What is Educational Foundations and how is it best taught to teachers in training? This question guides the work of this new course, a course that emphasizes the pedagogy of educational foundations. The course is intended for graduate students who intend to teach foundations, and should also be of interest to anyone who will teach required courses to students in pre-service teacher education programs.

Readings


Student Responsibilities

Attend no fewer than 6 lectures and 6 discussion section meetings of Education 392, Educational Foundations in a Multicultural Society.

Following attendance at each 392 lecture and discussion, prepare a reflective analysis of what you observed, questions you have about what you observed, and your sense of alignment between the inferred intent of the instructor and the inferred gains of the students.

Complete readings as scheduled, and come to class prepared to discuss them in depth. Construct an argument for the purpose(s) of and objectives for a foundations of education course for teacher education students. Refer to available literature as well as the ideas and ideals provided by those who have taught this course.

Prepare a written critique the documents (syllabus, guides, exams, texts, web site) of the ED 392 course. Indicate how you would develop a syllabus of your own for
this course. Refer to the available literature on educational foundations and multicultural education when preparing this critique. Bring your written work and related documentation together in portfolio format to submit to the instructor at the conclusion of the course.

## Course Outline

### Part I: The Context
- The Structure and Function of Preservice Teacher Education
- The Place of Educational Foundations in Preservice Teacher Education
- The Challenges and Demands of Multicultural Approaches to Foundations

### Part II: Designing the Course
- Considering the Philosophy, Style and Manner of the Instructor
- Curriculum Design and the Construction of the Syllabus
- Integrating Foundational and Multicultural Perspectives
- The Search for Texts and Related Readings
- Determining How to Appraise Student Work

### Part III: Teaching the Classes
- Delivering Content, Encouraging Reflection, and Eliciting Excitement
- The Construction of Logos, Ethos, and Pathos in Teaching
- Formats for Learning: Lecture, Discussion, Small Groups
- Using Technology To Supplant and Supplement Instruction
- The Impact of the Student on Teacher and Teaching

### Part IV: Managing and Caring for the Course
- Students Who Talk and Those Who Do Not
- Students Who Work and Those Who Do Not
- Accommodating Diversity in Its Many Forms
- Attendance, Grading, and the Uses of Mercy

### Related Readings
- Lee S. Shulman on the Scholarship of Teaching. Shulman’s writing is available at [http://www.carnegiefoundation.org](http://www.carnegiefoundation.org)