FALL 2014  EDEE 442: SOCIAL STUDIES METHODS

Wednesdays 3:30-4:50PM
August 27—December 3

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"There is always progress when a political problem is replaced by a human problem."
—Albert Camus
Key Concepts
Social justice   Civic education
Standards       Silence
Critical thinking Space and place
Historical memory Ways of knowing
Perspective     Transmission vs. transformation

Course Description:
Pre: Completion of Block 1 courses with a grade of C or higher in all courses.
Coreq: EDEF 444 and EDEE 446.
This course in elementary school social studies methods focuses on teaching and learning social studies in grades K-6. The purpose is to enable teacher candidates to become thoughtful, creative, and effective teachers, through focused inquiry, investigations, and collaborations, all within the context of planning and implementing a student-centered social studies curriculum.

UHWO Teacher Education Mission Statement:
The University of Hawai‘i West O‘ahu Teacher Education program is dedicated to its vision of providing innovative teacher preparation programs and public service activities in support of the continuing development of West O‘ahu communities. To realize this vision, the mission of the program is to provide teacher candidates with the knowledge, skills, and dispositions necessary to become outstanding educators, especially in the elementary schools located in Central and Leeward O‘ahu communities.

Conceptual Framework:
The Conceptual Framework (CF) serves as a guide for fulfilling the UHWO Teacher Education Program vision of preparing highly qualified teachers for entry into the skilled workforce. The program recognizes the contributions of general education, content area studies, and professional studies to the preparation of educators. Three goals underlie the professional studies philosophy and objectives. Candidates for the Bachelor of Education degree in elementary education are committed to the following:

• delivering high quality instruction that addresses the needs of the whole child;
• embracing social justice and equity for all;
• becoming reflective practitioners and life-long learners.

Course Objectives:
The following course objectives are aligned with UHWO Institutional Learning Outcomes (ILO), Division Learning Outcomes (DLO), and Concentration Learning Outcomes (CLO), enabling our teacher candidates to become knowledgeable, skillful, and responsive educators in a global society.

After completing this course, students will be able to:
1. Demonstrate an understanding of foundational philosophies of teaching and learning social studies. (ILO 1, 2, 3; DLO 1, 3; CLO 2, 6)
2. Develop and articulate effective interdisciplinary tools and methods for teaching social studies. (ILO 1, 3, 4; DLO 2, 5, 7, 8; CLO 2, 4, 5)
3. **Define and communicate ideas for teaching civic education.** (ILO 1, 3, 4, 5; DLO 5, 7, 9, 10; CLO 10)

4. **Analyze and assess the politics of social studies education and issues of diversity, inclusion/exclusion, and perspective.** (ILO 1, 2, 3, 4; DLO 4, 6, 9, 10; CLO 1, 2, 3, 4, 6)

5. **Demonstrate an understanding of teaching and learning standards for social studies education.** (ILO 4; DLO 5, 9; CLO 2, 3, 5)

**Standards Covered in this Course:**

*Institutional Learning Outcomes (ILO)*

ILO 1. **Effective Communication:** Communicate clearly and effectively to an intended audience through written and spoken language.

ILO 2. **Cultural Awareness:** Demonstrate knowledge of different cultures, sub-cultures or cultural phenomena.

ILO 3. **Critical Thinking:** Demonstrate critical thinking skills by applying information to make well-reasoned arguments or solve a problem.

ILO 4. **Disciplinary Knowledge:** Demonstrate knowledge of the purview, processes, and contributions associated with an academic discipline.

ILO 5. **Community Engagement:** Demonstrate engagement with campus life, the broader community or service to others through the use of co-curricular resources, participation in extra-curricular activities or service learning.

**Attendance and Punctuality:**

Regular attendance and participation is expected. It is professional courtesy to be on time (or even early) to class and to come prepared.

Students should inform the instructor prior to being absent for family or business emergencies. Such pre-arranged circumstances will be left to the discretion of the instructor and student involved. It is up to the student to make up all work missed when absent from class.

Students who have a valid add slip to begin class after the first day of instruction will not be penalized for classes missed during the add/drop period.

Attendance at all class meetings is required and you are held responsible for engaging with and understanding the material for that day. If a class is missed for any reason you will be required to write a 3 to 4 page summary of the information covered for that day. The paper is due at 5 P.M. on Friday of the week in which class was missed. Completion of the paper or attendance in class allows you to keep your points. Missing a class and not turning in the summary paper will result in the loss of credit for that week’s work.

**Late Assignment Policy**

I recognize that there are many different circumstances under which an assignment may be turned in late. If notification with a valid excuse is given to the instructor prior to the assignment being due (conversation, hand-written note, email, phone message), points will not be deducted. However, without such prior notification, one (1) point will be deducted each calendar day from the assignment.
**Academic Dishonesty:**
Academic dishonesty and plagiarism will not be tolerated. These acts defeat the purpose of education and carry severe penalties. Do your own work. Whenever you use information from a printed source—including textbooks and the assigned readings—*always* identify the source and the page in the reading where you found the information. Whenever you use the words of a printed source, *always* use quotation marks. Penalties for academic dishonesty and plagiarism may include: 1) failing grades for those assignments that were plagiarized; 2) a failing grade for the course. For further information on what is expected of UH-West O‘ahu students, please refer to the student Academic Responsibilities and Student Code of Conduct sections (pp. 17-18) of the UHWO Student Handbook.

**Learning Challenges and Accommodations:**
In keeping with University policy, any student with a disability who needs academic accommodations for testing, note taking, reading, classroom seating, or other services, should contact Student Services as early as possible and speak with Dr. Steven Taketa (email: taketas@hawaii.edu).

**Hybrid Course Contact Hour Requirements:**
EDEE 442 is a hybrid, 3-credit course. For fifteen weeks there are 1.5 face-to-face contact hours and an additional 1.5 hours online. For every contact hour, UHWO students are expected to spend 2 hours per week engaged in scholarly work associated with the course. Therefore, you should plan to devote a *minimum* of 6 hours per week outside of class to course requirements, for a grand total of 9 hours per week of attention to the course.

**Required Texts:**
And other readings as assigned and available on Laulima.

**Assignments:**
In this class, we will wrestle with the readings, discuss our understanding of the material, present our ideas, write about them, and produce a social studies lesson. We are all students in this class, and we are all teachers. Additionally, this course is designed to build your critical thinking and communication skills, and the best way to become a good thinker is to read good texts and engage with them.

**In Class Discussion/Participation: The Melbourne Method**
For the majority of class meetings this semester, we will be conducting sessions in a way you have likely not experienced before, using what is called the Melbourne Method. While the exact origins of the Melbourne Method are lost to time, it most likely came from a pedagogy developed in Melbourne, Australia (or perhaps from the town of Method, Australia), and
introduced first in higher education in the field of anthropology. It is, thankfully, an excellent example of how Socratic dialogue and democratic thinking can work, and especially in a social studies classroom. There are three parts to the method: asking questions, answering questions, and evaluating those answers (and questions). For 9 of the 15 weeks we meet, you will be in one of those three groups (and therefore you will have three opportunities to play a part in each role). This also means that the group asking questions will have to do the reading for that session two weeks in advance; on the flipside, when they become the evaluators, they will essentially be off-the-hook for that week’s reading. Askers will pose at least five (5) questions for the next week’s session; answerers will then have that week to prepare answers (as well as the opportunity to critique the questions posed to them) and then have 30 minutes to answer the questions; and during that week’s session, the evaluators will evaluate the answers to those questions (and possibly the questions themselves) for 20-30 minutes after the answerers’ session. Then the whole class will engage in the discussion. Rubrics for each role will be distributed during the second week of class.

Your participation and contribution to discussions in class are essential to helping you make sense of the material. Make sure that you are both present for each class meeting and you actively engage with and contribute to the content of class discussions.

Total points: 50

Online Discussions/Participation
Since we will be communicating both face-to-face and online, you will need to show your participation by fully engaging in online discussions as well as those in class. Each week that we engage in the Melbourne Method, askers will post their five (5) questions online the week prior to that discussion. Those in the answerer and evaluator groups will then respond to at least one (1) of the questions posed by the askers prior to the class discussion. While this form of communication is necessitated by the hybrid online nature of the course, it is my hope that you will also hone your communication skills; since all we will have is our written word, you will need to write exactly what you mean to say. Please write academically, do not use this as a texting tool, and remember that I am allergic to emoticons (and please do not LOL me). In addition, such an online discussion group is good practice for future stages in your careers when you may need some good professional advice from a fellow student who is only accessible electronically. Your one (1) weekly response must be at least 250 words in length.

Total points: 5

Bibliography Practice / Working Bibliography
Education is an academic profession, and you should get yourselves in the habit of periodically conducting research and learning about new innovations and ways of thinking in the field. To that end, over the course of the semester we will all build a bibliography of resources for each of the weekly topics together. You will be expected to contribute at least one resource to the ongoing bibliography discussion thread on the Laulima site each time we cover a new topic; this exercise will count towards your total online discussion grade (see above). If two people have the same citation, the first one to post it will receive credit; this way, it is in your best interests to participate in the discussion threads earlier in the week rather than later. If you find the same citation already posted, you will need to find another one. (We are building a bibliography, and in order to do so, we need multiple references, not the same one five times.) In order to get you in the habit of looking for and citing references, you will have a bibliography practice
assignment due the third week, **Wednesday, Sept. 10**. You must find at least eight (8) resources on the topic of social studies methods, broken down as follows: two (2) books; two (2) chapters in an edited book; two (2) journal articles; and two (2) online resources. Since the field of education uses APA style, that is the only format you should follow for this course. For a quick and easy guide to citations in APA, see the following website (and the tabs to the left of the webpage): [https://owl.english.purdue.edu/owl/resource/560/05/][1]

**Total points:** 5

**Response Papers**

You will have two (2) response papers due over the course of the semester. Response papers are formal writing assignments that require you to respond to prompts and think critically about the ideas being addressed in class. The first response will be to a potential field trip site that you could take your elementary social studies class to (such as the Bishop Museum, Honolulu Museum of Art, Honouliuli Internment Camp, Mission Houses Museum, 'Iolani Palace, the State Capitol, Hānaiaakamālama Queen Emma Summer Palace, any of the Heiau State Historic sites, or site of your choice). The second response will be an evaluation of three WebQuest sites that focus on the Pacific Islands:

- Let’s Explore Hawaii ([http://questgarden.com/146/93/1/120728131840/index.htm](http://questgarden.com/146/93/1/120728131840/index.htm))

Each response paper should be 750-1000 words in length, and use Times New Roman, size 12 font (the same font you are reading now), double-spaced, one inch margins, with page numbers centered at the bottom of each page. Response paper #1 is due by class time on **Wednesday, Oct. 15**; response paper #2 is due by class time on **Wednesday, Nov. 5**. Each response paper is worth 10 points.

**Total points:** 20

**WebQuest Lesson (Signature Assignment)**

Your final assignment for this course will be to develop a WebQuest that you and a partner can take with you into your elementary social studies classroom. A WebQuest is a teaching module that is often free and online (see webquest.org). However, many WebQuests are problematic: you will evaluate three examples of this when you write your second Response Paper (see above). This assignment is therefore not intended to have you replicate that issues and concerns that arise from most WebQuests; rather, it is to ask you to synthesize the topics and information covered in class into a useful, contextually appropriate teaching module that is focused on social justice and civic education for elementary school students. In other words, you are being asked to produce a rare thing: a WebQuest that matters. Early in the semester we will take a look at WebQuest and determine the criteria for your final WebQuest lesson together. You and your partner will present your WebQuests to the class during our WebQuest showcase on **Wednesday Nov. 26 and Dec. 3**. Your final WebQuests are due on **Friday, Dec. 5**, and must be uploaded to TaskStream.

**Total points:** 20

**Total class points:** 100
Grading:
Final course grades are assigned based on a 100-point total as follows:
A = 90-100   B = 80-89   C = 70-79   D = 60-69   F = below 60

Proposed Schedule of Topics by Class*

Aug. 27    Introduction, course overview, syllabus and expectations

Sept. 3    Making arguments and claims
Reading:    Turabian, “Planning Your Argument”
            Haroutunian-Gordon, “Introduction to Interpretive Discussion”
            (both available on Laulima)

Sept. 10   Asking the right questions
Reading:    NCSS Ten Themes of Social Studies
            Common Core Standards for 6-8 Social Studies
            (both available on Laulima)
            Parker, Chapter 6
Assignment: Bibliography practice due

Sept. 17   Issues in social studies education
Reading:    Boyle-Baise, Chapter 1
            Parker, Chapters 2 & 3
            Wade, Chapter 4

Sept. 24   Worldview and perspective
Reading:    Boyle-Baise, Chapter 3
            Parker, Chapter 19
            Cowhey, Chapter 4

Oct. 1     Teaching history
Reading:    Boyle-Baise, Chapter 4
            Parker, Chapters 4 & 12
            Cowhey, Chapter 8

Oct. 8     No Class Meeting
Reading:    Wade, Chapter 7
            Morris, “Clio Club” (available on Laulima)
Assignment: Response Paper #1 due October 15

Oct. 15    Silence in social studies education
Reading:    Parker, Chapters 9 & 10
            Cowhey, Chapter 7
Assignment: Response Paper #1
Oct. 22  Space and place (and geography)  
Reading:  Boyle-Baise, Chapter 7  
Parker, Chapter 13  
McCall, “Maps in Elementary Classrooms” (available on Laulima)

Oct. 29  Thematics  
Reading:  Boyle-Baise, Chapter 6  
Wade, Chapter 6  
Cowhey, Chapter 6  
Assignment:  Response Paper #2 due November 5

Nov. 5  Social justice  
Reading:  Wade, Chapters 1-3  
Cowhey, Chapter 5  
Assignment:  Response Paper #2 due

Nov. 12  Civics (teaching about politics; teaching how to politics)  
Reading:  Boyle-Baise, Chapter 8  
Wade, Chapter 5  
Cowhey, Chapter 2

Nov. 19  Every day history, teaching through story  
Reading:  Boyle-Baise, Chapter 5  
Parker, Chapter 11  
Fertig, “Using Biography” (available on Laulima)

Nov. 26  WebQuest Showcase

Dec. 3  WebQuest Showcase  
Assignment:  WebQuest Lesson due, Friday, Dec. 5 (uploaded to TaskStream)

*Please keep in mind that this syllabus is a working document, and that changes may need to be made over the course of the semester. If a change is required, I will inform the class prior to the change, and where possible and appropriate I will solicit input from the class as a whole beforehand.

**Taskstream**  
To aid in the assessment of our program and provide students with a venue for demonstrating attainment of standards and showcasing work, the UHWO Teacher Preparation Program has adopted an electronic portfolio system that is being implemented in TaskStream (www.taskstream.com). TaskStream is a web-based, content manager that allows for assessment management using electronic portfolios. As part of the UHWO Teacher Preparation Program, students will upload assignments to their UHWO Direct Response Folio (DRF) in most education courses. DRF is the name given to the specific UHWO Electronic Portfolio.
While enrolled in the UHWO Teacher Preparation Program, students are required to maintain an active subscription to Taskstream. This means that students must purchase a Taskstream subscription that lasts for the length of time they are taking courses in the UHWO Teacher Preparation Program. Students should purchase a subscription that begins during their first education course (EDEE 200/201), and ends when they have completed their final education course (EDEE 490/490s).

Taskstream provides different subscription lengths depending on the amount of time needed for each individual user. Below are the current subscription lengths and prices form which to choose.

1 Semester - 5 Months ($25)
1 yr. account ($42)
2 yr. account ($69)
3 yr. account ($91)
4 yr. account ($105)
5 yr. account ($119)
6 yr. account ($129)

An active subscription to Taskstream is necessary because students are required to upload “signature assignments” into their UHWO DRF in all education courses. Signature assignments are specific assignments required in many education courses as part of the UHWO Teacher Preparation Program. These signature assignments reflect the student’s ability to meet specific Hawaii State Teaching Standards that have been aligned with each course’s content and expectations. Students are expected to demonstrate competency on each criteria, and may not be allowed to proceed in the program if they receive unacceptable ratings. Examples of signature assignments include lesson plans, unit plans, and essays. Signature assignments such as these are typically uploaded by the end of the students’ semester.

Failure to maintain an active subscription or upload a signature assignment to Taskstream may result in a failing course grade or an incomplete course grade. Repeated failures to maintain an active subscription or upload a signature assignment may result in a student receiving an alert letter regarding professional dispositions and/or the student being asked to leave the UHWO Teacher Preparation Program.

Students are encouraged to explore the various education-related resources available in Taskstream. In addition to the UHWO DRF, students can choose to create separate electronic portfolios that can be shared with potential employers. Students can also create standards-based lesson plans, evaluation rubrics, and entire instructional units. Training opportunities for creating such resources are frequently offered online through TaskStream. For more information about Taskstream, please visit www.taskstream.com.

There are documents in the Resources section of the course website that describe the steps needed to: (1) register for a Taskstream account, (2) create a guest account in Taskstream, (3) enroll in the UHWO Teacher Preparation Program within Taskstream, and (4) upload documents to the UHWO DRF. Should you have questions about Taskstream or require further assistance, please call Taskstream at 1-800-311-5656, email Taskstream at help@taskstream.com, or email your course instructor. Answers to more frequently asked questions can be found at the Help Index at www.taskstream.com.