

Colleagues

Volume 6

Issue 1 *The Building Blocks of Social Foundation*

Article 1

4-5-2011

Front Matter

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Recommended Citation

(2011) "Front Matter," *Colleagues*: Vol. 6: Iss. 1, Article 1.

Available at: <http://scholarworks.gvsu.edu/colleagues/vol6/iss1/1>

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COLLEAGUES

VOLUME VI, ISSUE I • WINTER/SPRING 2011

The Building Blocks of Social Foundations



Cosmopolitan Education

The Relationship Between School and Society

Immersion Versus Exposure



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Credits

Editor-in-Chief: Clayton Pelon
Editors: Forrest Clift,
Shawn Evans, Erin Gallay
Layout and Design: Lisa R. Tennant

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Colleagues is published semi-annually by the COE Community Outreach Office

Grand Valley State University
510 Eberhard Center
Grand Rapids, MI 49504
Phone: 616.331.6240
Fax: 616.331.6422

Views expressed in Colleagues magazine do not necessarily represent the views of Grand Valley State University or the College of Education.

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Fifty Years of GRAND Growth and Success



This is a significant year for Grand Valley State University. For the past fifty years, the university has worked diligently to educate student to shape their lives, their professions and their societies. Currently, the university is comprised of 25,000 students studying in 77 undergraduate and 29 graduate programs.

The College of Education (COE) was approved to certify teachers in 1967. In 1975, graduate courses in Education were added and paved the way for graduate coursework across the university. Since 1980, when the institute was recognized as a school, the COE has grown to become a nationally recognized entity accredited by the National Council of Accreditation of Teacher Education (NCATE).

Today the COE is still leading the way in innovation with the approval for the first online program at GVSU—the M.ED in Educational Technology. This exciting advance will help the university and college grow to meet the needs of tomorrows' learners.

Other recent points of pride for the COE:

- Two TRiO program (TRiO Educational Talent Search/TriO Upward Bound) were welcomed as new additions to the college
- The Wildly Exciting Education and Celebrate Literacy Conference entitled We Celebrate attracted 500 educators
- The Educational Leadership program established new programs in Detroit

and a new cohort in Van Buren/Berrien Intermediate School District

- The Community Outreach Office received a \$200,000 grant from the Great Stewardship Initiative for establishment of community school partnerships aimed at the integration of service learning into environmental education

As we look back at this time of tremendous expansion and firsts, it is important to acknowledge the historical, political, sociological and philosophical foundations that shaped Grand Valley State University and the COE. This issue, Social Foundations, examines the impact that these foundations continue to play in the U.S. classroom. In addition, it builds the argument for weaving technology and world perspectives into the fiber of the educational process.

Voices and perspectives of previous works in education such as writings of Thomas Aquinas, Erasmus, Horace Mann, Friedrich Froebel, Jane Addams and John Dewey play an important role in education, impacting the past and the present. As such, it is critical to not lose foundational theories when solving current day problems.

Let us end on a perspective from *Democracy and Education* by John Dewey written in 1916. Do you find it relevant today?

The premium so often put in schools upon external "discipline," and upon marks and rewards, upon promotion and keeping back, are the obverse of the lack of attention given to life situations in which the meaning of facts, ideas, principles, and problems is vitally brought home. ☺

Elaine C. Collins, Ph.D.
Dean, College of Education