

DEPARTMENTAL RESEARCH GRANT PROPOSAL EDUCATION FOR DEMOCRACY PROJECT

**Proposed by: Dr. Mary Selke, Chairperson
Dr. Michael Feldman
Dr. Carole Hillman
Dr. Debra Meyer
On behalf of the Elmhurst College Department of Education**

I. Project Summary

The Department of Education is initiating a pilot program to assess the impact upon elementary (middle school) and secondary education majors that will result from integrating Facing History and Ourselves (FHAO) concepts and materials into methods classes, content area major classes, and general education classes. The overall FHAO project has three major components. The first is to provide growth opportunities for Elmhurst College faculty who wish to address social responsibility issues in terms of their own ongoing renewal as teacher educators in order to integrate FHAO philosophy and methodology across the curriculum for all students but especially for teacher education students. The second component is to assist with the provision of FHAO in-service development for area teachers. The third component, the focus of this grant proposal, involves the exploration of ways to implement FHAO methodology, resources, and content into secondary pre-service teacher preparation programs and to assess the impact of this action on our students.

The short-range goal for Elmhurst College pre-service teacher education students immersed in the FHAO Education for Democracy Project during their pre-service years is that they will define their roles as teachers in terms of their moral as well as intellectual responsibilities for teaching and professional growth. The long-range goal is that students will participate in life-long learning and professional development experiences that embrace the moral and intellectual dimensions of teaching. These intended outcomes, and related developmental phases, will be evaluated in multiple qualitative and quantitative ways throughout the duration of the project. We do not have the R&D support enjoyed by the other schools that have been selected to pilot similar initiatives (Stanford University and Boston College). We are seeking grant funding to assist us with doing our own data collection and analysis. (To date, we have not yet applied for additional grant funding.)

II. Narrative

1. Current Situation & Contextual Background

We live in an increasingly complex society in which examples of interpersonal disconnect are expanding almost as rapidly as our technological options. For example, news clips of the aftermath of adolescent students wielding guns in schools are increasing in the media. When background information is sought on these students they are often found to have been harassed, bullied, marginalized or shunned by members of a majority or elite minority subculture in their school community while figures of authority and significance looked the other way. The Elmhurst College teacher education faculty, in the Department of Education and across campus, are charged with the responsibility of preparing middle school and high school pre-service teachers to become

caring creators and directors of learning experiences in middle and high schools where the circumstances that result in reactive violence are becoming increasingly commonplace.

Educators have known for decades that an individual's basic value systems and character are established by age ten (Havighurst & Peck, 1960) but have the potential to undergo a period of growth between the ages of ten and sixteen when environmental factors have more impact than the influence of the family (Raths, Harmin, & Simon, 1966). This is especially the case when adolescents are involved in prolonged, deeply engaging experiences that are part of the socialization process and have an affective as well as a cognitive impact (Havighurst & Taba, 1949; Raths, Harmin, & Simon, 1966). With this in mind, we are not only challenged to help our education students become aware of issues dealing with ethics, humane values, and social responsibility but also to prepare our students to help their own adolescent students confront these issues and deal with them in a proactive manner.

2. The Project Plan

As one way of meeting this challenge, the Elmhurst College Department of Education and the Facing History and Ourselves organization have embarked on an innovative partnership effort in pre-service teacher development. FHAO was founded in 1976 through a series of federal grants and has been sustained since that time through private foundation sponsorships. The organization is growing and has established regional offices throughout the United States and abroad. Since its inception, FHAO has sponsored workshops for in-service teachers that emphasize rigorous academic content, interdisciplinary study, process-specific methodologies and vocabulary, and the use of primary resources. In 1999, FHAO launched an initiative to collaborate with colleges of education. Elmhurst College was selected to be part of the initial group of colleges, along with Stanford University and Boston College.

The mission of Elmhurst College expresses our identity as a diverse and caring community of scholars, teachers, students, and staff with emphasis on the development of humane values, skills necessary for critical and creative inquiry, the capacity and desire to serve others, the commitment to meaningful work, understanding of global interdependence, and responsible citizenship. The mission of Facing History and Ourselves is to engage students, teachers, and college faculty in a critical examination of historical events in order to promote a more humane and informed citizenry better able to be: active participants in a democratic society, committed to social justice, and skilled in moral reflection. Both entities believe that teaching must be an ethical endeavor imbued with a strong sense of social responsibility.

The resulting project has three components. The first is to provide growth opportunities for Elmhurst College faculty who wish to address social responsibility issues in terms of their own ongoing renewal as teacher educators in order to integrate FHAO philosophy and methodology across the curriculum for all students but especially for teacher education students. The most recent example of this was the three-day institute held on the Elmhurst College campus in August, 2000. Faculty members from the departments of education, English, geography, library science, sociology, and theology attended the institute and will be invited to a reunion meeting in May, 2001, on the Elmhurst College campus. FHAO is also sponsoring the attendance of Drs. Cunningham, Lindberg, and Selke at a national FHAO institute in Connecticut, in summer of 2001, for in-depth training.

The second component is to assist with the provision of FHAO in-service development for area teachers. FHAO representatives from the Chicago office have presented during Holocaust Guestship week and the ASCD student chapter-sponsored conference. A week-long workshop for teachers is scheduled on the Elmhurst College campus in June, 2001.

The third component involves the exploration of ways to implement FHAO methodology, resources, and content into secondary pre-service teacher preparation programs and to assess the impact of this action on our students. The pilot phase of the third component is the focus of this grant proposal.

The first step in the pilot phase was to select second-semester freshmen in elementary (middle school) and secondary education sections of EDU 110 during the Spring semester, 2001, to form the pilot cohort group. These students will be oriented in FHAO philosophy and methodology during the remainder of their time at Elmhurst College by: a) attending an introductory immersion experience sponsored by the FHAO Chicago Regional Office, b) attending a credit-bearing seminar each semester centered around a key FHAO concept, c) taking general education and professional education classes from professors who have participated in FHAO workshops or institutes, and d) working with area teachers who have participated in FHAO workshops or institutes during field experiences and student teaching.

The overriding short-range goal for Elmhurst College pre-service teacher education students immersed in the FHAO Education for Democracy Project during their pre-service years is that they will define their roles as teachers in terms of their moral as well as intellectual responsibilities for teaching and professional growth. The long-range goal is that students will participate in life-long learning and professional development experiences that embrace the moral and intellectual dimensions of teaching. More specific short-range objectives for Elmhurst College elementary and secondary education majors are to:

- Engage in continuous examination of how education throughout history and in the contemporary realm has the potential to contribute toward human growth or human deprivation;
- Explore the rich content of history that is essential for higher order thinking and learning, and for understanding the context of human events;
- Examine personal concepts of “self”, “we”, and “they”, in order to identify areas of comfort and discomfort;
- Work with students in developmentally appropriate ways to help them explore complex issues such as prejudice, discrimination, oppression, and power in their lives and in society;
- Develop the leadership skills for teaching social responsibility in their classrooms, schools, and communities in order to provide their students with a working awareness of the moral challenges and skills necessary to make informed choices in a democratic society.

A longitudinal research study will be designed for the purpose of comparing knowledge, skills, and dispositions demonstrated by students in the experimental cohort with that of students who have not been immersed in FHAO philosophy and methodology.

3. Faculty expertise

Dr. Feldman was initially introduced to FHAO concepts through his work in the area of student attitudes and values in collaboration with five school districts in Massachusetts in 1968. He became interested in FHAO in the late 1990's and attended his first FHAO workshop in 1999 (a national immersion experience in Brookline, MA), with an on-campus follow-up immersion at the FHAO institute in summer of 2000. Dr. Hillman is actively involved in Service-Learning, attended her first FHAO workshop in 1999, and also was part of the summer, 2000, institute on the Elmhurst College campus. Dr. Meyer is a specialty track advisor in the intercultural studies program, was introduced to the FHAO concepts in 1999, and participated in the on-campus institute in summer, 2000. Dr. Selke was introduced to FHAO a month after beginning at Elmhurst College by attending the August, 2000, institute on our campus and will be participating in a national FHAO immersion experience in Connecticut this summer. Enactment of the proposal will be augmented by a close working relationship with organizational members of the FHAO Regional Office in Chicago and the linkages Dr. Feldman has established with directors of the national FHAO Office in Brookline, MA.

4. Plans for evaluation and dissemination

Outcomes will be evaluated in multiple qualitative and quantitative ways throughout the duration of the project, especially during the spring of 2002 as preparations are made for a second cohort. Qualitative assessments will include analysis of students' philosophy statements at intervals throughout their pre-service years, interactive reflection journals maintained during semester seminars for the duration of the pre-service program, and exit interviews toward the end of student teaching. Quantitative measures will include analysis of CLOE scores during the course of the project and involved faculty are currently engaged in the process of selecting additional quantitative instruments to measure affective attributes prior to the first seminar and during the student teaching seminar. Basic demographic data will also be maintained as will the number of contact hours in classes with a FHAO-prepared professor, clock hours of field experiences and whether or not those experiences took place under the supervision of a FHAO-prepared teacher, and the number of hours and nature of service-learning volunteerism. We hypothesize that students in the cohort, in comparison with non-cohort students, will: a) reach higher levels of competence more quickly (as determined by CLOE ratings), b) become more involved in field experiences (in terms of time spent and depth of involvement), 3) be more likely to engage in service-learning, and 4) express philosophies of education that include more highly developed and clearly articulated perspectives of social justice, moral responsibility, and democratic values.

Dissemination of preliminary and final results will also be enacted in multiple ways. Results will be shared with the FHAO organization and other colleges working with FHAO, with local schools districts, with the national United Church of Christ Office of Peace and Social Justice, with the Illinois State Board of Education (ISBE) and the National Council for the Accreditation of Teacher Education (NCATE) on annual reports, and at local, state, and national conferences. Contributing faculty members will also prepare professional journal articles dealing with aspects of this research project.

III. Timeline

Spring, 2001	Identify cohort, conduct pre-tests, gather baseline and demographic data, including philosophies of education
Fall, 2001	Key Issue: "The Individual and Society" - monitor reflection journals, service-learning, and field experience CLOE's.
Spring, 2002	Key Issue: "We and They" - monitor reflection journals, service-learning, and field experience CLOE's.
Fall, 2002	Key Issue: "Judgement and Legacies" - monitor reflection journals, service-learning, and field experience CLOE's.
Spring, 2003	Key Issue: "Choosing to Participate" - monitor reflection journals, service-learning, and field experience CLOE's.
Fall, 2003	Key Issue: "Education for Democracy" Capstone seminar - monitor reflection journals, service-learning, and field experience CLOE's.
Spring, 2004	Student Teaching - Repeat philosophy of education, conduct post-tests.

IV. Budget

Expenditure Item	Grant Funding Sought	In-Kind Costs
Data Analysis	\$2,700 (Toward professional travel or a laptop computer for principle investigators in lieu of a stipend.)	-
Secretarial Assistance	-	Dept. of Education
Software (qualitative analysis)	\$250	-
Supplies: Printing	\$300	-
Supplies: Postage	\$50	-
Supplies: Disks/Transparencies	\$50	-
Telephone	\$50 (long distance)	Dept. of Education (local)
Test Materials & Processing	\$100	-
	Total: \$3,500	

Grant funding is sought for start-up costs during summer of 2001 and the 2001-2002 academic year. We are requesting travel funds or purchase of a laptop computer in lieu of salaries for faculty members involved in baseline/entry-level data analysis, baseline interviews, journal analysis during the first year, and the development of the Key Issue Seminar curricula for the initial year of implementation. The software line item has been included to cover the purchase of qualitative analysis software (such as "Ethnographer"). Supply items will cover costs associated with preparing and copying materials for the first cohort, mailing items to cohort members and the FHAO offices, computer disks, and back-up transparencies. Telephone costs will be applied to conference calls with FHAO organizational representatives and other colleges involved with FHAO.

The Department of Education thanks you for your consideration of our proposal. Please contact me if I can provide documentation or additional information.

References

Havighurst , Robert, & Peck, Robert (1960). The Psychology of Character Development. New York: John Wiley and Sons.

Havighurst, Robert, & Taba, Hilda (1949). Adolescent Character and Personality. New York: John Wiley & Sons.

Raths, Louis, Harmin, Merrill, & Simon, Sidney (1966). Values and Teaching. New York: Merrill.