

EDU646: Connecting Research, Theory, and Practice through Philosophy, Psychology, and Sociology

(2 credit hours)

Course Syllabus

Course Description

Students will examine major philosophical theories in education and connect these concepts to pedagogical practices and student understanding. Psychological and sociological development are examined through a practitioner's lens and addresses issues that may impact future practice, such as: technological advances, current issues, and trends in American Education. This analysis will lead students to develop their own Personal Philosophy of Education, constituting as the final project for the course.

Course Learning Outcomes

By the end of this course, you will be able to:

1. Compare philosophical tenets (i.e. Plato, Aristotle, Locke, Rousseau, Socrates, Confucius) and their influence on educational theory and social philosophy and ideological belief systems.
2. Distinguish between various learning theories and identify contributions educational reformers had on American Education.
3. Summarize theories of andragogy and connect their role to individual learning styles.
4. Evaluate current issues, problems, technological advances, and trends in American systems of education.
5. Develop a personal philosophical definition of what constitutes teaching.

Prerequisites/Corequisites

None

Required Textbook(s) and Resources

For EDU646 no textbook is required. Be sure, however, to review the weekly **Explore** sections for library or web resources. For access to databases, research help, and writing tips, visit the [Tiffin University Library](#). You might consider registering for one of the library's many webinars on library research, source evaluation, copyright, and other topics, at the

[Library Events - Upcoming Events](#) web page. For further assistance email a librarian, at: library@tiffin.edu.

Time Commitment

Effective time management is possibly the single most critical element to your academic success. To do well in this online class you should plan your time wisely to maximize your learning through the completion of readings, discussions, and assignments. Because of our accelerated, seven-week term, TU online courses are designed with the expectation that you dedicate a little over **six (6)** hours per credit hour to course activities and preparation **each week**. For example, for successful completion of a two-credit, seven-week online course you should reserve roughly **twelve (12) hours per week**.

To help plan your time and keep on track toward successful course completion, note the distinctive rhythm of assignment due dates:

1. All times assume Eastern Time (GMT-4).
2. Weeks begin at 12:00 a.m. ET on Monday and end at 11:55 p.m. ET on Sunday.
3. Unless otherwise noted, initial assignments or discussion posts are due by **11:55 p.m. ET on Wednesdays**.
4. Additional assignments or follow-up discussion posts are due by **11:55 p.m. ET on Saturdays, and**
5. Major assignments and reflections are typically due by **11:55 p.m. ET on Sundays**.

Learning Activities

Learning activities within this class include discussion forums, projects, case studies, and research papers which align with the course outcomes and offer significant opportunities for students to apply target skills, knowledge or attitudes to solving or analyzing real-world, authentic problems. All activities and assignments in the course are provided with a rubric for analysis, clarity, and consistency among grading.

Grading

The chart below identifies the individual contributions from each type of activity, per week.

Activity	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Total
Discussion	40	40	40	40	40	40	40	280
Assignment	80	100	100	80	100	80	160	700

Activity	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Total
Quiz	--	20	--	--	--	--	--	20
Total	120	160	140	120	140	120	200	1000

Grading Scale

Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
F	<70%

Please see the [Academic Bulletin](#) for grade appeal information.

Course Schedule and Weekly Checklist

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
Week 1: Historical Educational Perspectives	<input type="checkbox"/> WED: Activity 1.1 Forum - Introductions and Philosophy of Education <input type="checkbox"/> SAT: Activity 1.1 Forum Responses <input type="checkbox"/> SUN: Activity 1.2 Forum - Infographic Discussion Activity
Week 2: Modern Educational Theories	<input type="checkbox"/> WED: Activity 2.1 Forum - Learning Theories <input type="checkbox"/> SAT: Activity 2.1 Forum Responses <input type="checkbox"/> SAT: Activity 2.3 - Quiz <input type="checkbox"/> SUN: Activity 2.3 - Comparative Theorists Presentation
Week 3:	<input type="checkbox"/> WED: Activity 3.1 Forum - Andragogy <input type="checkbox"/> SAT: Activity 3.1 Forum Responses

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
The Theory of Andragogy	<input type="checkbox"/> SUN: Activity 3.2 - Models of Teaching
Week 4: Application of the Andragogy Model	<input type="checkbox"/> WED: Activity 4.1 Forum - Neuroscience <input type="checkbox"/> SAT: Activity 4.1 Forum Responses <input type="checkbox"/> SUN: Activity 4.2 - Learning Style Reflection
Week 5: Andragogy in Teaching, Human Resource Development, and Administration	<input type="checkbox"/> WED: Activity 5.1 Forum - Human Resource Development <input type="checkbox"/> SAT: Activity 5.1 Forum Responses <input type="checkbox"/> SUN: Activity 5.2 - Human Resource Development Plan
Week 6: Technology Trends in Higher Education	<input type="checkbox"/> WED: Activity 6.1 Forum - Pros and Cons of Technology <input type="checkbox"/> SAT: Activity 6.1 Forum Responses <input type="checkbox"/> SUN: Activity 6.2 - Reflection Paper Assignment
Week 7: Future Directions	<input type="checkbox"/> WED: Activity 7.1 Forum - Reflection of Life Events <input type="checkbox"/> SAT: Activity 7.1 Forum Responses <input type="checkbox"/> SUN: Activity 7.2 - Personal Educational Philosophy Paper

Tips for Success

Successful online learning requires a good deal of self-discipline and self-direction. As seekers of the truth, we should be willing to challenge and review one another's academic work in a spirit of respectful comradery and constructiveness. Your course is a place for you to stretch and grow as you benefit from the expertise, knowledge, experience and diverse perspectives of your instructor and peers. Constructive feedback will challenge you to stretch your own thinking, thereby expanding your knowledge, understanding and application.

To get the most out of your learning experience, you should actively engage (participate) in **ALL** course activities. Course elements are arranged chronologically. To complete a week, simply work your way "down the page" through all of the course materials and activities.

Your Instructor Will Expect You to:

- Thoroughly review orientation materials (Start Here) within the first 48 hours of the term.

- Monitor your TU email account **daily** for important updates and announcements.
- Take ownership of your learning experience and act in a proactive, self-directed manner. That means:
 - Fully participate in all learning activities.
 - Complete assignments as described in rubrics or other instructions.
 - Submit all work on time and in the specified format (e.g. APA format for citations).
 - Utilize and incorporate instructor provided feedback to improve your work.
 - Ask questions so you can better understand course material or assignments.
 - Use the highest standards of intellectual honesty and integrity. For more information, see the TU Library guide: [Digital Literacy: Netiquette and Internet Safety](#).
 - Treat others respectfully and demonstrate "netiquette" (online politeness and respectfulness) at all times. TU celebrates cultural uniqueness and expects all students to be considerate and thoughtful throughout their learning experiences.

You Should Expect Your Instructors to:

- Post an introductory announcement/email at the beginning of each week to provide updates and help you prepare for the week's activities.
- Maintain an active and engaged presence in all course activities and throughout the course.
- Respond to your emailed questions within 48 hours, if not sooner.
- Clearly communicate any absences or expected non-participation due to extenuating circumstances. For example, "I will be traveling to attend a funeral this week and may not be able to respond to questions or participate in forums for a couple of days."
- When grading your work:
 - clearly indicate their grading approach (what they like to see in submitted work as well as what types of errors they tend to penalize more harshly),
 - thoroughly review and evaluate your submissions in a timely manner (in less than 5 days for most assignments), and
 - provide constructive feedback that indicates the strengths and weaknesses of your work and provides suggestions on how you can improve your performance on future assignments.
- Advocate for your success as a learner and help guide you toward successful completion of the course activities and most importantly, attainment of the course learning outcomes.

Accommodations

The **Office for Disability Services** supports the institutional commitment to diversity by providing educational opportunities for qualified individuals with disabilities through accessible programs and services in compliance with Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act (ADA) of 1990.

If you need reasonable accommodations due to a documented disability, contact the Office for Equity, Access, & Opportunity 419.448.3021 or via email at disabilityservices@tiffin.edu.

Additional Resources & Support

For technical support, either email moodlesupport@tiffin.edu or call the 24/7 Technical Support Call Center at 855-664-1200.

If you need to consult an academic advisor refer to TU's [Meet the Team](#) page.

For information about TU's peer tutoring program see the Murphy Center's [Tutoring Policies and Procedures](#) page. Veterans and active military can seek assistance from TU's [Veteran and Military Services Web Page](#).

Comments or Concerns

TU's online programs are designed to be student *driven*: to empower you with a voice and stake in your learning. Our courses feature multiple and varied ways that you can share feedback, and we invite you to become an active voice and help drive our improvement efforts. In addition to providing in-course feedback, we encourage you to submit questions or comments directly to the online team at online@tiffin.edu.