

USC Rossier School of Education

Course ID and Title: Unrealized Promise and Hope for Education in the 21th Century

Units: 4

Term—Day—Time: Meets 3 Hours 20 minutes weekly.

IMPORTANT:

The general formula for contact hours is as follows:

Courses must meet for a minimum of one 50 minute session per unit per week over a semester.

Location: TBA

Instructor: TBA

Office: Physical or virtual address

Office Hours: TBA, once weekly.

Contact Info: Email, phone number (office, cell), Skype, etc.

IT Help: Blackboard Help for Students

Hours of Service: 24 hours a day, 365 days a year

Contact Info: Call 213-740-5555 and choose option 2.

Send an email to blackboard@usc.edu.

Course Description

This course reviews U.S. education in a global context to investigate the relationship between the promise of education and often-failed outcomes. Investigation of the social, political, and literacy theories influencing how educational promise has been historically realized and derailed is reviewed on a national level. Twenty-first century skills are examined for their role in shifting educational paradigms, focusing on the technologies of new media and literacies that hold hope for the future of education in designing social futures.

Learning Objectives

Students will continue to develop the skills and dispositions taken up in GE courses, such as valuing diversity, engaging in critical inquiry, and using information responsibly to solve complex problems, foregrounding application of course material in real-world settings.

- Understand the relationship of external factors and educational outcomes.
- Identify key skills for the 21st Century, and investigate their integration in k – 12 education.
- Identify and evaluate the varied approaches to digital literacy in educational settings and its relationship to student agency in designing equitable social futures.
- Examine the unintended consequences of the accountability movement in the U.S.
- Develop and expand multiple perspectives on promising approaches to improve educational outcomes.

Prerequisite(s): There are no prerequisite courses required to enroll in this course.

Co-Requisite (s): There are no co-requisite courses required to enroll in this course.

Concurrent Enrollment: No courses must be taken simultaneously with this course.

Recommended Preparation: General Education course with focus on issues in education recommended; however, previous background is not required for success in this course.

Course Notes

Letter grade will be awarded. The course is web-enhanced, through its use of Blackboard, online assignments, and digital poster session. Copies of lecture slides, midterm and final exam guidelines and resources, and book club presentation guidelines will be posted to Blackboard. Expectations are for scholarly research using technology, use of multiple media for student presentations, and production of a multimodal composition (and production and presentation of a digital poster synthesizing the composition) for the course final. Technology-enhanced learning strategies will be used including the use of real-time polling using ever poll and the creation of collaborative Google documents during class sessions.

Required Readings and Supplementary Materials

Texts may be purchased at the USC Bookstore and through online vendors. All readings not in required texts are available through the USC Libraries website on ARES.

There are no required texts for this course; all readings are available online or through the USC Libraries website on ARES.

Description and Assessment of Assignments

Class Attendance and Participation (10%):

Student engagement during class time is expected. An expectation of academic discussion is equity in participation and using textual references to increase understanding of key topics and concepts. Students are expected to stay current in the readings, research, and actively participate in seminar discussions by

summarizing, synthesizing, and critically evaluating course readings for in-depth discussion during class time. One excused absence is allowed; any class time missed beyond that cannot be made up. If student is absent from class the day a presentation is due, the presentation cannot be made up except with **prior** permission of professor.

Research & Field Work (40%):

Students will investigate a self-selected topic of interest every two weeks, which is aligned to the concepts covered in the unit of study for those two weeks. Weeks 2 & 3; 4 & 5; 8 & 9; 10 & 11; 12 & 13.

- The topic should be investigated in three milieus: (1.) a scholarly publication, (2.) popular media, and (3.) within the local community.
- The first week, synthesis of the findings from readings (scholarly publication and popular media) will be shared on a course blog. The post should describe the topic, with attention to the varied perspectives discovered in the readings. A personal stance should be taken on the topic, supported with evidence from the readings and experience. (Approximately 500 words.)
- Week two, the topic should be investigated in the local community, in a formal or informal educational setting. (The educational setting may remain the same throughout the 6 fieldwork visits, or change as necessary based on topic). FieldWork will include visiting an educational setting to collect information, and extending student’s personal stance with evidence from the fieldwork. Results posted to blog should include:
 - Describe educational site and its mission;
 - Describe connection between the topic and the educational site
 - Discuss how information gathered at the site influenced your perspective on the topic and your stance, taken in previous week (either how it may have changed your stance, or confirmed it)

Resources will be shared on BlackBoard and further explanation, with models of expectations, will take place in class, week 1.

Midterm (25%): Students will design a TED-like Talk (time limitations will be determined based on course enrollment) on a national/global issue of educational importance emerging from the course content. The focus should be on the relationship of the issue and an aspect of education in a specific context. Practical, concrete pathways should be incorporated that suggest realizing the promise of education within the specified context. Course readings, research, and information from discussions should be incorporated and synthesized with new research. APA format and a reference list are required.

Resources will be shared on BlackBoard and further explanation will take place in class prior to the due date.

Final (25%): Students will present a digital poster on an aspect of technology for educational promise. Course readings, research, and discussions should be incorporated and synthesized with new research. APA format and a reference list are required. Class will be split into two groups, with group #1 presenting their posters to the group #2; groups will switch after all members of group #2 have visited all members of group #1. APA format and a reference list are required as part of the poster. Time will be reserved for a final debrief to identify connections between students’ work and to collectively evaluate of the process.

The following rubric provides a general guide for how assignments in this course will be evaluated:

	Excellent	Acceptable	Unsatisfactory
Depth of thought	Shows evidence of depth of thought in preparation, organization, and clarity.	Evidence of depth of thought could be increased in some areas.	Lacks overall depth of thought, clarity, or preparation.

Connection and reference to course readings and other relevant literature	Assignment shows engagement with course readings and other relevant literature and integrates this in an appropriate manner.	Some parts lack connection to course readings or other sources, or they are not integrated in an appropriate way.	Fails to relate to course materials and other relevant literature.
Completeness, adherence to guidelines	All parts of the assignment are done completely and according to guidelines.	All parts of the assignments or presentation are done completely, however, lacks adherence to guidelines in some areas.	Assignment is not entirely complete, and/or shows marked lack of adherence to guidelines.

Grading Breakdown

Assignment	Points % of Grade
Class Attendance & Participation	10%
Research & Field Work	40%
Mid-Term	25%
Final	25%
TOTAL	100%

Final course grades are assigned on the following scale:

A = 94-100%; A- = 90-93%; B+ = 87-89%; B = 84-86%; B- = 80-83%; C+ = 77-79%; C = 74-76%; C- = 70-73%; D+ = 67-69%; D = 64-66%; D- = 60-63%; F = 59% and below

Assignment Submission Policy

Assignments will be submitted on Blackboard, including materials for the mid-term and final, and the course blog.

Additional Policies

Late assignments will not be accepted without prior permission from instructor; absences when class presentation is due cannot be made up without *prior* permission from instructor.

Course Schedule: A Weekly Breakdown

	Topics/Daily Activities	Readings and Homework	Deliverable/ Due Dates
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<p>Week 1 Dates</p>	<p>Purpose and promise of universal education</p> <p>Examine the concept of a public education, its history nationally and internationally.</p> <p>View video of Sir Ken Robinson on paradigms of education and “the fundamental economic, cultural, social and personal purposes of education.”</p> <p>Analyze individual educational trajectories and connect to national and international statistics of educational attainment.</p> <p>Define and operationalize terminology for course.</p>	<p>During class time; no prior reading/preparation this week; future weeks, readings completed prior to class meeting:</p> <p>View: “Changing Education Paradigms” www.youtube.com/watch?v=zDZFcDGpL4U</p> <p>View: “From the Ground Up”: http://www.thersa.org/events/video/vision-videos/how-to-change-education-from-the-ground-up</p> <p>----. Duration of compulsory education around the world. Retrieved from http://chartsbin.com/view/xo6</p>	<ul style="list-style-type: none"> • Set up class blog. • Identify a local formal or informal educational setting for fieldwork. • Review expectations for Research & Fieldwork Assignments.
<p>Week 2 Dates</p>	<p>Where we are nationally and internationally in educational promise</p> <p>Develop a working definition of 21st Century skills. (mini-lecture and discussion)</p> <p>Identify the perspectives of information in depending on audience and how it shapes the message: scholarly journals, educational professionals, and public consumption.</p> <p>Examine the relationship between educational inequality and U.S. education in global contexts.</p>	<p>Darling-Hammond, L. (2010). <i>The flat world and education: how America's commitment to equity will determine our future</i>. New York, NY: Teachers College Press.</p> <p>Chapter 1: The flat world, educational inequity, and America's future, pp. 1-26.</p> <p>Partenen, A. (2011, Dec 29). What Americans keep ignoring about Finland's school success. <i>The Atlantic</i>. Retrieved from http://www.theatlantic.com/national/archive/2011/12/what-americans-keep-ignoring-about-finlands-school-success/250564/</p> <p>Tomaševski, K. (2001). Free and compulsory education for all children: the gap between promise and performance. Swedish International Development Cooperation Agency. PDF</p>	<p>Post to blog: synthesis and stance of two readings on self-selected topic.</p>

		Retrieved from http://www.eldis.org/go/home&id=14731&type=Document#.VG_rTZPF91b	
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<p>Week 3 Dates</p>	<p>Where we are nationally and internationally in educational promise</p> <p>Analyze relationship of 21st Century skills and purpose/"side effects" of NCLB.</p> <p>Examine mandated testing in national and international settings and compare to U.S. Evaluate disparities and their possible consequences.</p>	<p>Cawelti, G. (2006). The side effects of NCLB. <i>Educational Leadership</i>, 64(3), 64-68. Retrieved from http://www.csun.edu/~krowl/ands/Content/SED610/NCLB/Side%20effects%20of%20nclb.pdf</p> <p>Darling-Hammond, L. (2010). <i>The flat world and education: how America's commitment to equity will determine our future</i>. New York, NY: Teachers College Press. Chapter 3: New standards and old inequalities: how testing narrows and expand the opportunity gap, pp. 66-98.</p> <p>Kamens, D. H., & McNeely, C. L. (2009). Globalization and the growth of international educational testing and national assessment. <i>Comparative Education Review</i>, 54(1), retrieved from http://www.jstor.org/stable/10.1086/648471</p>	<p>Fieldwork. Post to blog: Description of education site, connections to topic, and reasons for change/no change in stance</p>
<p>Week 4 Dates</p>	<p>Historical movements for "liberatory" education</p> <p>Survey historical movements from the Enlightenment Project to the literacy campaigns of the 20th C</p> <p>Examine the benefits and disappointments of national literacy campaigns.</p>	<p>Clifford-Vaughn, M. (1963). Enlightenment and education. <i>The British Journal of Sociology</i>, 14(2), 135-143.</p> <p>Arnove, R. F., & Graff, H. J. (1987). Introduction. In R. F. Arnove, & H. J. Graff, (Eds.). <i>National literacy campaigns: historical and comparative perspectives</i> (1-28). New York, NY: Plenum Press.</p> <p>Freire, P., & Macedo, D. P. (1995). A dialogue: culture, language, race. <i>Harvard Educational Review</i>, 65(6), 377-402.</p>	<p>Post to blog: synthesis and stance of two readings on self-selected topic.</p>

<p>Week 5 Dates</p>	<p>Historical movements for “liberatory” education</p> <p>Develop a working definition of “liberatory” education.</p> <p>Review paradigms of transformative education. Connect to reflective practice in professions and “freedom” in practice.</p>	<p>Feinberg, W. (2012). The idea of a public education. <i>Review of Research in Education</i>, 36(1), 1-22.</p> <p>Ringer, J. M. (2005). Liberating “liberatory” education or what do we mean by “liberty” anyway? <i>JAC</i>, 25(4), 761-782.</p> <p>Dewey, J. (1897). My pedagogical creed. Retrieved from http://www.rjgeib.com/biography/credo/dewey.html</p>	<p>Fieldwork. Post to blog: Description of education site, connections to topic, and reasons for change/no change in stance</p>
<p>Week 6 Dates</p>	<p>Inequities in Educational Opportunity</p> <p>Identify and examine factors contributing to opportunity gaps historically and in contemporary U.S. schooling.</p> <p>Review fieldwork information as applied to existing opportunity gaps and promising approaches to creating equitable educational opportunity.</p> <p>Distinguish U.S. standardized testing purposes and outcomes with select international results on PISA (Programme for International Student Assessment).</p> <p>Review expectations for mid-term exam.</p>	<p>--- (2006, April 13). Historical timeline of public education in the US. <i>Race forward: the center for racial justice innovation</i>. Retrieved from https://www.raceforward.org/research/reports/historical-timeline-public-education-us</p> <p>Milner, H. R. (2010). <i>Start where you are but don't stay there: understanding diversity, opportunity gaps, and teaching in today's classroom</i>. Cambridge, MA: Harvard Education Press. Chapter 1: A diversity and opportunity gaps explanatory framework, pp. 13-44.</p> <p>View video: “In a league of their own: the best performers in global education” https://www.youtube.com/watch?v=plSbFqbibXo</p>	<p>Select students assigned to geographic region/country and examine PISA results. PISA 2012 results, retrieved from http://www.oecd.org/pisa/keyfindings/pisa-2012-results.htm</p> <p>Prepare a 2-3 minute presentation of findings.</p>
<p>Week 7 Dates</p>	<p>Mid-term Exam Due.</p>		<p>Mid-term Exam: Digital Poster Session and De-brief.</p>
<p>Week 8 Dates</p>	<p>New Literacies and Shifts in Academic Expectations.</p>	<p>New London Group. (1996). A pedagogy of multiliteracies: designing</p>	<p>Post to blog: synthesis and stance of two readings on self-selected topic.</p>

	<p>Identify the shifts in academic expectations resulting from new literacies.</p> <p>Make connections between 21st C skills and new literacies.</p>	<p>social futures. <i>Harvard Educational Review</i>, 66(1), 60-92.</p> <p>Kellner, D. (2000). New technologies, new literacies: reconstructing education for the new millennium. <i>Teaching Education</i>, 11(3), pp. 245-265.</p>	
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<p>Week 9 Dates</p>	<p>New Literacies and Shifts in Academic Expectations.</p> <p>Evaluate the implications of the participatory culture on equitable educational outcomes.</p> <p>Review possible roadblocks to enacting shifts: political, economic, social, and other?</p>	<p>Cummins, J. (2006). Identity texts: The imaginative construction of self through multiliteracies pedagogy. In O. Garcia, T. Skutnabb-Kangas, & M. Torres-Guzman. (Eds.) <i>Imagining multilingual schools: Language in education and glocalization</i>, (p. 51-68). Clevedon, UK: Multilingual Matters.</p> <p>Street, B. (1997). The implications of the “new literacy studies” for literacy education. <i>English Education</i>, 31(3), 45-59.</p>	<p>Fieldwork. Post to blog: Description of education site, connections to topic, and reasons for change/no change in stance</p>
<p>Week 10 Dates</p>	<p>Critical Media Literacy</p> <p>Examine how people consume the news in local, national, and global contexts</p> <p>Develop consensus about the role of new media in local, national, and global contexts.</p> <p>Connect understandings of public consumption of media to education; propose pathways to address issues that arise for positive educational outcomes.</p>	<p>Alvermann, D. E., & Hagood, M. C. (2000). Critical media literacy: research, theory, and practice in new times. <i>Journal of Educational Research</i>, 93(3), 193-205.</p> <p>Luke, C. (May, 1999). Media and cultural studies in Australia. <i>Journal of Adolescent & Adult Literacy</i>, 42, 622-626.</p>	<p>Post to blog: synthesis and stance of two readings on self-selected topic.</p>
<p>Week 11 Dates</p>	<p>Critical Media Literacy</p> <p>Make connections between 21st C skills and critical media literacy.</p> <p>Collectively develop a manifesto for critical media literacy in education. Present to class; de-brief manifestos for possibilities to operationalize proposed changes.</p>	<p>Kellner, D., & Share, J. (2007). Critical media literacy, democracy, and the reconstruction of education. In D. Macedo & S. R. Steinberg (Eds.), <i>Media literacy: a reader</i> (pp. 3-23). New York: Peter Lang.</p> <p>View the website: “the critical media project: media literacy and the politics of identity”; review two topics of interest from the menu http://www.criticalmediaproject.org</p>	<p>Fieldwork. Post to blog: Description of education site, connections to topic, and reasons for change/no change in stance</p>

<p>Week 12 Dates</p>	<p>Technology and Change</p> <p>Examine new literacies and the shifting from teaching skills to developing 21st C skills.</p> <p>Review selected international educational settings & technology use.</p>	<p>---- (2013, January 28). Technology in schools: who does it best, China or the U.S.? (Infographic.) <i>Huffington Post</i>. Retrieved from http://www.huffingtonpost.com/2013/01/28/technology-in-schools-who_n_2568413.html</p> <p>Fidalgo-Neto, A. A. et al. (2009). The use of computers in Brazilian primary and secondary schools. <i>Computers and Education</i>, 53(3), 677-685.</p> <p>Forman, G. (2011). The use of digital media in Reggio Emilia. In C. Edwards, L. Gandini, & B. Forman, (Eds.), <i>Hundred languages of children: The Reggio Emilia experience in transformation</i> (pp. 343-356).</p>	<p>Post to blog: synthesis and stance of two readings on self-selected topic.</p>
<p>Week 13 Dates</p>	<p>Technology and Change</p> <p>Investigate educational spaces and their changing nature in the 21st C.</p> <p>Examine literacies lost, literacies gained, and education's race to catch up.</p> <p>Analyze technology and the purposes of schooling; develop a personal statement on the purposes of schooling.</p>	<p>Collins, A., & Halverson, R. (2009). <i>Rethinking education in the age of technology</i>. New York, NY: Teachers College Press. Chapter 9. What does it all mean? pp. 122-127. Chapter 10: Rethinking education in a technological world, pp. 128-146.</p> <p>Jenkins, H., Ford, S., & Green, J. (2013). <i>Spreadable media: creating value and meaning in a networked culture</i>. New York: New York University Press. Chapter 4: What constitutes meaningful participation? pp. 153-194.</p>	<p>Fieldwork. Post to blog: Description of education site, connections to topic, and reasons for change/no change in stance</p>
<p>Week 14 Dates</p>	<p>Promises Broken, Promises Kept</p>	<p>O'Bama, B. (2009). Address to joint session of Congress.</p>	

	<p>Examine multiple perspectives on “the promise of education.” Analyze audience, purpose, and effect.</p> <p>Develop a collective plan of action to participate in the national and international arena of education.</p> <p>Examine digital literacies and their role in educational opportunities.</p>	<p>Retrieved from http://www.whitehouse.gov/the_press_office/Fact-Sheet-Expanding-the-Promise-of-Education-in-America/</p> <p>Rose, M. (2009). <i>Why school? Reclaiming education for all of us</i>. New York, NY: The New Press. Chapter 12. A language of hope, pp. 145-152. Chapter 13. Finding the public good through the details of classroom life, pp. 153-160.</p> <p>Weingarten, R. (2013). Reclaiming the promise of public education. [Web log comment]. Retrieved from http://www.huffingtonpost.com/randi-weingarten/reclaiming-the-promise-of_b_3666609.html</p>	
Week 15 Dates	Final Exam - Presentations of Digital Posters		Final Exam – Digital Poster Session and De-Brief.
FINAL Date			Date: For the date and time of the final for this class, consult the USC <i>Schedule of Classes</i> at www.usc.edu/soc .

Statement on Academic Conduct and Support Systems

Academic Conduct

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards* <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu/> or to the *Department of Public Safety* <http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us>. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support,

and the sexual assault resource center webpage sarc@usc.edu describes reporting options and other resources.

Support Systems

A number of USC's schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students. *The Office of Disability Services and Programs* http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* <http://emergency.usc.edu/> will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

