

Northern Arizona University
College of Education

The mission of the college of education at Northern Arizona University is to prepare professionals in the field of education to create the schools of tomorrow.

ECI 740 Praxis Seminar

General Information:

Instructor: Pat Hays

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Office: 207-F Office Hours: M-Th 12:30-1:00 and 3:00-3:30

Course description:

This course is required in the program leading towards the Ed.D. in curriculum and Instruction. The course supports the program's goal "to prepare educators with the knowledge, attitudes, and skills which will enable them to initiate, support and sustain change in curriculum and instruction" and incorporates study which explores some of the key assumptions undergirding the program: (1) Educators are participants in, not just reactors to, change; (2) Effective school change encompasses all aspects of teaching and learning; (3) Critical reflection contributes to improved practice and to refinement of knowledge; (4) Knowledge of schools, schooling, learning, and teaching are interdependent.

This course examines the critical inter-relationships possible between educational theory and practice. Class will include a study of readings, a dialogue project, a reflection journal, and a final paper.

Course Materials:

Articles are available on the Cline Library Electronic Reserve..

Course Objectives:

- (1) To develop a broad-based understanding of the meaning of "praxis" in education;
- (2) To examine the recursive relationship between theory and practice in current educational reform;
- (3) To explore varied interpretations of educational praxis in national and international settings;
- (4) To initiate and participate in a dialogue about an educational perspective;
- (5) to construct an extended definition of "praxis" based on the theory and practice that are a part of the course.

Course Structure and Approach:

Since this course is a seminar, it is essential for all participants to be actively engaged in dialogues with one another. Students will prepare for each seminar session by: 1)carefully reading the selected texts; 2)reflecting on the content in order to be able to contribute to the seminar; 3)entering individual reflections before and after the seminar in a reflective journal; 4)encouraging peer colleagues in a through, critical dialogue of the course topics. Readings selected for the seminar are meant to challenge your assumptions and beliefs about educational practice and change and to stimulate lively dialogue with others within and outside of class.

Activities and Assignments:

In addition to doing the basic reading required for the seminar, students will

- (1) present orally a teaching learning autobiography
- (2) keep a reflection journal on all class readings and discussions
- (3) create a weekly working paper on What Is Praxis?
- (4) Submit a final paper on What is Praxis?
- (5) Critical review of class video

Specific assignment descriptions will be distributed for each assignment.

Evaluation:

20% verbal class participation

20% reflective journal

10% critical review

10% working papers

30% final paper

Course Policies:

1. Regular attendance is expected. There is no way to re-create the seminar dialogue.
2. Any form of academic dishonesty cannot be knowingly permitted in a university course. Academic dishonesty includes plagiarism, cheating, fabrication or fraud.