

# ***Pedagogy Syllabus Spring 2011***

**Credits:** 2.0

**Course information:**

**Prerequisites:**

**Instructors:** Nina Bagdasarova, PhD, [nina.bagdasarova@gmail.com](mailto:nina.bagdasarova@gmail.com)

**Class meets:** Thursday 9.25 – 10.40 a.m. in Room 1/119

**Office hours:** By appointment, at least 2 days before in advance via e-mail or in person

## ***Course Description***

This course examines how education influences our knowledge of ourselves and our world. Education is maybe the main factor that affects our attitudes, values and behavior. Education is definitely connected with politics and social life. But at the same time it's remaining a quite separate scope of human activity and people living and working within this scope deserve a special analysis. Moreover education is maybe the main thing that defines our future. The question is: what instruments (consciously or unconsciously) do we use to organize our educational system in general and our classroom environment in particular? What kind of approaches and concepts condition our pedagogy? And what kind of reflection is required from psychologist for analyzing this sphere?

To get better understanding of all these issues we will try to acquire the following skills:

- Understand how different types of societies define educational policies
- Get a basic understanding of the effects of different pedagogical approaches on attitudes and behavior
- Understand how education constructs a reality which may or may not be similar to the "real world"
- Analyze educational programs, curricula and syllabi etc. for potential competences, messages and values conveyed

## ***Course Organization***

The course is organized in two major streams: (1) acquiring of theoretical approaches and (2) application of theories to practice in analysis

## ***Methods***

We are going to employ the following learning methods:

- participating in seminar discussion (listening and talking);
- independent reading and research;
- "positioned reading" methods (presentations of read texts in roles' groups)
- searching for relevant materials for presentations and essays;
- preparing and conducting group and individual presentations;

## ***Seminar Discussions***

It is essential that all students complete the required reading and preparing examples/presentations before class in order to participate fully in seminar discussion. Everyone is expected to take part in discussions, which will be based on a required reading, as well as some examples or relevant materials provided by students. You will be asked to respond to issues raised by the readings and in the seminar presentations. Seminars also provide you with an opportunity to ask questions about things that you don't understand. Your participation in seminars is a crucial part of your own and others' learning, and is an important transferable skill. Seminars require the full participation of all students in order to make them effective learning environments.

## Literature

- Nancy Are, *Political Aims and Classroom Dynamics: Generative Processes in Classroom Communities*, in *Radical Pedagogy (2006)*
- Щедровицкий П.Г., Искушение развитием, в кн. *Педагогика развития: возрастная динамика и ступени образования*, часть 1, Красноярск 1997.
- Ильенков Э.В. *Школа должна учить мыслить*, М., 2002
- Зимняя И.А., *Ключевые компетентности, как результативно-целевая основа компетентностного подхода в образовании*, М., 1998
- SPT Malan, *The 'new paradigm' of outcomes-based education in perspective*, *Tydskrif vir Gesinsekologie en Verbruikerswetenskappe, Vol 28, 2000*
- Richard G. Berlach, *Outcomes-Based Education & The Death of Knowledge*, Paper presented at *The Australian Association for Research in Education Conference, The University of Melbourne, Victoria, Australia. Nov 28 – Dec 2, 2004.*
- George Lakoff, *The Political Mind*, **Viking, 2008**
- Stephanie Jo Kent, James Cumming, *Engaging with Problematic Moments in Multicultural Education*, in *Radical Pedagogy (2008)*
- Выготский Л.С., Орудие и знак в развитии ребенка, *Собр. Соч. т 6*, - М, 1983
- Багдасарова Н., Типы логики в обучении, в кн. *Психология познания*, - Бишкек, 2000
- Ken Moffatt, *Grading as the Coding of Student Desire in the Context of Lacking*, in *Radical Pedagogy (2006) Teaching and Learning International Survey (TALIS), OECD, 2009 Trends Shaping Education — OECD, 2008*

## Topics and schedule

	Topics	Required readings, homework and assignments
<b>Week 1</b>	<b>Introduction to the course. Principals and levels of analysis.</b>	
Thu, 12/01	INTRODUCTIONS. Pedagogy in history. Mass school and Modernity.  Pedagogy and politics.	Nancy Ares, <i>Political aims...</i>
<b>Week 2</b>	<b>What it is about and how it works?</b>	
Thu, 29/01	Development, learning and building character in educational processes  Building character and hidden curriculum.	Щедровицкий П.Г., <i>Искушение развитием</i>  Find and bring relevant materials for discussion
<b>Week 3</b>	<b>What it is about and how it works?</b>	
Tue, 25/01	Hidden curriculum and school environment	Find and bring relevant materials for discussion, including information on Tubelskiy school
Thu, 27/01	Development in Philosophy and Pedagogy	
<b>Week 4</b>	<b>What it is about and how it works?</b>	
Tue, 1/02	“Positioned reading” class	Ильенков Э.В. <i>Школа должна учить мыслить...</i>
Thu, 3/02	Educational paradigms	Find and bring relevant materials for discussion
<b>Week 5</b>	<b>Outcomes based education (OBE)</b>	
Tue, 8/02	Skills and competences: what is a difference?	Зимняя И.А., <i>Ключевые компетентности</i>
Thu, 10/02	OBE: does it work? Group presentations on reading materials	SPT Malan, <i>The 'new paradigm'...</i> Richard G. Berlach, <i>Outcomes-Based Education</i>

<b>Week 6</b>	<b>OBE and Curriculum development</b>	
Tue, 15/02	What does it mean to develop the frame for National Curriculum? Practice on analysis.	Prepare in groups the analysis for National Curriculums of different countries
Thu, 17/02		
<b>Week 7</b>	<b>Discursive analysis in Pedagogy</b>	
Tue, 22/02	What narratives and metaphors do we use to organize educational process?	G. Lakoff, <i>Political mind...</i> ch. 2, 3
Thu, 24/02	Discourse in the classroom.	Stephanie Jo Kent, James Cumming, <i>Engaging...</i>
<b>Week 8</b>	<b>Pedagogical instruments</b>	
Tue, 1/03	What does it mean to use “psychic means”?	Выготский Л.С., Орудие и знак...
Thu, 3/03	Categorization, concepts and types of logic.	Багдасарова Н., Типы логики в обучении
	<b>SPRING BREAK. NO CLASSES (MON, 7/03 - FRI, 11/03)</b>	<i>Argumentative Essay on topic “Is it possible to bring Freedom in educational system?”</i>
	<b>MIDTERM (essay)</b>	
<b>Week 10</b>	<b>Pedagogical instruments</b>	
Tue, 15/03	Evaluation and control	Ken Moffatt, <i>Grading as...</i>
Thu, 17/03	Classroom discipline as one of the main conditions of the learning/teaching processes	<i>TALIS report</i>
<b>Week 11</b>	<b>Back to Educational Policy</b>	
Tue, 22/03	Factors that shapes educational policy	<i>Trends Shaping Education, intro</i>
Thu, 24/03	EP and demography	<i>Trends Shaping Education, ch.1</i>
<b>Week 12</b>	<b>Educational Policy</b>	
Tue, 29/03	EP and other global challenges (ecology, poverty, inequality etc)	<i>Trends Shaping Education, ch.2</i>
Thu, 31/03	EP and economy	<i>Trends Shaping Education, ch.3</i>
<b>Week 13</b>	<b>Educational Policy</b>	
Tue, 5/04	EP, employment and professional development	<i>Trends Shaping Education, ch.4</i>
Thu, 7/04	Learning skills for “Life Long Education”	<i>Trends Shaping Education, ch.5</i>
<b>Week 14</b>	<b>Educational Policy</b>	
Tue, 12/04	EP and digital literacy	<i>Trends Shaping Education, ch.6</i>
Thu, 14/04	EP and civic education	<i>Trends Shaping Education, ch.7</i>

<b>Week 15</b>	<b>Educational Policy</b>	
Tue, 19/04	EP and values	<i>Trends Shaping Education,</i> ch.8
Thu, 21/04	EP and sustainable development	Find relevant materials for discussion
<b>Week 16</b>		
Tue, 26/04	Discussions on final papers drafts	
Thu, 28/04		
<b>Week 17</b>	<b>FINAL EXAM. Analytical paper on chosen materials</b>	

### ***Requirements and Evaluation***

We will try to make classes interactive and practical for all of us. It will be possible if you come prepared to all classes, lectures and seminars, having read the required material. Productive work will also be possible if you attend classes regularly, come to class on time. Excessive disruptions, from whatever source or whatever reasons will not be tolerated.

#### ***Grading system***

Participation in seminar discussions	30%
Group presentations	30%
Essays	10%
Midterm	10%
Final exam (MAY, 6 <sup>th</sup> )	20%

#### ***Assessment scale***

<b>A</b>	91 and above	<b>C+</b>	66-70
<b>A-</b>	86-90	<b>C</b>	61-65
<b>B+</b>	81-85	<b>C-</b>	56-60
<b>B</b>	76-80	<b>D</b>	51-55
<b>B-</b>	71-75	<b>F</b>	50 and less

Note! Grade 'X' – an administrative drop – is initiated only by instructor, which means a student cannot request it.

### ***Grading Guidelines for Seminar discussion***

**'A'** - A student comes to class with clear stated questions and relevant examples/illustrations concerning the reading. The questions should demonstrate student's critical and analytical skills. A student should actively participate in the discussion. Active participant should be ready to support his/her ideas by evidences. A student should be respectful to the opinions of others.

**'B'** - Student comes to class with ready questions and examples. The questions should demonstrate student's critical and analytical skills. However, the questions are not aimed at facilitation of the discussion in the class (they are not very clear) and some of examples are not completely relevant. A student should actively participate in the discussion. He/she expresses interesting ideas but does not always support them by evidence. A student is respectful to the opinions of other people.

**'C'** - A student comes to class with few ready questions and examples. S/he sometimes enters a discussion. While expressing his/her opinion, he/she does not "stick" to the point. His/her arguments/examples are not always clear and relevant.

**'D'** - A student comes to class without prepared questions/examples. He/she does not demonstrate interest in the discussion: rarely enters discussion. Alternatively, a student dominates a discussion. He/she does not allow other participants to express their opinion.

**'F'** - A student comes to class unprepared. S/he does not make an effort to participate in the discussion. Participants who demonstrate rude or disrespectful behavior will be asked to leave the classroom with the "F" grade.

Note! It's to the instructor's discretion to give grades like A-, B+, B-, etc.

### ***Grading Guidelines for Group presentation***

**'A'** – Presentation is comprehensive and exceptional quality. It's well-structured and designed, with creative and convincing arguments, which are supported by clear evidence, and they It's may or may not provoke a discussion, but a group should be able astutely evaluate counter-arguments.

**'B'** – Presentation is thorough and thoughtful, though they lack originality, comprehensiveness or insight. It's logical and clear, and have well-reasoned arguments and structure.

**'C'** – Presentation shows competency of the subject matter, with an adequate structure. It contains some ideas (based on required readings and lecture ideas), which demonstrate analytical skills, though overall they are not well developed.

'D' – Presentation have evidence of some thought, though they lack analytical structure.

'F' – Presentation is none of the above

**Note! If you don't attend classes for conducting the presentation you should submit a doctor's confirmation or other evidences explaining your absence otherwise you'll get 'F' for this presentation.**

### ***Essay***

Your essay must be brief and clear (no more than 1,500 words), typed, and well presented with proper references and bibliography.

### ***Final paper***

The final paper may take one of 2 forms (your choice). You may *either* (1) thoroughly analyze one product like a curriculum or textbook, *or* (2) conduct your own research using approaches covered in the class in order to compare certain pedagogical practices or types of educational policies.

**Deadline: Week 18, Friday, 6<sup>th</sup> of May 2011, by 5:00 PM**

**Paper turned in after deadline will have 5 points deducted for each day it's late. There will be no rewrites. Please keep (hard and electronic) copies of your papers for your own records.**

### ***Academic Integrity***

According AUCA policy the educational activity is free of fraud and deception. No cheating, plagiarism, fabrication of information and citations is acceptable. The facilitating acts of academic dishonesty by others, submitting work of another person or work previously used without informing the instructor, tampering with the academic work of another student, and lying to the instructor are unallowable. Please refer to the University's Undergraduate Catalog 2008-2010 for additional information on Honor Code, which is also available on AUCA website.

***Anyone found to be academically dishonest is subject to receiving an "F" for the course.***

Note! This syllabus is subject to change at discretion of the lecturers to accommodate instructional and/or student needs. You are responsible for any changes announced during lectures/seminars even though you are absent.