

Department of Education

Professor: *Beatty (Chair)*

Assistant Professor: *Hong*

Senior Lecturer: *Hawes, Speiser*

Lecturer: *Tutin*

Administrative Teaching Staff: *Miller*

Associate in Education: *Denis Cleary (History Teacher, Concord Carlisle High School); Jennifer Friedman (Literacy Coach, Boston Public Schools); Reen Gibb (Science Teacher, Westwood High School); David Gotthelf (Newton Public Schools); Heather Haskell, (Elementary Teacher, Hunnewell School, Wellesley); Wendy Huang (MIT Teacher Education Program Manager); Inna Kantor London, (English Teacher, Framingham High School); Jeff Samuels (Elementary Teacher, Heath School, Brookline)*

Education is at the center of social and personal life. Its study is necessarily interdisciplinary. We offer a variety of courses, each one with its own distinct intellectual challenge, but all seeking to connect different points of view, whether the course is focused on urban education, school reform, diversity, policy, history, research, child welfare, or learning to teach. We invite students to try a single course (many different first courses are possible) and to consider one of the two minors we offer, the Teacher Education and Education Studies minor.

Goals for the Minor

Teacher Education minors will acquire the knowledge and skills needed to be teachers of their subject(s) with students in elementary, middle, or high schools. They will become able to collaborate, to reflect on and discuss critically their teaching and the situation of their students, and to learn from further experience and study.

Education Studies minors will acquire a multi-faceted, critical perspective on education in a variety of settings, including urban ones, and on policy issues and methods of educational research. They will be ready to continue learning through further study, discussion, and reflection.

EDUC 102/WRIT 125 Education in Philosophical Perspective

Hawes

This course is guided by questions such as: What is a good education? What is its dependence on culture, context, and aims? What perspectives on teaching and learning are most helpful? How can we get reliable knowledge of good education? We will use the works of earlier writers (e.g., Confucius, Plato, and Dewey) and contemporary writers in our investigations. *This course satisfies the Writing 125 requirement and counts as a unit toward the Teacher Education or Education Studies minor. Includes a third session each week.*

Prerequisite: None. Open only to first-year students.

Distribution: Epistemology and Cognition

Semester: Spring

Unit: 1.0

EDUC 117 Diversity in Education

Darer (Spanish)

An introduction to issues in diversity and multicultural education. We will examine rationales for diversity and multicultural education and some of the effects of these policies. We will analyze implications of diversity for teaching and learning, and study the influences of race, ethnicity, gender, language, socioeconomic status, and religion on schools and school curricula, with a focus on tensions surrounding increasing diversity in American education.

Prerequisite: Open to first-year students only.

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

EDUC 212 Seminar. History of American Education

Beatty

An intensive study of the role that education has played in American society and of the evolution of support and expectations for public schools. We will examine how schools have served the needs of immigrants, and students from different gender, racial, ethnic, social class, and religious backgrounds. We will focus on the education of teachers, the organization of urban school systems, the growth of high schools and preschools, and attempts to reform schools and the curriculum.

Prerequisite: None

Distribution: Historical Studies

Semester: Fall

Unit: 1.0

EDUC 215 Understanding and Improving Schools

Hawes

Study of what goes into the making of good schools in a variety of settings, including urban public schools. Examination of what we mean by "a good school," in terms of both aims and practices, of how a school and its curriculum are experienced by its students, and of how a school's culture and social relationships are created. We will use case studies of different kinds of people working to improve schools, including teachers, principals, education advocates, and researchers. Fieldwork will be an integral part of the course.

Prerequisite: None

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

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EDUC 216 Education and Social Policy

Hong

An examination of education policy and of how it is formulated, implemented, and evaluated. We will study the development and interaction of policies at the federal, state, and local level, and trace the trend from law-driven to accountability-based school reforms. We will discuss major topics of debate in American education, including equal educational opportunity, school desegregation, bilingual education, special education, and education standards and testing.

Prerequisite: None

Distribution: Social and Behavioral Analysis

Semester: Fall, Spring

Unit: 1.0

EDUC 221 Museum Education and the Art Encounter

Miller

Study of the theory and practices of museum education, with a special focus on the museum-school relationship. Students will participate in the Davis Museum's education programs for schools, to examine the distinct learning environment of the museum and its role in society. How can the visual arts be engaged as a tool for teaching? What can children's responses to works of art tell us about the way they learn? Working directly with students in regional public schools and objects in the collections of the Davis Museum and Cultural Center, we will explore means of activating the educational role and mission of museums in society. Recommended for students who may wish to become involved in volunteer opportunities in museum education programs as well as student teachers hoping to make effective use of museum resources in their future classrooms.

Prerequisite: At least one Education or Art course, or by permission of instructor.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall

Unit: 0.5

EDUC 250 Research or Individual Study

Prerequisite: Permission of the instructor.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

EDUC 250H Research or Individual Study

Prerequisite: Permission of the instructor.

Distribution: None

Semester: Fall, Spring

Unit: 0.5

EDUC 300 Teaching and Curriculum in Middle School and High School

Hawes

An intensive study of the knowledge and skills required in classroom teaching, including curriculum development, planning, instruction, testing, and assessment. We will focus especially on classrooms as learning environments and on teacher understanding of student academic development. Additional laboratory periods for teaching presentations and an accompanying field placement are required. *Note: Open to all students, mandatory for those seeking middle-school or high-school certification; students should contact the instructor either before or soon after registration to plan their field placement.*

Prerequisite: One of 102, 117, 212, 215, 216, [218], PSYC [248], or MIT 11.124 or other approved course or by permission of instructor.

Distribution: Epistemology and Cognition

Semester: Fall

Unit: 1.25

EDUC 302 Seminar. Methods and Materials of Teaching

Speiser, Hawes

Study and observation of teaching techniques, the role of the teacher, classroom interaction, and individual and group learning. Examination of curriculum materials and classroom practice in specific teaching fields. Students interested in working with middle- or high-school students should enroll in section 302-01; students interested in working with elementary or preschool students should enroll in section 302-02. *Note: Open to students seeking teacher certification or substantial observation and student teaching experience in a school, mandatory for students seeking teacher certification; students should contact the instructor either before or soon after registration to plan their field placement.*

Prerequisite: 300 or 304 or by permission of instructor. Corequisite: 303 and 305 for students interested in working with elementary or preschool students.

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

EDUC 303 Practicum. Curriculum and Supervised Teaching

Speiser, Hawes

Observation, supervised teaching, and curriculum development in students' teaching fields throughout the semester. Attendance at an appropriate school placement required. *Note: Open to students seeking substantial observation and student teaching experience in a school, mandatory for students seeking teacher certification; students should contact the instructor either before or soon after registration to plan their field placement. Mandatory credit/noncredit.*

Prerequisite: Students seeking teacher certification must apply to the department for admission to this course in the semester before it is taken; other students should contact the instructor either before or soon after registration to plan their field placement. Corequisite: 302, and 305 for students interested in working with elementary or preschool students.

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

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EDUC 304 Curriculum and Instruction in Elementary Education

Speiser, Friedman, Haskell, Tutin

A seminar taught by a team of experienced teachers. This course focuses on curriculum development, planning, instruction, testing, and assessment in elementary school classrooms. Additional laboratory periods for teaching presentations and an accompanying field placement are required. *Note: Open to all students, mandatory only for those seeking elementary education certification; students should contact the instructor either before or soon after registration to plan their field placement.*

Prerequisite: 310 or 314 or by permission of instructor.

Distribution: Epistemology and Cognition

Semester: Fall

Unit: 1.0

EDUC 305 Curriculum, Instruction, Assessment, and Special Needs in Elementary Education

Speiser, Friedman, Haskell, Tutin

A seminar taught by a team of experienced teachers. A continuation of EDUC 304, this course focuses on curriculum materials and instructional methods used in elementary school classrooms, and on various means for assessing elementary school students' performance and achievement. Strategies for behavior management for dealing with students with disabilities and special needs, and for working with parents and the community will also be addressed, along with other classroom issues. *Accompanying field placement is required. Note: Open to all students, mandatory for those seeking elementary education certification; students should contact the instructor either before or soon after registration to plan their field placement.*

Prerequisite: 304 or by permission of instructor.

Distribution: Epistemology and Cognition

Semester: Spring

Unit: 1.0

EDUC 308 Seminar. World Languages Methodology

Renjilian-Burgy (Spanish)

A course in the pedagogical methods of foreign languages intended to apply to any foreign language and to teaching English as a Second Language; emphasizes the interdependence of the four language skills—listening, speaking, reading, writing; introduces students to a theoretical study of linguistic and psychological issues necessary to evaluate new ways of presenting language material. This seminar will focus on selected texts and readings on the methodology of world-language teaching.

Prerequisite: Open to sophomores, juniors and seniors.

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

EDUC 310 Seminar. Child Literacy and the Teaching of Reading

Tutin, Speiser

An examination of how children learn to read, acquire reading, writing, and oral language skills, and how this relates to cognition. We will focus on current research and practice in literacy development for elementary-age children. Oral language, reading processes, assessment using a variety of techniques, phonemic awareness, phonics, and comprehension strategies will be addressed through lectures, readings, study of literacy materials, and a weekly field placement experience. We will study reading instruction across content areas and the transition from learning to read to reading to learn. Emphasis will be placed on understanding the application of this information for developing teaching strategies that address the needs of a diverse population of learners, including students at-risk, second-language learners, and students with special needs. This course is structured to support students pursuing elementary student teaching licensure, but is open to other students.

Prerequisite: Open to sophomores, juniors, and seniors.

Distribution: Epistemology and Cognition

Semester: Fall

Unit: 1.0

EDUC 312 Seminar. History of Childhood and Child Welfare

Beatty

An examination of the construction of childhood as a social concept and of changes in concepts of childhood in America. We will examine the emerging role of the state in assuming responsibilities for child rearing, education, and child welfare. We will study the history of how institutions and social policies have attempted to shape the lives of children of differing genders, economic, racial, cultural, and ethnic backgrounds; the impact of media; and the development of children's material culture.

Prerequisite: Open to sophomores, juniors, and seniors.

Distribution: Historical Studies

Semester: Spring

Unit: 1.0

EDUC 313 Seminar. Social, Emotional, and Civic Learning in Schools

NOT OFFERED IN 2009-10. This seminar will examine how social, emotional, and academic learning are intertwined; how social-emotional learning is correlated with civic participation and responsibility; and how educators have a critical role in the promotion of such competencies in K–12 schools. We will study the connection between social-emotional skills and school climate and explore distinguishing developmental features of social, emotional, and civic learning at the elementary, middle, and high school level. We will look at evidence-based, social-emotional practices and programs in a range of urban and suburban schools.

Prerequisite: One 100- or 200-level course in Education

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

EDUC 314 Learning and Teaching Mathematics: Content, Cognition, and Pedagogy

Speiser, Polito (Quantitative Reasoning), Haskell

An examination of how adults and elementary-school students learn basic mathematics content, specifically: number and operations, functions and algebra, geometry and measurement, and statistics and probability. We will simultaneously study our own cognition as we learn mathematical concepts and principles, children's cognition as they learn mathematics, and how mathematics can be taught to children in classroom settings. Taught by a team of Wellesley College faculty with backgrounds in mathematics, quantitative reasoning, and education, and a school mathematics specialist and teacher. Weekly fieldwork of 90 minutes in an elementary classroom is required.

Prerequisite: One education course

Distribution: Epistemology and Cognition

Semester: Fall

Unit: 1.0

EDUC 320 Observation and Fieldwork

Hawes, Speiser

Observation and fieldwork in educational settings. This course may serve to complete the requirement of documented introductory field experiences of satisfactory quality and duration necessary for teacher certification. Arrangements may be made for observation and tutoring in various types of educational programs; at least one urban field experience is required. *Mandatory credit/noncredit.*

Prerequisite: 300 or 304. Open only to students who plan to student teach. Permission of instructor required.

Distribution: Social and Behavioral Analysis

Semester: Fall, Spring

Unit: 1.0

EDUC 325 English as a Second Language for Asian Language Speakers: Pedagogy, Theory, and Practice

NOT OFFERED IN 2009-10. An intensive study of the pedagogy of English as a Second Language. Through readings, classroom activities, and observation, we will examine how to teach English to speakers of other languages, especially to students whose first language is an Asian language. Taught by an experienced classroom teacher and lecturers from different language and cultural backgrounds, this seminar will provide an introduction to English as a Second Language theory and teaching practices and an examination of how culture, especially Chinese, Korean, and Japanese culture, affects second-language learning. Fieldwork in a language teaching program is required.

Prerequisites: Open to sophomores, juniors, and seniors.

Distribution: Epistemology and Cognition

Semester: N/O

Unit: 1.0

EDUC 334 Seminar. Education, Immigration, and Social Mobility

NOT OFFERED IN 2009-10. This seminar examines in depth the extent to which race, ethnicity, and social class shape immigrants' educational and economic trajectories. We will read and analyze accounts of immigrants' experiences in public schools, sample research on immigration and education, and critique conventional wisdom regarding immigrant success in American society. We will explore differences in the educational outcomes of older and newer immigrants and take a close look at why some groups of Asian, Latino, and West Indian origin might be more successful in school, and thus in the labor market, than others. We will examine prospects for social mobility and develop detailed case studies on different immigrant groups.

Prerequisites: One course in education. Open to sophomores, juniors, and seniors.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

EDUC 335 Seminar. Urban Education

Hong

An intensive examination of urban education reform and urban schools, with emphasis on how the context of cities affects education and on some of the challenges faced by urban teachers, students, and parents, such as poverty, race- and class-based segregation, linguistic barriers, immigration, and inequities in school quality. Using a case-study approach, we will focus on economic, political, social, and cultural aspects of urban education, including the reproduction of inequality, school governance, parent involvement, the relationship between schools and communities, and urban teacher education. Fieldwork in an urban setting is required.

Prerequisites: 212, 215, or 216

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

EDUC 339/POL1 339S Seminar. The Politics of Urban Public Schools

Rich (Political Science)

This seminar examines recurrent issues in public school management and governance. Critical questions include the changing demographics of inner-city schools, the evolving role of school boards, big city mayors, urban superintendents, teachers unions, and school finance. We will discuss alternatives to public schools (parochial, private, and charter schools), high-stakes testing, and district-state relations. The seminar will also analyze the increasing intervention of state and federal governments in local school administration and the role of the courts in curriculum controversies, student life, and security. *Students may register for either EDUC 339 or POL1 339S and credit will be granted accordingly.*

Prerequisite: One 200-level education course or one 200-level American politics course.

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

EDUC 350 Research or Individual Study

Prerequisite: Open to juniors and seniors by permission of instructor.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

EDUC 350H Research or Individual Study

Prerequisite: By permission of instructor.

Distribution: None

Semester: Fall, Spring

Unit: 0.5

Related Courses

For credit towards the Teacher Education and Education Studies minor.

AMST 101 Introduction to American Studies

ECON 326 Seminar. Methods of Education Policy Analysis

POLI 212 Urban Politics

POLI 315 Public Policy and Analysis

PSYC 207 Developmental Psychology

PSYC 208 Adolescence

PSYC 326 Seminar. Child and Adolescent Psychopathology

PSYC 333 Clinical and Educational Assessment

QR 180 Statistical Analysis of Education Issues

Requirements for the Minor

The education department offers two minors (but no major), one in Teacher Education and one in Education Studies. The minors offer opportunities to explore teaching and education, from the perspective of a classroom teacher or as a field of study. Students may choose to focus on urban education within either minor.

Teacher Education

We prepare teachers to teach in a variety of urban and suburban schools with diverse students. Grounded in the liberal arts, each Wellesley or MIT student in our program receives careful individual attention in the process of discovering how her/his own special gifts can be used in the challenging work of teaching. Our students take introductory courses in educational philosophy, history, or policy, and then do course work in curriculum, instruction, and assessment, and specific methods for teaching reading and elementary school subjects or middle and high school subjects, along with doing fieldwork which may be done in urban and suburban settings, including tutoring and other types of educational programs, and student teaching, which may be done in urban and suburban schools.

Students who wish to be licensed to teach high school (grades 8–12), middle school (grades 5–8), or elementary school (grades 1–6) should obtain the department's description of the requirements. Generally, the program requires students to take specific subject-matter courses within their teaching fields along with four to seven education and psychology courses, two of which are the student teaching practicum (303) and accompanying seminar (302). If students are not able to register for required introductory courses, they should consult with the department about alternatives.

In addition, teacher certification requires fieldwork prior to student teaching. Students enrolled in EDUC 303 (Practicum) may register for EDUC 320, but are not required to do so.

We encourage you to talk with us to learn about program options. Early planning is preferable, but we will also be glad to discuss teaching program possibilities with you at any point. Students may register for a minor beginning in the spring of the sophomore year, but a minor is not required for teacher licensure. With the exception of 302, 303, and 320 the department's courses are designed for all students, not simply for those planning a career in public or private school teaching. Students seeking preparation in teaching but not certification should discuss special arrangements with Ken Hawes (high school or middle school) or Bernice Speiser (elementary school or preschool).

The Teacher Education minor consists of:

(A) One of 102 or [115] or 117 or 212 or 215 or 216 or 313 or 325 or 334 or 335, or MIT 11.124 or other approved course; (B) One of PSYC 207 or 208, and (C) 300, 302, and 303. For students seeking elementary certification, 304, 305, 310, and 314 are required instead of 300.

Education Studies

We also offer courses that extend students' knowledge of education as a field of study. Students in Education Studies may wish to examine the origins of education and child welfare practices, the role of schools in society, school reform, questions of educational theory or research, and the relation of education to social problems more generally. Students may structure the minor to include one or two courses in other fields, including American Studies or the economics, history, politics, sociology, or psychology of education as listed below.

Students interested in urban education should take courses in education policy, improving schools, or history of education, all of which deal to some extent with urban issues; courses on the politics of urban public schools and urban education; and, if possible, courses on diversity and multicultural education. Courses on child literacy and teaching mathematics may be helpful for students considering going into urban education. Students interested in education policy should take some of these same courses and may want to take courses in the economics and political science departments and Quantitative Reasoning Program which deal with policy more broadly. For both urban education and education policy, fieldwork in a school or tutoring program is highly recommended.

The Education Studies minor consists of five courses chosen from:

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For students who entered prior to the fall of 2008: EDUC 102, [115], 117, 212, 215, 216, 221, 300, [301], 307, 312, 313, 314 [EDUC 315/AFR 315], 325, 334, 335 and EDUC 339/POL1 339S. However, AMST 101, ECON 326, or QR 180 may be substituted for two of these courses. At least one 300-level education course must be included.

For students entering in the fall of 2008 and later: (A) two of 212 or 215 or 216; and (B) three of EDUC 102, 117, 221, 307, 308, 310, 312, 313, 314, 325, 334, 335, or EDUC 339/POL1 339S, with possible substitution of two of AMST 101, ECON 326, QR 180, POLI 212 or 315, or PSYC 207, 208, 326, or 333. *Note: Not all of these courses are offered every year; some may be limited to majors in these fields. At least one 300-level education course must be included.*

Title II Information

As required by Title II of the Higher Education Act of the United States, we provide the following information. The number of students enrolled in our state-approved teacher education programs during academic year 2007-08 was 18. The number of these students who continued into student teaching was 18. The number who completed all requirements of the program was 15. The student/faculty ratio for supervised student teaching was 4.5:1. The average number of required hours of student teaching is 360 (12 weeks of at least 30 hours per week). The minimum required is 300.

The pass rates for our students on the Massachusetts Tests for Education Licensure are: 1.) Basic skills: a.) Reading 100%; b.) Writing 100%; Basic skills aggregate (a & b. combined) 100%; 2.) Academic content areas: Aggregate 100%. Summary (1.& 2. Combined) pass rate 100%.