

MODULE

10

# Education

*"Intelligence plus character - that is the goal of true education."*

*-Martin Luther King Jr.*

## Introduction

As constituents of academia, our students are surrounded by educational systems and models. This module seeks to broaden their horizons regarding educational systems and the process of learning, ranging from individual to societal to global levels. Two leadership theories (transformational and situational) are observed in this module as well as how education and leadership can combine in an effective manner.

## Objectives

1. Students will be able to identify the three methods of learning and apply them as well as Fixed vs. Growth theory to their own mindsets
2. Students will be able to dissect multiple perspectives on modern educational controversies in America.
3. Students will be able to explain how, around the world, culture affects educational systems.
4. Students will be able to understand organizational culture and apply it to real life situations.

## Agenda

1. Fixed vs. Growth
2. Meta-education
3. Global Studies
4. American Education System

## Leadership Connections

1. Transformational Leadership
  - a. Changing cultures within an organization in a way that does not create disdain between the leaders and the followers requires a special kind of leadership, one that is related
2. Situational Leadership
  - a. Depending on the situation, a leader must be able to adapt to their followers' learning styles (meta-education) to become the most effective leader as

possible.

## Skills

### Organizational Culture

#### Resources:

1. Watkins, M. D. (2014, August 07). What Is Organizational Culture? And Why Should We Care? <https://hbr.org/2013/05/what-is-organizational-culture>
  - a. The article discusses the multiple perspectives people have on organizational culture but makes note that no matter the view one has on it, leaders need organizational culture in order to truly understand their organizations, thus creating changes for the better.
2. Schein, E. H., & Schein, P. (2017). *Organizational culture and leadership*. Hoboken: John Wiley & Sons. [http://www.untag-smid.ac.id/files/Perpustakaan\\_Digital\\_2/ORGANIZATIONAL%20CULTURE%20Organizational%20Culture%20and%20Leadership,%203rd%20Edition.pdf](http://www.untag-smid.ac.id/files/Perpustakaan_Digital_2/ORGANIZATIONAL%20CULTURE%20Organizational%20Culture%20and%20Leadership,%203rd%20Edition.pdf)
  - a. (start at pg. 223)
  - b. This source outlines the role of leaders in the creation, maintenance, understanding, and implementation of the culture within an organization.

#### CORE Crash Course (CCC):

Within an organization, the members, as a whole, work together to create an overarching culture for that organization. This is based on the collective of each followers' individual beliefs, experiences, philosophies, future expectations, inner workings, customs, and shared attitudes. Leaders should strive to understand the overall culture of a group of followers, in order to better be able to guide them based on their cultural dynamic. TL;DR Groups have their own culture (example: IMSA culture), leaders should understand that culture to better lead.

## Topics

### Fixed vs. Growth

#### Resources:

1. Dweck, C. S. (n.d.). Even Geniuses Work Hard. Retrieved August 8, 2017, from [http://www.mrscullen.com/images/wd\\_hw\\_evengeniusesworkshard.pdf](http://www.mrscullen.com/images/wd_hw_evengeniusesworkshard.pdf)
  - a. Overview of fixed vs. growth mindset. Explains each and their differences. Also explains why a growth mindset is favorable, and describes strategies/methods for fostering a growth mindset in others.
2. Brooks, R., & Goldstein, S. (2008, April 5). The Mindset of Teachers Capable of Fostering Resilience in Students. Retrieved August 08, 2017, from <http://cjs.sagepub.com/content/23/1/114.full.pdf.html>
  - a. Teachers talking about the real world effects of fixed vs. growth mindsets on a classroom. Gives example of a student with learning disabilities and how two different teachers respond to highlight their own mindsets. The result is that the teacher with a fixed mindset is unable to effectively teach the student, and the student's learning suffers. The teacher with a growth mindset is able to get through to and understand the student's alternative needs and finds some success.

- b. Quotes from teachers about their views of a student (necessary quotes below):
- i. “Parents of a high school student, John, contacted the first author several years ago.
  - ii. They asked that Bob serve as a consultant to John’s school program. John had been diagnosed with learning disabilities and was experiencing difficulty academically. Bob met with John’s teachers and asked each to describe him.
  - iii. One teacher immediately responded, “John is one of the most defiant, oppositional, /unmotivated, lazy, irresponsible students we have at this school.”
  - iv. Another teacher appeared surprised by the harshness of this assessment. In a manner that remained respectful of her colleague’s opinion, she said, “I have a different view. I think John is really struggling with learning and we should figure out the best ways to teach him.”

### **CORE Crash Course (CCC):**

A fixed mindset is the belief that one's capabilities are set in stone, so to speak. In contrast, people with the growth mindset believe that they can develop their intelligence over time. A fixed mindset is not limited to failure/being “bad” at a certain thing; it can also apply to a person who thinks they are sufficiently good at a subject and therefore does not need to improve their skills. A growth mindset, on the other hand, would allow a person who is either already proficient or still learning to continue to grow.

## Meta-ducation: Learning About Learning

### **Resources:**

1. Newby, T. J., & Ertmer, P. A. (2013). *Behaviorism, Cognitivism, Constructivism: Comparing Critical Features From an Instructional Design Perspective* [PDF]. International Society for Performance Improvement.  
[http://northweststate.edu/wp-content/uploads/files/21143\\_ftp.pdf](http://northweststate.edu/wp-content/uploads/files/21143_ftp.pdf)
  - a. Overview of behavioral, constructivist, and cognitivist learning theories. Pages 48-59. Read only the first paragraph of each learning method.
2. Watson, J. B., Pavlov, I., Skinner, B., Thorndike, E. L., & Bandura, A. (2016, September 02). Behaviorism. Retrieved August 15, 2018, from  
<http://www.learning-theories.com/behaviorism.html>
  - a. Explains the behaviorist learning method.
3. Merrill, M. D., Reigeluth, C., Gagne, R. M., Bruner, J., & Schank, R. (2017, February 04). Cognitivism. Retrieved August 15, 2018, from  
<http://www.learning-theories.com/cognitivism.html>
  - a. Explains the cognitivist learning method.
  - b. <https://www.youtube.com/watch?v=gugvpoU2Ewo> - A video explaining the cognitivist approach. WE HIGHLY RECOMMEND WATCHING IT!!!
4. Vygotsky, L. S., Piaget, J., Dewey, J., & Bruner, J. S. (2016, September 08). Constructivism. Retrieved August 15, 2018, from  
<http://www.learning-theories.com/constructivism.html>
  - a. Explains the constructivist learning theory.

### CORE Crash Course (CCC):

There are 3 main paradigms or education styles - each of these prescribes a certain methodology or strategy for teaching. The first is **behavioralism**. Behaviorism relies on rote memorization and heavy reinforcement of successful or weak performance in the classroom. A behaviorist lesson might simply give out information and then immediately test a student's ability to use it, providing reprimands for failure and praise for success.

Second is **cognitivism**. This paradigm essentially focuses on teaching in the same way that our brains actually process and store information. This means there's a lot of use of mnemonics, knowledge groups are organized and associated with each other, there are often visual elements, etc. It's kind of difficult to explain, so we **highly recommend watching the video**.

Finally, we have **constructivism**. Constructivism emphasizes inquiry and building one's own knowledge. Teaching within this paradigm will give students lots of exploratory and/or hands-on activities so that they can construct their own knowledge - the orange peel surface area activity, for example. IMSA in particular has a rather constructivist approach in lots of its curriculum.

## Global Education and Culture

### Resources:

1. Finnish Education:
  - a. Maes, B. (2010, February 24). What makes education in Finland that good? 10 reform principles behind the success.  
<https://bertmaes.wordpress.com/2010/02/24/why-is-education-in-finland-that-good-10-reform-principles-behind-the-success/>
2. Paper on cultures vs. country's educational success.
  - a. [https://geert-hofstede.com/tl\\_files/images/site/social/Culture%20and%20Education.pdf](https://geert-hofstede.com/tl_files/images/site/social/Culture%20and%20Education.pdf)
3. Study relevant to culture theory.
  - a. Choudaha, R., Chang, L., & Kono, Y. (2017, May 05). International Student Mobility Trends 2013: Towards Responsive Recruitment Strategies.  
<https://wenr.wes.org/2013/03/wenr-march-2013-international-student-mobility-trends-2013-towards-responsive-recruitment-strategies>
  - b. Claims universities need to be more encompassing of international students, especially international undergrads, which there are more than ever in the US, Australia, UK, and Canada.
4. Iranian Education:
  - a. Clark, N. (2017, February 07). Education in Iran  
<http://wenr.wes.org/2017/02/education-in-iran>
    - i. This is a general overview of all of Iran's education system, going from primary education enrollment to the difficulty in pursuing doctoral degrees. It also gives statistics on the success of the education system.
  - b. Women's Education. (2015, March 05).  
<https://www.iranhumanrights.org/2015/02/womenreport-womens-education/>
    - i. Here is clarifies any preexisting notions on women's education in Iran. It states that women are not directly prohibited from anything; however,

policies have been put in place to prohibit their higher education.

c.

<http://teachingenglish.britishcouncil.org.cn/sites/teacheng/files/English%20Language%20Teaching%20in%20the%20Islamic%20Republic%20of%20Iran%20web%20version.pdf#page=17>

- i. Focus on the “To Teach or Not to Teach” of this article, as it is very long. There the concept of teaching English in Iranian education is discussed.

#### **CORE Crash Course (CCC):**

1. Culture Theory:

Hofstede, G. (n.d.). *Culture and Education* [PDF].

[https://geert-hofstede.com/tl\\_files/images/site/social/Culture and education.pdf](https://geert-hofstede.com/tl_files/images/site/social/Culture%20and%20education.pdf)

- a. This theory looks at how a country’s culture relates to the success of its education system. These 5 different dimensions of culture were quantified throughout surveys in each country.
  - i. Power Distance Index, or how people within a culture tend to respond to authority figures. When PDI is high, authority and hierarchy are more rigid.
  - ii. Individualism v.s Collectivism, or whether people chose to look after themselves first or the group first
  - iii. Masculinity v.s Femininity. Masculine countries are those that look for countries seek achievement and success, and feminine countries are consensus seeking, caring for others, and quality of writing
  - iv. Uncertainty Avoidance Index, or the extent to how people within a culture feel threatened by uncertainty and ambiguity. High means they like structure and rules, and low means that they have a very flexible way of life
  - v. Future oriented perspective, or the extent to which a country demonstrates a future oriented behavior. For example, countries heavily influenced by monotheistic religions believe that there is only one truth that doesn’t change while countries influenced by Buddhism, Shintoism, and Hinduism, they believe that the truth is subject to the time and context.
- b. The paper investigated culture in countries with the top 20 educational systems worldwide (rankings determined by considering cognitive skill development and students’ pursuance of various degrees of higher education). It ranked the #1 education system as Finland and #2 as South Korea, which is interesting because those two countries’ cultures have many contrasts (but also some similarities). It’s also worth noting that the USA was ranked #17.

Finland	South Korea
Student centered education	Teacher centered education
Effectiveness of learning related to amount of two-way communication	Effectiveness of learning related to excellence of teacher
Teacher expects students take initiative	Students expect initiative from teacher
Teacher expects students find their own path	Students expect teacher to outline paths
A good teacher uses plain language	A good teacher uses academic language
Teachers interpret intellectual disagreement as stimulating	Teachers interpret intellectual disagreement as personal disloyalty
Face consciousness weak	Neither teacher nor student should ever be made to lose face

- c. The general results of the study found that **effective education systems have a very high respect for teachers and education, which was influenced directly by the cultural aspects discussed above.**
- d. **Culture theory is the idea that the various dimensions of culture impact the way different countries handle their education system.** The study given takes 5 cultural dimensions that they were able to quantify and relate them to different educational performances, showing that various aspects of culture do correlate with the effectiveness of education. **Instead of using the very specific dimensions that the study used for the purpose of quantifying them, think of culture in four different dimensions: political system, religion/philosophy, economy, and social organization.**

**Finnish Education Overview:**

- Students are started in compulsory education at the age of 7. Every kid starts on the same level, regardless of socio-economic background. Learning and playing are mixed to create a great school learning environment.
- All teachers are professionals with master's degrees, which earns teachers a great deal of respect. They are compensated well and have good job security, which results in a high selectivity of teachers. Finland has improved its education system by focusing on the development of teachers and trusting the teachers, rather than making students take standardized tests. This level of knowledge and skill means that:
  - Teachers have almost full independence in the classroom

- Teachers are more willing to update their knowledge and do post-doctoral studies
- Teachers are more willing to work on themselves and are open to new ideas
- Teachers are involved in their schools and communities
- All political groups see Finland's education as the best way to stay competitive, thus there is no political maneuvering in Finland's education.
- The government provides sustainable funding to schools to ensure they all stay completely free
- There are no mandatory standardized tests, thus teachers focus more on teaching students instead of preparing them for one test.
- Finnish teachers and schools are trusted to provide the best possible education for their students, and outside of basic guidelines they are given free reign to teach however they want.
- Finland focuses heavily on providing a polytechnical education as well as state of the art technology for all of its students and facilities
- All committees and leaders of teachers unions are the comprised of the "best of the best", and focus on improving the education of all schools in Finland
- All political parties compromise in order to provide the best possible education for the country. Two of the major parties have a say in how education should be reformed.
- There is tons of regional development and networking, which brings teachers and schools very close together and teach students as much as possible about valuable skills and topics.

#### **Iranian:**

- Iran has nearly 100% primary school enrolment, and one of the highest literacy rates for any country at its level of development
- The structure of education in Iran is very similar to those around the world, in which students study hard to pass a large examination which allows them to continue their education - with one major difference. Study of the Qur'an is integral to students' educations in Iran
- While there are subjects like math and reading, Islamic Studies and Persian Studies are also largely incorporated into everyday education
- Primary education is very effective, but secondary education is so competitive that most students study abroad
- Women are discouraged from attending secondary education due to gender biased admission policies that are encouraged by the government
- Women being educated is largely viewed as a threat to Islam

#### **Korean:**

- Education System in South Korea. (n.d.). Retrieved August 09, 2017, from <https://www.classbase.com/countries/South-Korea/Education-System>

South Korean Education. (n.d.). Retrieved August 09, 2017, from <http://asiasociety.org/global-cities-education-network/south-korean-education>

- Excellent article going over a specific example of education in South Korea
- Six years of primary school, followed by three years of middle school and then three years of high school

- System aims to provide students the framework/opportunity and knowledge to continue ahead

Hu, E. (2015, April 15). The All-Work, No-Play Culture Of South Korean Education. Retrieved August 09, 2017, from

<http://www.npr.org/sections/parallels/2015/04/15/393939759/the-all-work-no-play-culture-of-south-korean-education>

- Highest stress level for teens, blamed on school
- Nation focuses on academic achievement
- Suneung is the test that most people stress over the most; college determinate test

Landed, S. J. (2014, March 01). An overview. Retrieved August 09, 2017, from

<https://www.justlanded.com/english/South-Korea/South-Korea-Guide/Education/An-overview>

- Most kids attend private kindergarten, less for preschool
- General information on secondary education, same as previous articles
- Corporate punishment is common
  - Started to be banned
  - Understanding Corporal Punishment in Korea. (2016, May 11). Retrieved August 09, 2017, from <https://www.10mag.com/corporal-punishment-in-korea/>

■ Corporate punishment article

South Korea: Instructional Systems. (n.d.). Retrieved August 09, 2017, from

<http://ncee.org/what-we-do/center-on-international-education-benchmarking/top-performing-countries/south-korea-overview/south-korea-instructional-systems/>

- Basic information about the Korean Education sequence
- National curriculum, can add onto the system, however lower secondary education does vary

David Santandreu Calonge Visiting Professor, Sungkyunkwan University. (2017, August 09). South Korean education ranks high, but it's the kids who pay. Retrieved August 09, 2017, from

<http://theconversation.com/south-korean-education-ranks-high-but-its-the-kids-who-pay-34430>

- Koreans believe that education is the possibility for social mobility

Koo, S. (2014, August 01). Opinion | South Korea's Education System Hurts Students. Retrieved August 09, 2017, from

<https://www.nytimes.com/2014/08/02/opinion/sunday/south-koreas-education-system-hurts-students.html>

- Talks about stress from education and its effects on students

B. (n.d.). Education in South Korea. Retrieved August 09, 2017, from

<http://wenr.wes.org/2013/06/wenr-june-2013-an-overview-of-education-in-south-korea>

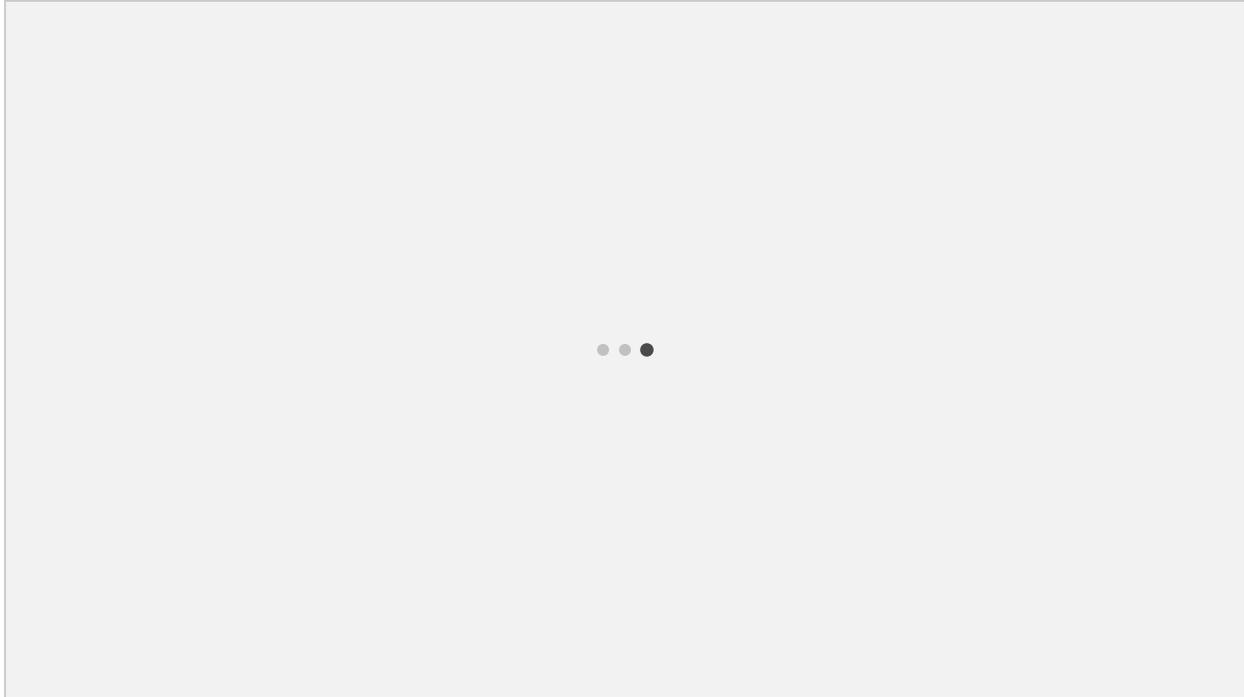
- Quick summary on education

Kim, Y. (2014, April 02). Opinion | South Korea's Struggle With Suicide. Retrieved August 09, 2017, from <https://www.nytimes.com/2014/04/03/opinion/south-koreas-struggle-with-suicide.html>

- Article on suicide and education causation and correlation

Seoul, A. R. (2011, September 25). Teacher, Leave Those Kids Alone. Retrieved August 09, 2017, from <http://content.time.com/time/magazine/article/0,9171,2094427,00.html>

- After school private tutoring (another class) called *hagwon*
  - Caused curfews implementation by authorities
  - Needed to STOP students from studying
  - Korea started new reforms to start reducing stress from the students
  - Hagwons previously went on for extended periods of time past midnight



**Indian:**

- Kotamraju, P. (2014). The Indian Vocational Education and Training (VET) System: Status, Challenges, and Options. *Community College Journal of Research and Practice*, 38(8), 740-747. doi:10.1080/10668926.2014.897085  
<http://www.tandfonline.com/doi/abs/10.1080/10668926.2014.897085>
  - Vocational Education and Training: Giving the unskilled standardized knowledge to equip them for the workforce.
- HOME: Healing Ourselves & Mother Earth. (n.d.). Retrieved from  
<http://www.h-o-m-e.org/cultural-awareness/indian-values.html>
  - INDIAN VALUES, ATTITUDES AND BEHAVIORS, AND EDUCATIONAL CONSIDERATIONS: Outlining the beliefs and behavior expectations of Indian culture with connections to the educational system
  - Focus on cooperation and group harmony, promoting a non-competitive learning environment
  - Patience and calm manner when encountering classroom activities
  - Many instances of indifference, whether work ethic or ownership
- B. (2017, June 14). Education in India. Retrieved from  
<https://wenr.wes.org/2006/02/wenr-feb-2006-education-in-india>
  - Education in India: explaining the basic educational expectations in India.
  - The original british version of education was exclusive to the wealthy.
  - 10 (standardized education) +2 (finishing high school education) +3 (earning a bachelor's degree)
  - 1981: 44% enrollment in school vs 2001: 65%
  - Similar to South Korea, there is the Joint Entrance Examination (JEE), which determines the university placement of students
    - Other tests include:

- All-India Engineering/Pharmacy/Architecture Entrance Examination (AIEEE)
- State Engineering Admission Test (SEAT)

## American Education System Issues

**Note: The idea for this section is that facilitators can choose 1-2 large topics to discuss with their class. They do not need to learn every issue, just the ones they are planning on talking about.**

### Resources:

1. Standardization
  - a. Clark, N. (2014, June 3). Towards a European Higher Education Area: 15 Years of Bologna. Retrieved from <http://www.wes.org/educators/pdf/bolognapacket.pdf>
    - i. Similar to what common core did for the USA primary education, the Bologna Process attempts to standardize higher education across Europe.
  - b. Allen, W. T., Jr., & Hunsaker, S. L. (2013, July 13). Teacher Conceptions, Curriculum Ideologies, and Adaptations to Linear Change in River School District. Retrieved from <http://journals.sagepub.com/doi/10.1177/0162353216657183>
    - i. Examines the impact of standardization across a school district on Honors and Gifted Programs
  - c. France, P. E. (n.d.). Is Standardization the Answer to Personalization? Retrieved from <http://www.ascd.org/publications/educational-leadership/mar17/vol74/num06/Is-Standardization-the-Answer-to-Personalization.aspx>
    - i. Says that although many think that standardization and personalization are antithetical, there are some platforms (like social media), where personalization can occur with standardization of content
  - d. Fortunato, M. W. (2015, October 31). Advancing educational diversity: Antifragility, standardization, democracy, and a multitude of education options. Retrieved from <https://link.springer.com/content/pdf/10.1007/s11422-016-9754-4.pdf>
    - i. Argues that standardization gets rid of “local knowledge,” or ancestral knowledge about the culture of the land, etc. Local knowledge is especially prevalent in rural areas.

### CORE Crash Course (CCC):

1. Standardization: Standardization is the creation of a unified curriculum and learning objectives across a group of people. It is often complemented with standard student assessments that give information about whether content is actually being addressed.

Pros of Standardization	Cons of Standardization
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<ul style="list-style-type: none"> <li>● Generally, standardization can help in efficiency. Having everyone do the same thing, decided by a few people is much better than having everyone discuss</li> <li>● Allow teachers and researchers to have data to monitor projects</li> <li>● Promotes equity in education. Everyone is going to be at the same level (or above)</li> <li>● Aims to improve math and reading skills</li> <li>● Holds teachers and administrators accountable</li> </ul>	<ul style="list-style-type: none"> <li>● Gets rid of “local knowledge,” or the idea that especially in rural areas, knowledge of ancestry and the area is very important</li> <li>● Often very bureaucratic. Big changes that are hard to implement</li> <li>● Ignore smaller subjects that students may want to learn</li> <li>● Ignores previously successful methods that teachers may have found</li> <li>● Promotes conformity</li> <li>● Encourages teacher to “teach towards a test,” instead of actually preparing students</li> </ul>
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There are a new group of studies explaining the combination of personalization and standardization, often through the use of social media and technology. Grockit is a good example of this.

1. Common Core

- a. Myths vs. Facts. (n.d.). Retrieved August 15, 2018, from <http://www.corestandards.org/about-the-standards/myths-vs-facts/>
  - i. Essentially just common core developers defending their creation and implementation of common core
- b. Bleiberg, J., & West, D. (2014, March). *In Defense of the Common Core Standards* [PDF]. Washington D.C.: Center for Technology Innovation at Brookings. [https://www.brookings.edu/wp-content/uploads/2016/06/Bleiberg\\_West\\_Common-Core-State-Standards.pdf](https://www.brookings.edu/wp-content/uploads/2016/06/Bleiberg_West_Common-Core-State-Standards.pdf)
  - i. It goes into depth with the standards and explains how they work for the teacher and the students in a classroom setting. It more so focuses on the pros than the cons.

2. No Child Left Behind

- a. B. (2017, June 14). Education in India. Retrieved from <https://wenr.wes.org/2006/02/wenr-feb-2006-education-in-india>
  - i. Description of NCLB
- b. B. (2017, June 14). Education in India. Retrieved from <https://wenr.wes.org/2006/02/wenr-feb-2006-education-in-india>
  - i. Discusses the different pros and cons of NCLB act, according to interviews from principals
- c. Harman, W. G., Boden, C., Karpenski, J., & Muchowicz, N. (2016). No Child Left Behind: A postmortem for Illinois. *Education Policy Analysis Archives*, 24(48). <http://dx.doi.org/10.14507/epaa.v24.2186>
  - i. Claims that in Illinois, NCLB act did not affect outcomes in math, reading, and graduation rates

- d. The Student Success Act Summary for Release, House Education and the Workforce Committee, at [http://edworkforce.house.gov/UploadedFiles/The\\_Student\\_Success\\_Act\\_Summary.pdf](http://edworkforce.house.gov/UploadedFiles/The_Student_Success_Act_Summary.pdf) (January 17, 2012).
    - i. Describes the Student Success Act, which alters the No Child Left Behind act
  - e. Grockit. (n.d.). Retrieved from <https://www.crunchbase.com/organization/grockit>
    - i. A really cool example of a startup which uses specialized individual education to teach to standardized
3. Gender and Race in Teachers
- a. Kim, Y., & Weseley, A. J. (2016, November 30). The Effect of Teacher Gender and Gendered Traits on Perceptions of Elementary School Teachers. Retrieved August 15, 2018, from [https://eric.ed.gov/?q=teacher genders&id=EJ1142365](https://eric.ed.gov/?q=teacher+genders&id=EJ1142365)
    - i. The Effect of Teacher Gender and Gendered Traits on Perceptions of Elementary School Teachers: Looks at how certain traits of female teachers are preferred in the elementary school situation.
  - b. Krkovic, K., Greiff, S., Kupiainen, S., Vainikainen, M., & Hatamaki, J. (2013, November 30). Teacher Evaluation of Student Ability: What Roles Do Teacher Gender, Student Gender, and Their Interaction Play?. Retrieved August 15, 2018, from [https://eric.ed.gov/?q=teacher gender&id=EJ1025018](https://eric.ed.gov/?q=teacher+gender&id=EJ1025018)
    - i. Teacher Evaluation of Student Ability: What Roles Do Teacher Gender, Student Gender, and Their Interaction Play?: Discusses whether assessment can be purely objective with the inherent biases due to teacher and student gender.
  - c. Auhadeeva, L. A., Yarmakeev, I. E., & Aukhadeev, A. E. (2014, November 30). Gender Competence of the Modern Teacher. Retrieved August 15, 2018, from [https://eric.ed.gov/?q=teacher gender&id=EJ1060815](https://eric.ed.gov/?q=teacher+gender&id=EJ1060815)
    - i. Gender Competence of the Modern Teacher: Analyzes an interesting topic, gender approach, which discusses incorporating material on interaction with students of varying genders in teaching practices.
  - d. Burusic, J., Babarovic, T., & Seric, M. (2011). Differences in elementary school achievement between girls and boys: Does the teacher gender play a role? *European Journal of Psychology of Education, 27*(4), 523-538. doi:10.1007/s10212-011-0093-2
    - i. Differences in Elementary School Achievement between Girls and Boys: Does the Teacher Gender Play a Role?: Evaluates the impact of a largely female based teacher demographic on the performance of students of various genders in primary education.
  - e. Banerjee, N. (2013). *Effects of Teacher Diversity and Student-Teacher Racial/Ethnic Matching in Elementary Schools on Educational Outcomes* [PDF]. Charlotte: The University of North Carolina at Charlotte. [http://libres.uncg.edu/ir/uncc/f/Banerjee\\_uncc\\_0694D\\_10499.pdf](http://libres.uncg.edu/ir/uncc/f/Banerjee_uncc_0694D_10499.pdf)
    - i. Effects of teacher diversity and student-teacher racial/ethnic matching in elementary schools on educational outcomes
  - f. Cherng, H. S., & Halpin, P. F. (2016). The Importance of Minority Teachers. *Educational Researcher, 45*(7), 407-420. doi:10.3102/0013189x16671718 <http://journals.sagepub.com/doi/abs/10.3102/0013189X16671718>

- i. The Importance of Minority Teachers: Student Perceptions of Minority Versus White Teachers

**CORE Crash Course:**

The attached studies found that in the Finnish and Croatian education system, the combination of student and teacher gender had no effect on the objectiveness of testing evaluation (but females were assessed as more proficient in language subjects). The classroom environment, as a simulation of the real world, cultivates the basis of student's perception of gender in relation to social stereotypes in part through observation of teaching style and preferences. Through teacher application of gender approach, which aims to utilize the traits predicted in students of varying genders to refine techniques, teachers can improve their competency. Various studies have seen the improved performance in students with female classroom instruction in assessments such as standardized tests and overall grades.

Regarding race, studies found that black and hispanic students had increased scores when placed with teachers of opposite race. However, no effect was found in the racial matching of white students and teachers. Thus, racial uniformity in the classroom is not specifically beneficial to teaching. On the topic of student perception of teachers, another study confirmed stereotypes describing how minority teachers are better received, but did not provide evidence that this applies especially with students of matching racial background.

1. Acceleration

- a. Steenbergen-Hu, S., Makel, M. C., & Olszewski-Kubilius, P. (2016). What One Hundred Years of Research Says About the Effects of Ability Grouping and Acceleration on K–12 Students' Academic Achievement. *Review of Educational Research*, 86(4), 849-899. doi:10.3102/0034654316675417
  - i. Really high-order study that states that gifted programs actually help gifted students. Does a nice job defining acceleration.
- b. Siegle, D., Wilson, H. E., & Little, C. A. (2013). A Sample of Gifted and Talented Educators' Attitudes About Academic Acceleration. *Journal of Advanced Academics*, 24(1), 27-51. doi:10.1177/1932202x12472491  
<http://campbellms.typepad.com/files/a-sample-of-gifted-and-talented-educators-attitudes-about-academic-acceleration.pdf>
- c. Gifted education for a long time has had issues in recruiting and retaining minority gifted students. Offers strategies to fix this.
- d. Ford, D. Y. (2015). Multicultural Issues. *Gifted Child Today*, 38(3), 187-191. doi:10.1177/1076217515583745  
<http://journals.sagepub.com/doi/pdf/10.1177/1076217515583745>
  - i. Paper that summarizes cons of acceleration, and whether teachers actually believe them
- e. Coangelo, N., Assouline, S. G., & Gross, M. U. (n.d.). *Deceived: A Nation How Schools Hold Back America's Brightest Students*[PDF].  
[http://www.accelerationinstitute.org/nation\\_deceived/ND\\_v1.pdf](http://www.accelerationinstitute.org/nation_deceived/ND_v1.pdf)

- i. Huge study that advocated for acceleration. Good summary of the pros and suggestions of how to use acceleration
- f. Frequently Asked Questions about Gifted Education. (n.d.). Retrieved from <http://www.nagc.org/resources-publications/resources/frequently-asked-questions-about-gifted-education>
  - i. FAQ about gifted-ed specifics from a National Association for Gifted Education
- g. Statewide Public High Schools for Advanced Students. (n.d.). Retrieved from <http://www.nagc.org/resources-publications/gifted-state/statewide-public-high-schools-advanced-students>
  - i. Other specialized schools (like IMSA). Good resource if the facilitator wants to compare IMSA

**CORE Crash Course:**

Acceleration is a form of *ability grouping*, which is defined as an instructional practice that involves placing students into different classrooms based on their initial achievement level skill, readiness, or abilities for the purpose of creating a more homogenous learning environment. More specifically, acceleration is the ability group of high achieving students.

Often, the definition of acceleration is misleading. In the most basic sense, it means that the opportunities that students are provided are accelerated, but the students are not necessarily accelerated through the activities. Grade skipping, for instance, is a form of acceleration. However, it is possible for an acceleration program to also involve “acceleration through the program,” like self-paced instruction.

Pros of Acceleration	Cons of Acceleration
<ul style="list-style-type: none"> <li>● Ability grouping has been shown to aid students by surrounding them with like peers</li> <li>● Low-cost, doesn't take up a lot of resources to make a big difference in the achievement of some students</li> <li>● Stimulates gifted children, who may actually fall behind if not given the opportunity</li> <li>● Allows gifted students to reach their full potential, both socially (as gifted students are usually more mature), and academically.</li> <li>● Acceleration is not just for gifted students, it can be used as a remediation for those falling behind</li> </ul>	<ul style="list-style-type: none"> <li>● Contributor to achievement gaps</li> <li>● Can cause detrimental psychological outcomes to students who are identified as not high-achieving</li> <li>● Fast-paced acceleration programs cannot cover as much content as regular programs can (arguably true)</li> <li>● It is still relatively new, not a whole lot of research has been done in the field of acceleration</li> <li>● Puts too much pressure to perform on those who are accelerated</li> <li>● Ability grouping can cause a</li> </ul>

	<p>lack of diversity in the classroom (both in ideas, race, and gender)</p>
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1. Religion in Schooling

- a. Marks, Melissa J. | Binkley, Russell | Daly, James K. (2013, November 30). Preservice Teachers and Religion: Serious Gaps in Religious Knowledge and the First Amendment. Retrieved August 09, 2017, from <https://eric.ed.gov/?q=religion%2Band%2Bschool&id=EJ1033018>
  - i. Study found teachers are lacking knowledge in religion and the effects of the First Amendment
- b. Darden, E. C. (n.d.). Religion and Public Schools. Retrieved August 09, 2017, from <http://www.centerforpubliceducation.org/Main-Menu/Public-education/The-law-and-its-influence-on-public-school-districts-An-overview/Religion-and-Public-Schools.html>
  - i. Gives a brief summary about what can or cannot be taught about religion in public schools; there can be no favoritism for any religion, but religion can be taught but not preached
- c. Religion in the Curriculum. (n.d.). Retrieved August 09, 2017, from <https://www.adl.org/education/resources/tools-and-strategies/religion-in-public-schools/curriculum>
  - i. Talks about the difference between teaching religions in a secular way and preaching or establishing their own religion in a classroom
- d. Texas education board approves curriculum that challenges evolution. (n.d.). Retrieved August 09, 2017, from <http://www.mystatesman.com/news/state--regional-govt--politics/texas-education-board-approves-curriculum-that-challenges-evolution/TyQyZ5OxYNU3NQNDfZqECI/>
  - i. Creationism vs. Evolution in Texas, talks about the debate for talking about creationism and other theories in the classroom (Bill Nye vs Priest)
  - ii. Swaby, A. (2017, April 18). Texas education board to consider compromise on evolution standards. Retrieved August 09, 2017, from <https://www.texastribune.org/2017/04/18/state-board-ed-consider-compromise-state-evolution-standards/>
    1. Continues the same discussion
    2. Ricke, C. (2017, January 31). Education Board challenging evolution in Texas biology books. Retrieved August 09, 2017, from <http://kxan.com/2017/01/31/texas-education-board-debates-challenging-evolution-in-biology-books/>
- e. Simmons, M. (2017, July 18). Texas School Board Approves New "Evolution" Language. Retrieved August 09, 2017, from <https://www.sacurrent.com/the-daily/archives/2017/04/21/texas-school-board-approves-new-evolution-language>
  - i. Conclusion to the Texas case, Evolution is provided with more certainty in textbooks
- f. Board, T. E. (n.d.). The evolution of creationism in Texas schools. Retrieved August 09, 2017, from <http://www.star-telegram.com/opinion/editorials/article130221079.html>

- i. An editorial on creationism in Texas schools
- g. Joint Statement of Current Law on Religion in the Public Schools. (n.d.). Retrieved August 09, 2017, from <https://www.aclu.org/other/joint-statement-current-law-religion-public-schools>
  - i. Quick rules about religion in the public classroom
- h. Should the Public Schools Teach Creation? (n.d.). Retrieved August 09, 2017, from <http://www.icr.org/article/should-public-schools-teach-creation/>
  - i. Talks about why creationism is unconstitutional, lack of freedom, etc.

**CORE Crash Course:**

Religion in public schools is relatively straightforward. Public schools are supposed to follow the first amendment: the freedom of religion. Respecting other’s beliefs means schools are not allowed to endorse a religion or make others feel uncomfortable or coerced into following a certain religion. The US constitution provides a vague definition on the freedom of religion, leaving the rules up to determination. This keeps a fragile line for teachers to talk about religions; breaking that line may cause problems. Thus, it makes it necessary for the teachers and staff to keep the line intact by having a neutral opinion on religion that neither favors, disagrees, disintegrates, or promotes religion.

Religious bias in education has shown to be a controversial issue in curriculum, specifically surrounding the origin of humans. Evolution and Creationism are two theories that have been debated time and time again to see how each fits in the classroom. Two sides believe in different ways in how the Earth came to be and how humans were formed. In schools, these topics should remain neutral and not forced onto students. However one believes in the start of the life, it should be known that there are two sides, with one being favored by the scientific community while the other is favored by religion. There is massing evidence supporting evolution from a variety of scientific fields. While this may be true, the other side discusses the fact that they have the right of freedom of speech and religion, allowing them to discuss the idea instead of exclusively talking about evolution. Both provide strong arguments, causing the discussion to continue on whether it should part of the biology curriculum in many schools across the nation.

1. STEM over Humanities
  - a. Science, Technology, Engineering and Math: Education for Global Leadership. (n.d.). Retrieved August 09, 2017, from <https://www.ed.gov/stem>
    - i. Government stance and plan for supporting STEM during the Obama administration
  - b. Another Liberal Arts Critic. (n.d.). Retrieved August 09, 2017, from <https://www.insidehighered.com/news/2013/01/30/north-carolina-governor-join-s-chorus-republicans-critical-liberal-arts>
    - i. Some states push to fund STEM over humanities
  - c. Gilbert, S. (2016, June 30). Learning to Be Human. Retrieved August 09, 2017, from <https://www.theatlantic.com/entertainment/archive/2016/06/learning-to-be-human/489659/>
    - i. Why we need humanities

**CORE Crash Course (CCC):**

Pros of Favoring STEM over Arts	Cons of Favoring STEM over Arts
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<ul style="list-style-type: none"> <li>• STEM is more job-friendly, and funding should go towards subjects that will lead to more jobs.</li> <li>• STEM thinking breeds the innovators that make the USA a global leader today</li> <li>• STEM is simply more relevant in the information era</li> </ul>	<ul style="list-style-type: none"> <li>• Good employees need the perspective and comprehension skills that a humanities education will develop.</li> <li>• The humanities help to clarify value systems and understandings of right and wrong.</li> <li>• In times of adversity, people turn towards the humanities.</li> </ul>
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## Supplemental Content

### Knowledge vs. Intelligence

#### Resources:

1. Knowledge vs Intelligence. (2014, April 26). Retrieved August 08, 2017, from <https://bnsatnalikafoundation.wordpress.com/2014/05/06/knowledge-vs-intelligence/>
  - a. Basic information on the difference between knowledge and intelligence. Gives the definitions (listed below in CCC).
  - b. (This may be a Wordpress site, but the organization behind it is a fairly legitimate educational organization in India. They have a separate, non-Wordpress website you can look at.)

#### CORE Crash Course (CCC):

Knowledge vs. intelligence - firstly, the two are **not** mutually exclusive; having knowledge does not preclude having intelligence, nor does having intelligence preclude having knowledge. Knowledge is defined (roughly) as the sum or facts and hard information a person has a grasp of. Intelligence is defined (even more roughly) as a person's capacity for applying or making use of their knowledge.

### Purpose of Education

#### Resources:

1. King, M. L., Jr. (1947, January). The Purpose of Education. Retrieved August 08, 2017, from [http://kingencyclopedia.stanford.edu/encyclopedia/documententry/doc\\_470200\\_000/](http://kingencyclopedia.stanford.edu/encyclopedia/documententry/doc_470200_000/)
  - a. Martin Luther King Jr's take on the purpose of education, written for his campus newspaper.
2. Philosophical. (n.d.). Retrieved August 08, 2017, from <http://www.purposeofschool.com/philosophical/>
  - a. This is a source that analyzes the purpose of education through the perspective of philosophers and other educators through the years. The conclusion is that there are four major facets of education relating to essential skills.
3. Millions could escape poverty by finishing secondary education, says UN cultural agency. (n.d.). Retrieved August 15, 2018, from

<https://www.un.org/sustainabledevelopment/blog/2017/06/millions-could-escape-poverty-by-finishing-secondary-education-says-un-cultural-agency/>

- a. One UN goal for an outcome of education is to help people raise themselves out of poverty.
4. Jones, K. (2012, August 23). What Is The Purpose Of Education? Retrieved August 15, 2018, from <https://www.forbes.com/sites/sap/2012/08/15/what-is-the-purpose-of-education/#27e70f837795>
  - a. Education is every changing and diverse making it impossible to give it one complete purpose.
5. *Quality Education: Why it Matters* [PDF]. (n.d.). United Nations. [https://www.un.org/sustainabledevelopment/wp-content/uploads/2017/02/ENGLISH\\_Why\\_it\\_Matters\\_Goal\\_4\\_QualityEducation.pdf](https://www.un.org/sustainabledevelopment/wp-content/uploads/2017/02/ENGLISH_Why_it_Matters_Goal_4_QualityEducation.pdf)
  - a. Short article describing the reasons why education should be advances and implemented around the world.

**CORE Crash Course (CCC):**

Summary of MLK writing:

- “Intelligence plus character - that is the goal of true education”
- Many college students have the misconception that education equips them with the tools to rise above others
- Education should teach two things: utility and culture
- Education should also teach effective thinking. Being able to think for oneself is difficult. However, education should teach this so one is able to distinguish between true and false, fact and fiction.
- Education should teach critical thinking, but not without also teaching character. Both are required for one to act morally.

There are many ways to think about the purpose of education, making most come to the conclusion that the purpose of education cannot be completely quantified. However, some generalizations have been made on the most basic level. We need a skilled workforce to be prepared, students will develop critical thinking skills as well as basic knowledge, and students should develop cultural competence and social skills.