

EDPL 888 “Apprenticeship in Education.”

Meeting days and times are by arrangement. The primary meeting place is 3112B Benjamin Hall (The EDPL Conference Room)

**The meeting times this semester (Fall, 2004) are Tuesday, September 30<sup>th</sup> at lunchtime at Adeles.**

**Tuesday, November 2<sup>nd</sup> in the EDPL Conference, Room 3112B Benjamin, from 11:30 A. M. to 1:30 P. M.**

**And, Tuesday, December 7<sup>th</sup>, time and place to be announced.**

The teaching team includes Dr. Christine Clark, Dr. Dennis Herschbach, Dr. John Splaine, and Dr. Pam Splaine

Office locations are in Benjamin Hall and the East Wing of the Shriver Lab. Office hours are by appointment.

Email addresses are as follows: For Professor Clark [cclark1@umd.edu](mailto:cclark1@umd.edu); for Professor Herschbach [dh20@umail.umd.edu](mailto:dh20@umail.umd.edu); for Professor J. Splaine [jsplaine@umd.edu](mailto:jsplaine@umd.edu); and [drsplaine@yahoo.com](mailto:drsplaine@yahoo.com); and Professor P. Splaine [psplaine@yahoo.com](mailto:psplaine@yahoo.com) .

All of the above can be reached at 301-405-1000

**Purpose of the course:** Students taking the course will have an opportunity to learn more about college teaching in general and teaching social foundations courses in particular.

**The Design of the course:** 1) Each student will identify a mentor to work with. The mentor and student will develop an individual educational plan working toward meeting the purpose of the course. The student is encouraged to visit at least three classes of all the professors on the teaching team with whom the student is not apprenticing. The team includes: Dr. Christine Clark, Dr. Dennis Herschbach, Dr. John Splaine and Dr. Pam Splaine. 2) As soon as it makes sense, each student will “apprentice” with one of the above professors. Therefore, the student should attend as many of the classes of that professor as possible. The mentor will work out with the student what the apprenticeship entails. It could involve a reading program, observing classes and reflecting on what is observed, and/or assuming an instructional role. All of this depends on each individual relationship based on the professor’s and student’s needs and background. 3) During the semester, the teaching team will meet with the group of students. Because the cohort of apprentices is generally small, the meetings will usually take place in an informal setting over lunch, etc. The discussions will involve the students’ observations in the various classes, and a discussion of what works and what does not. During these discussions, the students will begin to develop personal teaching philosophies and consider strategies to meet those philosophies. 4) The final meeting of the semester will focus on each student’s “Analysis paper” in which the student reports what was observed, analyzes effectiveness of the various teaching styles and hypothesizes what will work best based on one’s personal philosophy. The analysis paper is the primary written requirement for the course. Students are encouraged to spend most of their time observing, participating, and reflecting upon their experiences. Depending upon the student’s background, recommended reading programs could be extensive.

### **The mentors, their backgrounds, and philosophies:**

Dr. Christine Clark: Christine teaches EDPL 201, “Education in Contemporary American Society.” To learn more about Christine’s academic and professional biography, visit [www.umd.edu/OHRP](http://www.umd.edu/OHRP). Christine is a big dog lover! Christine sees her teaching philosophy as having emerged out of an eclectic career in which education has always been at the core, though sometimes more backgrounded (while a photographer, waitress, carpenter, and therapist), and other times more foregrounded (as an activist, public school teacher, academic, and educational administrator). Further, her philosophy of teaching has been build around areas of commonality in the pedagogical styles of her own best teachers. These styles, and Christine’s own style, seek to engender student self-exploration, creativity, knowledge-building through autobiographical narrative-telling and retelling, reflection, social justice, action-orientation, praxis, perspective-taking, listening for understanding, problem-posing, dialogic inquiry, negotiation of the dialectic, critical thought and analysis, conscientization, and engagement in sociopolitically-located multicultural education across content areas. Drawing from Freire, Christine believes that teaching and learning are decision-making and reciprocal. Good teaching, she contends, requires teachers to give up the notion of teaching as mastery and to become, instead, “facilitators of learning.” Building on Chvez Chvez, Christine argues that teaching and learning are also about the ontological—being, the epistemological-knowing, and the axiomatic-knowing how to do the right thing—thus, they are more about uncovering content, than covering it. Borrowing from Giroux, Christine believes that the classroom must be an “oppositional space” in which teachers and students individually and collectively fight for equity and justice in the process of struggling to become more fully human.

Dr. Dennis Herschbach: Professor Herschbach earned his bachelors degree from San Jose State University, and his M. S. and Ph. D. from the University of Illinois-Urbana/Champaign. He is Associate Chair of the Department of Education Policy and Leadership. He made an important contribution to the latest edition of Joel Spring’ The American School, 1642-2004, and was credited in the “Preface” for doing so. Anyone who works with Professor Herschbach will receive many suggestions for further reading. He has replaced Professor Dan Huden as the department’s walking bibliography. Dr. Herschbach teaches EDPL 301, “Foundations of Education.”

Dr. John Splaine: Dr. J. Splaine teaches EDPL 301, “Foundations of Education.” He earned his first two degrees in History from the University of New Hampshire and his Doctorate in Education from Boston University. He has taught in high school, at the University of New Hampshire, the University of Denver, and the University of Maryland. At the University of Denver, he held the Amos B. Hostetter, Jr. Chair in the School of Communication and Office of the Provost. He owes his teaching philosophy to the writings and work of Nel Noddings, John Holt, Neil Postman, Jiddu Khrisnamurti, Carter G. Woodson, Paulo Friere, Jane Roland Martin, Sonia Nieto, Ivan Illich, Cornel West, James Banks, and Carl Rogers (particularly Rogers’ On Becoming a Person), among others. If you find his teaching philosophy of interest, he recommends that you peruse some of the writers cited above. Professor Splaine will have further

recommendations on understanding the subject matter of EDPL 301 starting with a thorough knowledge of Joel Spring's The American School, 1642-2004.

Dr. Pam Splaine: Dr. Pam Splaine teaches EDPL 210, "Historical and Philosophical Perspectives in Education." She earned her Ph. D. in Social Foundations of Education at the University of Maryland, a Master's of Education in Elementary Education at the University of Maryland, and a Bachelor's degree at the University of New Hampshire. She recently retired from the Montgomery County Public Schools where she was Director of Policy and Records and served among other capacities as Special Assistant to the Superintendent, Executive Assistant to the Superintendent, and various roles in the evaluation and testing unit. She has been an education policy consultant for the past three years with the District of Columbia Public Schools. She taught for 8 years in the Honors Department in the 1980's at the university of Maryland, and has taught EDPL 210 for the last three years. She uses active student engagement to help them develop a philosophy of education by examining the way some of the great minds in the world have affected contemporary education. Students can learn much by reading about Socrates through Plato's dialogues. After Plato, the footnotes have been added.

**Equal Educational Opportunity Policy Statement:** In accordance with federal, state, and public educational institutional policies, access to equal educational opportunity based on the range of human differences is paramount. Every effort will be made to arrange for reasonable accommodations to ensure that such opportunity exists.

**Statement on Academic Integrity:** The university has approved a Code of Academic Integrity available on the web at [www.inform.umd.edu](http://www.inform.umd.edu). The code prohibits students from cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents, and forging signatures. The code strives to promote a "community of trust" on our campus.