

## Departmental Overview

### *Background information*

The Social Foundations of Education Department and the Contextual Teaching and Learning (CTL) Project at the University of Georgia have collaborated for the past three years on training teachers to prepare their students for life and work in the “real world.” The Social Foundations department produced a variety of materials that will further facilitate the goals of CTL, as well as inform other colleges of education interested in this exciting means of preparing teachers.

Over the past three years, the social foundations department has revised its curriculum and syllabi to reflect aspects of the CTL mission. As a result, the department has worked diligently to provide lessons and instruction that 1) prepare students to live and work in a variety of social contexts, 2) promote various pedagogical strategies such as cooperative learning, group work, and self-reflection activities, and 3) help students develop ways to provide “real world” experiences in the school, community, and work place for their students.

Emerging from our revised syllabi are a series of projects and activities that students completed over the year. After the initial projects in the first and second years, Derrick Alridge, Jerome Morris and Margaret Wilder spent a semester revising and reworking aspects of the EFND syllabus and student projects to reflect the CTL mission (see Alridge’s syllabus in portfolio). As a result, during the past year students completed projects that included interviewing people in the community, engaging in research that reflected “real world” problems in the immediate environment, and developing research-based and practical solutions that might help improve some of the real world problem in schools, communities, and places of work.

While some departments focus much of their CTL work on preparing teachers to teach their students about “real world” issues related to functions of the work world, the social foundations of education faculty focus on addressing the social, economic, and political issues within the “real world.” We in no way see our CTL focus as inconsistent with that of our colleagues, but rather as complimentary to what they are doing in their CTL courses. Utilizing the fields of history, philosophy, anthropology, sociology, politics, and economics, the social foundations of education CTL

course challenges students to think critically about the world in which they live, and encourages them to prompt their students to be proactive in helping improve the communities in which they live and work.

### *List of Classes /field experiences that reflect CTL*

We teach only one undergraduate level course in our department, which are the Foundations of American Education (EFND 2030). See syllabi for integration of CTL in this course.

### *Processes used to integrate CTL activities into program*

The primary means of integrating CTL into the EFND 2030 course was through group projects and presentations.

### *Description of materials in portfolio*

#### *Syllabi*

The revised syllabi included in this portfolio reflect our attempt to integrate CTL into our undergraduate course. The concepts of problem solving in schools and the community are clearly integrated into the syllabi. The process of revising our syllabi has been and will continue to be gradual. Drs. Alridge and Morris taught the class this past year (see syllabi in portfolio) and revised their syllabi for the CTL project. Dr. Wilder will teach a CTL version this fall and has revised her syllabus for the class (see portfolio).

#### *Case projects*

Included are several projects that students completed, which address “real world” problems in schools, communities, and work places.

#### *Articles by faculty*

The social foundations of education faculty have published articles and research that address education, schooling, and real world problems. Included in this portfolio are two articles, by each faculty member, that address aspects of contextual teaching and learning.

*CTL reports*

The two reports in the portfolio were submitted with earlier deliverables to the project.

*Student comments*

Student comments are from Alridge's 2001 Maymaster CTL version of EFND 2030.

*Students evaluations*

Students evaluated themselves and their group members on their participation in the group.

*Signatures of CTL Participants*

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