

Course Proposal: Transformative Learning in Urban Education

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EDTC804 Global Issues in ET Leadership

New Jersey City University

Abbreviated Course Title

EDU 602 (Transformative Learn Urban Ed)

Full Course Title

Transformative Learning in Urban Education

Credits

3 credits

Course Components

Lecture, class discussion, online discussion, video conferences

Course Level

600-level course

Catalog Description

This course is designed to provide a framework understanding of various transformational learning instructional methods in urban education. The course will analyze urban school communities where educators can experience and learn effective teaching and learning pedagogies.

Course Prerequisites or Co-requisites

This course is intended to be a required course for students in the Master's in Education program. Prior to taking this course, students should have met these pre- and co-requisites:

Prerequisite: The appropriate Methods course for concentration in: English Language Arts, Social Studies, Mathematics, Science, World Language, Art, Music, or Phys Ed, etc.

Co-requisite: EDU 600: Child Psychology OR EDU 601: Global Issues in Education

Rationale

Transformative Learning in Urban Education appeals to the urban location of the New Jersey City University (NJCU) campus and the likelihood that graduates of the Master's in Education program will end up teaching in nearby schools. Additionally, this course will meet requirements of most teaching certificates that seek "Foundations of Education" where courses in "Urban Education" or "Multicultural Education" are accepted. Students enrolled in Master's in Education programs at NJCU and through the Confucius Institute in Beijing, China can benefit from the blended learning model. While professors lead the courses in their respective countries, students will have the opportunity to learn from and collaborate with their peers from a distance through synchronous and asynchronous video conferences and online discussions.

This course will provide an in-depth look at the impacts that race, culture, and poverty have on education in the inner city. Students who land teaching positions in urban schools should have a background that provides an understanding of some of the challenges and rewards of educating students in this environment. Armed with this information, teachers in urban districts will have the necessary skills to reach and educate these students. Chinese students with a career goal to teach in the United States' many diverse urban communities will increase their preparation to meet the demands of becoming an American Urban Educator.

Student Learning Outcomes

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

- A. Evaluate and solve problems using critical thinking skills
- B. Analyze case studies
- C. Design educational plans, policies, lessons, and activities for effective use
- D. Discuss topics with peers and make meaningful connections
- E. Interact with guest lecturers
- F. Summarize readings
- G. Formulate questions and answers in discussion posts and class discussions
- H. Critique and respond to peers
- I. Apply learning material to real-world scenarios
- J. Create presentations

- K. Demonstrate the ability to collaborate with peers
- L. Conduct research
- M. Reflect on one's own connection to course material
- N. Use effective communication skills
- O. Compose a paper

University-wide student learning goals

Students will demonstrate:

- 1) Effective writing skills
- 2) Effective oral communication skills
- 4) The ability to think critically to evaluate and solve problems
- 5) Effective information and technology literacy skills
- 6) Responsible citizenship in a culturally complex world

Instructional Procedures

Instructional Procedures	Student Learning Outcomes
Required readings (part of discussions and assessments)	A, B, F, G, H, I, M
Class participation and discussion, Scored Discussion (40% of course grade)	D, E, F, G, H, I, J, K, N,
Video conferences	D, E, H, K, N
Assessments, Modules 1-3 (20% each, 60% of course grade)	A, C, D, J, K, L, M, N, O

Course Content

Schedule

Week	Topics	Assessment	Student Learning Outcomes
Week 1	School-and District-Level Reform for Effective Teaching and Learning Read the introduction and Chapter 1 in <i>Rac(e)ing to Class: Confronting Poverty and Race in Schools and Classrooms</i>	Discuss topics in class: Participation and Scored Discussion (Student Led)	D, F, G, H, I, N
Week 2	Focus on Instruction Reality Pedagogy Guest Lecture (Online Evening Lecture and Discussion via Adobe Connect) with <i>Christopher Emdin</i> from Teachers College - Columbia University, NY - “ <i>Reality Pedagogy</i> ”	Discuss topics in class: Participation and Scored Discussion (Student Led)	E, F, G, H, I, N
Week 3	Case Studies of Practice: Life in Schools and Classrooms	Discuss topics in class: Participation and Scored Discussion (Student Led)	A, B, F, G, H, I, N

Week 4	A Call to Action in Teacher Education	Discuss topics in class: Participation and <u>Scored Discussion</u> (Student Led)	D, F, G, H, I, N
Week 5	Module 1 Presentations	Module 1 Due	A, C, D, H, I, J, K, L, N
Week 6	Section I: Psychology, Health, and Human Development Ch. 01-03	Discuss topics in class: Participation and <u>Scored Discussion</u> (Student Led)	D, F, G, H, I, N
Week 7	Section II: Sociological Perspectives Ch. 04-07	Discuss topics in class: Participation and <u>Scored Discussion</u> (Student Led)	D, F, G, H, I, N
Week 8	Section III Family and Community Ch. 08-10	Discuss topics in class: Participation and <u>Scored Discussion</u> (Student Led)	D, F, G, H, I, N
Week 9	Section IV Teacher Education and Special Education Ch. 11-15	Discuss topics in class: Participation and <u>Scored Discussion</u> (Student Led)	D, F, G, H, I, N

Week 10	Module 2 Presentations	Module 2 Due	A, C, D, H, I J, K, L, N
Week 11	Section V Leadership, Administration, and Leaders Ch. 16-18	Discuss topics in class: Participation and Scored Discussion (Student Led)	D, F, G, H, I, N
Week 12	Section VI Curriculum and Instruction Ch. 19-22	Discuss topics in class: Participation and Scored Discussion (Student Led)	D, F, G, H, I, N
Week 13	Section VII Policy and Reform Ch. 23-27	Discuss topics in class: Participation and Scored Discussion (Student Led)	D, F, G, H, I, N
Week 14	Transforming Urban Education - Student Perspective Community Guest Speakers-Students discuss choice, needs, and how transformation impacts the learner.		D, E, I, N
Week 15	Module 3 Presentations	Module 3 Due	A, F, I, L, M, N

Graduate Course Status

This is a 600-level course offered at the graduate level. This course fulfills requirements for a Master's degree in Education. This course also meets requirements for many teaching certifications.

Assessment/Evaluation of Student Outcomes and Determining Student Grades**Assessments and Rubrics****Module 1 EDU 602**

Using assigned groups, address each of the following 7 topics from the : Prepare a workshop for your current educators or future educators to discuss each topic. Demonstrate understanding of the topics and share what you have learned from reading Milne's book, in-class discussions, and through your own research. Method of delivery is up to your groups and must focus on the items listed in the rubric below. Ensure you create an engaging presentation. (videos, tutorials, role-play, prezzi, ppt, powtoons, anything that will capture your audience's attention and keep it while maintaining professionalism)

- Read the vignette on pages 177–180 about Jeffrey. How would you as an educator or future educator respond to the situation/classroom episode with Jeffrey?
- Consider the recommendations from the Children's Defense Fund on page 181. Which of these reforms appear to be most salient for students of color and those living in poverty? Why?
- Reflect on the six key reform recommendations on page 182. What would you add to the list based on what is and is not covered in this book?
- What are some implications of a focus on race and poverty for young children? What does the research show regarding young children, white bias, and racial identity (page 183), and why should we be concerned in education?

- Based on the information in this book, what are some collective and immediate actions that you can and will take to better meet the needs of all of your students?
- How will you build human and resource capacity to create and sustain practices to better meet the needs of all of your students?
- What focal area did you learn most about and what do you want to focus on in the future to improve your practices?

Module 2 EDU 602

In this module, you will focus on Transforming Education in an urban classroom. You and your group will create a plan to enact a structural shift in the thoughts, feelings, and actions of the faculty, community, students, and administration within a fictitious district. You should include instrumental learning and communicative learning within your plan. Your objective is to provide a concise plan of action that will address each stakeholder in the communities listed above and provide at least three references that support your plan of action.

Module 3 EDU 602

Reflective Module

During this course, you have learned a great deal about urban education and explored ways you can transform current practices. You are being asked to revisit your initial views on urban education throughout this course versus where you are in your understanding today. Your objective is to compose a one page APA formatted reflective writing that addresses your beliefs entering this course of study in relation to transformative urban education and your current or future role in participating in the transformation of urban education.

Ask yourself the following questions as you prepare your reflection:

1. Has the completion of this class aided in your understanding of the urban education system?
2. Did the subject matter have an affect on your beliefs about transforming education?

3. If a practicing educator, will this change your teaching strategies and if a pre-service educator, will it form how you teach?

Rubric-Modules 1-3

Name:

Date:

ITEM	1 Unacceptable	2 Average	3 Excellent	SCORE
Quality of Response	Response is unclear or not related to the topics assigned; ideas may be poorly developed and/or lack sufficient detail	Response is somewhat related to the topics assigned; ideas are somewhat developed and detailed	Response clearly relates to topics assigned; ideas are well-developed & detailed; demonstrates knowledge of the readings in relation to the assigned module .	
Facts	Facts may be lacking or mixed with opinions; facts may lack veracity	Facts may be present without evidence from the text; facts are generally true	Facts are substantive and correct; advances discussion; includes direct references from text which are cited in APA	
Writing/Content	Language is not well constructed; there may be multiple errors	Comments are loosely connected; there are a couple of	Clear, concise comments, formatted in easy to read style; free of grammatical or spelling errors	

	in grammar or spelling	grammar or spelling errors		
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Participation

Scored Discussion Rubric

Discussion Score Sheet

Name:

TOPIC:

Date:

Positive	Negative
Taking a position on a question. (+2)	not paying attention (-2)
Making a relevant comment. (+1)	distracting others (-2)
Using evidence to support a position or presenting factual information. (+2)	interruption (-2)
Drawing another person into the discussion. (+1)	irrelevant comment (-1)
Recognizing contradictions in another person's statements. (+2)	monopolizing (-3)
Recognizing when another person makes an irrelevant comment. (+2)	personal attack (-3)

Making an analogy. (+2)	TOTAL POINTS
Asking a clarifying question or moving the discussion along. (+1)	GRADE

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Required Texts:

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Relevant Periodical Sources

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Budget

\$300: Payment of Honorarium to Dr. Christopher Emdin