Closing the Book on the Textbook:
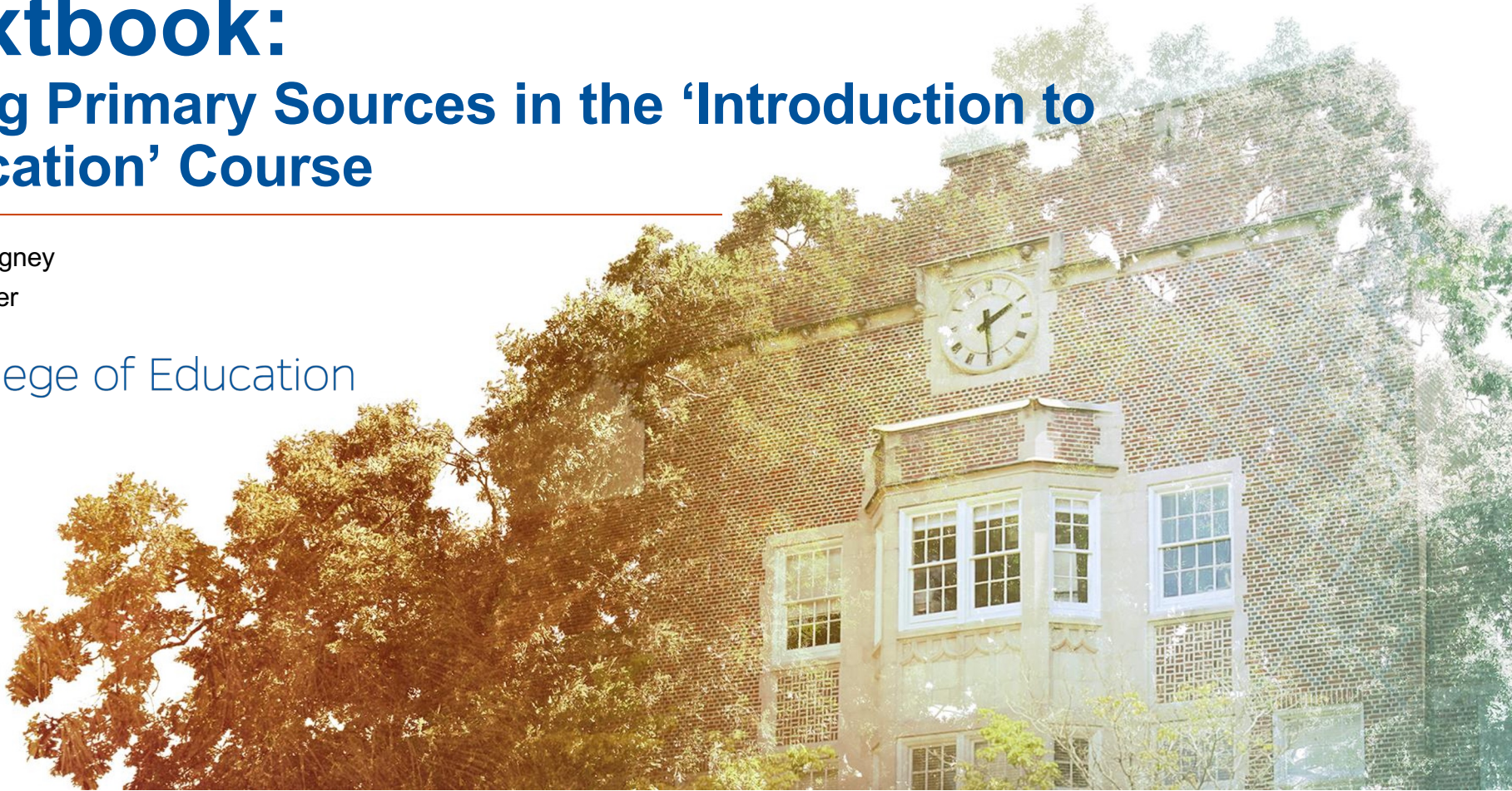
Using Primary Sources in the 'Introduction to Education' Course

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Agenda

- Context for our 'Intro' reform

- Course iterations (so far…)

- Primary text selection

- Student voices

- Future research

Course Iterations

- Iteration 1 (textbook)
- Iteration 2 (centering controversies)
- Iteration 3 (primary texts)

- 'Lens'
  - The Teaching Profession
  - Historical Foundations
  - Philosophical Foundations
  - Sociological Foundations
  - Governance and Legal
  - Curricular Foundations

- Controversy
  - Should teachers be able to strike?
  - Should schools teach patriotism?
  - Is schooling for career or culture?
  - Should teachers be armed?
  - How should schools be funded?
  - Should schools use high-stakes tests?

'Intro to ed' Context

- Required course for teacher candidates (1 of 3 critical tracking courses)

- Critical tracking course for new minor and Bachelor's of Educational Science

- Gateway course for students from across university
  - Outreach to prospective students considering declines in teacher education program enrollments
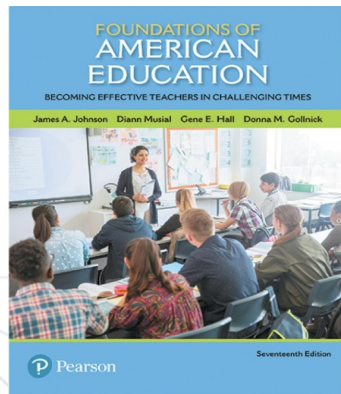
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Course Iterations

- Iteration 1 (textbook)
- Iteration 2 (centering controversies)
- **Iteration 3 (primary texts)**

'Intro' Iteration 1: What we inherited

- The 'old' version
  - Department selected textbook
    - Focus on "foundational" lenses

Iteration 2

- The 'old' version
  - Department selected textbook
    - Focus on "foundational" lenses
  - *Discussion posts*
  - *15 hours volunteering*
  - *15 hours observation*
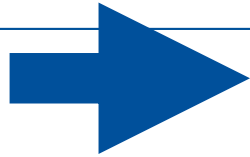
- Reconceptualized
  - **Center controversies, then textbook**
  - *Only 15 hours volunteering*
  - *'Marketing' COE with faculty videos*

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Iteration 2: Controversies

- 'Lens'
  - The Teaching Profession
  - Historical Foundations
  - Philosophical Foundations
  - Sociological Foundations
  - Governance and Legal
  - Curricular Foundations

- Controversy
  - Should teachers be able to strike?
  - Should schools teach patriotism?
  - Is schooling for career or culture?
  - Should teachers be armed?
  - How should schools be funded?
  - Should schools use high-stakes tests?

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Example module

ACTIVITIES

WEEK 1
ISSUES IN EDUCATION and
CHAPTER 2: The Early History of Education in a Changing World

1. **READ:** *The Making of a Non-Patriot* ▾ (Rosenberg), *Should we teach patriotism* (Ravitch), and *Texas HS Football Players Kneeling (VIDEO)*
2. **POLL:** Should Schools Teach Students Patriotism?
3. **POST AND RESPOND:** Discussion 2a
4. **READ AND REVIEW:** Chapter 2 At-A-Glance ▾ and Chapter 2: The Early History of Education in a Changing World
5. **WATCH:** COE Faculty Spotlight: Terzian (See above)

WEEK 2
Chapter 3: Historical Perspective of Education

1. **READ AND REVIEW:** Chapter 3 At-A-Glance ▾ and Chapter 3: *Historical Perspective of Education*
2. **QUIZ:** Chapter 2, 3 Quiz
3. **POST AND RESPOND:** Module 2b Discussion

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Contemporary Texts
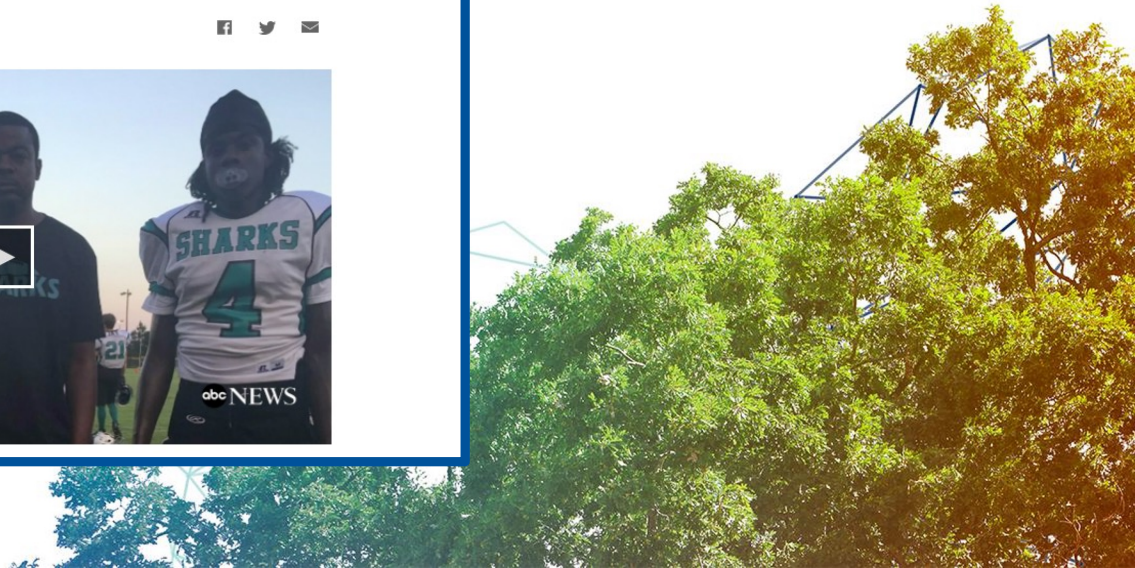
Prompt 1: Current Controversy

- **Discussion Question 1:** <mark>State and support your position on whether or not schools should teach students to be patriotic.</mark>

- The following questions can serve as a guide, *though it is not required to answer each one*.
    - In an environment with deep political divisions, what does patriotism mean?
    - Is loving one's country more nuanced than what is argued by Ravitch and/or Rosenberg, the authors of our two controversy articles this week?
    - What are your thoughts about whether school athletes should express their views by kneeling during the national anthem?
    - How were you taught--or not taught--patriotism in your own schooling?

- <mark>**For this post, you <u>do not</u> need to reference your textbook chapter 2, but you may if you wish.**</mark>
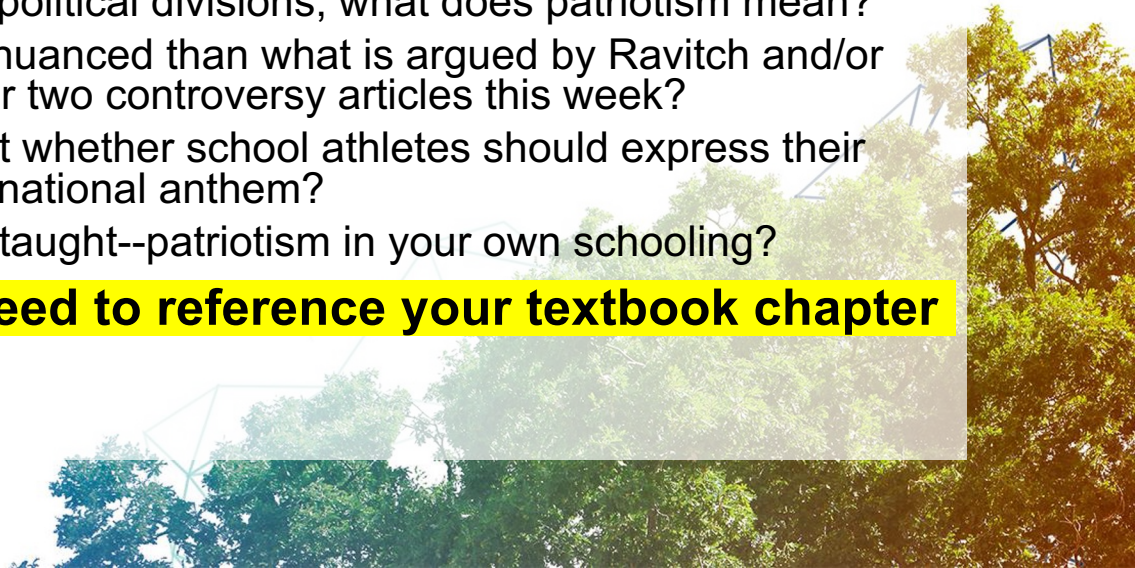
Prompt 2: Supporting your view:

Go back to the initial posts from last week's discussion. Choose one group-mate.

1. **Restate** briefly what that person believed about whether or not schools should teach patriotism. Please **address them by name.**

2. Then state whether you **agree**, **disagree**, or **have questions** about their position and **why**. (It's possible to do all three in one response!)

3. Be sure you are **fair and considerate** in your post.

You must include **at least three citations** from our texts, at least two from our textbook chapters 2 and/or 3, and at least one from our controversy texts from this module.
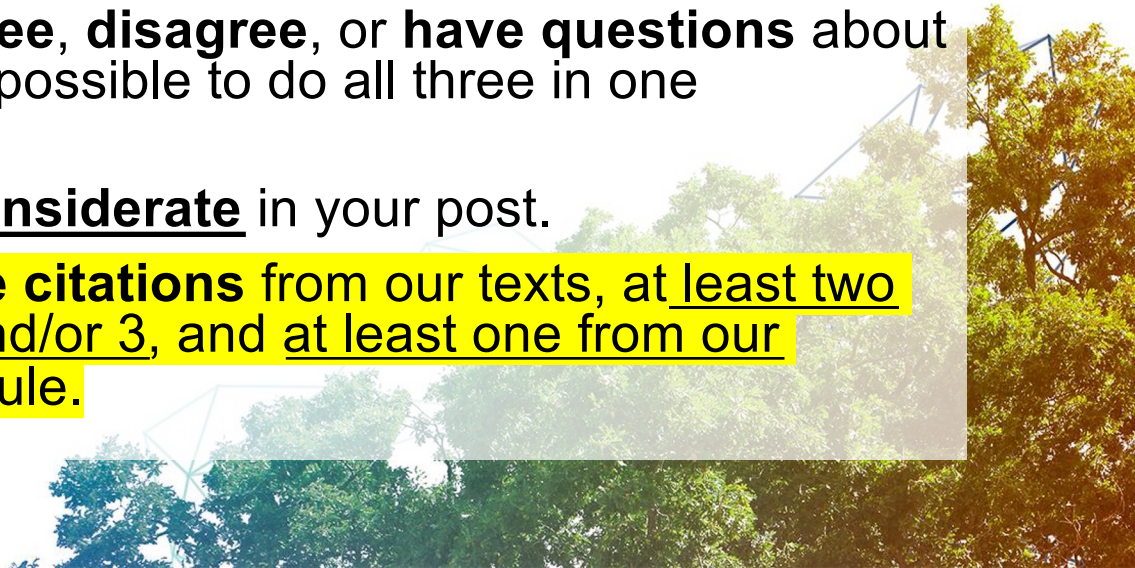
Iteration 2: Results

- Students examined larger social context and political positions

- Polite student debate about issues of importance

- Personal 'buy in'
  - Students were able to articulate their views before having to structure them according to the 'lenses'; allowed room for revision in light of 'lenses'

- Ability to adapt course circumstances to current events
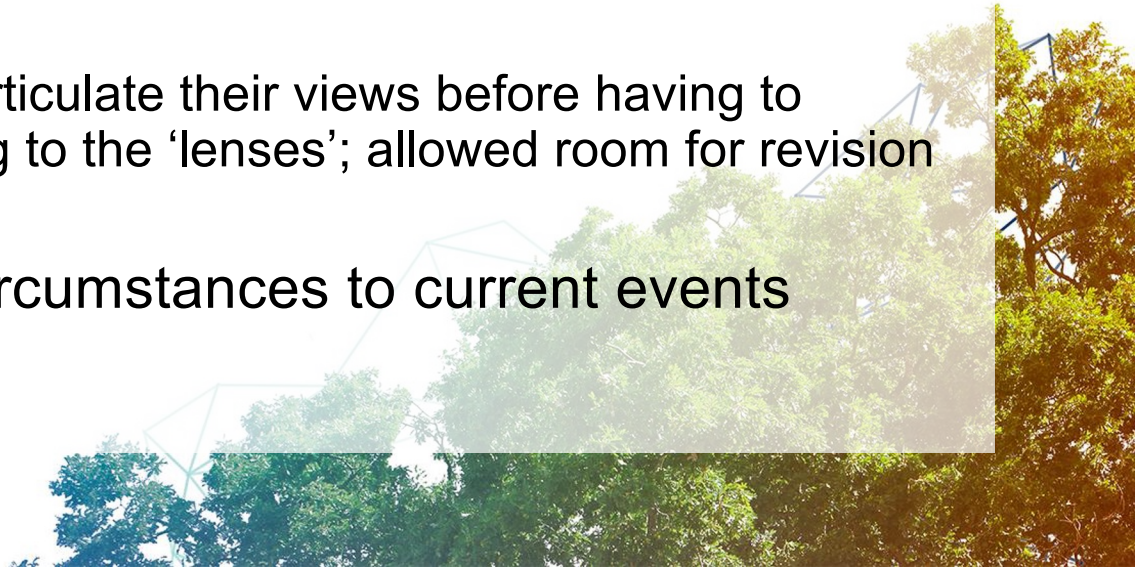
Iteration 3: Primary Texts

- Interation1
  - Department selected textbook
    - Focus on "foundational" lenses

- Iteration 2
  - **Introduced contemporary controversies**
    - Focus on controversy, *then* textbook
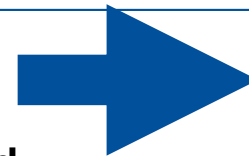
- Iteration 3
  - **Replace textbook with primary texts**
  - Deliberate consideration of scaffolds

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Why "close the (text)book"?

- Longstanding skepticism toward the textbooks produced by corporate publishers (e.g., Apple, 2013; Menefee-Libey, 2015; Schmidt, 2011)

- Cost

- Focus on teacher candidates

- Feedback
  - Students did not enjoy it
  - Course instructors said it promoted breadth over depth

- Address concerns of teacher education rigor (Labaree, 2004)

Iteration 3:

- Primary texts: First-hand publications *by* (and occasional second-hand *about*) recognized educational scholars as well as policy documents and reports.

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Iteration 3:

- Primary text examples:
  - Darling-Hammond, Rothman, <u>Teacher and Leader Effectiveness in High-Performing Education Systems</u> (report)
  - Young, 2009, <u>What Makes a Great Teacher</u> (Phi Delta Kappa)
  - <u>NEA Code of Ethics of the Education Profession</u>
  - Schneider, <u>Marching Forward, Marching in Circles</u> (Journal of Teacher Education)
  - Anderson, <u>The Education of Blacks in the South</u>, (book)
  - Schiro, 2013, <u>Curriculum Theory</u> (book)
  - <u>A Nation at Risk</u> (report)
  - Ladson-Billings, 2007, Pushing past the achievement gap (journal article)
- https://tinyurl.com/introedtexts
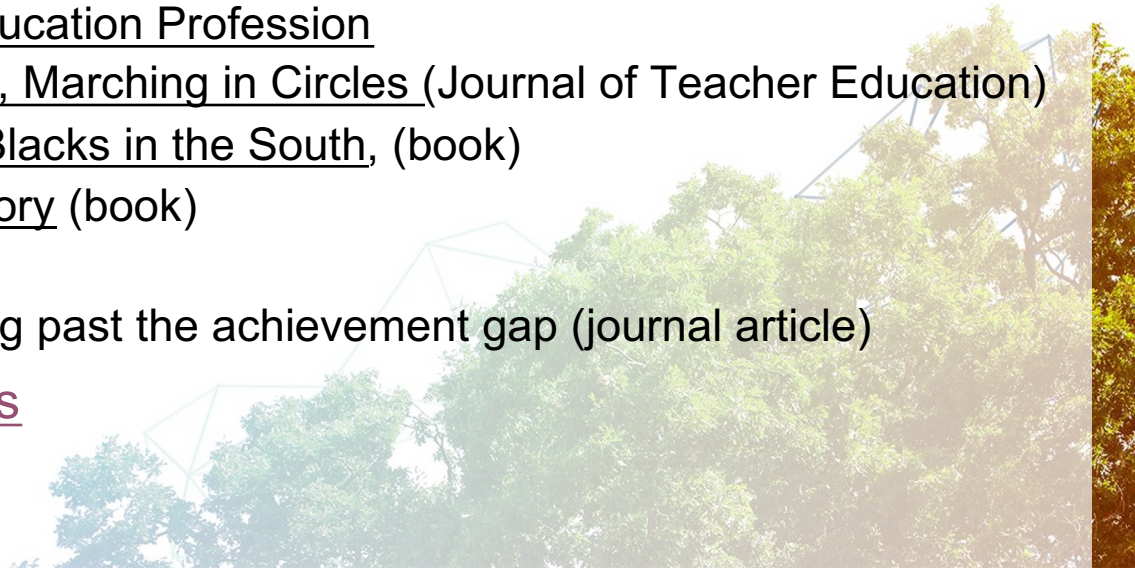
Scaffolding student understanding

- Text selections

- Jigsaw reading

- Annotation strategies
  - "Why-lighting"
  - "thoughts, questions, surprises"

- Reading reflections

Scaffold: Text selections and jigsaws

- Aimed for 15 -25 pages of reading a week

- Introduce and rely on text structures
    - journal article headings/structure and book introductions

Scaffold: Jigsaw

Primary Texts: Scholarship of the History of American Schooling

🔗 SignUpGenius: Scholarship of the History of American Schooling ↗

The Common School and post-Civil War Black Education

📎 Kaestle_1983_Pillars of the republic (pgs. 3 - 12).pdf

📎 Anderson_1988_The education of blacks in the south (pgs. 1 - 3).pdf

Urbanization and Progressivism

📎 Cremin_1964_The Transformation of the school (pgs. Vii - x).pdf

📎 Tyack_1974_The one best system (pgs. 2 - 12).pdf

WWII and The Cold War

📎 Graves_2009_And they were wonderful teachers (pgs. vii - xvii).pdf

📎 Terzian_2013_Science education and citizenship (pgs. 1 - 5).pdf

20th Century "Culture Wars"

📎 Wanburg_2013_Pedagogy against the state The ban on ethnic studies in Arizona (pgs. 15 - 18).pdf

📎 Zimmerman_2002_Whose America (pgs. 1 - 11; 131- 133).pdf

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Scaffold: Text annotation strategies

- Repeated and consistent text annotations
  - "Why-lighting"
    - "Students highlight a text then write why they highlighted what they did in the margins of the document. Once all students are done, they discuss their highlights and reasoning in small groups or in a whole-class discussion" *(University of Oklahoma, K20 Learn)*
  - "Thoughts, Questions, Epiphanies"
    - Annotate 3 thoughts, 2 questions, and one surprise

- Base discussions around these annotations
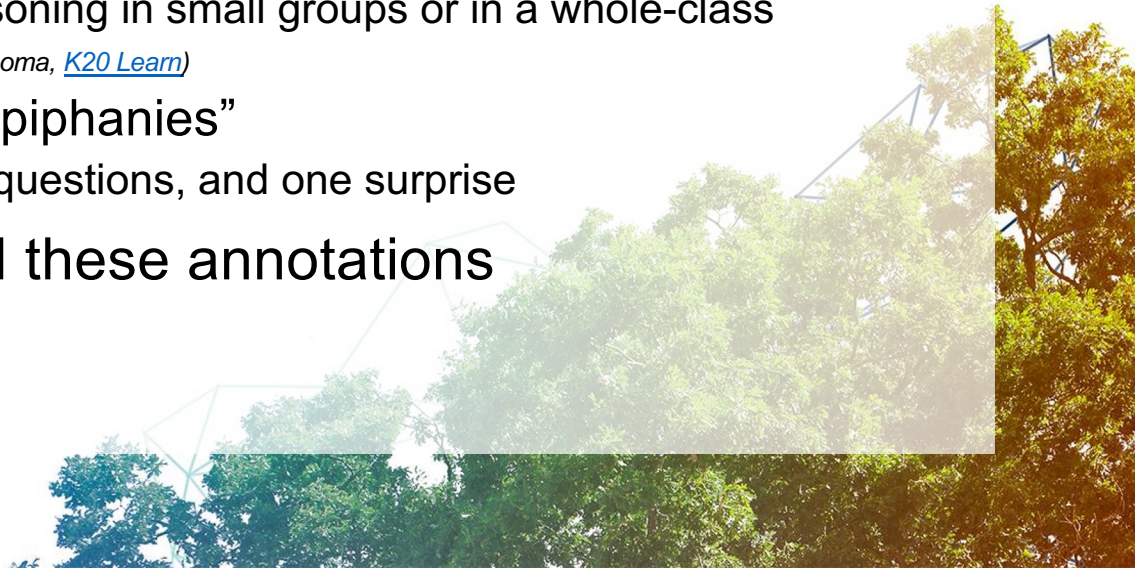
Scaffold: Reading reflections

- Formative
  - "Two-minute paper"
   - Example: Based on your readings, should public schools teach students patriotism? Try to think of specific points from the reading you've completed in this topic.

- Summative
  - "Reading checks"
    - Example: Question: How did exploring these historical eras inform your opinion on whether or not schools should teach students to be patriotic? The following prompts can serve as a guide, though it is not required to answer each one:
      - The last few years have been labeled as some of the most politically polarized in American history. How does our era compare with those you explored in your reading?
      - What can we infer from the primary historical articles as to what it meant to be American or patriotic in those eras? How does this compare with what it means to be patriotic today?
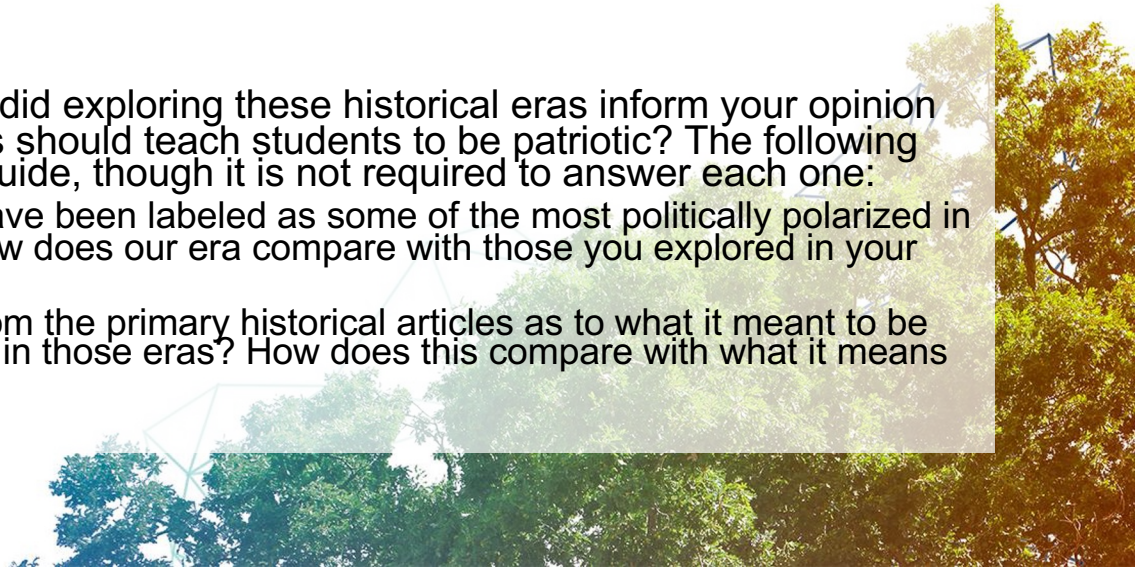
Toward the next iteration…

- Students sometimes uncomfortable with their understanding of texts
  - "Insight on the article after we read it to make sure I didn't misunderstand anything."
  - "Perhaps more diverse materials would make things more interesting–less articles, more videos? Maybe some easier to digest readings."
- Some students craved traditional lectures
  - "Maybe less group work and more lectures."
  - "Maybe a few interactive lectures that provide more content and facts on the topics."
    - *Deslauriers, McCarty, Miller, Callaghan, and Kestin, 2019*
- Tying everything together
  - "Make the reading check questions more applicable to some of the primary sources. I found some of the readings to be very difficult to relate to the questions."
  - "The focus of the course could be more personalized; instead of just discussing what the problems are and how to remedy them on a national level, we could discuss what individuals in the class could do."

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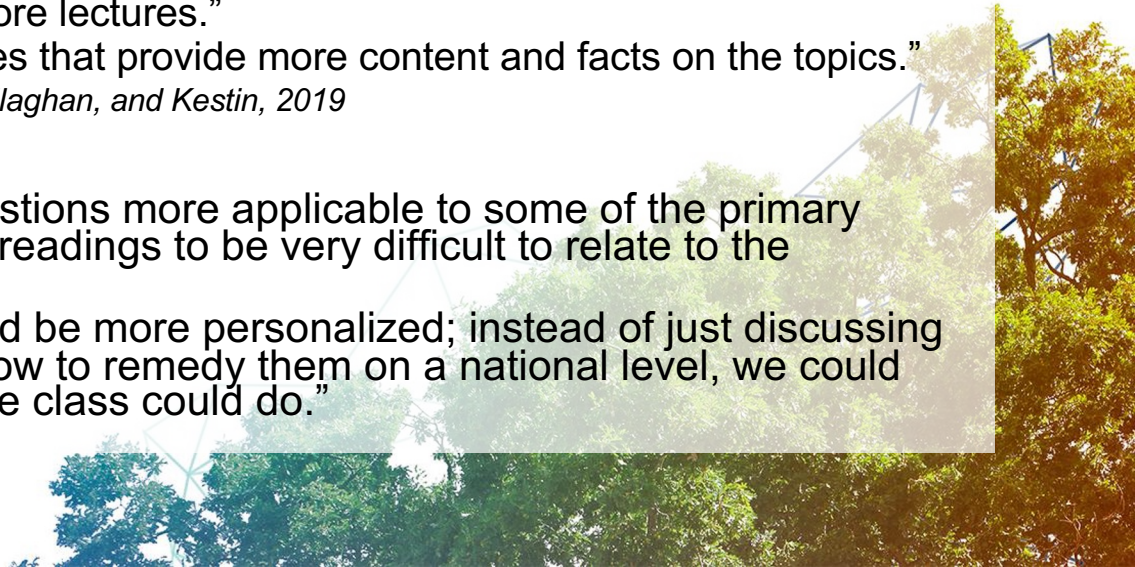
Recap

- Primary texts as way to showcase educational scholarship

- Increase rigor

- Consideration of text strategies

Research…

- Analyzing data regarding students' interactions with primary texts
  - Ongoing research using critical literacy lenses
- "Practitioner" piece outlining process
- Manuscript about figured worlds of school violence and teaching

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