

Fall, 1998

Syllabus: Education Seminar (460)

Johnnie B. Watson, Distinguished Associate Professor

Purpose:

The Education Seminar is a thematic approach course designed to augment the student teaching experience. It allows students to discuss applications of philosophical, psychological and social theories in the classroom.

Objectives:

The students will acquire the **Knowledge and skills** to:

1. Develop rapport with students, advise students, and to assist students in problem solving.
2. Communicate and work effectively with parents and or elicit their cooperation in the education of their children.
3. Integrate resources effectively such as community resources, resource persons, and audio visual materials.
4. Use the computer for computer assisted instruction (e.g., problem solving, locating information, drill and practice, simulations, tutorials, and other learning experiences).
5. Use the computer for management of school data (e.g., student enrollment, student performance, and grade reporting).
5. Explore the various ways teachers as both leader and facilitator can improve educational practice.
6. Teach culturally diverse student populations.
7. Manage a classroom in ways that promote the social, cultural, emotional, and intellectual development of children.
8. Develop a philosophy of education that reflects the specific classroom conditions under which a person is likely to learn.

Seminar participants are specifically required to:

1. Investigate a topic that enhances your knowledge base and skills in a specific interest area or where a particular weakness has been identified.

2. Mentor a person who is knowledgeable about the topic selected.
3. Make a presentation that reflects the results of your mentoring and literary investigation.
4. Develop a personal philosophy of education that reflects the specific classroom conditions under which a person is likely to learn.
5. Attend class and participate in seminar discussions.

No textbook is required. The topics are determined by the professional education requirements and what the prospective teacher needs and wants to learn more about before entering the teaching profession.

Grading

Topic Investigation	20%	
Mentoring		20%
Presentation	20%	
Written Philosophy	10%	
Attendance/Participation	30%	

Mentors may be used to meet the class requirement for the presentation.

There will be no mid-term or final exam.

CALENDAR: EDUCATION SEMESTER FALL 1998

Professor: Johnnie B. Watson

Sept 8	3:00	Course Overview/Requirements
15	3:00	Calendar Draft/Individual Conferences
22	3:00	Critique of Student Teaching Experiences
	4:00	<i>Watson's Philosophy of Education</i>
	5:00	<i>Knowledge Base in the Education Department</i>
29	3:30	Field Trip - Idlewild Elementary School Dr. Richard Potts, Principal

Technology Integration

- Oct 6** **Fall Recess - No Class**
- 13** 3:00 Jennifer Wapinski-Mooradian
Testing
- 4:00 Andrew Cates
Teaching the Inner City Child
- 5:00 Diana Blythe
Classroom Management with Behavior Modification
- 20** 3:00 John Lamb
Teaching English as a Second Language
- 4:00 Susan Sullivan
Teaching the Intellectually Gifted Child
- 5:00 Julie Line
Detecting Child Abuse
- 27** 3:00 Kevin Millen
*Principles of Becoming a Winning Basketball Coach
with an Educational Focus*
- 4:00 Taurus Inman
Pros and Cons of Technology in the Classroom
- 5:00 Julie Smith
Discipline
- Nov 3** 3:00 Clint Wagner
Classroom Management for the Inner City School
- 4:00 Cory Perrin
Hands-On Science
- 5:00 Carolyn Ransford
Classroom Organization
- 10** 3:00 Emery Van Hook
Beginning Teacher in the Inner City School
- 4:00 Renee Link

Teenage Pregnancy

- 5:00 Kara Plenge
Science Activities in the Elementary Grades
- 17** 3:00 Danette Anding
Reporting Procedures for Child Abuse
- 4:00 Tom Suchman
Discipline for the Non-Disciplinarian
- 5:00 Gloria McFerren
Inclusion
- 24** 3:00 Scott To and (TBA)
- 4:00 Katie Garts (TBA)
- 5:00 Critique of Student Teaching Experiences
- Dec 1** 3:30 ***Facing History and Ourselves***
Rachel Shankman, Director, Memphis Office
Facing History and Ourselves
- Dec 8** 3:00 Seminar Critique

Education Seminar (460)
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Objective:

To develop a philosophy of education that reflects the specific classroom conditions under which a person is likely to learn.

Watson's Philosophy of Education to Achieve this Objective:

Let the main object of this, our Didactic, be as follows:

To seek and to find a method of instruction, by which teachers may teach less, but learners learn more; by which schools may be the scene of less noise, aversion, and useless labor, but of more leisure, enjoyment, and solid progress.

John Amos Comenius
The Great Didactic (1682)

Selected Bibliography for Philosophy of Education

Adler,
Mortimer, The Paideia Proposal: An Education Manifesto.
New York: Macmillan Publishing, 1982.

The Paideia Proposal lists ten specific recommendations for school boards to consider. Adler advocates a “one track” system that would contain the same objectives and courses for all students.

Hessong, R.F., Introductions to the Foundations of Education. New York: Macmillan Publishing, 1991.

Chapter nine compares and contrasts the differences between conservative and liberal philosophies of education. The contributions of major educational philosophers are identified and should assist seminar participants in deciding which educational philosophy incorporates her/his philosophy of learning.

Houston, W. Robert, Touch the Future: Teach! St. Paul: West Publishing, 1988.

In Chapter Three, *Reflective Teachers Are Students of Teaching*, personal philosophies of teaching and differing philosophies of education are discussed.

McClay, Gail C., Past, Present and Future Perspectives in American Education. Wheaton: Gregory Publishing, 1995.

In Section Three of this textbook, McClay lists four educational philosophies in which people tend to be categorized:

- 1) Traditionalists, often referred to as academic rationalists or back to the basics advocates;
- 2) Social advocates, often referred to as reconstructionist or survivalist, who feel that education should be focused on solving ills or experiencing social processes;
- 3) Transcendentalists, often referred to as humanists or axiologists, who feel that education should be focused on values;
- and 4) Cognitive technologists, often referred to as cognitive processors or behavioral psychologists.

Schlechty, Philip C., Schools for the 21st Century. San Francisco: Jossey-Bass, 1990.

Schlechty is striving for schools that look and feel different from those we now have. He believes that academic performance will improve when teachers perceive students as customers of knowledge work. He also believes that teachers who view themselves as leaders and inventors and their administrators as leaders of leaders will be treated as professionals and will act like professionals.

Strain, J.P., Modern Philosophies of Education. New York: Random House, 1971.

This textbook provides an intensive study of the nature of philosophy of education.

