

ED 310 – Spring, 2004

Introduction to Education

University of Hawai'i @ Hilo Education Department

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Office Hours: Tuesday and Thursday late afternoons
It would help if you called to make an appointment so please call me!

ED 310 Sec 1 Tues/Thurs 3:30-4:45 pm UCB 312
ED 310 Sec 2 Tuesday only 5:00-7:45 pm UCB 312

“Be the change you wish to see in the world”
Gandhi

Course Philosophy

Education is in need of change! It is an outdated, unrealistic, racist and myopic institution where we procreate all of society's ills and do so with the stamp of state and national approval. It is a system that we must work to transform if we are to enter this new millennium with hope, confidence and a sense of justice. Hawai'i is the perfect laboratory that must take the lead in providing ideas and models for empowering, culturally rich and sustainable community-based learning centers.

Course Purpose

This course aims at helping you understand your potential role in Education--whether it be teaching, parenting, tutoring, or being a participating community member who helps paint the walls or helps to open up a school garden. This course will also expose you to a wider menu of Educational issues and help you develop solutions that are timely, specific, culturally appropriate and empowering. This course is also about “un-learning” things you have come to believe about teaching and learning.

Education Department Statement

The faculty of the UH Hilo Education Department considers the profession of Teaching a life-long process of discovery, practice and reflection—Praxis! We also recognize the multiple arenas where we exhibit our passion and expertise with regard to teaching and learning. We would like all ED 310, ED 314 and ED 350 students to know that the quality of your participation will be noted and included in the TEP discussion for Student-Teacher selection.

Education Department Conceptual Framework

The Education faculty has developed a conceptual framework to identify core values, desired outcomes, shared beliefs, and characteristic practices which distinguish our teacher education programs as unique. Simply put, we envision our department's future as the HEART of a learning community of caring, ethical, and creative people. We symbolize our commitment to preparing excellent teachers with the acronym HEART, which represents five critical concepts that define our teacher education programs: **Holistic, Empathic, Artistic, Rigorous, and Transformational.**

“Any student with a documented disability who would like to request accommodations should contact the University Disability Services Office at 933-0816 (V), 933-3334 (TTY), Campus Center Room 311, as early in the semester as possible.

Introduction to Education

“Consider the what, but consider the how even more.”
Goethe

Course Objectives

At the end of this semester-long course, you will:

- Begin to understand local, state and national issues in Education
- Recognize your own role in developing solutions to Educational issues
- Understand more of the Educational resources in your own community
- Critique current educational practices/philosophies and offer viable solutions
- Learn more about mentoring, tutoring and role modeling
- Critique pedagogy and current curriculum practices
- Develop your own teaching philosophy and learning strategies
- Understand the Multiple Intelligence theory and other liberating strategies
- Understand political, historical, and cultural movements in Education
- Recognize programs that are integrated, holistic, experiential and rigorous
- Figure out if you're ready to be a Teacher (!)

Grading/Assessment

Grading and Assessment are part of the fundamental changes that Education must address. Because of this, grades will be a collaboration effort between you and I. You will predict your grade during the first week of class and we will work toward that prediction. We will work toward a less punitive form of assessment and more toward one of the laws of physics: “for every action there is an equal and opposite reaction.” I do not grade on a curve. Everyone in this course can and will receive the grade they predict if that was indeed what they earned.

- A ---- full participation, daily attendance, thoughtful assignments/papers/community, strong Tool Box
- B ---- full participation, daily attendance, 2 assignments missing, good papers/community/Tool Box
- C ---- partial participation, 1-2 unexcused absences, 3+ assignments missing, weak papers and Tool Box
- D ---- I do not like giving D's. If you are earning this grade you should drop this class ASAP

(20%) Definition of full participation: You are awake and engaging—not always verbal. You come to every class prepared and ready for action. You have participated in one Teaching Session. You are not tardy! Two tardies = one unexcused absence.

(20%) Definition of daily attendance: You come to every single class. (We meet only 16 times on Thursday night or for Tues/Thurs class, we meet only 32 times!) Make sure you come to class because the best learning happens between peers.

(20%) Definition of thoughtful assignments: **This is a Writing Intensive Course.** Your homework is handed in the day it is due. It is thoughtfully done, clear and easy to read (typed please), and it is **stapled** if you have more than one page. It also must not bore me. In other words, be honest and do not give me what you think I want because you will always be guessing. *Give me who you are.*

(15%) Definition of thoughtful community: You must accomplish three things that will be displayed during your Tool Box exhibition at the end of the semester: **1)** Develop a list of 10 Community Resources that you can actually include for future teaching units; **2)** You must also tutor someone for 10+ hours on any subject (ie: English, Science, Hawaiian, etc) A “Tutoring Journal” must be included in your Tool Box. Finally, **3)** Attend one of the following events: M.Ed. Action Research Project presentations (TBA); or the Hawaiian Family Affair on Saturday, March 13th; or attend the Big Island Learning Abilities and Disabilities Conference (free) on Saturday, February 14th @ UHH Campus Center. Summarize what you learned and hand in. Aren't these great options?!

Introduction to Education

*“Aloha is the intelligence with which we meet life.”
Olana A’i*

(15 %) Definition of a strong Tool Box: Your Tool Box will be an expanding file or box that you can use when you head into teaching. It will be filled with ideas, pictures, quotations, cartoons, teaching methods, learning styles, cultural sayings, etc...It will be a deep and useful well from which to draw your own creativity. Remember, make it useful! Your Tool Box will be due the last week of class.

(10%) Definition of thoughtful exams: This is a Writing Intensive Course. Your exams (papers) will be reflective, take-home experiences. They must be typed and filled with the things you are learning about yourself and about Education. There will be two given throughout the semester. Mid-term will be 3-5 pages on a topic of your choice! Our Final will be 5-8 pages and critique the book: *Dumbing Us Down*.

So, here is the breakdown for how we will grade your participation and work in this class:

Attendance	20%	Attendance and tardies will be noted before each class
Homework	20%	Homework will be assigned after every class meeting
Participation	20%	Be open, awake and be prepared by reading your homework!
Community	15%	10 Resources, tutor 10+ hours and attend March 2 nd Conference
Tool Box	15%	This can also be referred to as your Portfolio for the semester
Exams	10%	Two take-home reflections will be on readings and class ideas

Teaching Sessions

This is a portion of the class that will be facilitated by you! Every week 2 people will be in charge of the following TEN ideas that will then be “taught” and experienced by the class:

1. Forming Community “Getting to know you!” A fun, ice-breaking activity please!
2. De-Colonial Pause What’s fishy about “one size fits all?” (Give us an example!)
3. Birthday Treats Celebrate a birthday with simple food for all (Under \$10)
4. Local Style Have us experience your favorite learning memory unique to you
5. Education in the News What’s happening NOW in Hawaii and elsewhere in the nation
6. Creative Reform Idea Give us one positive reform idea that you’ve always wanted to do!
7. Your Favorite Teacher Everyone has a role model. Who is yours?
8. Half-Truths I’ve Learned Critical thinking meets your 7th grade text-book. Expand truth, OK?
9. Cultural Proverb Cultural Educational proverb or wise saying, ‘olelo no’eau, etc.
10. Hawaii Book Resources Books that will help your students know more about Hawaii nei.

Some guiding principles for your Teaching Session:

- Teachers must come to class prepared (meet with your partners and be READY!)
- Teaching must be experiential and include manipulatives (No Lecturing please!)
- This section of class may take up to 45 minutes (You’ll be amazed how fast it goes!)
- Mahalo for bringing some food for all to partake in (Tues nights class will be dinner!)
- Relax, enjoy the process and remember to think like an Elementary School Teacher
- Remember, a variety of teaching methods must be used:
experiential, manipulatives, drawing, poetry, singing, small group work, dyad work,
large group discussions, visualization, drama, dancing, video, etc...

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“Learning is all about taking on a challenge, no matter what the outcome may be. When we accept the challenge we open ourselves to new insight and knowledge.”

Nainoa Thompson

Required Books

1. Arends, Winitsky and Tannenbaum (2000). *Exploring Teaching*. New York: McGraw Hill Publishing.
2. Gatto. (1992). *Dumbing Us Down: The Hidden Curriculum of Compulsory Schooling*. Philadelphia: New Society Publishers.
3. *Rethinking our Classrooms: Teaching for Equity and Justice*. (2001) Wisconsin: A Rethinking Schools Publication.

Attendance

Coming to class is vital! It shows us all that you're serious about the topic and it shows me that you care. Of course, things come up. Please call me at home (964-5025) if you cannot come. Attendance is key. One has to show up in order to really learn because your classmates end up being the best teachers.

Homework / Read and Responses

This is a Writing Intensive Course (did I say that enough?) Homework will be given after every class. Short written responses (Read and Respond) to articles, quotations, or ideas presented in class will be collected the next class session. Please respond in the following fashion:

- = What was the article saying? (10%)
- = What is your critique of it? (90%)

I value quality, not quantity, so all homework assignments will only be one page. These assignments are meant as times of reflection and they are given so you can barter within the ideas of Education. I enjoy reading them—truly! Mahalo for your truth.

Readings

There will be assigned readings after every class—part of your homework assignment. They will not be too long but I do expect them to be finished before the next class period because you will need to “teach” some concepts and highlights to your peers. Usually, written homework (Read and Respond) will be assigned with most readings. Most readings will come from the text and from handouts given out in class. Your peers will assess your quality of understanding each week.

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“I don’t teach a class, I teach children.”

Dr. David Kekaulike Sing, Na Pua No’eau

Exams

Relax! Your two exams will be extensions of your homework assignments and they will be clearly explained with clear deadlines. Exams will be “take-home” papers. Responses will be aimed at showing us what you’re learning, and please take note: *I have high expectations!* They will be assessed via the following four criteria: 1) Clarity, 2) Coherence, 3) Creativity, and finally, 4) Closure. Total points for each exam: 20.

Tool Box

This will be the collection of ideas, quotations, list of community resources, Tutoring Journal, and other things that are collected as part of your Teaching and Learning Portfolio. Remember to collect ideas for ice-breakers, project-based lessons, cartoons, class activities, cooperative learning ideas, multiple intelligence projects, etc. These Tool Boxes will be displayed at the end of the course and critiqued by your peers. Tool Boxes exhibit your belief about your own pedagogy and educational philosophy. They are often filled with what you believe about your future as a Teacher and you will get a chance to talk about what you learned in the semester!

Tutoring Journal

This is an informal note-book that you will include in your Tool Box that outlines your tutoring sessions with someone in your community. It can include some of the samplings of what you tutored, or pictures of your pupils, or examples of your lessons. Make it easy and fun to read.

Field Experience

All students in ED 310 are kindly requested to participate in one of three community events:

M.Ed. Presentations	Date TBA	4:30-7:00 pm @ UCB
Learning Abilities Conference	Saturday, February 14	8:00-3:00 pm @ CC
Hawaiian Family Affair	Saturday, March 13	7:30-3:0 pm @ UHH
Work Party @ Wai ‘Oma’o	Date TBA	9:00-2:00 pm

Please write a one-page summary of what you learned.

ED 310 – Introduction to Education

For Tuesday afternoon and Tuesday evening classes!

Sign up for your turn at facilitating! (2-3 students per session)

Session 3	January 27	_____
Session 4	February 3	_____
Session 5	February 10	_____
Session 6	February 17	_____
Session 7	February 24	_____
Session 8	March 2	_____
Session 9	March 9	_____
Session 10	March 16	_____
Session 11	March 30	_____
Session 12	April 6	_____
Session 13	April 13	_____
Session 14	April 20	_____
Session 15	April 27	_____
Session 16	May 4	Last Week of Classes! (Pot Luck Dinner) Evaluations, Name on Envelope, Begin to write Final Paper!
Session 17	May 11	Final Exam Week! (Tool Box Presentations) Please, can those who are not presenting bring food?

** major extra credit!

10 Subjects for your Teaching Session

1. Forming Community “Getting to know you.” A fun, ice-breaking activity.
2. De-Colonial Pause What’s fishy about “one size fits all?” (Give us an example!)
3. Birthday Treats Celebrate a Birthday with simple food for all (Under \$10)
4. Local Style Have us experience your favorite learning memory unique to you
5. Education in the News What’s happening NOW in Hawaii and elsewhere in the nation
6. Creative Reform Idea Give us one positive reform idea that you’ve always wanted
7. Your Favorite Teacher Everyone has a role model. Who is your? What did she do?
8. Half Truths I’ve Learned What was false about some of the lessons you learned?
9. Cultural Proverb Give us a cultural Education proverb or wise saying
10. Hawai’i Book Resource Bring in books that will help our students know Hawai’i nei

ED 310 – Introduction to Education

Tuesday Teacher Sessions 3:30-4:15 (45 minutes!)

Sign up for your turn at facilitating! (2-3 students per session)

Session 3	September 9**	_____
Session 4	September 16	_____
Session 5	September 23	_____
Session 6	September 30	_____
Session 7	October 7	_____
Session 8	October 14	_____
Session 9	October 21	_____
Session 10	October 28	_____
Session 11	November 4	_____
Session 12	November 13 (Thursday)	_____
Session 13	November 18	_____
Session 14	December 2	_____
Session 15	December 9	_____
Session 16	December 11	Last Week of Classes: Tool Box Presentations! (Round #1)
Tuesday	December 16	4:10-8:00 pm (Longer time please!) Final Exam Week: Tool Box Presentations! (#2) (Pot-Luck please) Final paper is also due! (<i>Dumbing Us Down</i>)

10 Subjects for your Teaching Session

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| <ol style="list-style-type: none"> 1. Forming Community 2. De-Colonial Pause 3. Birthday Treats 4. Local Style 5. Education in the News 6. Creative Reform Idea 7. Your Favorite Teacher 8. Half Truths I've Learned 9. Cultural Proverb 10. Hawai'i Book Resource | <p>“Getting to know you.” A fun, ice-breaking activity.</p> <p>What’s fishy about “one size fits all?” (Give us an example!)</p> <p>Celebrate a Birthday with simple food for all (Under \$10)</p> <p>Have us experience your favorite learning memory unique to you</p> <p>What’s happening NOW in Hawaii and elsewhere in the nation</p> <p>Give us one positive reform idea that you’ve always wanted</p> <p>Everyone has a role model. Who is your? What did she do?</p> <p>What was false about some of the lessons you learned?</p> <p>Give us a cultural Education proverb or wise saying</p> <p>Bring in books that will help our students know Hawai’i nei</p> |
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