



American Institute for Creative Education

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EDU 5500 Teaching, Learning, and Schooling in the 21st Century—Syllabus

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Course Description: This is a foundational course which examines what it means to teach and learn in a postmodern culture and addresses the knowledge of the learner and the learning process. Current educational practices will be examined through the lens of critical pedagogy. Students will consider social, political, cultural, economic, and historical contexts in the contemporary practice of teaching and learning in the United States. This course is in compliance with the INTASC standards (Interstate New Teacher Assessment and Support Consortium).

Course Collaborative Goals: Learners will participate in an inquiry-based, collaborative, professional learning community model to acquire the following knowledge and skills for teaching in a postmodern classroom:

- To understand the school as a cultural institution and its relationship to teaching and learning.
- To investigate and understand the goals of public education as it relates to American society.
- To consider the roles and responsibilities of the teacher to the student, the institution of the school, and the community—locally, nationally, and globally.
- To examine the organization and control of American schools at the local, state, and national levels.
- To consider the impact of multiculturalism and the family in American society as it pertains to public education.
- To analyze the role of power and dominance in majority and minority relationships within society as it pertains to public education.
- To examine gender and education and its impact on teaching and learning.
- To consider the needs of students with special needs within the inclusive classroom.
- To understand the curriculum through textbooks, media, and computer technology.

Course Meeting Schedule:

This course is offered four ways:

- weekend intensive sessions
- summer intensive sessions
- GIS—Guided Independent Study
- semester-long weekly sessions—graduate credit only
- Please consult the AICE schedule for times and locations: www.aiceonline.com

Course credit options:

- 4.5 CEUs (accepted by the Maine Department of Education for teacher recertification)
- 3 semester hours of credit through our academic partnership with the College of Graduate Studies, Plymouth State University. (Students who desire university credit will have a final exam and/or reflective research paper in addition to the other course requirements.)

Philosophy of Teaching and Learning in AICE Courses taught by Dean York:

This course aims to provide AICE faculty and AICE students with the opportunity to collaboratively work and learn together. Philosophically, we are committed to a critical pedagogy model of learning which is inquiry-based. It is predicated on Vygotsky's Zone of Proximal Development and adult educational theorists and practitioners including John Dewey, William Heard Kilpatrick, Malcolm Knowles, Paulo Freire, Jane Vella, Myles Horton, Anne Brockbank, Ian McGill, and others.

Course Rationale:

The American Institute for Creative Education (AICE) offers this course with the belief that educators in the 21st Century classroom face tremendous challenges in their multi-faceted roles as teachers and that there is great value in looking at this work through the lens of critical pedagogy.

Course Required Textbooks and Resources: (note publisher links below)

Teaching, Learning, and Schooling: A 21st Century Perspective, Eugene F. Provenzo, Jr.,
ISBN-10: 0205289703
ISBN-13: 9780205289707
<http://www.pearsonhighered.com/educator/academic/product/0,3110,0205289703,00.html>

Critical Pedagogy: Notes from the Real World, 3rd edition, Joan Wink
ISBN-10: 020541818X
ISBN-13: 9780205418183

<http://www.pearsonhighered.com/educator/product/Critical-Pedagogy-Notes-from-the-Real-World/9780205418183.page>

Course Conceptual Framework:

AICE affirms the values of CHECK—the Conceptual Framework of the National Council for Accreditation of Teacher Education (NCATE)

- **C**ommitment—We define commitment as dedication, perseverance, and individual and social responsibility. Our [students] are committed to lifelong learning and to increasing self-knowledge. They are committed to the beliefs that all students can learn and that education has the power to transform individuals and the greater society. Our [students] recognize the responsibility of educators to take a thoughtful and critical stance towards themselves and their profession.
- **H**olism—Our holism perspective involves affirming diversity and understanding the ‘whole child’ within the family, community, and cultural context. It includes working towards an integrated curriculum and recognizing how we as educators are shaped by our own experiences and culture. This holistic perspective shapes our larger vision.
- **E**xperience—Experience allows us to put theory into practice. We provide opportunities for experiential learning that swerves communities and schools so that our [students] can do the same for their students. Experience also involves constantly renewing skills and knowledge within one’s discipline.
- **C**ollaboration—Collaboration involves working with students, families and colleagues effectively within the school context toward shared goals, demonstrating respect and openness toward diverse perspectives, and confronting and resolving conflicts effectively and respectfully. Collaboration enhances both teaching and learning, and is an essential part of developing the capacity to lead.
- **K**nowledge—Knowledge refers to understanding the theory, content, methods, materials and technologies of one’s field, as well as understanding child and adolescent development, learning processes, and student motivation within the familial, community, and cultural contexts in which students grow and learn. Teaching that engages all learners combines a knowledge of students in which children grow and learn. Teaching that engages all learners combines a knowledge of students and one’s subjects within the cultural, social and institutional context.

The Study

Learners will negotiate an individualized learning plan (ILP) that will include the following components:

- www.bibme.org will be used to document additional print-based and media-based research. (APA)
- Presentation on reading and negotiating the reading list. The complete, analytical reading and annotating of the textbooks is required.
- Reading responses are 1-2 pages (minimum) and must be well thought out and written.
- Teach-In. This is an informative/instructional/topical mini-lecture to the class. Length of presentation is a minimum of 10 minutes and no longer than 15 minutes.
- Weekly Facebook email contact to the professor is required throughout the study—due weekly by Sunday—7 PM.

Evaluation of Student Work

- A collaborative process/rubric will be negotiated with each student based on the student's independent learning plan.

Course Policies

Attendance and Participation: Students must be present and actively participate in all required sessions.

Diversity: Ours is a diverse nation founded upon the protection of rights and liberties regardless of race, gender, ethnicity, religion, social economic status, politics, or sexual orientation. Choosing to teach or lead in public schools means accepting the moral and ethical responsibilities inherent in building a strong democratic republic. In this course you will have the opportunity to bring global resources into your classroom.

Disabilities: If you have a disability for which you may be requesting an accommodation, please contact the instructor prior to the first session.

Academic Integrity: All work must be original and comply with the Student Conduct Code of AICE.

Academic Misconduct: Any act that violates the academic integrity of The American Institute for Creative Education is considered academic misconduct. The matter will be referred to the office of the Dean.

Cheating

- The copying from another student's work, computer files, and listings.
- Knowingly using, buying, selling, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment for unauthorized release.
- Substituting for another student or permitting another student to substitute for oneself.

Plagiarism: Plagiarism is the appropriation, theft, purchase, or obtaining by any means another's work, and the unacknowledged submission or incorporation of that work as one's own offered for credit. Appropriation includes the quoting or paraphrasing of another's work without giving credit therefore.