

## Introduction to Education Spring 2016

05:300:200:06

Scott Hall 206

Mondays 4:30-7:30pm

### INSTRUCTOR

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### OFFICE HOURS

GSE Rm 205c: by appointment

*This course introduces students to critical issues in U.S. education, including: the structures of schools and schooling, theories of learning and teaching, students' experiences, teachers' experiences, inequality, family and community relationships, and contemporary school reform policies.*

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentations: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Anyone with a learning difference needing accommodations of any kind should contact me as soon as possible.

### Course Description

#### **Learning Goals:**

#### **New Jersey Professional Standards for Teachers (2014)<sup>1</sup>:**

**Standard Two: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

#### **iii. Critical Dispositions:**

- (1) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his or her full potential;
- (2) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests;
- (3) The teacher makes learners feel valued and helps them learn to value each other; and
- (4) The teacher values diverse languages, dialects, and cultures and seeks to integrate them into his or her instructional practice to engage students in learning.

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<sup>1</sup> <http://www.state.nj.us/education/code/current/title6a/chap9.pdf>

## **Council for the Accreditation of Education Professionals (2013)<sup>2</sup>:**

### **Standard 1: Candidate Knowledge, Skills, and Dispositions**

InTASC Standard #2: **Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

### **Course Overview**

Taking a multidisciplinary approach to the study of education, this course examines educative practices in and outside of school contexts. We will focus on critical issues in U. S. education, including: the structures of schools and schooling, theories of learning and teaching, students' experiences, teachers' experiences, inequality, family and community relationships, and contemporary school reform policies. We will make comparisons between learning and teaching in and outside of school contexts.

A key component of this course is a field placement in two different school sites. This field placement involves 8 three-hour visits on Friday mornings.

The fieldwork associated with Introduction to Education requires students to make four three-hour visits to an elementary school and four three-hour visits to a secondary school on Fridays. The GSE Office of Student and Academic Services (OSAS) has confirmed field placements in schools located in Hunterdon, Middlesex, Somerset, Union, Essex, and Monmouth Counties. Rutgers does not provide transportation to field placements, so it is up to individual students to make their own arrangements. Students should expect to travel a minimum of thirty minutes each way to their assigned school. If you want to discuss the possibility of carpooling with classmates, please do so before or after class. If you know for a fact that you will be carpooling with a specific group of classmates, please have your travel arrangements in place and please indicate this on the contact sheet you will fill out at the general meeting on January 29th.

In this course, you will draw upon your own experiences as learners, your field observations, the readings and class discussions and activities to develop an understanding of contemporary schooling, and equally importantly, of education as a process that is at the heart of all human activity. Each week is organized to consider educational issues from both a theoretical and research perspective, and from the realities of educational practice in school and out of school contexts. In addition, class will model various pedagogical strategies; and these experiential exercises will provide for an examination of teaching and learning.

### **Required Texts** ordered at NJ Books

Ladson-Billings, G. (1994). *The Dreamkeepers: Successful teachers of African American children*. San Francisco, CA: Jossey-Bass.

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<sup>2</sup> [http://caepnet.files.wordpress.com/2013/09/final\\_board\\_approved1.pdf](http://caepnet.files.wordpress.com/2013/09/final_board_approved1.pdf)

Schultz, B. (2007). *Spectacular things happen along the way: Lessons from an urban classroom*. New York, NY: Teachers College Press.

### **Course Expectations**

A successful class will depend on every member of the group being actively engaged as both learners and teachers. It is my assumption that each of us has valuable perspectives and experiences that will inform our collective, developing knowledge.

Class attendance is mandatory. Students are expected to be on time and prepared for class. Because much of the work we do in class depends on partnering and small work groups, your contribution is necessary not only for your success but for the success of your peers. One excused absence (e.g. for illness or serious events) will be permitted. Being more than 15 minutes late for class will count as an absence. More than two (2) absences will lower your overall course grade one full assignable grade for each additional absence (i.e. If your course grade was to be an A, you will receive a B+ for 3 absences, a B for 4 absences, and a C+ for 5, and so forth). If you miss class, use the university absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence – an e-mail is automatically sent to me.

In addition, because you are working with teachers and children who expect you to be there, *you should never be absent on field observation days*. In the event of an emergency or illness, you must contact your cooperating teacher and let her/him know you will be absent. You must also plan to reschedule that visit at a later date.

Note: You cannot receive course credit without completing all the required hours.

Learning in this class will require your active participation and a high degree of independence, responsibility, and intellectual resourcefulness (ability to search out and make connections across theory, practice, sites, ideas, people, etc.) in all of your work. There are many ways to participate in class; actively listening, asking questions, commenting on the thoughts of others, or discussing tentative, speculative ideas are valued as much as stating original, completely formed thoughts. I encourage you to take intellectual risks and to support your colleagues (and professor) to do the same.

It is very important that you let me know if you have questions about the concepts being discussed during the course. Please see me during office hours or e-mail me with any questions or concerns.

This class is discussion-oriented. For this class to be effective, *all students must come prepared to discuss the week's assigned readings and to share your field observations*. Response papers (see below) are intended to help you think about the issues raised in the readings ahead of class time. You are expected to read each week's assigned readings even on the weeks that you do not write a response paper.

Keep notes on the readings. These notes will be important for completing your writing assignments.

All assignments are required to pass this course. An “A” assignment is exceptional work; not work that merely meets the requirements outlined in the syllabus. All written work is graded based on thoroughness, quality of analysis, level of support from data and/or literature, organization, and clarity. A final “A” grade will be assigned for an overall grade point average of 3.7 or greater.

All written work must be properly referenced using the APA (American Psychological Association) reference style. You are expected to cite course readings in most assignments. Every paper referencing another text (or the ideas of another scholar) must include a separate reference page in APA format. One good reference for APA reference style is <https://owl.english.purdue.edu/owl/resource/560/01/>

Students are expected to turn in all work on time. If you need an extension, be sure to ask for it *before* it is due. Extensions will only be granted for legitimate reasons - *absences are not a legitimate excuse*. When an extension has not been granted, grades on assignments will be lowered one grade for each calendar day that they are late (i.e. A to B+, and so forth). No assignments will be accepted more than one week from the due date.

You are expected to demonstrate respect for our classroom community. This means being attentive to each class member and refraining from activities that distract from our work together. All electronic equipment (mobile phones, reader devices, laptops, etc.) must be turned off at the beginning of class.

You should take notes in class by hand, unless you have a particular need to use a keyboard or virtual notepad. (If this is the case, please discuss it with me.) This way you are able to actively participate without distractions from the latest Facebook updates, tweets, or sports scores. And, there is good evidence that the act of writing supports the development of thinking and understanding.

Check your e-mail regularly. I will use e-mail for announcements and to contact you individually. You will need to pay attention to these e-mails in a timely fashion. If you do not usually use your Rutgers e-mail account, be sure that you have set it to forward to the account that you do check.

### **Academic Integrity**

Academic integrity is essential to the success of the educational enterprise and breaches of academic integrity constitute serious offenses against the academic community. Every member of that community bears a responsibility for ensuring that the highest standards of academic integrity are upheld. Only through a genuine partnership among students, faculty, staff, and administrators will the University be able to maintain the necessary commitment to academic integrity.

The University administration is responsible for making academic integrity an institutional priority and for providing students and faculty with effective educational programs and support services to help them fully understand and address issues of academic integrity. The

administration is also responsible for working with other members of the academic community to establish equitable and effective procedures to deal with violations of academic integrity.

For further information, visit <http://academicintegrity.rutgers.edu/>.

### **Violations of Academic Integrity**

Any involvement with cheating, the fabrication or invention of information used in academic exercise, plagiarism, facilitating academic dishonesty, or denying others access to information or material may result in disciplinary action being taken at either the college or university level. Breaches of academic integrity can result in serious consequences ranging from reprimand to expulsion.

<http://senate.rutgers.edu/FinalInterimAcademicIntegrityPolicy.pdf>

## **ASSIGNMENTS**

### **1) Response Papers and Writing Forums (20% of final grade)**

You will write **six reading response papers** over the course of the semester. Each paper will address all of that week's readings in at least 500 words. *Each response paper MUST be brought to class to use during the small group discussion and then handed in to me.*

Writing is not just a means to communicate fully formed ideas; it can also be used to raise questions and speculate about texts as well. Your response papers are intended in this second way. Each week you will find guiding questions on the syllabus to help focus your reading and responses. These papers should directly address all of the readings for the week but are not to be simply a summary of the readings. **Please cite at least one quote from each text as a way of grounding your own thoughts.** Choose these quotes carefully. They should add to, extend and/or help you to explain a cogent point you are making.

In these papers, you will explore issues or questions about the readings, address the relationship between the different readings and draw these readings into conversation with your personal and fieldwork experiences. These papers and your forum discussions are intended to give you a chance to think more deeply about the readings before you come to class and will help stimulate discussion. **Conclude every response paper with at least two discussion questions, takeaway points, or thoughts to share with your group.** Think of these as prompts for when you speak with your writing groups in class.

Since one major function of these papers and forum peer responses is to have you think about the readings and formulate question before class, late papers will not be accepted and cannot be counted toward your six required pieces.

### **Criteria for evaluating response papers and forum postings:**

In these papers, I will be looking for evidence that you are reading and thinking critically about the various assigned texts and that you are drawing connections across texts. Rest assured that this does not mean I expect you to understand the texts thoroughly. These papers

are exploratory by nature and are the place for you to raise questions, ask for clarification and/or be speculative about the texts. In your responses to your discussion, I will also be looking for evidence that you are carefully considering your peers' ideas, and you are posing questions, extending your understandings, and so forth, based on their ideas.

## 2) *Field Journals* (20% of final grade)

**After each visit to your school site, you will write about one key issue or incident that you observed that day.** The field journal is a place to record your observations (what you actually noticed) and to begin interpreting these observations in relation to class readings and discussion. Each week's entry need not be long (2 or more single-spaced pages) and should not try to cover everything you observed on your visit. This means you will be choosing one issue or incident that was particularly salient and that interested you.

One important goal of having you write about a specific issue or incident is to encourage you to take the time to describe it in its particularities and complexity. Good observation and good writing depend on learning to pay careful attention to the details of the situations we attempt to understand and describe. In your field journal, you will practice separating what you actually saw from your interpretation of these observations. Too often in schools, as in life, we attribute feelings, motivations and attitudes to individuals with little or no evidence for these attributions. Your field journal is a place to begin learning the skills of careful observation and thoughtful interpretation.

In your journal, you should write separate:

- *Observations.* These are *detailed descriptions* of the classroom environment and organization, vignettes of telling events, or captured monologue or dialogue.
- *Reflections & Analysis.* What do you interpret this event, dialogue, or description to mean? What is it affirming or disconfirming about schooling for you? In your analysis, draw on course readings to make connections to what you are seeing.

You can alternate between description and analysis (e.g. describe a particular event or period of time and then write your analysis of it), or write all of your observations for that visit and then all of your reflection/analysis.

Your reflection/analysis may be your own reflections on the events, your questions about them, your judgments, and, perhaps, a comparison to other school situations you have known. **Most importantly, use readings and discussions from the course to help explain, or challenge, or suggest possible changes in what you are observing.**

In your annotated field journal (which you will turn in twice over the course of the semester), I, the reader, should be able to see clear links between readings, class discussions, and your reflections. **You should also work to recognize and understand the choices that are being made by teachers and students in classrooms.**

You will bring your field journal to every class. We will use them frequently to help make sense of the readings. They will also be a resource for learning about observation and for grounding our weekly discussions in the actual practice of schools.

After your first or second observation, I'll review your field journal entry(ies) in order to give you feedback.

At the end of each set of school observations (i.e. twice over the course of the semester) you will turn in a set of annotated field notes. These field notes should reflect your 4 visits to each school site, with commentary that links your observations to the readings, and forum discussions. This will show evidence that you are thinking carefully and analytically about what you are seeing in your placements in relation to what you are learning in our course.

### 3) **Reflection Letters** (20% of final grade): (500 words double-spaced).

You will write one or two (your choice) reflection letter(s) in response to the following specific questions. These letters offer you an opportunity to stop and consider how your thinking has evolved. In these letters you are expected to draw on readings (at least 5), class discussions, writing forums, and your observations to make a case for the position you are taking.

a) First Reflection Letter: What *should* the purposes of education in a democracy be? What currently constrains our society from realizing those purposes? Provide evidence to support your claims.

b) Second Reflection Letter: If you could make one reform to bring about more engaging and equitable learning environments for all children, what would it be? Choose one reform—of pedagogy, curriculum, or institutional policy—that we have studied and make a case for why you believe this reform is critical to creating the kind of learning environment you would like to advocate.

### 4) **Educational Autobiography** (15 % of final grade; 750-1000 words, double-spaced)

In the first part of the course, we will be exploring the nature of learning in human contexts and how this relates to the structures of formal schools. We will also discuss the purposes of education and examine the role formal schools play in preparing young people for their societies.

In this paper, you will choose one experience from your own educational autobiography and analyze it in relation to one of the course readings. You will develop a thesis (an interpretation) that links your experience to the reading you have chosen.

### 5) **Analysis of Inequality** (15 % of final grade; 750-1000 words, double-spaced)

In this paper, you will analyze an aspect of inequality or an attempt to redress inequality that you have observed in your school placement. You will use selected readings to analyze what is happening in the situation you observed.

#### 6) **Class Participation** (10% of final grade).

In addition to the basic norms that you come to class (and your field placement) prepared, and on time, you are expected to be a full, responsible, and engaged participant in our classroom community, discussions, group assignments and so forth. As we will discuss, there are many ways to demonstrate your commitment to our learning community.

#### **Readings**

All other readings will be on electronic reserve on the library website (search “Introduction to Education,”). Please note that there are multiple pages of reserves ordered by the author(s) of the article (not by the article’s place on your syllabus).

| <b>Week</b> |                         | <b>Topic</b>   | <b>Readings</b>  | <b>Assignments Due</b>          |
|-------------|-------------------------|--|--|---------------------------------|
| 1/19        | Introduction            | Who are we?  |  |                                 |
| 1/26<br>2   | Purposes of Education   | What is education?                                   | Dillard<br>Rose<br>Cisneros  | Writing Forum                   |
| 2/2<br>3    |                         | Education as Human practice<br>Observing Children    | Almy & Genishi<br>Carini<br>Rogoff   | Writing Forum                   |
| 2/9<br>4    |                         | Hidden Curriculum<br>Education for Liberation        | Jackson<br>Kohn  | Writing Forum                   |
| 2/16<br>5   | Learning and Teaching   | Social Reproduction                                  | Anyon<br>Kozol   | Educational Autobiography       |
| 2/23<br>6   |                         | How is learning organized in schools and classrooms? | Oakes<br>Rubin   | First Field Journal Entry       |
| 3/1<br>7    |                         | Social and Cultural Dimensions of Learning           | Ladson-Billings (1-3)<br>Divided among the class:<br>Lomawaima & McCarty,<br>Skilton-Sylvester,<br>Orellana<br>Lee | Writing Forum                   |
| 3/8<br>8    |                         | Perspectives on Schools and Communities              | Shultz (Intro-2)<br>Ladson-Billings (4-6)  | Written Annotated Field Journal |
| 3/22<br>9   | Curriculum and Pedagogy | Practical Aspects of Constructivism                  | Shultz (3-5)<br>Wallerstein<br>Duckworth   | Writing Forum                   |

|            |                   |   |   |  |
|------------|-------------------|---|---|--|
| 3/29<br>10 |                   | Gender and Sexual Orientation                           | Kosciw, Bartkiewicz & Greytak<br>Denizet-Lewis<br>Sokolower-Shain<br>Cooley | Reflection Letter                                |
| 4/5<br>11  |                   | Considering diverse learners:<br>Pedagogical strategies | Oyler<br>Armstrong<br>Sapon-Shevin<br>Belkin                                | Writing Forum                                    |
| 4/12<br>12 | Policy and Reform | Standards and Accountability                            | Shultz (6-end)<br>Meier   | Inequality Analysis                              |
| 4/19<br>13 |                   | Desegregation/<br>Integration                           | Powell  | 2 <sup>nd</sup> Field Observation<br>Journal Due |
| 4/26<br>14 | Now What?         | Synthesis   |   | Response Paper(s)                                |

### List and schedule of Readings and Guiding Questions

#### Week 2

**Dillard, A.** (1987). *An American Childhood*. (pp. 20-23, 42-49). New York: Harper & Row.

**Rose, M.** (1982). I just wanna be average. In *Lives on the boundary: A moving account of struggles and achievements of America's educational underclass*. (pp. 11-37). New York: Penguin.

**Cisneros, S.** (1991), *Woman Hollering Creek* (Selections), New York: Vintage. (pp.3-20).

**Guiding Questions:** What is childhood? What are children like? What (when and how) are children learning? How do race, ethnicity, class, gender, and orientation influence the children's learning?

#### Week 3

**Rogoff, B.** (2003) *The cultural nature of human development*. Chapter 8 "Learning through guided participation in human endeavors. Oxford University Press.

**Almy, M. & Genishi, C.** (1979). *Ways of studying children: An observation manual for early childhood teachers*. Chapter 2, 21-50.

**Carini, P.** (2000). A letter to parents and teachers on some ways of looking at and reflecting children. In M. Himley & P.F. Carini (Eds.), *From another angle: Children's strengths and school standards*, pp. 56-64. New York: Teachers College Press.

**Guiding Questions:** What is this "guided participation" thing? What can we learn by observing students? Why bother getting to know students' interests? What factors limit our powers of observation?

Week 4

**Jackson, P. W.** (1968/1990). *Life in Classrooms*. New York: Teachers College Press. Chapter 1 (3-37).

**Kohn, A.** (1999). *Punished by rewards*. Boston: Houghton Miffling. Pp. 142-159.

**Guiding Questions:** What purposes have schools served in US society? What is the school's role in fostering democracy? What factors influence student involvement?

Week 5

**Anyon, J.** (1980). "Social class and the hidden curriculum of work," *Journal of Education*, 162 (1): 67-92.

**Kozol, J.** (1 September 2005). Still separate, still unequal: America's educational apartheid. *Harper's Magazine* v. 311, n. 1864

**Guiding Questions:** How does schooling reproduce societal inequalities? What societal inequalities seemingly correspond with the schooling experiences of different students? Are there downsides to being "educationally privileged?"

Week 6

**Oakes, J.** (1986). Beyond Tracking. *Educational Horizons* 65 (1): 32-35.

**Rubin, B.** (2006). Tracking and detracking: Debates, evidence and best practices for a heterogeneous world. *Theory into Practice*, 45 (1): 4-14.

**Guiding Questions:** How do schools sort and categorize students? What workable alternatives to tracking exist?

Week 7

*All read:* **Ladson-Billings, G.** (1994). *The Dreamkeepers: Successful teachers of African American Children*. San Francisco: Jossey-Bass. Chapters 1-3

***To be divided among groups:***

**Lomawaima, K. T. & McCarty, T. L.** (2006). *To remain an Indian: Lessons from a century of Native American Education*. (Chapters 7 & 8). New York: Teachers College Record.

**Skilton Sylvester, E.** (2002). Literate at home but not at school: A Cambodian girl's journey from playwright to struggling writer. In G. Hull & K. Schultz (Eds.). *School's Out: Bridging out-of-school literacies with classroom practice*. New York: Teachers College Press. 61-95.

**Orellana, M. F.** (2001). The work kids do: Mexican and Central American immigrant children's contributions to households and schools in California. *Harvard Educational Review* 71 (3), 366-389.

**Lee, S.** (1996). Unraveling the "Model Minority" Stereotype: Listening to Asian-American youth. New York: Teachers College Press. Chapters 1 & 3.

**Guiding Questions:** How do race and ethnicity structure students' experiences in the US schooling system? What roles have race and ethnicity played in the US schooling system historically?

#### Week 8

**Shultz, B.** (2008). *Spectacular Things Happen Along the Way: Lessons from an urban classroom*. New York: Teachers College Press. **Introduction, chapters 1 & 2.**

**Ladson-Billings, G.** (1994). *The Dreamkeepers: Successful teachers of African American Children*. San Francisco: Jossey-Bass. **Chapter 4-6.**

**Guiding Questions:** In what way(s) is community made important when teaching in a culturally relevant way? What role(s) should community play in learning? Is Schultz's method "culturally relevant" teaching?

#### Week 9

**Shultz, B.** (2008). *Spectacular Things Happen Along the Way: Lessons from an urban classroom*. New York: Teachers College Press. **Chapters 3-5**

**Duckworth, E.** (1987). *The Having of Wonderful Ideas and Other Essays on Teaching and Learning*. New York: Teachers College Press. pp.1-14

**Wallerstein, N** (1987). In I. Shor, (Ed.), *Freire for the classroom: A sourcebook for liberatory teaching*. Portsmouth, NH: Heineman. Chapter 2.

**Guiding Questions:** How should we teach if we're to believe students "make" knowledge on their own? What should students be able to do (as a sign that they've learned something from us)? In what way(s) does context influence learning – for students *and teachers*?

#### Week 10

**Kosciw, J. G., Bartkiewicz, M. J., & Greytak, E. A.** (2012). Promising strategies for prevention of the bullying of lesbian, gay, bisexual, and transgender youth. *Prevention Researcher*, 19(3): 10–13.

**Denizet-Lewis, B.** (September 27, 2009). Coming out in middle school. *New York Times* (<http://www.nytimes.com/2009/09/27/magazine/27out-t.html>)

**Sokolower-Shain, E.** (Fall 2009). When the gender boxes don't fit. *Rethinking Schools*. 24 (1). ([http://www.rethinkingschools.org/archive/24\\_01/24\\_01\\_gender.shtml](http://www.rethinkingschools.org/archive/24_01/24_01_gender.shtml))

**Cooley, R.** (Winter 2003). Beyond pink and blue. *Rethinking Schools* 18(2).

**Guiding Questions:** How have gender/sexuality been used to “think about” what happens in the classroom? How do other factors, like class and orientation, also influence how gender is read in classrooms? How can teachers prepare to address issues related to gender and orientation?

### Week 11

**Oyler, C.** (2001, Spring) Democratic classrooms and accessible instruction. *Democracy and Education* 14 (1): 28-31.

**Armstrong, T.** (2000). *Multiple intelligences in the classroom*. Washington, DC: Association of Supervision and Curriculum Development.

**Sapon-Shevin, M.** (1999). *Because we can change the world: A practical guide to building cooperative, inclusive classroom communities*. Boston: Allyn and Bacon. Pp. 15-33.

**Belkin, L.** (2004, September 26). The lessons of classroom 506: What happens when a boy with cerebral palsy goes to kindergarten like all the other kids. *The New York Times Magazine*.

**Guiding Questions:** How can we teach to meet the needs of all our students? What challenges must be overcome to successfully de-track a classroom (or school)? What are the merits and limitations of inclusion and separation?

### Week 12

**Shultz, B.** (2008). *Spectacular Things Happen Along the Way: Lessons from an urban classroom*. New York: Teachers College Press. **Chapters 6-7**

**Deborah Meier** (Spring 2009). Reinventing schools that keep teachers in teaching. *Rethinking Schools* 23 (3): ([http://www.rethinkingschools.org/archive/23\\_03/rein233.shtml](http://www.rethinkingschools.org/archive/23_03/rein233.shtml))

**Guiding Questions:** How is a “teaching and learning system” different from a schooling system? What bottom-up solutions seem convincing?

### Week 13

**Powell, J.A.** (2005). A new theory of integrated education: *True* integration. In J. C. Boger & G. Orfield (Eds.), *School resegregation: Must the South turn back?* (pp. 281-304). Chapel Hill, NC: University of North Carolina Press.

### Week 14

**Guiding Questions:** What have you learned about education in the U.S? How does this impact your inclination to work in the education field?