EDF 775-900: History of Education Reform and Change
Summer 2019, 3 credits
Online, Asynchronous & Live Sessions

Professor Information
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Course Description
Analysis of research on the history of American education with respect to implications for contemporary educational curriculum, reform, and innovation.

Course Overview
This course explores the role of our perceptions of historical events and their influences on schooling in the United States. We will consider questions such as: Who writes history and for what purposes? How are current educational policies and reforms influenced and informed by educational and social history? Whose voices are heard, and whose are missing or marginalized? In what ways do school reforms reflect socio-political agendas?

Course Pre-requisites
None

Professional Standards Addressed in this Course

See Appendix A

Required Texts
EDF 775 History of Education Reform and Change

Professor McConnell
ISBN-10: 0078024498

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### Course Content and Reading Schedule

The schedule of readings is subject to change based upon student learning and interest.

<table>
<thead>
<tr>
<th>Week</th>
<th>Class Topic/Activities</th>
<th>Readings and Assignments Due</th>
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</thead>
<tbody>
<tr>
<td><strong>Week One</strong></td>
<td><strong>MAY 13</strong></td>
<td></td>
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<tr>
<td>Introductions and Course Overview; Construct Project Assessment Criteria via AESA Standards</td>
<td>Spring (2013) Chs. 1, 2 3, (pp. 1-58) and 15</td>
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</tr>
<tr>
<td>Why study US education history with a global perspective?</td>
<td>AESA Standards</td>
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<tr>
<td><strong>LIVE MONDAY, MAY 13 5:00-6:00 MST</strong></td>
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<tr>
<td><strong>Week Two</strong></td>
<td><strong>MAY 20</strong></td>
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<tr>
<td>Formation of Schools</td>
<td>Spring (2013) Chs. 4, 5</td>
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<tr>
<td>Teachers and Schools</td>
<td></td>
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<tr>
<td><strong>Week Three</strong></td>
<td><strong>MAY 27</strong></td>
<td></td>
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<tr>
<td>Schooling toward what ends?</td>
<td>Spring (2013) Chs. 9, 10</td>
<td></td>
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<tr>
<td>Politics and Pop Culture</td>
<td>Spring (2013) Chs. 11, 12</td>
<td></td>
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<tr>
<td><strong>LIVE SESSION, WEDNESDAY, MAY 29 5:00-6:15 MST</strong></td>
<td>CRITICAL READING PRESENTATIONS</td>
<td></td>
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<tr>
<td><strong>Week Four</strong></td>
<td><strong>JUNE 3</strong></td>
<td></td>
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<tr>
<td>Political Agendas</td>
<td>Spring (2014) Ch. 1-6</td>
<td></td>
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<tr>
<td><strong>Week Five</strong></td>
<td><strong>JUNE 10</strong></td>
<td>Ravitch</td>
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<tr>
<td>Effects on Children and Communities</td>
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<tr>
<td><strong>Week Six</strong></td>
<td><strong>JUNE 17</strong></td>
<td>Ravitch</td>
</tr>
<tr>
<td>Effects on Children and Communities</td>
<td><strong>LIVE THURSDAY, JUNE 20 6:00-7:15 CREATIVE READING PRESENTATIONS</strong></td>
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</table>
Course Requirements:
- Reliable and consistent internet access
- Access to a Webcam with audio
- Critically and thoughtfully read all assigned articles and texts for the course.
- Participate in asynchronous and live discussions with the intent of learning from peers and critically examining the texts.
- Maintain timely participation and meet all deadlines
- Readings from the required texts and those posted on Blackboard.
- Weekly Activities
- Blackboard Collaborate Sessions—these are REQUIRED sessions.

Bases for Course Grade

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Approximate percentage of grade</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Activities</td>
<td>10%</td>
<td>Weekly: see Canvas</td>
</tr>
<tr>
<td>Critical Reading Presentation</td>
<td>10%</td>
<td>Week 2</td>
</tr>
<tr>
<td>Creative Reading Presentation</td>
<td>10%</td>
<td>Week 4</td>
</tr>
<tr>
<td>Poster Session Presented at Summer Research Seminar with AESA standards articulation paper</td>
<td>50%</td>
<td>July 24 (If you are not in the EDD cohort, you may create a video presentation)</td>
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<tr>
<td>Annotated Bibliography</td>
<td>20%</td>
<td>July 24</td>
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Method of Evaluation

The following grading scale will be used to assign a final course grade:

- 94 – 100% = A
- 93 - 90% = A-
- 89 - 87% = B+
- 86 – 84% = B
- 83 – 80% = B-
- 79 - 77% = C+
- 76 – 74% = C
- 73 – 70% = C-
- 69 - 67% = D+
- 66 – 64% = D
- 63 – 60% = D-
- 59 – 0% = F

Personalized Annotated Bibliography

Collect various sources for your school reform research presentation (see Canvas for an example). You will need a selection of research articles, primary sources (curriculum documents, school board notes, videos, etc.), journalistic/media sources, testimonials, books, and other available sources.

Critical Reading Presentation

During the second LIVE session (WEEK THREE), students will present their critical reading of one of the Spring Chapters. The presentation will be 5 minutes long (strictly timed) and will include the following:
1. Overview of the chapter. What are the major concepts, themes, events and facts?
2. Analysis of the chapter. What do the major concepts, themes, events and facts mean in the context of the entire book? Whose voices are represented? Missing? What other events, ideas, or perspectives would add to the chapter?
3. Implications of the chapter. How does this chapter contribute to our knowledge and understanding of the history of schooling and school reform? How does this understanding influence the ways in which we should think about contemporary schooling and school reform? How, if at all, are current educational policies and reforms influenced and informed by the events in this chapter?

In advance of the session, students will create and submit a one page graphic organizer of the key ideas. This is due the Monday at 11:00PM prior to the LIVE session.

**Creative Reading Presentations**

Each of you will individually present a creative representation of your learning in the course. Options include a painting, a drawing, a cartoon, a song, poetry, a photo essay, musical compilation, video, sculpture, dance, a play, etc. You do not have to be artistic to be successful, but you do need to tap into different ways of knowing and representing knowledge. For more on multiple forms of representation, see Elliot Eisner’s *Cognition and Curriculum Reconsidered*.

During our final LIVE session, each of you will have four minutes to share your creative presentation. If you make something, you may show us live, or you may send us video or photos in advance. This is an individually created project.

**School Reform Poster Session**

Your goal is to become an expert in one particular, substantial school reform effort, either from the US or internationally. Your project should directly address AESA standards, and you will articulate how your project does so (Week1). Working individually, you will generate a set of research questions and explore and explain the following:

- Social, political and cultural reasons for the reform
- Social, political and cultural effects of the reform
- Implications for curriculum, pedagogy, school structure, evaluation, intentions/mission, and school-community relations
- Impacts on stakeholders and participant groups (students, teachers, administrators, community members, natural environment/place, etc.)
- Relationship to other reforms (including cause and effect where appropriate)
- Recommendations and Implications

You will graphically present your findings in a professional poster such as those presented at peer-reviewed conferences (e.g. tri-fold or printed at a copy store). You will need to find a way to clearly organize and represent your ideas and present them in a round-robin session to other students during our seminar time in July. This serves not only as a demonstration of your
learning, but also as practice for future research conference presentations. Therefore, you will need to be extremely knowledgeable on the reform and prepared to answer questions in depth, even though your poster will only be a skeleton of the ideas.

Here are some resources to get you started:
http://guides.nyu.edu/posters
https://nau.edu/undergraduate-research/poster-presentation-tips/ (watch the video!)

Course Policies

- All work is due on the date specified. Late work will not be accepted unless agreed upon in advance by the professor.
- All written work must be proofread for grammar and mechanics. Discussion board posts must adhere to the elements of standard language (no abbreviations/informal texting language).
- All students and the professor will respect the opinions of others and engage in respectful, professional discourse. All class participants will model democratic practices of encouraging others to speak/participate; holding ourselves accountable to being open minded; and allowing all perspectives and voices to be heard.
- Regular online presence is required for your success in the course. Plan to log in to the course site several times per week.

University Policies

Disability Support Services

Any student requesting disability accommodation for this class must inform the instructor giving appropriate notice. Students are encouraged to contact Disability Support Services at (970) 351-2289 to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner.

Sexual Misconduct/Title IX Statement

The University of Northern Colorado prohibits and will not tolerate sexual misconduct or gender-based discrimination of any kind. UNC is legally obligated to investigate sexual misconduct (including, but not limited to sexual assault, sexual harassment, stalking, and intimate partner violence). If you disclose an incident of sexual misconduct to a faculty member, they have an obligation to report it to UNC’s Title IX Coordinator. “Disclosure” may include communication in-person, via email/phone/text message, or through in/out of class assignments.

If you wish to speak confidentially about an incident of sexual misconduct, please contact the UNC Counseling Center (970-351-2496) or the Assault Survivors Advocacy Program (970-351-
If you would like to learn more about sexual misconduct or report an incident, please visit www.unco.edu/sexualmisconduct

**Equity and Inclusion Statement**

The University of Northern Colorado embraces the diversity of students, faculty, and staff, honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and worldviews. In this course, people of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, size and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness to each other’s individual and intersecting identities.

The Office of Student Rights & Responsibilities (located in Decker Hall) serves as resource to anyone seeking support or with questions about equity and inclusion at the University of Northern Colorado (UNC). If you are a witness to or experience acts of bias at UNC and would like to learn more about bias response or report a bias incident, please visit Bias Response at http://www.unco.edu/biasresponse/

**Academic Integrity Statement**

You are expected to practice academic honesty in every aspect of this course. Make sure you know and understand the pillars of the UNC Honor Code: Honesty, Trust, Responsibility, Respect, and Fairness. Become familiar the Student Code of Conduct, especially the section on acts of dishonesty. Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the office of Student Rights and Responsibilities.

If faculty would like to provide more information about Academic Integrity, please visit: http://www.unco.edu/dos/assets/pdf/Syllabus_Statements-2015-02.pdf

**Appendix A**

**Professional Standards Addressed in this Course**

*The American Educational Studies Association (AESA) Standards:*

**Standard I:** Social Foundations of Education refers to a field of educational study that derives its character and methods from a number of academic disciplines, combinations of disciplines, and area studies, including: history, philosophy, sociology, anthropology, religion, political science, economics, cultural studies, gender studies, LGBTQ studies, comparative and international education, educational studies, educational policy studies, as well as transdisciplinary and interdisciplinary approaches. The
purpose of Social Foundations of Education study is to bring these disciplinary, interdisciplinary, and transdisciplinary resources to bear in developing interpretive, normative, and critical perspectives on education both inside and outside of schools. (I.1, I.2, I.3, I.4, I.5, I.6, 1.7)

Specifically, through the study of Social Foundations of Education educators are prepared to:

1. Understand and apply disciplinary knowledge from the humanities and social sciences to interpreting the meanings of education and schooling in diverse cultural contexts.
2. Understand and apply normative perspectives on education and schooling.
3. Understand and apply critical perspectives on education and schooling.
4. Understand how moral principles related to democratic institutions can inform and direct schooling practice, leadership, and governance.
5. Understand the full significance of diversity in a democratic society and how that bears on instruction, school leadership, and governance.
6. Understand how philosophical and moral commitments affect the process of evaluation at all levels of schooling practice, leadership, and governance.
7. Critically analyze current educational policies and practices at national, state, and local levels and their impacts on teaching, learning, and the assessment of P-16 students.

STANDARD II: INTERPRETIVE, NORMATIVE, AND CRITICAL STUDIES FOR THE PREPARATION OF PROFESSIONAL EDUCATORS

This standard seeks to ensure quality preparation at undergraduate, Masters, specialist, and Doctoral levels in the Social Foundations of Education for teachers and other school personnel, as well as those educators pursuing degrees or joint degrees in Foundations of Education, Educational Studies, and Educational Policy Studies.

4. Joint masters or doctoral programs involving Foundations of Education, Educational Studies, and Educational Policy Studies shall include instruction in at least three of the following disciplines or areas of study: history of education, philosophy of education, sociology of education, religion and education, anthropology and education, politics of education, economics of education, comparative and international education, cultural studies in education, gender studies in education, educational studies, and educational policy studies.

STANDARD IV: THE EDUCATION PROFESSION AND DEMOCRATIC EDUCATIONAL PRACTICE

Social Foundations faculty understand education as a human value essential for helping individuals create autonomous and meaningful lives in communities with others. As facilitators of this process, educators commit themselves to this value, modeling the habits of life-long learning and critical reflection through their individual and collective (with colleagues and students) deliberations and decisions regarding their practice. Based on an interdisciplinary approach, Social Foundations of Education engages professional educators in examining theories and practices of democratic education at all levels. In recognition of cultural pluralism and common humanity, Social Foundations of Education aim to reclaim professional educators as ethical agents envisioning and acting on needed educational and social reforms for pursuing and implementing educational equity and excellence in a culturally diverse society. The following commitments are aimed at both higher education faculty’s work with pre- and in-service candidates, as well as educators’ work with P–12 students as they engage in professional practice. The use of the inclusive “we” and “students” throughout indicates our common responsibilities to those we teach.

Educators are committed to:
1. Maintaining allegiance to education as a human value and a public good, and resisting its institutional diminishment by:
   1. rejecting the myth that institutions are external to and constrain us as educators, as if they possessed powers that render us helpless;
2. honoring the emotions generated when we feel the value of education which animates our work despite institutional pressures to ignore and comply;
3. realizing that we are partly responsible for creating and sustaining institutional dynamics, and that we also possess the power to alter them.
4. Knowing that good teaching cannot be reduced to technique, but flows from the identity and integrity of professional educators by:
   - knowing our students and our subject depends heavily on self-knowledge;
   - deepening our understanding of and our relationship to the content that we teach, accepting that knowledge is dynamic and ever changing;
   - striving to see our students clearly and to see them as whole—individual persons with unique subjectivities, and also as members of particular groups whose lives are shaped by their race, class, gender, culture, and sexual orientation.
5. Critically analyzing educators’ our own values and beliefs in relation to their pedagogical actions by:
   - investigating and considering our own values, beliefs, and teaching practices;
   - examining factors such as race, ethnicity, gender, and social class and how they affect teaching and learning in classrooms as well as in informal and nonformal educational settings.
6. Critically analyzing social, cultural, and community dynamics in classrooms and schools to create environments for effective teaching and learning by:
   - acquiring knowledge of diverse cultures, particularly of the underrepresented and underserved communities;
   - responding to cultural diversity and learning needs of all students;
   - demonstrating knowledge of diverse cultures, particularly of those communities represented in their classrooms and schools;
   - encouraging an environment that is inviting, respectful, supportive, inclusive, and flexible.
7. Incorporating students’ experiences and cultures into building a mutually supportive learning community that aims to examine, develop, and sustain democratic values by:
   - designing and implementing educational activities relevant to students’ families, cultures, and local and global communities;
   - developing curricula grounded in the interconnections between subject matter and community issues.
8. Developing and undertaking pedagogical actions for fostering civic engagement, cultivating democratic citizenship, and promoting ecologically sustainable economic development by designing and implementing critical curricular and instructional activities that raise students’ awareness of and foster their commitment to the pursuit of social equity and ecological sustainability.
9. Collaborating and leading within schools, communities, and in the educational profession by:
   - working collaboratively with all school personnel to create a professional learning community;
   - striving to improve the profession of teaching, leadership, and related service professionals working in schools;
   - participating in decision-making structures within educational settings;
   - promoting the professional growth of educators.
STANDARD V: RESEARCH, POLICY, AND ADVOCACY

Educators and students have historically been inundated with mandates from internal and external forces, many of which have not always been supportive of teaching or learning. Educators are subjected to demands they feel must be followed, even when they conflict with their personal or professional judgment. Whether out of lack of knowledge or an absence of agency, educators in turn subject their students to policies and practices they do not support. As a result, a climate of powerlessness is perpetuated as the two principal actors in educational environments (i.e., educators and students) remain as bystanders in policy and practices that influence them. The possibility of disrupting this trend is enhanced when educators have a deeper understanding of the basis for policies and their potential influence on the educational enterprise.

Educators are committed to:

1. Examining, analyzing, understanding, and explaining the multiple interconnections between schools and society by:
   - examining how external influences (e.g. media, special interest groups, stakeholder groups, etc.) work to shape society’s perceptions and expectations of schools and the processes of schooling that influence educational policy, school/classroom practice, and student learning;
   - understanding how the media, popular culture, and other entities are able to craft an image of education and teachers that sways public opinion.

2. Identifying how external forces control the power differential between educators and those who seek to prescribe how to educate by:
   - identifying and critically examining how external forces gain their influences on policy, practices, and student learning;
   - analyzing the basis for criticisms of educators and the educational process from historical, philosophical, and social/cultural perspectives.

3. Explaining the multiple and sometimes conflicting aims of education by:
   - identifying and critiquing different educational environments’ policies and practices, and the perspectives and interest from which they evolve;
   - identifying the social, philosophical and political bases that serve as a foundation for different aims of education.

4. Advocating for positive change by:
   - critically analyzing educational polices within their historical and political contexts;
   - demonstrating an understanding of how policies and practices influence teaching and learning.

5. Understanding, evaluating, and critiquing how research may or may not inform and improve educational practices by:
   - applying critical and interdisciplinary inquiry into current research methods used in education;
   - analyzing proposed educational policies and practices based on existing and evolving research;
   - using sound professional judgment in adapting policies and practices within their classrooms and schools.