Reading and Learning Strategies: Pre K-3rd grade
EDEE 375 01 T/Th: 10:50-12:05
EDEE 375 02 T/Th: 12:15-1:30 Spring 2012 ECTR 215

Instructor: Elizabeth Gibbs
Individual meeting location: School of Education, 86 Wentworth St,
Contact information: gibbsea@cofc.edu
248-563-3040 (cell) Please use email as a primary form of contact
Virtual office hours through email contact
Individual meetings by appointment only

Scope: This course provides a study of the fundamentals of literacy, including reading, writing, listening, speaking, viewing, and designing relevant to learners from Pre-K through 3rd grade. It emphasizes the literacy process, factors affecting that process, and the principles and skills involved in the development of literacy within young children. (NCATE 1, 2b, 3a-e; NAEYC/EC 1, 4, 4a-c & 3; ACEI 2.1)
This course is intended to push you outside your comfort zone. It is not intended to confirm what you know. It has been created so as to help you question what you know and to force you to be able to articulate what you learn about RECOMMENDED PRACTICE in literacy instruction. This course will also push you to create projects in formats that you’ve not used before, which will push you to think differently.

Course Outcomes: All teacher preparation programs in the School of Education (SOE) are guided by a commitment to Making the Teaching Learning Connection through three Elements of Teacher Competency, which are at the heart of the SOE Conceptual Framework: 1) understanding and valuing the learner, 2) knowing what and how to teach and assess and how to create an environment in which learning occurs, and 3) understanding themselves as professionals. These three competencies underlie all learning and assessment in this course, helping you develop the knowledge, skills, and dispositions necessary to become an effective teacher.
Course outcomes are derived from the standards set forth by several areas. The standards listed in parentheses at the end of each course outcome relate to those of the SOE, IRA (International Reading Association), NAEYC (National Association for the Education of Young Children), ACEI (Association for Childhood Education International), and NCATE (National Council for the Accreditation of Teacher Education). These standards define, respectively, expectations for the School of Education, early childhood teachers, and literacy instruction. The following outcomes are organized by the Elements of Teacher Competency:

UNDERSTANDING AND VALUING THE LEARNER:
Demonstrate knowledge and understanding of first and second language development to design emergent literacy programs and strategies that build on students’ skills and backgrounds and are effective (NCATE 1, 2b & 3a-e; NAEYC/EC 1, 4 & 4a-c; SOE Standard I, II, III).

Demonstrate an understanding of the different preconceptions, miscue patterns, and misconceptions that students may exhibit and how these should be addressed instructionally (NCATE 1, 2b, 4; NAEYC/EC 1, 4b, 3; SOE Standard V).
KNOWING WHAT AND HOW TO TEACH AND ASSESS AND HOW TO CREATE ENVIRONMENTS IN THAT LEARNING OCCURS:

- Model effective use of the English language (NCATE 2b; NAEYC/EC 4b; ACEI 2.1; SOE Standard V).
- Demonstrate a thorough knowledge of the developmental process of emergent literacy and all the factors involved in it (NCATE 1, 2b & 3a-e; NAEYC/EC 1, 4, 4a-c; SOE Standard II).
- Demonstrate an ability to use effective instructional strategies, technologies, and varied language activities (including the use of children’s literature) to help students become strategic beginning readers and respond to what they have read (NCATE 2b & 3a-e; NAEYC/EC 4 & 4a-c; ACEI 3.1; IRA 1; SOE Standard III).
- Demonstrate a thorough knowledge of the lexicon, syntax, history, varieties, literature, and processes of the English language/Language Arts (NCATE 2b & 3a-e; NAEYC/EC 4 & 4a-c; ACEI 2.1; SOE Standard II).
- Demonstrate knowledge of all major approaches to reading and an ability to teach students using a balanced reading program that includes emphasis on the use of phonemic relationships, context, and text that has meaning for the students (NCATE 2b & 3a-e; NAEYC/EC 4b & 4a-c; IRA 2 and 4; SOE Standard III).
- Demonstrate the ability to communicate with, guide, and assist parents in fostering early and continued growth in literacy (NCATE 5b & 5c; NAEYC/EC 5 & 2; ACEI 5.3; SOE Standard V).
- Design formative and summative assessments to determine the level of students’ competence in their understanding and use of language and use the results of such assessments to design beginning instruction (NCATE 4 & 3a-e; NAEYC/EC 3 & 4a-4b; ACEI 4; IRA 3; SOE Standard VI).
- Demonstrate the ability to organize and manage a classroom climate within which all students have the desire to learn and to engage in emergent and early literacy (NCATE 3a-e & 5b, 5d; NAEYC/EC 4a-c & 5, 2; ACEI 1, 3.2; IRA 2 and 4; SOE Standard III & VI).

UNDERSTANDING SELF AS A PROFESSIONAL:
View professional development as a career-long effort and responsibility (IRA 5; SOE Standard IV, V, VII).

Required Readings:
Selected videos and articles located online

Required technology: Internet access for course content online at Oaks. Understanding and use of digital storytelling applications such as *PhotoStory, imovie,* and *VoiceThread*. 
Assignments:

Exams (10 points each X 3 exams = 30 points)
Three exams will cover information learned over the course. All examinations are content-based (from readings, in-class discussions, class notes) and cumulative. They require that you use your knowledge of research, theory, and practice of information specific to EDEE 375 in an application-type scenario analysis (much like what you’ll have to do on the literacy portion of Praxis II exam). NEITHER STUDY GUIDES NOR MAKE-UP EXAMS WILL BE GIVEN.

Please leave cell phones in book bags during examinations. No exceptions. TENTATIVE Dates: March 1, April 12, Exam Time (April 26) Attendance, Preparedness and Participation (20 points)

Literacy and teaching are a social process. You will be expected to come to each class prepared (having read and reflected upon assigned readings and completed designated assignments) and actively participate in class through sharing your reflections and responding to and building upon your classmates’ ideas. A major portion of this grade will come from ATI’s.

ATIs:
At the end of each chapter of LB is a section entitled “Applying the Information.” After reading each chapter, you will use this section to analyze a hypothetical case study (ATI). All ATI assignments are due in class in print on the date noted on the syllabus and will be graded on both form and content.

Each of these chapters in LB ends with case studies that apply the information from the chapter in a hypothetical scenario. After reading chapters Literacy’s Beginnings, use the template provided for the chapter’s ATI, answer the question posed in the format provided. Your response should demonstrate your application of the chapter’s content in relation to the scenario. Submit your printed paper during class on the date it’s due. Do not email me these assignments.

Literacy lesson plan (15 points):

EACH person will develop ONE lesson plan that will be sequenced with your partner intern’s lesson and taught in your field experience ON THE SAME DAY. Your lesson plan must comply with the lesson plan format used in this class. Lesson plan development will be discussed extensively in class. Time is built in for you to submit and to receive feedback on DRAFT- REVISIONS WILL BE MADE AND SUBMITTED BACK TO YOU BEFORE TEACHING THEM.

It is expected that you will gather feedback from various folks before you teach your lesson. You and your partner will work together and develop your sequenced plan. You must make appropriate changes to your lesson plan per your partner’s recommendations. Once your REVISIONS are complete, you must submit them to me for approval. You must include a copy of any assessments you will use. I will give you feedback in process on your lesson plans and you will likely need to make at least two rounds of revisions. I will only work with you on your lesson plan once I have seen that you have worked cooperatively with your partner.

You must have signed approval from your cooperating teacher and from me THAT YOU SUBMIT TO YOUR FIELD SUPERVISOR before teaching your lesson. You must submit your final approved lesson plan and any accompanying assessments used, samples of students’ work, proof of approval from your cooperating teacher and from me, and a final reflection of your lesson plan within 24 hours of teaching. Your lesson plan must be taught and formally evaluated using ADEPT.
You will be graded on your planning and reflections.
Due: February 21 (standard, objective and assessment draft), February 28 (complete lesson plan draft), March 15 (final lesson plan and reflections). There will be revisions to be made between Feb. 28th and March 15th.

Case Study Literacy Assessment (10 points):
You will conduct an age appropriate Early Childhood Literacy Assessment with a child (your case study student) in your field placement. You will assess your case study student’s literacy development using the Preschool Assessment (Appendix B in LB), a Kindergarten assessment (Appendix C in LB) or a battery of determined assessments if you are in grades 1-3. You will also conduct a literacy practices interview (provided by me) and collect two writing samples from your case study student to analyze. Drawing upon your selection of assessments, you will write an evaluation of your case study student’s literacy learning. We will discuss this assessment portfolio project further in class.
Due: Separate assessments to be conducted on designated field experience dates and brought to following classes. Assessment portfolio (all assessments, artifacts and summative evaluation) due Tuesday, March 1.

Digital Storytelling Children’s Literature Review (15 points):
For this project, you will make an annotated children’s literature bibliography in the form of a digital story (software or website of your choosing - Photostory, iMovie, VoiceThread, etc. and must be submitted for grading by uploading to the online community as a link to YouTube or other online space). You will select: 1) a focus for your annotated children’s literature bibliography (e.g. author study, writing workshop mentor texts, content area children’s literature, etc.); 2) a particular literacy stage or stages to situate your focus; and, 3) 10 texts within that focus area to present in your digital story. We will discuss this project further in class.
Due: Tuesday, April 5th

New Literacies Case Study Instructional Project (10 points):
Drawing upon what you have learned from your observations and assessments of your case study student, you will construct an instructional plan in which you make specific recommendations for instruction based on what you have learned in this class about teaching literacy in conjunction with what you have learned about your case study student’s popular culture and digital literacies interests. We will discuss further in class.
Due: Thursday, April 19

Assignments/Grading Breakdown:
Exams (3 exams X 10 points each) 30
Attendance, Preparedness & Participation (incl. ATIs) 20
Literacy Lesson Plan 15
Case Study Literacy Assessment Project 10
New Literacies Case Study Literacy Instructional Plan 10
Digital Storytelling Children’s Literature Review 15

Total: 100
Attendance Policy

General tidbits:
Class attendance is expected. Students are responsible for all content and assignments for each class. Students arriving to class 10 or more minutes late will not be allowed to enter and will be considered absent. Leaving class prior to dismissal is considered an absence. Three absences for any reason are allowed. Upon a fourth absence, the student will be automatically withdrawn from a course with the grade of WA. WA becomes an F on a transcript.

Students who qualify for SNAP must see the professor within the first two weeks of the course if they wish special accommodations.

Athletes who will miss class due to athletic events must see the professor within the first two weeks of the course and submit the athletic schedule for the semester, identifying classes that will be missed. No other absences will be allowed for athletes who miss the maximum allowable absences due to athletic events.

Honor Code and Academic Integrity
Lying, cheating, attempted cheating, and plagiarism are violations of the College of Charleston Honor Code that, when identified, are investigated. Each instance is examined to determine the degree of deception involved.

Incidents where the professor believes the student’s actions are clearly related more to ignorance, miscommunication, or uncertainty, can be addressed by consultation with the student. We will craft a written resolution designed to help prevent the student from repeating the error in the future. The resolution, submitted by form and signed by both the professor and the student, is forwarded to the Dean of Students and remains on file.

Cases of suspected academic dishonesty will be reported directly to the Dean of Students. A student found responsible for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

It is important for students to remember that unauthorized collaboration--working together without permission-- is a form of cheating. Unless a professor specifies that students can work together on an assignment and/or test, no collaboration is permitted. Other forms of cheating include possessing or using an unauthorized study aid (such as a cell phones), copying from another’s exam, fabricating data, and giving unauthorized assistance. Remember, research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the professor.

Students can find a complete version of the Honor Code and all related processes in the Student Handbook at http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html
Grading

ASSIGNMENTS SHOULD BE TURNED IN COMPLETE AND ON TIME. LATE ASSIGNMENTS WILL BE PENALIZED A FULL GRADE AND WILL NOT BE RETURNED WITH FEEDBACK UNTIL THE END OF THE SEMESTER. IF YOU MUST TURN IN AN ASSIGNMENT LATE FOR WHATEVER REASON, COPY IT FOR YOURSELF SO YOU MAY USE IT TO STUDY FOR EXAMS AND/OR TO COMPLETE PROJECTS. DO NOT EMAIL ME ASSIGNMENTS THAT ARE SUPPOSED TO BE PRINTED AND BROUGHT TO CLASS. ASSIGNMENTS ARE CONSIDERED LATE IF THEY ARE NOT WITH YOU WHEN CLASS BEGINS.

Any written assignment submitted is considered a final product that will be graded on both what is written (clarity, depth, insight) and how it is written (the form of the written work). Therefore, it is crucial to realize that correct grammar and spelling, proper punctuation, adherence to assignment guidelines, and neatness will affect your grade. As an educator, you will be expected to demonstrate competency not only in verbal but also in written communication with parents, administrators, and other educators. Please use the resources around you to proofread and to edit your work. The Writing Lab also provides FREE, INDIVIDUALIZED help on all parts of the writing process. See www.cofc.edu/~csl/ for further information.

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<tr>
<th>Week (Field Course Requirements)</th>
<th>Date</th>
<th>Topics to be discussed</th>
<th>Assignment Date</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>January 10</td>
<td>Introduction and Course Overview</td>
<td>Using Oaks post your definition of literacy</td>
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<td>January 12</td>
<td>Put Reading First: NCTE/IRA Standards: South Carolina ELA Standards: Common Core Standards</td>
<td>Skim PRF, NCTE/IRA, SC (choose one grade level), and CC (select one grade level) standards. Either print out standards (just your grade level) or bring in your laptop to class to review standards in class.</td>
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<td>LB: Read Preface</td>
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<td>Week 2</td>
<td>January 17</td>
<td>Overview: Understanding Children’s literacy development</td>
<td>Chapter 1 and ATI</td>
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<td>January 19</td>
<td>Overview: Phonics in relationship to literacy development</td>
<td>SPP: Chapter 1-3</td>
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<td>Week 3</td>
<td>January 24</td>
<td>Birth to age 3: Beginner Stage</td>
<td>LB: Chapter 2 and ATI</td>
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<td>SPP: Chapters 4-5</td>
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<td>Week 4: Field Experience:</td>
<td>January 31</td>
<td>January 31</td>
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<td>Share list of assignments to be completed with cooperating teacher</td>
<td>Ages 3-5 Novice Stage</td>
<td>LB: Chapter 3 and ATI</td>
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<td>Get email and contact info from CT</td>
<td>Phonemic Awareness and Alphabet Knowledge</td>
<td>SPP: Chapters 6-7</td>
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<td>Observe Phonics in classroom</td>
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<th>Week 5: Field Experience:</th>
<th>Feb. 7</th>
<th>Feb. 7</th>
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<tr>
<td>Observe assessments in the classroom</td>
<td>Ages 5-7 Experimenter Stage</td>
<td>LB Chapter 4 and ATI</td>
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<td>Literacy Assessment Overview</td>
<td>SPP: Chapters 8-9</td>
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<th>Week 6: Field Experience:</th>
<th>Feb. 14</th>
<th>Feb. 14</th>
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<tr>
<td>(1) get ELA standard to teach from cooperating teacher for LP to be taught on March 15</td>
<td>Ages six to eight: Conventional stage</td>
<td>LB: Ch. 5 &amp; ATI</td>
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<td>(2) conduct literacy assessments w/ case study student</td>
<td>Lesson planning introduction</td>
<td>WJS: Preface &amp; Ch. 1 Skim and bring key overview concepts to class</td>
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<th>Week 7 Field experience:</th>
<th>Feb. 21</th>
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<tr>
<td>1. confirm ELA/LP with CT</td>
<td>Lesson planning workshop</td>
<td>Bring draft of written lesson standard, objective, and assessment; make sure lesson is sequenced with partner</td>
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<td>2. conduct literary assessments with student</td>
<td>NOTE: Both classes will meet together (time TBD) so that all field partners will be together for Feb 23 lesson planning workshop. Literacy assessment portfolio workshop</td>
<td>DUE: Sequenced LP due</td>
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**Teaching the Learner**
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<tr>
<th>Week 8</th>
<th>Field Experience: Conduct literacy assessments with student</th>
<th>Feb. 28</th>
<th>Lesson plan conferences</th>
<th>EXAM 1</th>
<th>Due: Literacy Assessment Portfolio</th>
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<td>Mar. 1</td>
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<td>Week 9</td>
<td>Field Experience: Teach sequenced ELA lesson</td>
<td>Mar. 13</td>
<td>Supporting literacy in preschool</td>
<td>LB: Ch. 7 &amp; ATI Due: Literacy Assessment</td>
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<td>Mar. 15</td>
<td>Phonemic Awareness</td>
<td>WIS: Ch. 2 Due: Lesson plan, student artifacts/assessments and reflections</td>
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<td>Week 10:</td>
<td>Field Experience: Survey children and teacher about children’s literature favorites</td>
<td>Mar. 20</td>
<td>Supporting literacy in Kindergarten</td>
<td>LB: Ch. 8 &amp; ATI</td>
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<td>Mar. 22</td>
<td>Early word identification</td>
<td>WIS: Ch. 3</td>
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<td>Week 11:</td>
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<td>March 27</td>
<td>Supporting literacy in First grade</td>
<td>LB: Ch. 9 &amp; ATI</td>
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<td>March 29</td>
<td>Phonics: Moving from alphabet/sound to patterns</td>
<td>WIS: Ch. 4 &amp; 5 Appendix A &amp; B</td>
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<td>Week 12:</td>
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<td>Apr. 3</td>
<td>Supporting literacy in Second through Fourth grades</td>
<td>LB: Ch. 10 &amp; ATI Due: Digital Storytelling Children’s Literature Anthology</td>
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<td>Apr. 5</td>
<td>Fluency development; Vocabulary; Connections between spelling patterns and meaning</td>
<td>WIS: 6 Appendix C &amp; D</td>
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<tr>
<td>Week 13:</td>
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<td>Apr. 10</td>
<td>EXAM 2 (inclusion of phonics knowledge)</td>
<td>Reading: To be determined &amp; posted online</td>
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<td>Apr. 12</td>
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Final Exam (Exam 3): Section 01: Thursday April 26th, 8-11 a.m. Section 02: Thursday, April 26, 12-3 p.m.
POLICIES AND PROCEDURES FOR COURSES IN THE SCHOOL OF EDUCATION*

GRADING SCALE:
Letter Grades | Percentage Range | Grade Point
--- | --- | ---
A | 93-100% | 4.0
A- | 91-92% | 3.7
B+ | 89-90% | 3.3
B | 86-88% | 3.0
B- | 84-85% | 2.7
C+ | 82-83% | 2.3
C | 79-81% | 2.0
C- | 77-78% | 1.7
D+ | 75-76% | 1.3
D | 72-74% | 1.0
D- | 70-71% | 0.7
F | 0-69% | 0.0

PROFESSIONAL BEHAVIOR/DISPOSITIONS: Students are responsible for all content and assignments for each class. They are expected to demonstrate professional behaviors consistent with the following dispositions:
• The belief that all students can learn.
• Value and respect for difference.
• Value of positive human interaction.
• Intellectual curiosity and willingness to learn new knowledge.
• A commitment to inquiry, reflection, and self-assessment.
• Value of responsible, collaborative, and cooperative work.
• Sensitivity to community and cultural context.
• Responsible and ethical practice.

ATTENDANCE: Class attendance and punctuality are expected professional behaviors. Students are responsible for meeting the specific attendance requirements as outlined in the syllabus for each course. A student may receive a “WA/F” for excessive absences, based on the class attendance requirements specified in the syllabus.

MAKE-UP EXAMINATIONS AND QUIZZES: If a quiz or examination (other than the final examination) was missed for a legitimate reason, as determined by the professor, the professor has the discretion to administer a make-up examination. It is the responsibility of the student to make arrangements for the make-up.

DUE DATES: Due dates for course assignments, as well as scheduled quizzes and exams, are listed in the syllabus. Any changes will be announced in class. Consequences related to late materials are determined by the professor.

FINAL EXAMS: The final exam for each course (which may be in the form of an examination, performance, or project) will only take place during the period scheduled for
the final exam for that course. (Undergraduate students who have more than two final exams scheduled on the same day may arrange for an alternate time for one final exam through the Office of the Undergraduate Dean)

**PAPERS:** Papers will be word-processed using the style of the Publication Manual of the American Psychological Association (most current edition).

**HONOR SYSTEM:** All courses in the School of Education are conducted under the Honor Code of the College of Charleston. The Honor Code specifically forbids lying, cheating, attempted cheating, stealing, attempted stealing and plagiarism. Students at the College are bound by honor and by their acceptance of admission to the College to abide by the Code and to report violations. As members of the College community, students are expected to evidence a high standard of personal conduct and to respect the rights of other students, faculty, staff members, community neighbors, and visitors on campus. Students are also expected to adhere to all federal, state, and local laws. Faculty members are required to report violations of the Honor Code or Code of Conduct to the Office of Student Affairs. Conviction of an Honor Code violation in a class will result in the grade of “XF” for the course.

**ADA ACCOMMODATIONS:** In compliance with the Americans with Disabilities Act (ADA), all qualified students are entitled to “reasonable accommodations.” The instructor must be notified during the first week of class of any accommodations needed.

**MISSION**
The mission of the School of Education at the College of Charleston is the development of educators and health professionals to lead a diverse community of learners toward an understanding of and active participation in a highly complex world.

Our mission is to be a community of diverse teacher leaders who ensure exemplary learning and wellness opportunities for all individuals. These opportunities are created by professionals who can MAKE THE TEACHING - LEARNING CONNECTION through:

Understanding and valuing the learner;
Knowing what and how to teach and assess and how to create an environment in which learning occurs; Understanding ourselves as professionals.

**MAKE THE TEACHING AND LEARNING CONNECTION**
The mission is further defined through elements of teacher competency that organize standards of effective teaching.

**Element of Teacher Competency 1: Understand and value the learner**

*Standard I:* Evidence theoretical and practical understanding of the ways learners develop

**Element of Teacher Competency 2: Know what and how to teach and assess and how to create an environment in which learning occurs.**

*Standard II:* Demonstrate understanding and application of the critical attributes and pedagogy of the major content areas.

*Standard III:* Evidence a variety of strategies that optimize student learning

*Standard VI:* Demonstrate an understanding of the continuous nature of assessment and its role in facilitating learning
Element of Teacher Competency 3: Understand oneself as a professional
Standard IV: Participate in informed personal and shared decision making that has as its focus the enhancement of schooling and the profession
Standard V: Communicate effectively with students, parents, colleagues, and the community
Standard VII: Show an understanding of the culture and organization of schools and school systems and their connection to the larger society
College of Charleston School of Education Charleston, South Carolina 29424
http://www.cofc.edu/SchoolofEducation