

Educational Studies

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The B.A. in Educational Studies prepares students to contribute to a variety of educational contexts. This major does not lead to teacher licensure. Graduates will have in-depth knowledge of educational theory, group management, building learning communities, and experience putting theory into practice through lesson and curriculum design. Students will develop strong skills in communication, critical thinking, experiential learning, inquiry-based teaching and learning, leadership, and the use of technology. The Educational Studies department offers a B.A. in Educational Studies with a choice of two different concentrations.

Students pursuing a B.A. in Educational Studies with a concentration in Educational Theory and Practice will visit a wide variety of schools which will contribute to their knowledge of the American educational system. Students will consider the role of teachers, learners, parents, community members, and leaders in educational reform. This topic will be explored in terms of both past and present efforts to design an educational system which supports learning for all students. Graduates are encouraged to use the Educational Studies major to expand the potential use of the content gained in a second major. The skills gained during the course of this major will be valuable to students who want to pursue consulting, training, facilitating, group management, teaching at all levels, involvement in higher education, and other leadership roles.

The B.A. in Educational Studies with a concentration in Outdoor & Experiential Education takes advantage of Principia College's 2,600 acre campus, which sits on top of limestone bluffs that tower over the Mississippi River. We use the beautiful and untamed portions of campus to give our students experiences that emphasize leadership, outdoor program design, environmental ethics, outdoor education, adventure education, experiential teaching and learning theories and methods, program planning and delivery, team building, lesson plan design, hard and soft skill development, and communication skills.

Graduates will not only be confident in their ability to design, lead, and evaluate outdoor pursuits, but will also understand the subtleties involved with designing experiential and hands-on learning opportunities for multiple other venues, including in a traditional classroom setting. This program reflects Principia's commitment to experiential education and interdisciplinary learning. Graduates may go on to have careers as outdoor guides, challenge course facilitators, interpretive center guides or directors, outfitters, park rangers, camp directors, environmental program designers, or eco-tourism guides. Graduates will be recognized for their strengths in the areas of leadership, group facilitation, communication, interpersonal skills, and moral character.

Departmental Learning Outcomes

1. *Communication – graduates will use verbal, nonverbal, written, and visual skills to effectively communicate*
 - a. Active listening
 - b. Giving and receiving feedback
 - c. Effective communication in group settings
 - d. Use of grammar and punctuation conventions
 - e. Introduction and purpose
 - f. Sequence and focus
2. *Reflective Thinking, Observing, and Responding– Graduates will be able to observe, document, and analyze personal and group processes through reflection*
 - a. Documentation/reporting
 - b. Questioning
 - c. Analysis and response
3. *Pedagogical Knowledge – Graduates will be able to articulate their own personal pedagogical beliefs about teaching and learning*
 - a. Understanding of diverse learners and needs
 - b. Knowledge and application of differentiation and inclusion
 - c. Demonstrate the skills needed to develop safe and positive learning communities
4. *Authentic Leadership – Graduates will develop their own authentic leadership styles*
 - a. Recognize the role of character and dispositions in effective leadership
 - b. Develop and know one’s own authentic leadership style

Majors

- B.A. Major in Educational Studies with a Concentration in Theory and Practice (<http://catalog.principiacollege.edu/majors-minors/educational-studies/ba-concentration-theory-practice/>)
- B.A. Major in (<http://catalog.principiacollege.edu/majors-minors/educational-studies/ba-concentration-outdoor-experiential-theory-practice/>) Educational Studies with a Concentration in Outdoor and Experiential Theory and Practice

Minors

- Minor in Educational Studies Theory and Practice (<http://catalog.principiacollege.edu/majors-minors/educational-studies/minor-theory-practice/>)
- Minor in Educational Studies Outdoor and Experiential Theory and Practice (<http://catalog.principiacollege.edu/majors-minors/educational-studies/minor-outdoor-experiential-theory-practice/>)

- EDST 020 Internship - No Credit** **0.0 SH** []
 Students participate in an off-campus pre-professional field experience in an educational setting that will prepare the student for a career related to education. Examples may include (not limited to) camp counselor, staff trainer, zoo educator, museum educator, and must provide a professional career-based experience relevant to the curriculum within Educational Studies major. Internships repeatable four times (credit or non-credit).
Prerequisite: EDST 260.
Field of Study Restrictions: Educational Studies, Educ St:Outdoor & Experiential, Educ Studies:Theory & Practice Majors and/or Minors only.
- EDST 101 Pathways to Success** **3.0 SH** []
 This course gives students a foundation for lifelong learning and helps them to succeed in college and beyond. Focus will be on communication, professionalism, study skills, 21st-century skills, creativity, presentation skills, time and distraction management, collaboration, critical reading and thinking skills, note taking, and effective study techniques.
- EDST 120 Signs of the Times** **3.0 SH** [GESS]
 A liberal arts foundations course centered around a contemporary national and world issue. Using a cross-curricular approach to analysis and problem solving, students critically read current and classic material, write extensively, discuss actively, and work collaboratively with other members of the class. Students also explore the attitudes, skills, and behaviors that contribute to success in a changeable college experience. The contemporary issue that the class focuses on could change from year to year, but the purpose and process will remain the same. The title will be extended to describe the current issue. This course is designed to encourage a successful transition to the breadth and depth of college learning and living at Principia.
- EDST 130 Outdoor Education** **3.0 SH** [GESS]
 This course is designed to give students in-depth exposure to a wide variety of skills applicable to the outdoor educator. Students gain a strong foundation in group facilitation, team building, leadership, group processing, debriefing, diversity, and Leave No Trace outdoor ethics. Hands-on skills include knot tying, fire building, camping, and ropes course work.
Class Level Restriction: Freshman and Sophomore only.
Fee=\$50.00.
- EDST 170 Environmental Education** **3.0 SH** []
 This course integrates ecological concepts with theories about teaching and learning. Students gain practical experience designing and delivering creative hands-on learning units. Students learn how to adapt these lessons and methods to a variety of different age groups, settings, and outcomes. Course material focuses on constructivist teaching methods, eco literacy, and "green" teaching.
Fee=\$50.00.
- EDST 184 Children and Society** **3.0 SH** [GESS]
 Human growth and development from birth through late elementary-aged children, emphasizing the perceptions of children in wider societal contexts such as government, corporate culture, literature, theatre, mass media, and cultural traditions. Includes researching and evaluating definitions of childhood from a variety of perspectives given by the humanities, arts, and social sciences. Individual research projects include a focus on children's literature and the direct observation of children's behavior.
- EDST 200 Internship** **1.0-4.0 SH** []
 Students participate in an off-campus pre-professional field experience in an educational setting that will prepare the student for a career related to education. Examples may include (not limited to) camp counselor, staff trainer, zoo educator, museum educator, and must provide a professional career-based experience relevant to the curriculum within Educational Studies major. Repeatable four times up to six semester hours.
Prerequisite: EDST 260.
Field of Study Restrictions: Educational Studies, Educ St:Outdoor & Experiential, Educ Studies:Theory & Practice Majors and/or Minors only.

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EDST 210	21st Century Learning	3.0 SH	[GESS]
Introduces students to 21st century skills and concepts that have been identified as key to successful and effective global citizenship. These include innovation, creativity, critical thinking, and technological proficiency. Experiential and discussion-based classwork will engage students in an ongoing conversation about the educational reform movement as a response to the call to prepare for the demands of the future.			
EDST 218	Education in America	3.0 SH	[]
An exploration of American education through historical, philosophical, and political lenses. Students will be exposed to a variety of readings which will develop their understanding of the past, present, and future of education in America.			
EDST 222	Field Experiences in Education	2.0 SH	[]
Students gain firsthand experiences in public, private, and alternative schools. Course will include extensive and frequent field trips to observe a variety of educators implement classroom methods and management strategies. They will also observe and reflect upon the influence of race, gender, and socioeconomic differences in the classroom.			
Prerequisite: EDST 260.			
Corequisite: EDST 223, EDST 251, EDST 253, EDST 254, EDST 325.			
Fee=\$150.00.			
EDST 223	Classroom Methods & Management	3.0 SH	[]
This course will provide students with a strong foundation in best practices in education which are rooted in educational theory and cultural awareness. This includes methods of unit and lesson design, classroom management approaches, development of learning environments, and pedagogical strategies.			
Prerequisite: EDST 260.			
Corequisite: EDST 222, EDST 251, EDST 253, EDST 254, EDST 325.			
EDST 235	Outdoor Leadership	2.0-4.0 SH	[]
An exploration of outdoor education through the application of related theories, skills, and methods. Emphasis will be on experiential, environmental, and adventure education. Core competencies of outdoor leadership will include facilitation skills, technical skills, decision-making skills, teambuilding, self-awareness, safety and risk management, diversity and social responsibility mindfulness, and environmental stewardship. Offered only in association with study abroad or field programs.			
EDST 240	Contemporary Topics	3.0 SH	[]
An exploration of a contemporary topic or issue in education. Examples of topics include design thinking, creativity and innovation, project-based learning, differentiation and inclusion, grit, instructional design, coaching, and adult education. Students will develop critical and reflective thinking skills, effective communication, and pedagogical knowledge. Title will be extended to describe the topic. May be taken more than once if the topics differ.			
EDST 242	Outdoor Ed Topics	3.0 SH	[]
This course may focus on interpretive studies, leadership, leisure and recreation, hard skills, country-specific themes, adventure theory, or other current and evolving topics in the field of outdoor education. Coursework will require students to demonstrate critical and reflective thinking, effective oral and written communication skills, and pedagogical knowledge. Title will be extended to describe the topic. May be taken more than once if the topics differ.			
EDST 251	Educational Theory	3.0 SH	[]
Addresses critical questions related to teaching and learning: What is learning? How do people learn? How do I learn best and how does that inform my practice? Through an exploration of selected educational theorists, students will explore and question their own beliefs about teaching and learning. These theories are evaluated through the lenses of cultural, racial, socioeconomic, and gender differences.			
Prerequisite: EDST 260.			
Corequisite: EDST 222, EDST 223, EDST 253, EDST 254, EDST 325.			

EDST 253	Dynamic Learning Communities	2.0 SH	[]
Students will research and practice communication, collaboration, and professionalism in the context of learning communities. Students will participate in complex dialogs, group interactions, decision making, and visioning. These skills will be applied to individual and group learning needs, and the design of safe and inviting learning environments. Awareness and appreciation of diversity and multiple perspectives will be included.			
Prerequisite: EDST 260.			
Corequisite: EDST 222, EDST 223, EDST 251, EDST 254, EDST 325.			
EDST 254	Child & Adolescent Development	3.0 SH	[]
Study of the development of children from childhood to adolescence in diverse school contexts. Study is grounded in related development theory and school issues related to physical, social, and cognitive development.			
Prerequisite: EDST 260.			
Corequisite: EDST 222, EDST 223, EDST 251, EDST 253, EDST 325.			
EDST 260	Interpersonal Communication	3.0 SH	[GESS]
Introduces study of interpersonal communication in large and small groups. Learning and application of interpersonal communication theories, as well as engagement with readings, techniques, and process activities form the course content. Verbal and nonverbal communication skills are developed through practiced large and small group interactions. Emphasis is given to learning about communication in a variety of social and cultural contexts.			
EDST 275	Pedagogy of Place	3.0 SH	[GESS]
Place-based education uses the community, cultural heritage, environment, landscapes, geography, economics, sustainability, and current issues to immerse students in authentic experiences that foster connections between the environmental and human forces that shape a region. This interdisciplinary approach builds ecological and cultural literacy. Title will be extended to describe the current topic. May be repeated once provided the topics differ.			
EDST 277	Tutor Training Seminar	1.0 SH	[]
This course provides practical and theoretical instruction for student peer tutors and teaching assistants across the disciplines. Recommended for students planning to be tutors, TAs, and those hoping to be Principia post-graduate teaching interns. Communication skills, lesson planning, and developing a teaching philosophy are among topics covered. This course is not a substitute for WRIT 350 Teaching the Writing Process.			
EDST 278	Child & Adolescent Literature	3.0 SH	[GESS]
An introductory study of literature for children and adolescents emphasizing ethnically and culturally diverse authors and their literature. Students will discuss and critique themes and issues found in children's literature using plot, setting, characterization, and the other literary elements as rich criteria for literary analysis.			
EDST 285	Foundations in Experiential Ed	3.0 SH	[]
Provides a framework for understanding the history, theories, philosophies, current trends, best practices, and pedagogical approaches in experiential and outdoor education. Students will explore the connections between experience, knowledge, and learning processes. Research methods, scholarly works, and sub-categories such as service learning, cooperative learning, and project-based learning will be studied in relation to this topic.			
EDST 287	Character Education	3.0 SH	[GESS]
Exploration of philosophical and practical theory and issues about character growth focused by approaches to character education at The Principia. What is character education in today's contemporary culture? Special historical, social, political, religious emphasis, based on Mary Kimball Morgan's writings, as well as a wide array of readings on related moral theorists.			

EDST 295	Wilderness Literacy	3.0 SH	[]
Outdoor educators have many opportunities to facilitate the exploration of wilderness through discussions, readings, and field experiences. Methods associated with teaching and learning about attitudes and beliefs regarding wilderness will be modeled and taught through the study of writers, philosophers, poets, and their relationship to the Wilderness Act, land conservation, and the establishment of the National Park System.			
Class Level Restriction: Sophomore and Junior and Senior only.			
EDST 300	Exper. Educ Practicum/Intern	3.0 SH	[]
Students will creatively demonstrate a mature understanding of experiential teaching and learning by designing original curriculum in the form of an expedition, course, or program. The design may include budget considerations, safety precautions, lesson plans, equipment and staffing needs, risk management considerations, identification and application of learning theory and best practices, and a personal philosophy of experiential teaching and learning.			
Prerequisite: EDST 130 and EDST 285.			
Class Level Restriction: Junior and Senior only.			
EDST 303	Educational Psychology	3.0 SH	[]
Application of general principles of psychology to educational settings. Theories of teaching and learning and the study of curriculum in a critical, historical, and social context are included. Consideration of such educational issues as race, class, gender, methodology, research, evaluation, assessment, management, and learning processes are also examined.			
Class Level Restriction: Junior and Senior only.			
EDST 305	Community Education	3.0 SH	[]
Education at community-focused organizations such as zoos, museums, science centers, libraries, performance centers, and state and national parks will be explored with an emphasis on experiential learning and the goal of developing life-long learners and engaged citizens. Content will include career readiness, social justice, early-childhood, interpretative studies, literacy, homeschooling, innovation, creativity, technology, place-based education, and service learning.			
Prerequisite: EDST 260.			
Class Level Restriction: Junior and Senior only.			
EDST 310	Global Education	3.0 SH	[]
Explores historical and contemporary issues in educational systems around the world. Course will examine international education through political, social, and cultural lenses. Students will compare and evaluate the progress of education on a global scale.			
Class Level Restriction: Junior and Senior only.			
EDST 313	Leadership: Critical Perspec.	3.0 SH	[]
Designed to provide comprehensive study of essential theories informing the leadership studies knowledgebase, this course infuses critical perspectives to enhance translation of theory to practice and to advance social justice. Further, the course explores the evolution of leadership and the leadership development process to cultivate an individual leadership philosophy.			
Prerequisite: EDST 260.			
Class Level Restriction: Junior and Senior only.			
EDST 314	Leadrsph Communication Seminar	2.0 SH	[]
This student-centered investigation and practice of advanced communication methods and skills is applicable to leadership roles in areas such as education, business, and athletics.			
Prerequisite: EDST 260 and EDST 313.			
Class Level Restriction: Junior and Senior only.			
EDST 325	Literacy Across the Curriculum	3.0 SH	[]
Reading and writing instruction and methods in the context of all content areas. Includes a study of what literacy is, how it occurs, and different philosophies of how it can be taught. This course uses a student-centered approach where students examine their own experiences in literacy training and their own literacy traits.			
Prerequisite: EDST 260.			
Corequisite: EDST 222, EDST 223, EDST 251, EDST 253, EDST 254.			

EDST 330 Math for Elem/Mid Sch Teachers 3.0 SH []

This course focuses on understanding mathematical thinking and best current practices through experiencing math. Considers methodology, materials, integration with total curriculum. Special attention given to differentiated instruction and culturally responsive teaching.

Prerequisite: EDST 223.

Class Level Restriction: Junior and Senior only.

EDST 342 Science Methods for Teachers 3.0 SH []

Through a constructivist approach, students will learn educational theory and methodology appropriate for STEM classrooms. Science content will be explored with an emphasis on inquiry-based teaching and learning and best practices in assessment. Special attention is given to differentiating science instruction to meet the needs of diverse learners and to make science accessible to everyone.

Prerequisite: EDST 223.

Class Level Restriction: Junior and Senior only.

EDST 352 Inclusive Learning Environment 3.0 SH []

Content will include instructional theory and methodology focused on establishing learning environments that include and embrace all students. Strategies for curriculum, instruction, and management modifications for all learning styles and needs will provide future educators with the foundation they need in order to structure learning environments where all students will be valued and find success.

Class Level Restriction: Junior and Senior only.

EDST 383 Adolescent Development 3.0 SH []

Human growth and development of children of middle through high school age, emphasizing the impact of wider societal contexts on social, moral, intellectual, and language development. Includes researching and evaluating definitions of adolescence from a variety of social science perspectives including the perspective of educational theory. Examines how adolescence is a component in contemporary school and society issues.

Class Level Restriction: Junior and Senior only.

EDST 388 Philosophy of Education 3.0 SH []

Study of classic and contemporary philosophies of education. A beginning, personal philosophy of education is produced.

Class Level Restriction: Junior and Senior only.

EDST 420 Capstone: Educational Studies 2.0-3.0 SH []

Students will independently design and present a project that includes application of theory and reflects their interest area in education. Projects may be portfolios, case studies, research projects, or field work. Proposals must be approved and supervised by the Education department faculty. May be offered for variable credit from two to three semester hours.

Prerequisite: EDST 260.

Class Level Restriction: Junior and Senior only.