EDTC807 Dr. Tracy Amerman

Assignment: Conservative vs. Progressive view of Education

E.D. Hirsch is an advocate for a "core knowledge base" to be taught in American schools and argues that Progressives such as Dewey are one reason American students are not achieving as well as they should be.

Read about Hirsch and his philosophy about schooling. Compare his thoughts and ideas to one of his critics. You can present the information in table or diagram form. Be as specific as possible.

Response

Actors in Task of controversy		Controversy		Illustrations
Hirsch vs. Dickens		Imploring Facts		•Hirsch's core knowledge builds a curriculum on hard facts rooted in cultural literacy. Facts by themselves are what is wanted in life. Therefore, teaching different genders must include facts. You can exclusively build conscientious reason by introducing facts. Nothing else matters to give service to the student's educational intelligence other than facts. Install nothing else other than the facts. https://londongt.org/knowledge-versus-thinking-skills-the-debate-over-hirschs-core-knowledge-curriculum/ •Dickens indicates that facts are not the only way to bring about an intellectual person. Given this limited philosophy in Dickens's writing of "The Signal-Man," where Dickens's portrayal of a railroad signalman predicting deadly train accidents with a ghostly presence, https://engelsbergideas.com/notebook/dickens-mechanical-ghosts/ Dickens's storytelling was factual about reading fiction. Furthermore, storytelling is essential to cultural literacy.
Hirsch vs. Anonymous Teacher		Conveying Knowledge		•Hirsch's ideal of instilling knowledge in all children is the most practical concept for narrowing the education gap. Also, the student and the parent's engagement helps produce significant progress in closing the education gap. Knowledge is the sole component that humans have control over in accomplishing academic worth and cognitive capacity. •The unnamed teacher suggests knowledge must be correlated with skills. Skills and knowledge complement each other like academic intelligence and cognitive cultivation. Knowledge produces knowledge which in turn generates a particular competency to do something well. On the other, reversely, skill accomplishes proficiency along the line of cognitive achievements. https://londongt.org/knowledge-versus-thinking-skills-the-debate-over-hirschs-core-knowledge-curriculum/

Hirsch vs. Vygotsky		Having Knowledge	•Hirsch emphasizes that having initial knowledge can impair students from looking up information. •Vygotsky suggests that pupils must previously understand educational material to lookup information effecively. Connecting unfamiliar knowledge with knowledge that one already knows readies the mind for cognitive amelioration. The depth of understanding educational advencements entails possessing preparatory knowledge. The readiness to manage incoming information helps develope perceptive thoughts from pass educational expereinces. https://londongt.org/knowledge-versus-thinking-skills-the-debate-over-hirschs-core-knowledge-curriculum/
Hirsch vs. Bruner		Age of development	•Hirsch's core knowledge is devoted to natural forces confirming that intelligence accumulates grade by grade specifically. Pupils absorb information and must already carry knowledge in their long-term memory. Building knowing in one long-term memory is paramount to the readyness to develope cognitively. Learner continusly process a wealth of information. •Bruner asserts that any child at any stage of development can be taught any subject. Bruner thinks that all children gain knowledge through action involving the world around them. He accentuates that culture and phraseology cultivate cognitive progression. Children rethink essential concepts that boost competency and cogitation. Bruner subjects that students need to concern themselves with structure and education information.https://www.simplypsychology.org/bruner.html
Hirsch vs. Walter Feinberg		Social Class coherent curriculum	•Hirsch reported that well-educated homes prepare their students academically to learn faster than disadvantaged students from non-educated homes - especially in reading. Therefore, once students arrive in the classroom every teacher has the green light to teach subject matters as they deem fit, and this theory should be cultivated in every district, school, and classroom, (https://rethinkingschools.org/articles/the-influential-e-d-hirsch/) •Feinberg wrote that Hirsch dishonors pedagogies that strengthen segregation. Hirsch thinks teachers should lecture to students and not listen to them. Meanwhile, Hirsch hadn't submitted any written analysis of what teacher's classrooms are really like. Hirsch voices what he thinks not what teachers rely on in the classroom - especially with testing. https://www.city-journal.org/article/the-redemption-of-e-d-hirsch

Hirsch vs. Kohn		Rote learning		•Hirsch elaborated that the best way to learn a subject is to generalize the subject principles with sufficient details. Rote memorization establishes repetitive memory techniques using letters and numbers. Allowing for enormous cognitive growth, along with increasing one critical thinking skills. Hirsch believed that the ability to memorize builds intelligence. •Kohn disagreed with Hirsch, he argues that students should explore and delve into subjects of their interest. Adding teachers need to guide students' understanding of learning from the inside out, establishing imaginativeness and demanding thought - venturing away from positive reinforcement. Getting the student involved with curriculum building around complications and design strategies, https://uvamagazine.org/articles/the_facts_of_the_matter
Hirsch vs. Eaglestone		Writing Interpretation		• Hirsch's notion of cultural literacy was the driving force of knowledge-direction and knowledge-prosperous curriculum. Hirsch standardized government policy by projecting a mental fortitude that personalized literacy and cogitative skills. The constitution of a new education framework was being put into place. The mission of growing educational institutions was being established around the Country. •Eaglestone's argument was convincing and effective, he wanted to incorporate changes in the school's curriculum. So that, it will transform and resurrect education policy. A policy that will essence bring philosophical context to the curriculum subjects; which addresses lawmakers, educational advocates, and legislators in the interest of the Philosophy of Education Community. https://onlinelibrary.wiley.com/doi/full/10.1111/2048-416X.2020.12006.x

irsch vs Gray		Methology		• Hirsch's book "What Every American Needs to Know",
				contends if you accept essential 'communal Knowledge' collaborated by the majority in the culture, you will have high-quality life developments. Hirsch claim the book carry all the information one needs to flourish in a comtemporary society. Hirsch uses the term litericty to insinuate the network of information all efficient readers should possess.
				•Gray claims that Hirsch misrepresented assertions when making an argument. For example, Hirsch's assertion of five thousand details "What Every Americans Needs to Know", was very contentious, therefore, questioning what is right to teach and what isn't right to teach calls to question. This is not just an idea, it is the Core of knowledge Foundation. https://mrjoneswhiteboard.blog/2021/07/26/e-d-hirschs-views-on-the-curriculum-popular-but-perpetually-problematic/

Assignment: Informal Learning

Response

John H. Sargent III

Abstract

The psychological relationship between students and teachers can be manifested through digital media. Podcasting is an example of how adult learners can prepare for the GED test by using visual, audio, and kinesthetic learning techniques. Podcasts that are created to adapt to specific learning styles can offer a coaching experience that is represented by a certain demographic, (students who successfully passed the GED test). There are so many success stories that need to be heard. Sharing stories and simultaneously instructing current GED students can help build an educated community.

Introduction:

Many research models discuss the impact of instruction on student learning styles; one of those research pieces ascertained that learning styles in adults reveal that interaction instructional content delivers sufficient learning outcomes, Pashler, McDaniel, Rohres, & Bjock, (2008).

In addition to this paper spotlighting how adult learners can be motivated in their quest to acquire a GED, it also identifies how medically scientific facts can assimilate visual, auditory, and kinesthetic learning methods into the context of podcasts. Most of all, this paper questions 'Can using podcasts as a learning tool encourage GED grads to become peer teachers who support inspiring GED students'?

Review of literature:

This qualitative research uses medical evidence to explain the process that contemplates GED graduates enlivening GED studies via instructional podcasts. This process identifies kinesthetic learning styles, visual learning styles, and auditory learning styles, as well as the auditory association cortex, the visual association cortex, and the premotor cortex as themes.

Podcasting was classified in the 1980s but didn't come into prominence until 2004. Today podcasting streams around 1.5 million episodes globally and is expected to reach above 2.2 billion in advertisement revenue by the end of this year alone. In theory, viewers and listeners can stay in tune with their favorite podcasts while engaging in any activity; allowing creators to provide countless options of content that cater to a variety of interests. This trend has the potential to integrate a plethora of new markets in the coming future, Dear Media, (2018).

Educational podcasting in context

The contribution to learning via podcasts is plentiful. The usability and accessibility of educational podcasts allow people to learn while being busy, 'learning on the go'. The avid use of technology, along with having a computer at your fingertips puts the embodiment of knowledge near most of us.

Introducing short content-focused podcasts while coaching students to prepare for the GED test allows these students to give feedback and, consequently, provides them the opportunity for content repeatability which reinforces success, Palenque, (2016).

Podcasts that are predetermined to have Visual learners witness real people who have already acquired their GED assimilate visual effects into GED testing material while connecting it to their GED journey, would incentivize current students to continue through their GED testing adversities. One can only deduce via the following medical information, that this will have an enthralling effect on aspiring GED testers.

Podcasts focused on auditory learners who listen to peer teachers who have passed the GED test can be influencing. Especially, when these peer teachers elaborate on the GED testing material that gave them trouble. Peer teachers encourage devotion, mindfulness, andexcitement, while helping others to gain knowledge through listening, Suija, Sary, Loogus, & Kalda, (2020), as is explained in the coming medical science section.

Also, the medical science section explains how a podcast designed for kinesthetic learners would be best suited if it allows good-natured hands-on activities. Kinesthetic learners, "have better memory retention when they're actively doing something while learning; they prefer active learning environments where they can move around and engage with the material" Simiply12 Staff, (2023).

Medical Science

Medical data proves that the brain's Visual association cortex, "integrates visual data with memory, emotions, and other senses", Parker, (2019, pg. 110). The memory systems of the brain encompass circuitry, connectivity, and computational functions allowing for scene perception and attention. This area of the brain is called the hippocampus; it characterizes objects in a manner that presents itself in the moment, capacity, or elsewhere - a method of statistical knowledge that allows for visual recognition. This explains the role that the hippocampus has in human visual processing. The brain activity associated with the hippocampus develops mechanisms for memory association 'spatiotemporal similarities', a main contribution to visual learning styles, Browne, (2019).

The brain's Auditory association cortex, "integrates auditory data with memory, emotions, and other senses, Parker, (2019, pg. 110). Analyzation of human speech and real-time heeding is a prerequisite for neurons in the auditory cortex to assimilate natural sound with other audiovisual content. The auditory cortex is understood to be responsible for human judgment and advancing cognition. Students being able to focus their attention and achieve motor skill planning is the consequence of auditory perception. This embellishes the human's "Spectrotemporal Analysis Receptive Field', (STRF), which interprets and anticipates the reaction to one's auditory neurons; a salient argumentation to one's auditory learning style, King, (2018).

The brain's Premotor cortex, "creates intention to produce movement; provides guidance and coordination of actions, Parker, (2019, pg.110). This kinesthetic awareness helps with one's muscle movements, which in turn, allows basic imagery which is associated with cognitive channels that affect a person's perceptional-motor skills, DeSutter & Stieff, (2017).

The brain's motor cortex is molded to furnish skilled learning. This cortex is associated with human procedural skills knowledge. The brain's underlying circuitry is constantly being studied to determine which brain cells are affected during procedural learning. There are research gaps about the nature of the brain's circuitry, notwithstanding, more research is needed because the brain's full underlying circuitry is unsubstantiated, Papale & Hooks, (2018).

Conclusion:

This study pointed out the salient associations between different learning styles and medical conclusions. This research study exemplifies that more research is needed to adequately assess how podcasts using GED graduates will affect the undereducated community at large.

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Assignment: Curriculum Implementation Plan

Response

John H. Sargent III

Abstract

The Adult education program at Orange County Community College, also known as SUNY Orange, gives all their students a fair equitable opportunity to learn and build on the knowledge needed to accomplish their educational goals. In 1950, as part of the SUNY system, the college became the first and only two-year degree educational institution serving New York State. The purpose of this proposal is to give a discerning perspective on how peer-instructed podcasts galvanize aspiring GED students. With campuses in Middletown and Newburgh NY, SUNY Orange is a formidable attraction for adult learners, serving the higher educational needs of multiple counties in northern New York State. The current GED program at SUNY Orange has been serving the community since 2011.

Introduction

The opportunity for a productive and sustainable lifestyle materializes when young adults receive their high school diplomas. Some of these youngsters will decide to end their K-12 education and go on to pursue a GED. The US requires immigrants to receive an American high school education before attending a College or University. Therefore, getting a GED is the first step for immigrants to achieve a higher education in America. Some American students are mandated by the judicial system to get their GED, and others are forced to enter a GED program due to cultural improprieties.

Overview

Past and present GED students' engaging in the development of short multimedia instructional podcasts can bolster learning, stimulate high-order thinking, and improve student engagement; learning is a modeled process that comprises multiple holistic brain structures and systems: the brain's frontal lobes, which house short-term memory take in small bits of information before it starts to suppress newly received data; the brain's synaptic gap, which helps with explicit learning, regulates and builds linkages to data within fifteen minutes of gathering freshly acquired data, then it takes hours to reinforce and complete this linkage for implicit learning; neutrons, in the brain reclaims protein enzymes which are essential to long-term memory. These neutrons go through timing intervals during a regenerative process, therefore, resting periods are helpful when the brain is exposed to new data; and the hippocampus, which transforms the brain's electrical signal and chemical inputs into memory, by going through a process called consolidation. This process is also established through time intervals, giving another reason why resting periods are conducive when acquiring new data, Jensen (2005)

High-order thinking is accomplished, "Irrespective of the form of podcasting, student satisfaction is typically strong and students generally perceive podcasts to have enhanced their learning, Chester, A., Buntine, A., Hammond, K., & Atkinson, L. (2011).

Rational of Important

GED student's "Intellectual engagement does not occur automatically: successful engagement depends not only on the cognitive effort but also on the metacognitive processing, which in turn depends on the development of stage of the student", Chester, A., Buntine, A., Hammond, K., & Atkinson, L, (2011). Therefore, because the GED classes are taught to students with different cognitive levels, we must find ways to approach learning that will allow every student to understand their cognitive abilities, which in turn, gives them the confidence needed to be successful in passing the GED test.

GED lessons that are implemented by using educational multimedia podcasts help students "Teach other classmates how to use specialized software, record their learning on a particular topic that shows a step-by-step process, so that classmate can learn the

material at their own pace or catch up on missing sessions, advantages, and current news in the sector of interest", Chester, A., Buntine, A., Hammond, K., & Atkinson, L, (2011).

Systems

The goal is to develop instructional podcasts to support the system-based GED program at SUNY Orange. The SUNY system of colleges and universities has a long history of supplying the educational needs of New York State residents and beyond. The GED studies at SUNY Orange enroll a diversity of students from different economic backgrounds, cultures, and intelligence quotients throughout the State of New York. Both campuses are landscaped with beautiful architecture. The modern constructed buildings are visually conducive to learning. The Newburgh campus sits parallel to the Hudson River with a stunning view of the Catskill Mountains.

On one hand, SUNY Orange's GED system provides instructional guidance in four major disciplines of study: Mathematics, Reading and Writing, Social Studies, and American History. On the other hand, due to the educational needs of the community, the college distinctively incorporates budget control in place of direct for-profit initiatives. With its symbolic funding allocations, SUNY Orange's GED system supports multiple community entities: the Nationwide YouthBuild program, the Youth Empowerment program out of the Middletown, NY campus, and the Adult Education Best Resources program out of the Newburgh, NY campus. These general public projects are intended to address the out-of-work and the educational unengaged New York residents, by exerting work and lifeforce skills development, support counseling to build self-confidence, and of course the GED classes. The classes are taught in English and Spanish languages via Zoom sessions.

Scenarios and Vignettes

Online Zoom session participation is not only a problem at SUNY Orange; GED students attendance is an ongoing problem nationally. Class attendance at SUNY Orange in the first quarter always averages 18 to 25 students, by mid-term attendance starts to dwindle, and by the end of the term, the student count winds down to having 2 or 3 students that are ready to take the GED test.

Thomas states "Mounting evidence underscores the facts that high school dropout rate remains high across the nation and many eligible people are not participating in GED programs. The people residing in Southwest Virginia are no exception," Abstract, 2008.

This attrition of GED students is an ongoing phenomenon happening term after term. Nonetheless, allowing these students access to view and or participate through peer instructional podcasts is a creditable option to help with participation.

A well-established business entrepreneur in the city of Newburgh, NY, (close to where SUNY Orange's campus is located), has committed to sharing his experience of building a successful business after receiving his GED. He wants to show how his business practices relate to what SUNY Orange's GED studies teach about real-world activities, and how being a recipient of a GED changed his life.

Students who have completed their GED studies at SUNY Orange and are currently registered in the Nursing curriculum at SUNY Orange are excited to hear they can be guests on educational podcasts, in which they would be helping to inspire current GED students to continue toward their educational goals by finishing the GED program.

Caratozzolo, P., Prieto, V., Hosseini, S., & Hernandez, J., "Serious-Story technique were the images significantly enhanced to the story being told: the images alone speak for themselves with scripts prepared by students themselves on topics selected from the official course outline", Abstract, (2022).

The results of having students' instructional podcasts can make significant improvements in GED participation around the nation. Feedback from peer-developed podcasts needs more research studies done to validate the improvement of educational outcomes.

Selected Reading

The data in this proposal makes a reflection onerous when viewing the class reading holistically. That said, a relationship is to be made theorems to at least one of the class readings, 'The Evolution of Instructional Technology in Classrooms, Sandholtz, J., Ringstaff, C., & Dwyer, D., states "Teachers recognizes unique moments that present students with opportunities for growth and capitalizes on them", (1997, pg 35).

As a reflective comparison, the work of this proposal determines that GED students have the opportunity to exploit an exceptional moment in meeting their educational goals by engaging in instructional podcasts.

Likewise, with another comparison, teachers notice students are engaging together with, "highly evolved skill with technology, their ability to learn on their own, and their movement away from competitive work patterns towards collaborative ones.", Sandholtz, J., Ringstaff, C., & Dwyer, D., (1997 pg. 45).

Hypotheses

Instructional podcasts support learning and strengthen participation through engagement - instilling self-confidence. Also, the Brain continually learns even when the body is resting, though the resting periods are meant for the brain to acquire new data.

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