemporary curriculum.
- 4: Articulate a personal and critical understanding of curriculum and assessment grounded in insights gleaned from educational philosophy and theory.
- 5: Analyze and assess the reasoning of scholarly and professional writing on curriculum.
- 6: Demonstrate effective communication through proficient academic and professional writing, in a variety of traditional and on-line formats.

## REQUIRED READING

The following resource is available from the University of Lethbridge Bookstore:

- Gutek, G.L. (2014). *Philosophical, ideological, and theoretical perspectives on education*, 2<sup>nd</sup> ed. Boston, MA: Pearson.

Other readings/resources will be posted on Moodle.

## STUDENT CONDUCT

I am obliged to remind you that all participants in this course are subject to the Student Discipline policies for academic and nonacademic offences in accordance with the [Graduate Calendar, 2016-2017](#). Please see pp. 47 -52 for specific information.

## PROFESSIONAL CONDUCT

As graduate students in the Faculty of Education at the University of Lethbridge, please note that you are subject to the [Standards of Professional Conduct specific to the M.Ed program](#). As members of the Alberta Teachers Association you are also expected to abide by the [Code of Professional Conduct](#).

## EVALUATION

**Please refer to assignment handouts for more specific information about requirements for each assignment.**

**Curriculum Artifact Presentation      30%**

- Scheduled throughout the course

**Response to Reading                      30%**

- Due in class Tuesday, July 18

**Final Paper                                  40%**

- This is the culminating assignment for both ED 5300 and ED 5310
- Please see assignment sheet for detailed assignment information
- Due by 4 pm, Friday, July 28

## GRADES

The Faculty of Education has a standardized grading schedule for graduate courses if numeric grades are assigned. This is shown below. In this course, assignments will be assessed using letter grades that reflect the level of achievement. The final letter grade will be determined by weighting assignment grades as indicated in this outline.

Numeric Value	Letter Grade	Grade Point
<b>97 – 100</b>	A+	4.00
<b>93 – 96</b>	A	4.00
<b>90 – 92</b>	A-	3.70
<b>87 – 89</b>	B+	3.30
<b>83 – 86</b>	B	3.00
<b>80 – 82</b>	B-	2.70
<b>Note: Any course with a grade of less than B- cannot be considered for credit in the M.Ed. program.</b>		
<b>77 – 79</b>	C+	2.30
<b>73 – 76</b>	C	2.00
<b>70 – 72</b>	C-	1.70
<b>67 – 69</b>	D+	1.30
<b>63 – 66</b>	D	1.00
<b>&lt;63</b>	F	0.00

## TENATIVE COURSE SCHEDULE: July 10 – 28, 2017

Module One: Ideologies in education

Chap. 7: Ideology and Education

Chap. 9: Liberalism and Education

Module Two: The Greek inheritance in Western education

Chap. 1: Philosophy and Education

Chap. 3: Realism and Education

Module Three: Instrumentalism and modern curriculum

Chap. 4: Pragmatism and Education

Chap. 15: Progressivism and Education

Module Four: Postmodernism – Discourse and power in education

Chap. 6: Postmodernism and Education

**TENATIVE COURSE CALENDAR: July 10 – 28, 2017**

<b>Monday, 10</b>	<b>Tuesday, 11</b>	<b>Wednesday, 12</b>	<b>Thursday, 13</b>	<b>Friday, 14</b>
ED 5300 (Amy) 9 - 4	ED 5300 (Amy) 9 - 4	ED 5310 (David) 9 – noon  ED 5300 (Amy) 1 - 4 Curriculum Artifact Presentations	Library Orientation 9 – 10  Work day	ED 5310 (David) 9 - 4
<b>Monday, 17</b>	<b>Tuesday, 18</b>	<b>Wednesday, 19</b>	<b>Thursday, 20</b>	<b>Friday, 21</b>
ED 5310 (David) 9 - 4	ED 5310 (David) 9 - noon  MEd BBQ  ED 5300 (Amy) 1 - 4 Response to reading due	Challenge day 9 - 4	Work day	ED 5310 (David) 9 – noon  ED 5300 (Amy) 1 – 4 Curriculum Artifact Presentations
<b>Monday, 24</b>	<b>Tuesday, 25</b>	<b>Wednesday, 26</b>	<b>Thursday, 27</b>	<b>Friday, 28</b>
ED 5310 (David) 9 - noon  ED 5300 (Amy) 1 – 4	Muffin Morning AH100, 8 - 9  ED 5310 (David) 9 – noon  ED 5300 (Amy) 1 – 4 Curriculum Artifact Presentations	ED 5310 (David) 9 - noon  ED 5300 (Amy) 1 – 4	Library Orientation 9 – 10  Work day	ED 5310 (David) 9 - noon  ED 5300 (Amy) 1 – 4 Curriculum Artifact Presentations  Final Papers due