

Santa Clara University  
Department of Education  
EDUC 306 Immersion Experience: Human Service in Diverse Settings  
(Revised 6/07/07)

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Required Materials:

    Notebook/Journal

    Access to Word Processor/computer

Suggested Texts: **Why Didn't I Learn This in College** by Paula Rutheford, ASK Press. Inc

Suggested Ancillary Materials: Santa Clara University Teacher Credential Program Handbook and A Developmental Continuum of Teacher Abilities: California Standards for the Teaching Profession

Assignments:

    Prepare a Philosophy of Education Statement to be turned in at the end of class. (To be included in your portfolio)

    Complete Nightly write-ups/reflections on assigned prompts. These write-ups need to be typed with a font of 12 and doubled spaced to be turned in the following morning.

Overview: Focus on students' personal and professional development and integration of the academic and practical aspects of education as a human service profession. This is a five-day intensive orientation course with the Theme of Everyone Has **A** Story and take the time to learn their stories. Required of all candidates for the Multiple Subject or Single Subject Credential.

OBJECTIVES	STANDARDS	TPE'S
1. Students become oriented to philosophy of SCU Teacher Ed Program.	5,10,12	
2. Students meet and get to know each other, as well as faculty and staff, in a trusting environment.	5,10,12	11
3. Students hear each other's history as persons and students, as well as reasons for coming to the teaching profession.	4,5	11,12
4. Students reflect on their own experience of schooling, teacher-student relationships and the exercise of power, control and authority in schools.	3,4,5,12,13	11,12
5. Students identify their assumptions about and expectations of schools and the diversity of students.	3,4,5,12,13	11,12
6. Students critically discuss their concepts of justice, generosity and service, and come to understand that <i>service is at the request of and for the benefit of the community which invites and teaches the one who comes to serve.</i>	4,5,12	11,12
7. Students learn and practice reflective listening and communication skills.	3,4	11
8. Students receive information about the realities of schools today and the variety of challenges teachers face.	3,5,10,12,13	11,12
9. Students work with each other and with faculty/staff in a cooperative and collaborative manner.	4,12	11
10. Students see faculty and staff as a supportive resource, and begin relationships in a trusting climate.	4,12	11
11. Students speak and act in front of a large group and come to feel comfortable and competent in this role.	12	
12. Students articulate personal values and opinions in a public forum.	4	12
13. Students see how themes and symbols are woven through experience and presentations.		4
14. Students will formulate the first broad strokes of a philosophy of	4,12	11,12

education considering human nature, behavior and change, knowledge and learning, justice, ethics and character, and the roles of parents, teachers, students and community.		
15. Students see themselves as agents of change with a responsibility for the schools and society in which they serve, and are committed to such ideals as justice, generosity and service.	5,12	11,12
16. Students develop <i>conscience, compassion, and competence</i> in the context of the teacher education student community and for the service of the greater community.	5,12	11,12

Possible Activities:

- ◆ "Most Influential Teacher"—reflection and sharing with small groups **S3,4,5,12,13; TPE 11,12**
- ◆ "Building on Biography"—reflection on a personal incident (experienced or witnessed) involving an issue of diversity and classroom management **S 4,5; TPE 11,12**
- ◆ "My First Day of School"—reflection **S 3,4,5,12,13; TPE 11,12**
- ◆ "Who Am I?"—guided reflection **S 3,4,5,12,13; TPE11,12**
- ◆ Lifegraphs: Construct artistic depiction of important events in your life. Present to large group (specifics of presentation left to discretion of presenter). **S 4,5; TPE 11,12**
- ◆ Lecture and reflection on St. Ignatius. **S 4,5,12; TPE 11,12**
- ◆ Lecture and reflection on effective teaching. **S 3,4,5,12,13; TPE 11,12**
- ◆ Legal Issues—lecture and discussion **S 3,5,10,13; TPE 11,12**

Teaching Strategies: Large and small group discussion, guided reflection, communication exercises, individual reflection, cooperative group presentations, and direct instruction.

Homework assignments:

1. Begin writing a personal educational philosophy (Electronic Portfolio) due one week after class ends.
2. FOUR write-ups/reflections on topics to prepare for writing the Personal Educational Philosophy. Make certain each reflection is typed and prepared to turn into the instructor. See page 1 of syllabus.
3. Complete lifegraph at home on Wednesday evening for presentation on Thursday.

Philosophy of Education  
Something to Ponder

The purpose of this exercise is for the student to identify and share his/her thoughts on these topics and continue to answer these questions throughout his/her career so as to match strategies, behaviors and activities with values.

I. Purpose of Education (Due Tuesday)

Define learning - What does it mean to learn something?

What is teaching?

What is the role of the teacher?

What is the purpose of Education?

II, Beliefs ( Due Wednesday. Please write several statements for each)

I believe all

Children

Students

Parents

Teachers

Colleagues

Administrators

III. In My Classroom ( Due Thursday. Complete each statement)

In my classroom, the most important thing is

In my classroom, the second most important thing is

In my classroom, the third most important thing is

In my classroom, the fourth most important thing is

In my classroom., the fifth most important thing is

IV. Roles in Education ( Due Friday. Answer each question)

What is the role of colleagues in education?

What is the role of parents in education?

What is the role of administrators in education?

What is the role of the teacher in the community?