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Thread:	Slagle Discussion Forum 1	**Posted Date:**	August 24, 2021 12:21 AM
Post:	RE: Slagle Discussion Forum 1	**Status:**	Published
Author:	👤 **Shaun O'malley**		

I have a neurodivergent nephew who was born without his corpus callosum. He is currently going on 9 years old but just now entering 2nd grade. The rest of the students in his class have just started asking the other teachers "Why can't Tommy do what we can do." So my Brother and Sister-in-Law are going to keep him home and homeschool him over the next year because they think a more tailored and organized classroom environment will be helpful for Tommy's overall development.

I have never taught in a classroom for children, however I could imagine it would be extremely difficult and time consuming to teach in a classroom when you have to focus on every child's individual needs. I think that Bobbitt's theory in Social Efficiency Ideology that any child could learn any complex material as long as they use the Efficiency model is not as accurate. same with the Scholar-Academic ideology that children can learning any complex theory as long as they have the necessary pre-requisites.

I think that the true determination of student readiness comes from a true examination of the individual student and their idiosyncracies. If you don't focus on the individual student, I feel like people get left behind. While reading Chapter 2 and 3 of the Schiro text, I wrote in several places, "Who get's left out." Clearly in these two ideologies students will get left out when you don't focus on their individual needs. Just like if you don't focus on the idiosyncracies of each district...(this also plays a major role).

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Thread:	Buckman Discussion Post 1	**Posted Date:**	August 24, 2021 12:06 AM
Post:		**Status:**	Published
RE: Buckman Discussion Post 1			
Author:	👤 **Shaun O'malley**		

Essence, when talking about Bloom's Taxonomy, Social Efficiency Ideology Educators would probably say that the most important thing is the Knowledge category and would probably care little if the learner ever moved up the pyramid. I would venture to guess that a Learner-Centered approach to Bloom's Taxonomy would not just emphasize Knowledge Aquisition, but also the deeper, higher level orders of thinking (Comprehension, Applicaiton, Analysis, Synthesis, and Evaluation) or in the newly revised version of Blooms (Understand, Apply, Analyze, Evaluate, Create).

I would also imagine that Schiro paints a pretty negative view of Social Efficiency Ideology Educators of today. Once having challenged teh status quo of Scholar Academic Ideologists, the Social Efficiency Ideology Educators have fallen into a trap of their own design by moving their terminal objective to "improving education by bettering Standards," Schiro points out that Social

Efficiency Educators are now lumped into the same status quo category they were originally trying to avoid.

Do you have any examples of how you use Bloom's Taxonomy to enhance their study habits? My favorite, yet simple example of using Bloom's to push "higher level thinking" is outlined by Mary Forehand from the University of Georgia:

Remember: Describe where Goldilocks lived.

Understand: Summarize what the Goldilocks story was about.

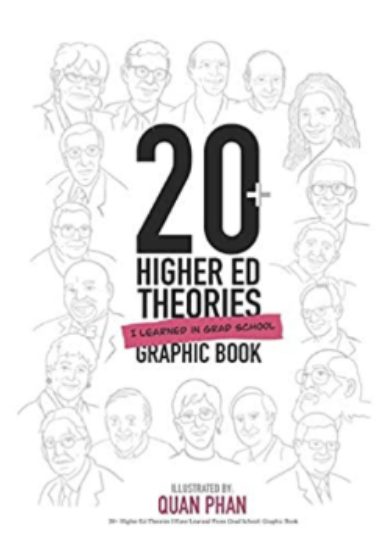**Apply**: Construct a theory as to why Goldilocks went into the house.

Analyze: Differentiate between how Goldilocks reacted and how you would react in each story event.

Evaluate: Assess whether or not you think this really happened to Goldilocks.

Create: Compose a song, skit, poem, or rap to convey the Goldilocks story in a new form.

As for question 2, I think that a lot of student development theorists have offered a lot of avenues to create a more learning-centered approach, especially in College. Most of the examples on learning-centered comes from the k-12 classroom, but the following theories I think do a lot to encourage Higher Level Thinking, Higher Level Practices, and push college students to think about persistence, involvement, and their developmental stages. My Master's Program only had 1 class on theories, so I am really rusty on all of the specifics. I recently purchased a really cool book, I have added the picture of it below that does a good job focusing on 20 different theorists as a refresher.

- Ernest Boyer's "Engaged Scholarship" <-- Engaged Scholarship has become such an important "hands-on" approach to creating High Practice Approaches to Education (including internships, externships, etc).
- Marcia Baxter-Magolda's Theory of Self Authorship
- Nevitt Sanford's Theory of Challenge and Support
- Chickering's 7 Vectors of Student Development
- Alexander Astin's Theory of Student Involvement (I.E.O.)
- Bobbie Harro's Cycle of Socialization and Liberation
- Terrenzini and Reason's Comprehensive Model on Influences of Student Learning
- Tinto's Departure Theory
- Pascarella's General Model for Assessing Change

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Forehand, M. (2005). Bloom's Taxonomy: Original and Revised. In M. Orey (Ed.), Emerging Perspectives on Learning, Teaching and Technology. Retrieved 8.23.2021, from http://projects.coe.uga.edu/epltt/

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Thread:	McClain - Discussion 1	**Posted Date:**	August 22, 2021 10:57 AM
Post:	RE: McClain - Discussion 1	**Status:**	Published
Author:	Shaun O'malley		

And it is funny that in a world where we care so much about our children and their learning and the quality of education they receive that a view like Social Efficiency takes hold because both Scholar-Academic and Social Efficiency seem to have very negative spins on the current state of the student/child and only cares about their "future self" and what they can offer.

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Thread:	McClain - Discussion 1	**Posted Date:**	August 22, 2021 10:55 AM
Post:	RE: McClain - Discussion 1	**Status:**	Published
Author:	Shaun O'malley		

It does suck that teachers are viewed mainly as tools to achieve the Terminal Objective of the curriculum. It makes sense to some extent in order to ensure that the teaching is consistant, especially if you are going to use test scores as evidence of success or failure. If one Teacher teaches a completely different curriculum than another teacher, it would be hard to have a consistant measurable standard of success. Yet as the Social Inefficiency model shows, teacher raises are based upon the results of the teacher's success so it is awful to view a teacher only as a tool to accomplish the curriculum vs. someone who can really make that curriculum, lessons, and messages come alive for students.

Schiro says that educators, though may say they prefer one ideology over another, usually end up taking from all three. In the Quick Reference Guide for chapter 1, I added a Vinn Diagram becasue I think that is ultimately what Schiro is proposing is the need to be felxible enough to take the best aspects from each ideology. Scholar Academic and Social Inefficiency Ideologies focus more on the end goal and less on the "growth" and complexities of each learner.

But, as we saw in our first class, culture can play a huge role in academics and studnet learning, persistance and success. Therefore you have to focus on the individuality of the student and the school district.   Students who live in affluent communities and attend affluent schools and have access to state of the art equipment and teaching curriculums that are adequately staffed will probably do better on standardized tests than students who come from less-affluenet communities with understaffed classrooms and old equipment, etc.

Creating an across-the-board standard for schools and for education as if One Curriculum Fits All is an injustice to our educational system. Noting focusing on student individuality or the quality of the teacher and their teaching capability is an injustice to education.   I have had some amazing teacher that could truly bring the topics alive and I have had some teachers that just put me to sleep. I think that teachers are an important and vital asset to the learning process.

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Thread:	Zelexis	**Posted Date:**	August 21, 2021 9:22 AM
Post:	RE: Zelexis	**Status:**	Published
Author:	Shaun O'malley		

1) Schiro states that under Learner-Centered Ideology, "The goal of education is the growth of individuals, each in harmony with his or her own unique intellectual, social, emotional and physical attributes." It seems like problem-based learing would fall under this category because it allows students a "hands-on" approach to grow and develop and to think deeply about a topic to gain understanding. I talked about Teaching for Understanding and I think that pedagogy would also fall under Learner-Centered Ideolgoy. I also think that to an extent Social Reconstruction Ideology also lends to students being challenged (real world situations) and having to think deeply to solve problems such as the social injustices that plague society.

2). It is funny because the Social Efficiency Ideology was developed as a rebuke to Schoarl

Academic Ideology and the special-interest groups that pushed this theory. Yet Social Efficiency Ideology likewise cares less about student understanding (being able to think for one self and rationalize a situation) and instead only focuses on learning (which is viewed as a change in behavior because of a good or bad stimulus). Both the Scholar Academic Ideology and the Social Efficiency Ideology seem to have very negative views of the learner and underestimates what the learner is capable of and has to offer.

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Thread:	Social Efficiency Ideology	**Posted Date:**	August 21, 2021 9:10 AM
Post:	Social Efficiency Ideology	**Status:**	Published
Author:	Shaun O'malley		

I found that these 4 ideologies were very interesting in laying the foundation for the different thoughts on curriculum theory. When I was specifically reading over Chapter 3 on Social Efficiency Ideology, I kept thinkng to myself man, this sounds like the typical curriculum that I am used to. Task + Practice + Reward/Stimuli = Changed Behavior. This sounds a lot like "learning for memorization," which is uniquely interesting because Ralph Tyler was one of the biggest proponents about not teaching to memory and finding different evidence to capture learning.

With that, I find it particularly interesting that Social Efficiency Ideology Educators care more about the means of curriculum vs. the ends of curriculum. To me, it seems like the importance of education is teaching for understanding and not just creating an environment where a behavior is learned just because of the reward without actually understanding why that behavior is learned. I have always come from the view that education is about "growth" and not just "learning," which according to Social Efficiency Ideology educators is really just a change of behavior because of some sort of stimuli/reward/consequence.

Let's talk about social justice for instance. Someone flys the Tennessee Battle Flag (The Confederate Flag). After flying the flag, they receive negative commentary from people about how they shouldn't do it and how it is negatively viewed. Over time, because everytime they fly that flag, they receive a negative response, therefore they choose to no longer fly it. Because of the negative stimuli, they learned the behavior of not to fly it, but they did not learn or gain a "true understanding" of why flying the Confderate Flag is so upsetting, offputting, and defeatist to certain populations.

So 1 question I have is:

If the purpose of Social Efficiency Ideology is to better prepare a person for the "rigors" of society and to be a "fully functioning member" of society, wouldn't it make more sense to use a more holisitc approach (teaching understanding of a topic) to education instead of just seeking to elicit a learned behavior based upon a certain stimuli whether it be a positive reward or negative consequence? The Social Efficiency Ideology states that all things can be learned through its framework, and that it requires learners to learn the prerequisite knowledge necessary to be ready to learn more complex items. But in this ideology, learning is only viewed as a change of behavior because of the introduction of a stimuli (reward or consequence). It seems that "understanding" cannot be learned through this framework.

Tina Blythe runs a project out of Harvard called Project Zero. Project Zero works on creating Thinking Routines, questions that scaffold learning for students to dive deeper into topics. Project Zero is all about "Teaching for Understanding" and Blythe has cerated a guide "The Teaching for Understanding Guide" that has been pioloted by teachers across the country. Project Zero states that learning is to be carried out by the learner but that it is more than just learning behavior or memorization, but being able to add value and transfer concepts to more complex concepts by "understanding" the full measure of a topic (its historical context, limitations, its future, etc). However understanding isn't just about "knowing what is in our head" but also the behaviors that are made and the decisions made based upon a full understanding of a topic. (Social Efficieny Ideology and Understanding both focus bheavior, interestingly, but one focuses on a change in behavior because of stimuli and the other focuses on performance based upon a deep understanding of the topic).

**NOTE...I am perplexed that Social Efficiency Ideology has such a negative and

pessimistic view of the student. Instead of focusing on the needs of the student (presently) and their growth, it only focuses on the student because of their N+1 for the future. How has this ideology been so dominant in American Education for so long when teacher philosophy seems to be so much more about learning-centered ideologies.

The second question I have is:

Social Efficiency Ideolgy was created as a way to rebel against special-interest groups meddeling in education. There are always multiple constituents involved in the educational process (Politicians, Educators, Administrators, Parents, Students, etc) and Schiro seems to think that "The Accountability Movement" in educaiton seems to be similar to the Social Efficiency Ideology in many ways (Schiro, 82). Schiro says that the accountability movement though is not a pedagogical movement but more the promotion of an administrative system of governance on education (82). Today we see many constituents playing a huge role in making pedagogical decisions and content decisions on curriculum design (The Removal of CRT, Whitewashing History, Choosing Textbooks that provide a very different narrative of History). Furthermore Schiro talks about how the Social Efficiecy Ideology seeks to ignore idiosyncracies of individual learners (and in turn, the idiosyncracies of specific school districts). Schiro says that as a way to remain accountable to taxpayers, etc schools should provide report cards on student success and that "independent auditors" should seek to create tests using scientific procedures to reflect changes in student performance without the bias resulting from race, ethnicity, sex or income (Schiro, 83). To me, I would say that education is failing because of these warring factions that exist on determining what should or should not be taught in school and how that content should be taught. Under the Social Efficiency Ideology teachers are tasked with "making the necessary changes" to meet the specific learning needs of the student/community but not to the "subject content."   What is the role of education and what ethical/moral role does a teacher play in ensuring that a student is actually learning the "factual content" vs. the whitewashed content that is espoused by constituents seeking to change the narrative of history?

Paris and Alim in their article "What is Culturally Sustaining Pedagogy and why does it matter" state that "In the context of the United States and other nation-states living out the legacies of genocide, land theft, enslavement, and various forms of colonialism, the answer to this question for communities of color has been rather clear: The purpose of state-sanctioned schooling has been to forward the largely assimilationist and often violent White imperial project, with students and families being asked to lose or deny their languages, literacies, cultures, and histories in order to achieve in schools" (1). It seems like the answer is to offer Culturally Sustaining Pedagogies that embrace diversity, and see to tell the right narratives. We can no longer just talk about "Slavery" in America as something that happened but we have moved on from it and we must talk about the negative effects, the long-standing systemic effects of slavery in america and on POC. As Paris and Alim state, "We are in many ways at the asset-based, critical pedagogical edge. For us, as we hope is clear by now, we are not interested in offering pedagogical quick fixes or "best practices" that teachers can drop into the same old tired curriculum that deadens the souls of vast numbers of children of color in U.S. schools. Nor are we, as we wrote earlier in this chapter, interested in asking questions that fall neatly within the bounds of conventional educational research and practice" (12).

Elizabeth Campbell quotes Carr in her article "Moral Lessons: The Ethical Role of Teachers, "Good teaching is not just teaching which is causally effective or personally attractive, it is teaching which seeks at best to promote the moral, psychological and physical well-being of learners, and at least to avoid their psychological, physical and moral damage" (Carr, 9 as quoted by Campbell, 32). Furthermore Campbell, quoting Tom says that Tom states 'By moral I mean both a concern for the rightness of conduct and a broader concern for what is deemed important or valuable, provided that these valuational situations clearly entail desirable ends'' (Tom, 79 as quoted by Campbell, 32).

Therefore it would seem that if the role of a teacher is to have a "concern for rightness of conduct" than it would make sense that a teacher's responsibility is to teach the factual events and hvee a conversation of was it "right or wrong." This can definitely be seen in Jane Elliott's intervention of her classroom after the assassination of Dr. King, Jr.   Elliott felt that it was her responsibility and ethical duty to teach her students about discrimination (Eye of the Storm) and hate and how they can be detrimental to society. This seems to both support Social Efficiency Ideology but also go against it at the same time because Elliott took liberty in the curriculum content.

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