EDUC 790

The Rev. Dale C. Hathaway

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Peace, Social Justice and Educational Reform
The Rev. Dale C. Hathaway

Chaminade University
O F   H O N O L U L U

Instructor	**The Rev. Dale C. Hathaway**
Semester/Year	**Winter 2014**
Course Title	**Peace, Social Justice and Educational Reform**
Class Location	**Online, eCollege, LiveText, Google Drive**
Instructor's Office:	Brogan Hall 128
Office Hours	Tue and Thur 11:30-12:20; Mon Wed and Fri 10:30-11:30
	I am very happy to see you at other times. Please email me to make an appointment.
Office Location	Brogan 128
Contact Information	Office: 808-440-4215
Email:	dale.hathaway@chaminade.edu

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Course information

Catalog Course Description:

Exploration of influences on educational change at classroom, school, community, state and national levels. Focus on critical examination of peace and justice theories, principles, and research related to educational reform.

Conceptual Framework:

The Education Division's Conceptual Framework is based upon a set of beliefs that flow from the University's vision and mission statements, the Division's vision and mission statements, and the core academic beliefs of Chaminade University. These values and beliefs are based on the Catholic Marianist principles; a commitment to mentor teacher and educational leader candidates to their fullest potential; a commitment to teaching, scholarship and research; and a commitment to serve the university and the larger community. This alignment is designed to prepare education professionals who meet the National Council for Accreditation of Teacher Education (NCATE) standards for effective teaching by demonstrating professional dispositions and empathy, content knowledge, and the pedagogical/leadership skills to work effectively work with a diverse community of learners.

Textbooks

Kessler, R., (2000). *Soul of Education: Helping Students Find Connection, Compassion, and Character at School*. Virginia: ASCD. **This text is available in ebook format through the Sullivan Library**. Go to http://www.chaminade.edu/library/tutorials/ebrary.php for a guide to locating and using the book. You will need your 7-digit Chaminade ID (CID) and your password (same as for web portal) to log in to ebrary. It is also available as a Kindle edition. ISBN-10: 0871203731 ISBN-13: 978-0871203731

Darling-Hammond, L. (2010). *The flat world and education: How America's commitment to equity will determine our future*. New York: Teachers College Press. It is also available as a Kindle edition. ISBN-10: 0807749621 ISBN-13: 978-0807749623

Palmer, Parker. *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life, 10th Anniversary Edition*. San Francisco: Jossey-Bass, Inc. Publishers, 2007. It is

Core Academic Beliefs

The faculty of Chaminade University of Honolulu pledges our commitment to the five Core Academic Beliefs. These beliefs are grounded in the Marianist tradition. We pledge to you:

- An Education for formation in Faith

- An Integral and Quality Education

- An Education in the Family Spirit

- An Education for Service, Peace and Justice

- An Education for the Adaptation and Change.

Education Division Mission Statement:

The Education Division's mission is to foster the development of knowledgeable, proficient, and reflective teachers and educational leaders. Our programs are based in the liberal arts tradition, Catholic Marianist values, current research, best practice, and professional standards. In this context we develop educators who demonstrate ethical, effective and culturally responsive practices, and a commitment to building a just and peaceful society.

Conceptual Framework:

The Education Division's Conceptual Framework is based upon a set of beliefs that flow from the University's vision and mission statements, the Division's vision and mission statements, and the core academic beliefs of Chaminade University. These values and beliefs are based on the Catholic Marianist principles;

- a commitment to mentor teacher and educational leader candidates to their fullest potential;

- a commitment to teaching, scholarship and research;

- and a commitment to serve the university and the larger community.

This alignment is designed to prepare education professionals who meet the *National Council for Accreditation of Teacher Education* (NCATE) standards for effective teaching by demonstrating professional dispositions and empathy, content knowledge, and the pedagogical/leadership skills to work effectively work with a diverse community of learners.

Guiding Philosophy:

The Education Division's guiding philosophy is based upon a set of beliefs that flow from Chaminade University's vision and mission statements, the Education Division's mission statement, the Marianist Core Academic Beliefs, and the Hawai'ian 'Ōlelo of **Mana** (*intrapersonal; spirit; embodiment of love, faith, and ethical practice*), **Aloha** (*interpersonal; love; sacredness; divine breath*), *'Ohana* (*classroom; family; interconnectedness*), **Pono** (*community; being in alignment and balance in life and the community*), and **Ho'oma'ama'a** (*world; become adapted to; teach one to work*).

These values and beliefs are based on

1. the Catholic Marianist principles;

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2. a commitment to mentor instructional and educational leaders to their fullest potential;

3. a commitment to teaching excellence, engagement in scholarship in the pursuit of truth;

4. and a commitment to scholarly service for the university and the larger community.

This alignment is designed to prepare education professionals for effective classroom and school leadership by demonstrating professional dispositions, content knowledge, pedagogical skills, and leadership to work effectively with a diverse community of learners.

Program Learning Outcomes

Successful teacher candidates in Chaminade initial teacher licensure programs will demonstrate knowledge, skills, and dispositions in the following areas:

1. Program Learning Outcome 1: **Content Knowledge** (Knowledge of subject matter such as reading/language arts, mathematics, social sciences, science, visual arts, musical arts, and kinesthetic arts).

2. Program Learning Outcome 2: **Developmentally Appropriate Practice** (Knowledge of how students develop and learn, and engagement of students in developmentally appropriate experiences that support learning).

3. Program Learning Outcome 3: **Pedagogical Content Knowledge** (Knowledge of how to teach subject matter to students and application of a variety of instructional strategies that are rigorous, differentiated, focused on the active involvement of the learner).

4. Program Learning Outcome 4: **Educational Technology** (Knowledge of and application of appropriate technology for student learning).

5. Program Learning Outcome 5: **Assessment for Learning** (Knowledge of and use of appropriate assessment strategies that enhance the knowledge of learners and their responsibility for their own learning).

6. Program Learning Outcome 6: **Diversity** (Skills for adapting learning activities for individual differences and the needs of diverse learners and for maintaining safe positive, caring, and inclusive learning environments).

7. Program Learning Outcome 7: **Focus on Student Learning** (Skills in the planning and design of meaningful learning activities that support and have positive impact on student learning based upon knowledge of subject matter, students, the community, curriculum standards, and integration of appropriate technology).

8. Program Learning Outcome 8: **Professional & Ethical Dispositions and Communication**: (Professional dispositions, professionalism in teaching, and ethical standards of conduct consistent with Marianist values, and positive and constructive relationships with parents, the school community and professional colleagues).

Course Learning Outcomes (CLOs)

The student will

1. develop an understanding of the different paradigms of social justice and peace together with their relationship to reform and transformation.

2. demonstrate a knowledge of the concepts of peace, social justice, culture and educational transformation relating to individuals, and institutions (particularly schools).

3. develop an understanding of educational curricula that model issues of peace, social justice and educational reform.

4. demonstrate an ability to investigate current issues in the theory of peace, social justice and educational reform consistent with the Marianist philosophy and Catholic Social Justice Principles.

5. draft a plan to implement educational reform, based on principles of social justice

PLO/CLO Alignment

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
CLO 1	X					X		
CLO 2	X							
CLO 3	X	X	X					
CLO 4	X	X		X	X		X	
CLO 5	X	X	X	X			X	X

Big Ideas

1. What are the concepts of peace, social justice and educational reform and why are these concepts important in the schools (particularly in the classroom)?

2. How do you apply the appropriate concepts of peace and social justice to yourself and in the classroom to create and maintain a caring environment with a sense of community and a community of learners?

3. How do you successfully implement effective peace and social justice concepts in the P – 12 classrooms, when there is a heavy emphasis on standards?

Course Requirements

• Signature Assignment

Each student will select a current issue education topic that will demonstrate your knowledge, understanding and ability to use the information from this course for educational change toward peace and justice. The paper will be consistent with the Marianist philosophy. For example, the 5 Marianist Principles or the Marianist Charism) may be used. Use the following procedures:

1. The paper will be written in narrative form with about 7 pages.

2. The appendices and bibliography are not included in the 7 pages.

3. The following questions will be researched and answered. The questions, followed by your answers will be formatted within your paper. a. What is the change? b. What are the causes of the needed change? c. What processes would you need to make the change; and what personnel would be involved? d. What benefits and outcomes will be made if

the change is implemented?

4. Use specific examples in the school or system (anonymously).

5. Citations by experts (4 outside of our course textbooks) will be utilized in the paper to strengthen your important points, feelings and opinions. Therefore, feelings and opinions placed in the paper are based on facts.

6. Use citations from each of the three course textbooks.

7. The APA Manual will be used for this paper.

- Discussions

Weekly discussion threads will be an essential component of this class. It is vital that the deadlines be followed so that there is genuine class discussion and an opportunity for peer review and learning.

Rubric	Exceeds	Meets	Below expectations
Length		Reflection is a substantive contribution to the conversation.	
Depth of discussion		Specific position acknowledges different sides of an issue.	
Written communication		There are few errors in spelling and grammar	
Responses		Substantive responses were made to at least two colleagues	

- Reflection papers

Each student will read the 3 textbooks assigned in the course and written reactions for each book will be submitted. The reactions will contain about 3-5 pages in each paper. In your writing of the reactions, choose the areas that are important or interesting to you.

Your assignment for each reaction paper is to relate the theories and /or concepts presented in the text to:

1. peace, social justice and educational transformation

2. rationales behind your feelings (based on facts from your readings)

3. citations from the respective text will be used in each paper to strengthen your rationales, feelings and opinions

- Weekly Notes

These will be submitted through a link to Google Forms.

- Review of the film *Freedom Writers*

    Details of the assignment will be found in the course modules.

Assessment and Grading

- Grading Scale:

GRADE	PERCENTAGE
A	90 or >
B	80 – 89
C	70 – 79
D	60 – 69
F	Below 60

- Grading Weights:

Discussions	**30**
Reflections	**30**
Weekly Notes	**20**
Signature Assignment	**20**
	100

Course Ground Rules

A reiteration and emphasis of certain rules and course expectations. For example: participation is required; expected to communicate with other students in team projects; learn how to navigate in **eCollege** and **LiveText**; keep abreast of course announcements; use the assigned college or university e-mail address as opposed to a personal e-mail address; address technical problems immediately; observe course netiquette at all times.

Discussion groups

Students must actively participate in threaded discussion events. No credit will be given for participating in a discussion thread after it has closed. Each student will be expected to respond to at least **two** other students in any single discussion. Students are expected to communicate with the instructor as a learning resource. Students must check the course bulletin board frequently for announcements.

- Review the discussion threads thoroughly before entering the discussion.

- Try to maintain threads by using the "Reply" button rather starting a new topic.

- Do not make insulting or inflammatory statements to other members of the discussion group. Be respectful of other's ideas.

- Be patient and read the comments of others thoroughly before entering your remarks.

- Be cooperative with group leaders in completing assigned tasks.

- Be positive and constructive in group discussions.

- Respond in a thoughtful and timely manner.

Academic Honesty

All university policies regarding academic honesty apply to this class. Cheating and plagiarism will result in an automatic failing grade and immediate notification of the Academic Dean or appropriate Department Head. Plagiarism includes (but is not limited to) writing a paper, which includes information, statistics, passages or quotes from another source without properly identifying the source. This is a serious offense. If you are unsure about what plagiarism is, please consult your instructor OR any faculty member OR a university librarian.

Email

- Use the Chaminade email account provided.

- Always include a subject line.

- Remember without facial expressions some comments may be taken the wrong way. Be careful in wording your emails. Use of emoticons might be helpful in some cases.

- Use standard fonts.

- Special formatting such as centering, audio messages, tables, html, etc. should be avoided unless necessary to complete an assignment or other communication.

Other important information

Library

There is a considerable wealth of valuable information, tutorials, and guides available at the Chaminade library which can be accessed at http://www.chaminade.edu/library/.

Students With Disabilities

It is the student's responsibility to self identify with the Director of Personal Counseling in order to receive accommodations. Only those students with appropriate documentation will receive services. For further information contact the **Director of Personal Counseling** at (808) 739-4603 or email: jyasuhar@chaminade.edu.

Technical Support

There are various levels of help available to us. The Chaminade eCollege helpdesk is available at: helpdesk@chaminade.ecollege.com, or call toll free at: (866) 647-0654. eCollege Account Support Call 808-739-8327.

Netiquette for Online Activities

- Be polite and respectful of one another.

- Avoid personal attacks. Keep dialogue friendly and supportive, even when you disagree or wish to present a controversial idea or response.

- Be careful with the use of humor and sarcasm. Emotion is difficult to sense through text.

- Be helpful and share your expertise. Foster community communication and collaboration.

- Contribute constructively and completely to each discussion. Add value in your comments. Avoid short, repetitive "I agree" responses.

- Consider carefully what you write. Re-read all e-mail and discussion before sending or posting. Remember that e-mail is considered a permanent record that may be forwarded to others.

- Be brief and succinct. Don't use up other people's time or bandwidth.

- Use descriptive subject headings for each e-mail message.

- Respect privacy. Don't forward a personal message without permission.

- Cite references. Include web addresses, authors, names of articles, etc.

- Keep responses professional and educational. Do not advertise or send chain letters.

- Do not send large attachments unless you have been requested to do so or have permission from all parties.

Calendar

Winter 2014 Term:	January 13- March 26, 2014
First day of class	January 13, 2014
Last day to add/drop	January 21, 2014
Last day of class	March 26, 2014

Modules	Overview	Reading
Jan 13	Introductions	Kessler ix-xviii, 1-57
Jan 20	Values in Education	Kessler, pp. 58-124
Jan 27	Public & Private in Education	Kessler, pp. 124-171
Feb 3	Principled life	Palmer, pp. ix-xvii, 1-61
Feb 10	Vocation	Palmer, pp. 63-144
Feb 17	Social Justice	Palmer, pp. 145-214

Modules	Overview	Reading
Feb 24	Equality and Justice	Darling-Hammond, pp. 1-130
Mar 3	Critical Pedagogy	Darling-Hammond, pp. 131-193
Mar 10	Liberation	Darling-Hammond, pp. 194-328
Mar 17	Reform	Signature assignment
Mar 26	Last day of term	