

# Minnesota State University Moorhead

## ED 310: Social Foundations of Education

### A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: 3

Lab Hours/Week: 0

OJT Hours/Week: \*.\*

Prerequisites:

This course requires both of these prerequisites

ED 205 - Introduction to Education

ED 294 - Educational Psychology

Corequisites: None

MnTC Goals: None

Historical, social, and multicultural foundations of education will be studied. Social and ethical issues will be examined with consideration of implications for teaching in order to better understand education within a context of a changing society. A variety of interactive methods will be employed. Students in all teaching licensure programs will enroll in ED 310. This course includes a 10-hour practicum outside of the classroom setting with students from various economic and sociocultural backgrounds.

**B. COURSE EFFECTIVE DATES:** 06/01/1999 - Present

### C. OUTLINE OF MAJOR CONTENT AREAS

1. Understanding diverse learners, including those in alternative education settings
2. Value of effective teaching strategies
3. Creating a positive learning environment for all students
4. Being a reflective practitioner in order to better understand one's practice
5. Understand educational history in order to understand current policies
6. Understand inequities in education and how the purpose, practice and policies of education have influenced these inequities
7. Being aware of the educational system at various levels
8. Value in community service with at risk students

#### **D. LEARNING OUTCOMES (General)**

1. Describe an overview for the historical foundations of American education and identify how this history influenced past and current educational purposes, practices, and policy and may continue to influence future educational policy. Std. 4a; Std. 9a; Std. 9g; Std. 9I; Std. 9k.
2. Analyze the political climate/role of government (i.e., local, state, and federal), legal issues/important law cases and non-governmental group influences for the historical periods studied. Describe how these factors shaped educational purposes, practices, and policy during each time period and may continue to shape American educational policy in the future. Std. 4a; Std. 9a; Std. 9L; Std. 10a; Std. 11.10M.
3. Evaluate the tension existing between schooling for social control and schooling for social freedom for the historical time periods studied. Identify key players, movement, events, or institutions that did or wanted to exert power and control of American schools. Std. 11.10m; Std. 9a; Std. 9I; Std. 11.10M.
4. Summarize various purposes of school for the historical time periods studied and describe how these purposes may have or do influence educational practice and policy. Std. 4a; Std. 9a; Std. 10a; Std. 11.10M.
5. Discuss important individuals and events that shaped schooling for historical time periods studied and explain how the influence exerted by these individuals and events does or does not affect schooling today and/or may or may not affect schooling in the future.
6. Discuss cultural and gender differences, community diversity, and cultural norms.
7. Understand Minnesota-based American Indian tribal government, history, language and culture.

#### **E. Minnesota Transfer Curriculum Goal Area(s) and Competencies**

None

#### **F. LEARNER OUTCOMES ASSESSMENT**

As noted on course syllabus

#### **G. SPECIAL INFORMATION**

None noted