

EDUCATION

Coordinator: Kimberly Campbell, Chair, Teacher Education

Lewis & Clark offers several courses for undergraduates who wish to explore the field of education. Students who are interested in becoming educators are encouraged to take ED 205 Education in a Complex World and ED 446 Reimagining Teaching and Learning. Both courses are taught by faculty members in the Lewis & Clark Graduate School of Education and Counseling and may incorporate off-campus experiences in elementary, middle, and/or high school classrooms in Portland Public Schools. These courses also provide a strong introduction to educational theory and practice that are necessary for further study in this field.

Students interested in a teaching career in middle or high school are encouraged to choose an undergraduate major related to the subjects they wish to teach. Prospective elementary school teachers might take courses from many disciplines, including mathematics and science. In either case, students are encouraged to meet with faculty members from the graduate school as early as possible in the student's undergraduate experience to learn more about teaching and to discuss course choices. Contact the Teacher Education Department (http://graduate.lclark.edu/departments/teacher_education) at the graduate school to be directed to the appropriate faculty member.

Lewis & Clark's Career Development Center provides many opportunities for students planning to continue in this field, such as volunteer work with community-based educational organizations. Students are also encouraged to attend events sponsored by the Lewis & Clark Graduate School of Education and Counseling (<http://lclark.edu/graduate>), which oversees the College of Arts and Sciences education offerings. The undergraduate school has no major or minor in education. However, the graduate school has excellent teacher education programs and historically has admitted a high proportion of the College of Arts and Sciences applicants. First-year students and sophomores are invited to pursue early admission into a graduate Master of Arts in Teaching degree program via the Teacher Pathways program (https://college.lclark.edu/academics/pre_professional/education/teacher_pathways).

Faculty

Jennifer de Saxe. Assistant professor of education. Democracy in education, teacher education and critical self reflexivity, critical feminism in education, and foundations in education. PhD 2014, MEd 2009 University of Washington. MAT 2011 DePaul University. BA 1999 University of California at Davis.

Alejandra Favela. Associate professor of education. Bilingual education and reform, culturally and linguistically responsive pedagogy. PhD 2004 Claremont Graduate University/San Diego State University. MA 1994 London School of Economics and Political Science. BS 1992 University of California at Berkeley.

Courses

ED 205 Education in a Complex World

Faculty: Education Faculty

Content: Exploration of educational reforms, pedagogical methods, and the sociopolitical issues that shape schools. Collaborations with local schools deepen knowledge of educational approaches. Activities, readings, and assignments integrate theory with practice. Field work in Portland Public Schools advances understanding of the complexity and art of teaching.

Prerequisites: None.

Usually offered: Annually, fall and spring semester.

Semester credits: 4.

ED 446 Reimagining Teaching and Learning

Faculty: Education Faculty

Content: In-depth exploration and analysis of the current state and framing of teachers and teacher education. Current educational theory and reform legislation. Reflection on students' emerging beliefs about schools and teaching. Research projects employing practical applications of theory and personal pedagogy. Weekly seminar meetings; written assignments based on readings and practicum activities.

Prerequisites: ED 205 or ED 201.

Restrictions: Sophomore standing required.

Usually offered: Annually, spring semester.

Semester credits: 4.

ED 450 Philosophy and Practice of Environmental/Ecological Education

Faculty: Education Faculty

Content: Overview of current theories about the role of education in developing ecologically literate citizens. The origins of environmental education and consideration of "ecological" education. Focus on relationships between humans and the natural world, and among humans. Cultural factors that may bear on the causes and solutions of environmental problems. Students complete a 15-hour practicum in a community or school setting in which environmental or place-based studies is a central part of the curriculum.

Prerequisites: ED 205.

Restrictions: Sophomore standing required.

Usually offered: Alternate Years, fall semester.

Semester credits: 4.

ED 455 Science Education in the Twenty-First Century: Why, What, Where, and for Whom?

Faculty: Finkel

Content: Students will explore the role of science and scientific knowledge in a democratic society. Through readings, discussion, reflective writing, and experiences in the field, students will: identify factors that influence who chooses to study science in school and/or pursue a career in science and who does not, explore factors that influence who succeeds in science majors and careers, review a range of models for science teaching designed to meet the needs of a diverse population, and consider the role that an understanding of science plays in the maintenance of a democratic society.

Prerequisites: ED 205.

Restrictions: Sophomore standing.

Usually offered: Annually, spring semester.

Semester credits: 4.