



## Syllabus for Education in Context

**Credits: 3**  
**EDUC 5010**

### ***Instructor Contact Information:***

You can also always send your instructor a private message through the Moodle Messaging system. Once logged into your course, click your instructor's Moodle profile page to be provided the ways in which to communicate with your instructor. Your instructor's email will also be listed in their profile.

### ***Course Description***

Effective teaching requires an understanding of the context of contemporary education. To prepare students for advanced study in the Master of Education program, this course allows students to examine the historical social, political, and global forces that have shaped the education system in its various contexts. With special attention to how educational models have evolved over time to serve diverse learners in a variety of contexts, students will evaluate formative classical and modern philosophies to articulate their own personal philosophy of education.

### ***Learning Objectives***

#### **Program Learning Outcomes (PLOs)**

By the end of this program,

1. students will be able to create and analyze developmentally appropriate curricula.
2. students will be able to create an effective learning environment by implementing practices based on the diversity of their learners and the resources available to them.
3. students will be able to create lessons based on the performance of learners on previous assessments.
4. Specialization
  - a. *for Elementary Specialization:* students will be able to analyze the advantages of using the development instructional approach stages at various age levels.
  - b. *for Secondary Specialization:* students will be able to identify and develop high-impact pedagogical practices that help adolescents to stay resilient within the school context.

#### **Course Learning Objectives (CLOs)**

By the end of this course students will be able to:

1. examine the Program Learning Outcomes for the Master of Education program.
2. assess how the evolution of educational models over time has shaped understanding of developmentally appropriate curricula (PLO 1).
3. evaluate how classical and modern philosophies have impacted contemporary education.
4. examine the global, social, and political influences that how modern education systems serve diverse learners (PLO2).
5. prepare a personal Philosophy of Teaching Statement.



## **Co/Prerequisites**

None.

## **Course Materials**

UoPeople courses use open educational resources (OER) and other materials specifically donated to the University with free permissions for educational use. Therefore, students are not required to purchase any textbooks or sign up for any websites that have a cost associated with them. The main required textbooks for this course are listed below and can be readily accessed using the provided links. There may be additional required/recommended readings, supplemental materials, or other resources and websites necessary for lessons; these will be provided for you in the course's General Information and Forums area, and throughout the term via the weekly course Unit areas and the Learning Guides.

***This course does not contain a main textbook; resources to all required reading will be provided in the course Learning Guide for each week.***

## **Technology Requirements**

No special requirements.

Campus Tech Support Email for English programs: [support@uopeople.edu](mailto:support@uopeople.edu)

## **Regular and Substantive Interaction**

As your instructor, they will interact and engage with each of you on a regular basis throughout the term to support your learning. They will provide direct instruction related to the course's learning objectives, respond to your questions, grade and/or provide feedback on your submitted coursework, post regular announcements, and engage in the course discussion areas regarding academic course content when appropriate.

## **Course Expectations and Learning Activities**

### **Discussions & Response Posts/Ratings**

Some units in this course require that you complete a Discussion Assignment. You are required to develop and post a substantive response to the Discussion Assignment in the Discussion Forum. A substantive response is one that fully answers the question that has been posted by the instructor. In addition, you must extend the discussion by responding to at least two (2) of your peers' postings in the Discussion Forum with comments or questions about their main post. Grading rubrics are provided inside the Discussion Forum page for each week. Discussion Forums are only active for each current and relevant learning week, so it is not possible to contribute to the forum once the learning week has come to an end. Failure to participate in the Discussion Assignment by posting in the Discussion Forum and responding to peers as required may result in failure of the course.

### **Assignment Activities**

The assignment activities are graded by your instructor. The grading rubric is listed under the assignment instructions. The grading rubric is a document that outlines the criteria that your instructor will use to grade your work. Failure to submit Assignment Activities may result in failure of the course.

### **Group Project**

During this course, you will be required to complete work as part of a small group. Group work is an important component of your coursework, as it allows you to deepen relationships with classmates, and



gain a more thorough understanding of the topics presented in this course. Further, group work mimics the educational environment in which projects are often conducted in small teams across different departments. You will be randomly assigned to your groups and are expected to work with your teammates throughout the term for all group activities.

### **The Research and Practice Portfolio**

Throughout the M.Ed. Program, you will be building a portfolio of instructional strategies and materials and acquiring knowledge and skills for advanced professional practice. Students begin building their portfolio right from start. It serves as a repository for research findings and sample units and lessons. Students use it to archive ideas and resources related to instructional methods, classroom management, and assessment. The portfolio supports your own self-reflection on changes that demonstrate growth in professional knowledge, skills, and attitudes that is part of the Capstone experience. The component parts of the Research and Practice Portfolio include:

- Reflective Portfolio Activities
- Research
- Teaching and Learning Resources
- Philosophy of Teaching Statement

### **Course Forum**

The Course Forum is the place to raise issues and questions relating to the course. It is regularly monitored by the instructors and is a good place to meet fellow students taking the same course. While it is not required to participate in the Course Forum, it is highly recommended.

### ***Participation Expectations***

- Be involved and active in your courses.
- While we have several discussion forums that are not graded in the same week, your participation is required as it will be assessed in assignment activities in the following units.
- Be involved in the group project discussion starting from Unit 3 of the course until the submission in Unit 6.
- Be highly motivated and disciplined.
- Check the course homepage, calendar and assignment page, the course syllabus, your UoPeople email, and the Moodle course discussion forums several times a week.
- Post the required comments and responses to the discussion forum for your course.
- Keep up with your assignments and manage your time well. Different types of activities (e.g. infographics, presentation slides, reflection, essay) will help you enhance understanding and achieve the expected skills.
- Participate actively in class discussions.
- Be polite and respectful.
- Use proper grammar and correct spelling.
- Be honest and original. Plagiarism will not be tolerated in any online course.

Non-participation is characterized by lack of any assignment submissions, inadequate contributions to the Discussion Forums, lack of peer feedback in discussions, and lack of contributions to the Group Project. Also, please note the following important points about course participation:

- Assignments must be submitted on or before the specified deadline. A course timeline is provided in the course schedule, and the instructor will specify deadlines for each assignment.
- Occasionally there may be a legitimate reason for submitting an assignment late. Most of the time, late assignments will not be accepted and there will be no make-up assignments.



- All students are obligated to inform their instructor in advance of any known absences which may result in their non-participation.

### ***Feedback and Suggestions***

We value your input and would encourage you to complete the end of course survey to provide us with course feedback and suggestions, and report issues.

### ***Evaluation and Grading Scale***

#### **Grading Weights:**

<b>Category</b>	<b>% of Grade</b>	<b>Grade Items (Learning Activities)</b>	<b>Associated Learning Objectives/Outcomes</b>
<b>Discussion Forum</b>	10%	1. Unit 2 – Discussion Forum 2. Unit 6 – Discussion Forum	1. CLOs: 2, 3, 5 2. CLOs: 3, 4, 5
<b>Discussion Forum</b>	0%	1. Unit 1 – Discussion Forum 2. Unit 4 – Discussion Forum 3. Unit 5 – Discussion Forum	1. CLOs: 2, 3, 5 2. CLOs: 3, 4, 5 3. CLOs: 1, 4, 5
<b>Assignment Activities</b>	50%	1. Unit 1 – Reflection 2. Unit 2 – Essay 3. Unit 3 – Presentation Slides 4. Unit 4 – Essay 5. Unit 5 – Infographics 6. Unit 8 – Reflection	1. CLOs: 1, 2 2. CLOs: 2, 4, 5 3. CLOs: 1, 3, 5 4. CLOs: 3, 4, 5 5. CLOs: 1,4,5 6. CLOs: 1, 2, 3, 4
<b>Assignment Activity</b>	20%	1. Unit 7 – Philosophy of Teaching	1. CLOs: 2, 3, 4, 5
<b>Group Activity</b>	15%	1. Unit 6 – Group Project	1. CLOs: 1, 3, 5
<b>Portfolio</b>	5%	1. Unit 7 – Portfolio	1. CLOs: 2, 4
<b>TOTAL</b>	<b>100%</b>		



### Grading Scale:

Letter Grade	% Grade	Grade Points
A	98%-100%	4.00
A	93-97%	4.00
A-	90%-92%	3.67
B+	88%-89%	3.33
B	83%-87%	3.00
B-	80%-82%	2.67
C+	78%-79%	2.33
C	73%-77%	2.00
C-	70%-72%	1.67
D+	68-69%	1.33
D	63%-67%	1.00
D-	60%-62%	0.67
F	<60	0.00
W	N/A	N/A

*Students may also be granted Withdrawal (W), if they withdraw from the course, or an Incomplete (I) should their circumstances permit.*

*A student who feels they were graded unfairly, or who seeks to dispute a grade, may initiate a grade appeal process. Refer to [Campus Policies](#) for more information on withdrawals and appeals.*

## Course Schedule

### UNIT 1: History and Purpose of Schooling: Western Roots

- Watch/Read due 3<sup>rd</sup> to 4<sup>th</sup> day of the week (recommended)
- Discussion first response due 4<sup>th</sup> day of the week
- Discussion replies due 6<sup>th</sup> day of the week
- Assignment activity (reflection) due 7<sup>th</sup> day of the week

### UNIT 2: History and Purpose of Schooling: Global Foundations

- Watch/Read due 3<sup>rd</sup> to 4<sup>th</sup> day of the week (recommended)
- Discussion first response due 4<sup>th</sup> day of the week
- Discussion replies due 6<sup>th</sup> day of the week
- Assignment activity (essay) due 7<sup>th</sup> day of the week

### UNIT 3: Philosophical Foundations of Education: Western Approaches

- Watch/Read due 3<sup>rd</sup> to 4<sup>th</sup> day of the week (recommended)
- Group work initial discussion on *Group Project Forum* due 4<sup>th</sup> day of the week
- Assignment activity (presentation slides) due 7<sup>th</sup> day of the week



#### **UNIT 4: Philosophical Foundations of Education: Global Perspectives**

- Watch/Read due 3<sup>rd</sup> to 4<sup>th</sup> day of the week (recommended)
- Discussion first response due 4<sup>th</sup> day of the week
- Discussion replies due 6<sup>th</sup> day of the week
- Assignment activity (essay) due 6<sup>th</sup> day of the week
- Group work on individual slides due 7<sup>th</sup> day of the week (recommended)

#### **UNIT 5: Sociological Foundations in Education: Education as a Human Right**

- Watch/Read due 3<sup>rd</sup> to 4<sup>th</sup> day of the week (recommended)
- Discussion first response due 4<sup>th</sup> day of the week
- Discussion replies due 6<sup>th</sup> day of the week
- Assignment activity (infographic) due 6<sup>th</sup> day of the week
- Group work group slides due 7<sup>th</sup> day of the week (recommended)

#### **UNIT 6: Sociological Foundations in Education: Access and Barriers**

- Watch/Read due 3<sup>rd</sup> to 4<sup>th</sup> day of the week (recommended)
- Discussion first response due 4<sup>th</sup> day of the week
- Discussion replies due 6<sup>th</sup> day of the week
- Group project activity submission due 7<sup>th</sup> day of the week

#### **UNIT 7: Contemporary Education: Educational Reform and 21<sup>st</sup> Century Challenges**

- Watch/Read due 3<sup>rd</sup> to 4<sup>th</sup> day of the week (recommended)
- Assignment activity (Philosophy of Teaching) due 4<sup>th</sup> day of the week
- Portfolio activity due 7<sup>th</sup> day of the week

#### **UNIT 8: Contemporary Education: Teachers as Reflective Practitioners**

- Watch/Read due 3<sup>rd</sup> to 4<sup>th</sup> day of the week (recommended)
- Assignment activity (reflection) due 4<sup>th</sup> day of the week



## ***University Policies & Processes***

### **Late Work/Make-up Policy**

Please review the [Late Work](#) policy in the University Catalog.

### **Code of Conduct**

University of the People expects that students conduct themselves in a respectful, collaborative, and honest manner at all times. Harassment, threatening behavior, or deliberate embarrassment of others will not be permitted. Any conduct that interferes with the quality of the educational experience is not allowed and may result in disciplinary action, such as course failure, probation, suspension, or dismissal. For more information on this topic, please review the [General Code of Conduct](#) in the University Catalog.

### **Procedures for Resolving Academic Grievances/Appeals**

If you believe that the final grade you received for a course is erroneous, unjust, or unfair, please contact your course instructor. This must be done within seven days of the posted final grade. For more information on this topic, please review the [Grievance Policy](#) and [Grade Appeals](#) Procedure in the University Catalog.

### **Withdrawal and Drop Date Policy**

Please review the [Course Drops and Withdrawals](#) policy of the University Catalog.

### **Academic Integrity and Plagiarism**

Please review the [Code of Academic Integrity](#) in the University catalog.

### **Intellectual Property**

UoPeople respects the intellectual property rights of others who seek to create, preserve, and disseminate knowledge through teaching, collective learning, and continued research at the University at large. For more information on this topic, please review the [Intellectual Property](#) policy in the University catalog.

### **Reasonable Accommodations**

Contact your Program Advisor to open a request for support.

## ***Student Support Services & Resources***

Academic Advising: [advising@uopeople.edu](mailto:advising@uopeople.edu)

Financial Aid: [financial.aid@uopeople.edu](mailto:financial.aid@uopeople.edu)

Library Resources: [library@uopeople.edu](mailto:library@uopeople.edu)

Payment Processing: [payments@uopeople.edu](mailto:payments@uopeople.edu)

Student Services: [student.services@uopeople.edu](mailto:student.services@uopeople.edu)

Technical Support: [support@uopeople.edu](mailto:support@uopeople.edu)