This course supports the assessment for STA1. The course covers 3 competencies and represents 4 competency units.

Introduction

Overview
Educational Theory and Analysis requires students to read a selection of books on diversity in education, alternative viewpoints in education, and future trends in education; write a reading summary for each; and participate in a discussion of each book with the course mentor and fellow students.

Getting Started
Welcome to Educational Theory and Analysis! In this course, you will read a selection of books on diversity in education, alternative viewpoints in education, and future trends in education. From a reading list, you will select five books. Once you have read each book, you will write a reading summary for each. You will also participate in a discussion of each book with the course mentor and your fellow students.

Welcome Video
Watch the following video for an introduction to this course:

Note: To download this video, right-click the following link and choose "Save as...": download video.

Competencies
This course provides guidance to help you demonstrate the following 3 competencies:

- **Competency 608.02.01: Survey of Theoretical Literature**
  The graduate selects, reads, and summarizes information about classic and current educational theory from a variety of sources and source types.

- **Competency 608.02.02: Assessing Impact of Theoretical Writing**
  The graduate relates principles of educational theory to his/her own personal perspective on education and to present issues and future trends in education.

- **Competency 608.02.03: Collaborative Learning**
  The graduate applies theoretical knowledge and personal reflection to discussions in a collaborative learning setting.

Teaching Dispositions Statement
Please review the Statement of Teaching Dispositions.

Course Mentor Assistance
As you prepare to successfully demonstrate competency in this subject, remember that course mentors stand ready to help you reach your educational goals. As subject matter experts, mentors enjoy and take pride in helping students become reflective learners, problem solvers,
and critical thinkers. Course mentors are excited to hear from you and eager to work with you.

Successful students report that working with a course mentor is the key to their success. Course mentors are able to share tips on approaches, tools, and skills that can help you apply the content you're studying. They also provide guidance in assessment preparation strategies and troubleshoot areas of deficiency. Even if things don't work out on your first try, course mentors act as a support system to guide you through the revision process. You should expect to work with course mentors for the duration of your coursework, and you are encouraged to contact them as soon as you begin. Course mentors are fully committed to your success!

Preparing for Success

The information in this section is provided to detail the resources available for you to use as you complete this course.

Learning Resources

The learning resources listed in this section are required to complete the activities in this course. For many resources, WGU has provided automatic access through the course. However, you may need to manually enroll in or independently acquire other resources. Read the full instructions provided to ensure that you have access to all of your resources in a timely manner.

Purchase Learning Resources

Listed below are the learning resource materials you will need to obtain.

Textbooks

Purchase or borrow five of the following texts:

You must choose to read a total of five books for this course. You must pick at least one book from each of the three sections indicated; you will write summaries of these three books and submit them in Taskstream. The other two books can come from any section. Several of the selections are available in e-book form and can be accessed by clicking on the blue link in the list.

Diversity in Education

*Up the Down Staircase, Bel Kaufman (1992)*

ISBN-10: 0060973617


*The Dreamkeepers: Successful Teachers of African American Children, Gloria Ladson-Billings*
STA1 - Educational Theory and Analysis
Course of Study

(2009)

ISBN-10: 0470408154


ISBN-10: 1575423952

*The Skin That We Speak*, edited by Lisa Delpit (2008)

ISBN-10: 1595583505

*Savage Inequities*, Johnathan Kozol (1992)

ISBN-10: 0060974990


ISBN-10: 0312958803

*Other People's Children: Cultural Conflict in the Classroom*, Lisa Delpit (2006)

ISBN-10: 1595580743
**STA1 - Educational Theory and Analysis**

**Course of Study**

*Why Culture Counts: Teaching Children of Poverty*, Donna Walker Tileston, Sandra K Darling (2008)

ISBN-10: 1934009245  


ISBN-10: 0787987697  


ISBN-10: 0061744603  

*Help for the Struggling Student: Ready to Use Strategies to Help Build Attention, Memory and Organizational Skills*, Mimi Gold (2003)

ISBN-10: 078796588X  

**Alternative Viewpoints in Education**

*Death at an Early Age*, Jonathon Kozol (1985)

ISBN-10: 0452262925

*Teaching with Story: Classroom Connections to Storytelling*, Margaret Read MacDonald, Jennifer MacDonald Whitman, Nathaniel Forrest Whitman (2013)

ISBN-10: 1939160723


ISBN-10: 1451654421

*Last Summer*, Holly Chamberlin, (2013)

ISBN-10: 078235089

*Teaching with Intention*, Debbie Miller (2008)

ISBN-10: 1571103872


ISBN-10: 1591810094

The Book Whisperer: Awakening the Inner Reader in Every Child, Donalyn Miller (2009)
ISBN-10: 0470372273

Pathways to the Common Core: Accelerating Achievement, Lucy Calkins, Mary Ehrenworth, Christopher Lehman (2012)
ISBN-10: 0325043558

Whole Brain Teaching for Challenging Kids: (and the Rest of Your Class, too!), Chris Biffle (2013)
ISBN-10: 0984816712

SMART Strengths—Building Character, Resilience and Relationships in Youth, John M. Yeager, Sherri Fisher, David N. Shearon (2011)
ISBN-10: 1591810000

Future Trends in Education

The Future of Education: Reimaging our Schools From the Ground up, Kieran Egan (2008)

ISBN-10: 0470384522

Teaching to Change the World, Jeannie Oaks and Martin Lipton (2006)

ISBN-10: 0072982004

From the Campfire to the Holodeck: Creating Engaging and Powerful 21st Century Learning Environments, David D. Thornburg (2013)

ISBN-10: 1118633938


ISBN-10: 0132483149


ISBN-10: 1422145352
Teaching for Wisdom, Intelligence, Creativity, and Success, Robert J. Sternberg, Linda Jarvin Editors (2009)

ISBN-10: 1412964539

Teach like a Pirate: Increase Student Engagement, Boost your Creativity, and Transform your Life as an Educator, David Burgess (2012)

ISBN-10: 0988217600

Einstein Never Used Flashcards, Kathy Hirsh-Pasek and Roberta Golinkoff (2004)

ISBN-10: 1594860688

Flipping 2.0: Practical Strategies for Flipping Your Class, Jason Bretzmann (2013)

ISBN-10: 0615824072


ISBN-10: 0465055974

World Class Learners: Educating Creative and Entrepreneurial Students, Yong Zhao (2012)
Pacing Guide
The pacing guide suggests a weekly structure to pace your completion of learning activities. It is provided as a suggestion and does not represent a mandatory schedule. Follow the pacing guide carefully to complete the course in the suggested timeframe.

Week 1:
- Introduction
- Preparing for Success
- Exposure to New Ideas
- Analysis and Synthesis of New Information, Book 1

Week 2:
- Analysis and Synthesis of New Information, Book 2

Week 3:
- Analysis and Synthesis of New Information, Book 3

Week 4:
- Analysis and Synthesis of New Information, Book 4

Week 5:
- Analysis and Synthesis of New Information, Book 5

Week 6:
- Final Reflection

Cohorts
Please join us for our cohort offerings! You can sign up for as many cohort opportunities as you like. A cohort provides students an opportunity to work on application of the concepts and theories they are learning in this course. For each cohort, you will prepare in advance by working through a particular section of the course of study, and then in the live sessions we provide students with an opportunity to process the information, ask questions, share ideas and examples, and work through sample questions or scenarios to get a better understanding of the material.

BAES Calendar
This calendar includes all of our live cohort and webinar offerings for SDA1 and other BAES courses. Students can view schedules, and find links to sign-up for each cohort. Webinars do not require any sign-up—just drop in when you are able to attend. Please click on any of the individual offerings to learn more about them. The schedule rotates monthly.

**Contact a Mentor**

Use our booking page to find time to meet with a course mentor. Course mentors work varied schedules, and there are appointments available 7 days a week.

Schedule an appointment with a course mentor

**Exposure to New Ideas**

What do you know about issues, trends, and controversies in education? This section of the course includes selecting works from the reading list and beginning the reading and review process.

The goal of this course is to expose you to literature from a variety of perspectives on education that will challenge your perspectives regarding the following:

- Diversity and issues of fairness
- Alternative viewpoints and voices in education
- Changing demographics in educational institutions
- Future trends in education
- Personal visions of "what if"

**Choose Your First Reading From the Approved List**

Have you considered that education in America is in turmoil? There are issues related to diversity, teacher performance, use of technology, student evaluation, and many more; the list is monumental. In this topic, you will review the reading list and choose your first book from the list. Remember, you must choose at least one book from each section on the reading list. This first book will be from the first section, "Diversity in Education." You will write a summary on the book you choose and submit it in Taskstream. Try to choose books on topics with which you are less familiar.

**Read Your First Book**

Read the book you selected from the "Diversity in Education" section of the book list. Take notes as you read to capture the main ideas and help you stay focused. Think of examples of how what you are reading applies or does not apply to real-world situations.

**Organize Your Thoughts on Your First Book**

Summarize the main points of what you have read in preparation for your next task for this subdomain.
Create a concept map to outline the main ideas or theories described by the author. Relate your own experience as an educator or student to the concepts or theories described in the book. Use the Chatter tab in the course of study to share with other students, particularly those reading the same book.

**Analysis and Synthesis of New Information, Book 1**

Did your reading expose you to some new ideas or issues? How are the author's views similar or different from your own? In this subject, you will review what you have read and begin to analyze the author's viewpoints, theories, and/or situation. Look for areas of similarity in thought, or areas of disagreement, and begin to apply the reading to your own setting and situation.

The goal of this section of the course is to expose you to various ideas, theories, and practices in education and encourage critical thinking and reflection on how the reading relates to your own beliefs and practices.

**Summarize Book 1 and Relate to Personal Perspectives**

What have you learned? How has the book affected your beliefs or views? In this topic, you will describe how the first book has impacted or broadened your personal perspective on education.

**STA1 Performance Assessment**

Schedule your STA1 performance assessment through your Degree Plan, and work with your mentor if you have questions. Also review the task instructions and pay particular attention to the requirements for the summary papers for each book that you will read.

Complete: Task 608.2.2-01, 02a Performance Task

Complete the following task in Taskstream:

- Educational Thought Seminar: Task 608.2.2-01, 02a

For details about this performance assessment, see the "Assessment" tab in this course.

Write your first book summary, including the author's main points and your personal perspective on the work. Submit it for evaluation in Taskstream as task 608.2.2-01, 02a of the STA1 performance assessment.

**Share Impressions, Understanding, and Personal Perspectives on Book 1**

What do others think? How do your peers agree or disagree with the views expressed in your first book? In this topic, you will discuss the book you have read with other students and your course mentor.

**First Book Discussion**

Attend a book discussion webinar or schedule an individual conference call to discuss the first book. Participate in the weekly group discussion or to schedule an individual conference call with a Course Mentor. See the Course Tips and Course Announcement tabs for schedules.
and instructions on how to access the discussions.

Book discussions need to be scheduled as each book is completed or for no more than two books per student on each call. The course mentor will indicate participation in this discussion by documenting it in Taskstream as task 608.2.3-01. You do not need to submit anything in Taskstream yourself. However, the task will not show as "Passed" until your participation has been recorded for all five book discussions.

**Study Tip**

To prepare for the book discussion, review your notes and your summary paper. Be prepared to do the following:

- Review and discuss the main points or theory covered in the book. This requires specifically naming and reviewing the theory or main point, not just indicating your agreement or disagreement.
- Highlight areas or points with which you agreed, as well as points where you disagreed with the book. Include application to real-life settings, as appropriate.
- Discuss what you might use from what you read in your future practice as an educator.

**Analysis and Synthesis of New Information, Book 2**

What additional ideas or issues will you learn as you continue your reading on education? In this subject, you will review what you have read and begin to analyze the author's viewpoints, theories, and/or situation. Look for areas of similarity in thought, or areas of disagreement, and begin to apply the reading to your own setting and situation.

The goal of this section of the course is to expose you to various ideas, theories, and practices in education and encourage critical thinking and reflection on how the reading relates to your own beliefs and practices.

**Choose Your Second Reading From the Approved List**

In this topic, you will review the reading list and choose a second book from the list. This second book will be from the second section, "Alternative Viewpoints in Education." You will write a summary on the book you choose and submit it in Taskstream. Try to choose books on topics with which you are less familiar.

**Read Your Second Book**

Read your book from the "Alternative Viewpoints in Education" section of the book list. Take notes as you read in order to capture the main ideas and help you stay focused. Think of examples of how what you are reading applies or does not apply to real-world situations.

**Organize Your Thoughts on Your Second Book**

Summarize the main points of what you have read in preparation for your next task for this subdomain. Create a concept map to outline the main ideas or theories described by the author. Relate your own experience as an educator or student to the concepts or theories described in the book. Use the Chatter tab in this course of study to share with other students, particularly those reading the same book.
Summarize Book 2 and Relate to Personal Perspectives

What new issues or trends are raised by your second author? In this topic, you will describe how a given work has impacted or broadened your personal perspective on education.

**Complete: Task 608.2.2-01, 02b Performance Task**

**Complete** the following task in Taskstream:

- Educational Thought Seminar: Task 608.2.2-01, 02b

For details about this performance assessment, see the "Assessment" tab in this course.

**Write** your second book summary, including the author's main points and your personal perspective on the work. Submit it for evaluation in Taskstream as task 608.2.2-01, 02b of the STA1 performance assessment.

**Share Impressions, Understanding, and Personal Perspectives on Book 2**

What new ideas will you be able to share in your seminar discussion? In this topic, you will discuss the second book you have read with other students and a course mentor facilitator.

**Second Book Discussion**

**Attend** a book discussion webinar or schedule an individual conference call to discuss the first book. Participate in the weekly group discussion or schedule an individual conference call with a Course Mentor. See the Course Tips and Course Announcement tabs for schedules and instructions on how to access the discussions.

Book discussions need to be scheduled as each book is completed or for no more than two books per student on each call. The course mentor will indicate participation in this discussion by documenting it in Taskstream as task 608.2.3-01. You do not need to submit anything in Taskstream yourself. However, the task will not show as "Passed" until your participation has been recorded for all five book discussions.

**Study Tip**

To prepare for the book discussion, review your notes and your summary paper. Be prepared to do the following:

- Review and discuss the main points or theory covered in the book. This requires specifically naming and reviewing the theory or main point, not just indicating your agreement or disagreement.
- Highlight areas or points with which you agreed, as well as points where you disagreed with the book. Include application to real-life settings, as appropriate.
- Discuss what you might use from what you read in your future practice as an educator.

**Analysis and Synthesis of New Information, Book 3**

How have your educational perspectives been broadened? As you continue to read, do you find
your views in a state of flux? In this subject, you will review what you have read and begin to analyze the author's viewpoints, theories, and/or situation. Look for areas of similarity in thought, or areas of disagreement, and begin to apply the reading to your own setting and situation.

The goal of this section of the course is to expose you to various ideas, theories, and practices in education and encourage critical thinking and reflection on how the reading relates to your own beliefs and practices.

Choose Your Third Reading From the Approved List
What are the crucial issues, trends, and challenges facing education in the United States? In this topic, you will review the reading list and choose a third book from the list. This third book will be from the third section, "Future Trends in Education." You will write a summary on the book you choose and submit it in Taskstream. Try to choose books on topics with which you are less familiar.

Read Your Third Book

Read your book from the "Future Trends in Education" section of the book list. Take notes as you read to capture the main ideas and help you stay focused. Think of examples of how what you are reading applies or does not apply to real-world situations.

Organize Your Thoughts on Your Third Book

Summarize the main points of what you have read in preparation for your next task for this subdomain. Create a concept map to outline the main ideas or theories described by the author. Relate your own experience as an educator or student to the concepts or theories described in the book. Use the Chatter tab in this course of study share with other students, particularly those reading the same book.

Summarize Book 3 and Relate to Personal Perspectives
Does your third author present any new material or does he or she support views that you read in your two previous books? In this topic, you will describe how a given work has impacted or broadened your personal perspective on education.

Complete: Task 608.2.2-01, 02c Performance Task

Complete the following task in Taskstream:

- Educational Thought Seminar: Task 608.2.2-01, 02c

For details about this performance assessment, see the "Assessment" tab in this course.

Write your third book summary, including the author's main points and your personal perspective on the work. Submit it for evaluation in Taskstream as task 608.2.2-01, 02c of the STA1 performance assessment.

Share Impressions, Understanding, and Personal Perspectives on Book 3
Can you bring any new relevant issues or trends to the group discussion? In this topic, you will
discuss the third book you have read with other students and a course mentor facilitator.

Third Book Discussion

Attend a book discussion webinar or schedule an individual conference call to discuss the first book. Participate in the weekly group discussion or schedule an individual conference call with a Course Mentor. See the Course Tips and Course Announcement tabs for schedules and instructions on how to access the discussions.

Book discussions need to be scheduled as each book is completed or for no more than two books per student on each call. The course mentor will indicate participation in this discussion by documenting it in Taskstream as task 608.2.3-01. You do not need to submit anything in Taskstream yourself. However, the task will not show as "Passed" until your participation has been recorded for all five book discussions.

Study Tip

To prepare for the book discussion, review your notes and your summary paper. Be prepared to do the following:

- Review and discuss the main points or theory covered in the book. This requires specifically naming and reviewing the theory or main point, not just indicating your agreement or disagreement.
- Highlight areas or points with which you agreed, as well as points where you disagreed with the book. Include application to real-life settings, as appropriate.
- Discuss what you might use from what you read in your future practice as an educator.

Analysis and Synthesis of New Information, Book 4

As you continue to read, what challenges appear to be the most prevalent in the readings up to this point? In this subject, you will review what you have read and begin to analyze the author's viewpoints, theories, and/or situation. Look for areas of similarity in thought, or areas of disagreement, and begin to apply the reading to your own setting and situation.

The goal of this section of the course is to expose you to various ideas, theories, and practices in education and encourage critical thinking and reflection on how the reading relates to your own beliefs and practices.

Choose Your Fourth Reading From the Approved List

Broaden your perspectives more! Choose a book that takes you out of your comfort zone! In this topic, you will review the reading list and choose a fourth book from the list. Try to choose books on topics with which you are less familiar.

Read Your Fourth Book

Read your fourth book. You may pick it from any section in the book list. Take notes as you read to capture the main ideas and help you stay focused. Think of examples of how what you are reading applies or does not apply to real-world situations.

Organize Your Thoughts on Your Fourth Book
Summarize the main points of what you have read in preparation for your next activity for this subdomain. Create a concept map to outline the main ideas or theories described by the author. Relate your own experience as an educator or student to the concepts or theories described in the book. Use the Chatter tab in this course of study to share with other students, particularly those reading the same book.

**Summarize Book 4 and Relate to Personal Perspectives**

In this topic, you will describe how a given work has impacted or broadened your personal perspective on education.

**Summarize the Fourth Book**

**Respond**: In your notebook, write your fourth book summary, including the author's main points and your personal perspective on the work.

*Note: Unlike your previous summaries, this one will not be submitted for evaluation in Taskstream; however, it is very important that you complete this activity in order to prepare for task 608.2.3-02 where you will be asked to write a final reflection paper that references all five books that you will have read.*

**Share Impressions, Understanding, and Personal Perspectives on Book 4**

In this topic, you will discuss the fourth book you have read with other students and a course mentor facilitator.

**Fourth Book Discussion**

**Attend** a book discussion webinar or schedule an individual conference call to discuss the first book. Participate in the weekly group discussion or schedule an individual conference call with a Course Mentor. See the Course Tips and Course Announcement tabs for schedules and instructions on how to access the discussions.

Book discussions need to be scheduled as each book is completed or for no more than two books per student on each call. The course mentor will indicate participation in this discussion by documenting it in Taskstream as task 608.2.3-01. You do not need to submit anything in Taskstream yourself. However, the task will not show as "Passed" until your participation has been recorded for all five book discussions.

**Study Tip**

To prepare for the book discussion, review your notes and your summary paper. Be prepared to do the following:

- Review and discuss the main points or theory covered in the book. This requires specifically naming and reviewing the theory or main point, not just indicating your agreement or disagreement.
- Highlight areas or points with which you agreed, as well as points where you disagreed with the book. Include application to real-life settings, as appropriate.
- Discuss what you might use from what you read in your future practice as an educator.
Analysis and Synthesis of New Information, Book 5

In this subject, you will review what you have read and begin to analyze the author's viewpoints, theories, and/or situation. Look for areas of similarity in thought, or areas of disagreement, and begin to apply the reading to your own setting and situation.

The goal of this section of the course is to expose you to various ideas, theories, and practices in education and encourage critical thinking and reflection on how the reading relates to your own beliefs and practices.

Choose Your Fifth Reading From the Approved List
You are now ready to read your final book. In this topic, you will review the reading list and choose a fifth book from the list. Try to choose books on topics with which you are less familiar.

Read Your Fifth Book

Read your fifth book. You may pick it from any section in the book list. Take notes as you read to capture the main ideas and help you stay focused. Think of examples of how what you are reading applies or does not apply to real-world situations.

Organize Your Thoughts on Your Fifth Book

Summarize the main points of what you have read in preparation for your next activity for this subdomain. Create a concept map to outline the main ideas or theories described by the author. Relate your own experience as an educator or student to the concepts or theories described in the book. Use the Chatter tab in this course of study to share with other students, particularly those reading the same book.

Summarize Book 5 and Relate to Personal Perspectives
In this topic, you will describe how a given work has impacted or broadened your personal perspective on education.

Summarize the Fifth Book

Respond: In your notebook, write your fifth book summary, including the author's main points and your personal perspective on the work.

Note: Unlike your previous summaries, this one will not be submitted for evaluation in Taskstream; however, it is very important that you complete this activity in order to prepare for task 608.2.3-02 where you will be asked to write a final reflection paper that references all five books that you will have read.

Share Impressions, Understanding, and Personal Perspectives on Book 5
In this topic, you will discuss the fifth book you have read with other students and a course mentor facilitator.

Fifth Book Discussion

Attend a book discussion webinar or schedule an individual conference call to discuss the first book. Participate in the weekly group discussion or schedule an individual conference call with a
Course Mentor. See the Course Tips and Course Announcement tabs for schedules and instructions on how to access the discussions.

Book discussions need to be scheduled as each book is completed or for no more than two books per student on each call. The course mentor will indicate participation in this discussion by documenting it in Taskstream as task 608.2.3-01. You do not need to submit anything in Taskstream yourself. However, the task will not show as "Passed" until your participation has been recorded for all five book discussions.

**Study Tip**

To prepare for the book discussion, review your notes and your summary paper. Be prepared to do the following:

- Review and discuss the main points or theory covered in the book. This requires specifically naming and reviewing the theory or main point, not just indicating your agreement or disagreement.
- Highlight areas or points with which you agreed, as well as points where you disagreed with the book. Include application to real-life settings, as appropriate.
- Discuss what you might use from what you read in your future practice as an educator.

**Final Reflection**

In this topic, you will complete the final reflection paper for the STA1 performance assessment. **Complete: Task 608.2.3-02 Performance Task**

**Complete** the following task in [Taskstream]:

- Educational Thought Seminar: Task 608.2.3-02

For details about this performance assessment, see the "Assessment" tab in this course.

Be sure to do the following:

- Include factual information learned from the individual reading.
- Reflect on personal reactions to readings during telephone conference discussion sections.

*Note: This final reflection paper should include ideas and reflections from all five books you have read.*

**Final Steps**

Congratulations on completing the activities in this course! This course has prepared you to complete the assessments associated with this course.

**Accessibility Policy**

Western Governors University recognizes and fulfills its obligations under the Americans with Disabilities Act of 1990 (ADA), the Rehabilitation Act of 1973 and similar state laws. Western
Governors University is committed to provide reasonable accommodation(s) to qualified disabled learners in University programs and activities as is required by applicable law(s). The Office of Student Accessibility Services serves as the principal point of contact for students seeking accommodations and can be contacted at ADASupport@wgu.edu. Further information on WGU’s Accessibility policy and process can be viewed in the student handbook at the following link:

Student Support

WGU values your input! Please submit any feedback you have using the following form:

Access the WGU Library 24 hours a day, 7 days a week:

Visit the Student Success Center to access a variety of topics that will help you succeed at WGU:

Contact the WGU Writing Center for help with any part of the writing or revision process: