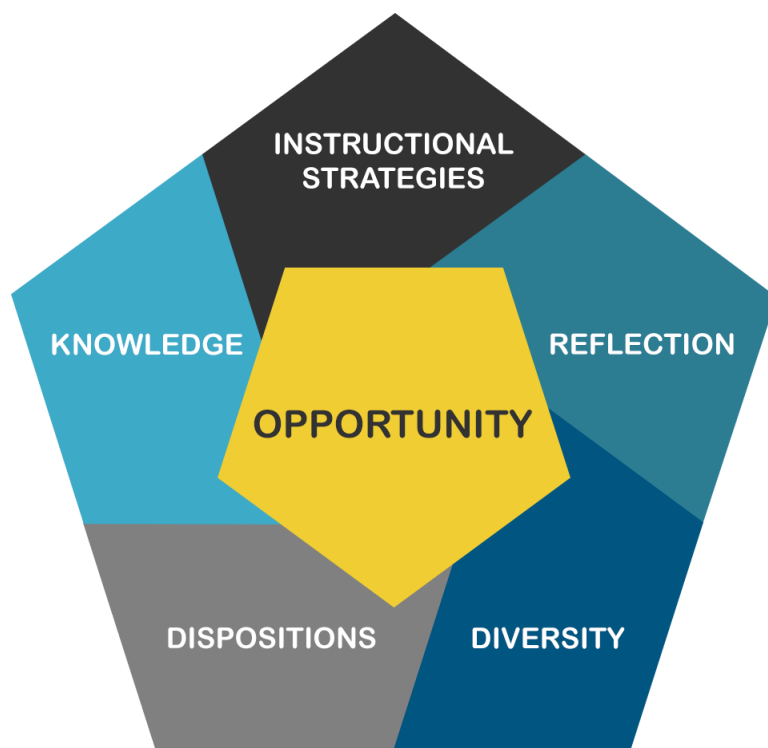


Opportunity is the key theme of the Conceptual Framework of the UMPI Education Program. It emphasizes the empowering and transformative role education plays in the lives of individuals and entire communities. We believe that education is the opportunity to positively change lives and impact individuals, communities, and the world. The UMPI Education Program seeks to prepare reflective educators who are dedicated to teaching and learning, who have an understanding and appreciation of the synthesis of theory and practice, who recognize the value and importance of collaboration and mentoring, and who possess and demonstrate proper ethical and professional dispositions. The ultimate outcome is to prepare educators able to recognize the educational needs of their times and able to respond to them in a meaningful way.

The Conceptual Framework of the UMPI Education program is based upon 5 dimensions:



Knowledge

Knowledge is the assimilation and accommodation of the various areas of study in becoming a teacher and an educated person. To achieve a depth of understanding requires the application of thinking processes such as scientific thinking, critical thinking, creative thinking and other forms of reasoning.

Reflection

Reflection is an integral part of academic and professional growth. Being a reflective thinker implies a willingness to review, reexamine, evaluate and rethink educational concepts, processes, and practices.

Dispositions

Academic and professional attitudes, values, and beliefs are demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, and colleagues. In addition to assessing content knowledge and pedagogical skills of pre-service teachers, the UMPI Education program identifies, evaluates, and develops students' attitudinal behaviors, or dispositions.

Diversity

The UMPI Education program recognizes the importance of designing and implementing curricula that support students' appreciation of social justice, awareness and acceptance of differences among people based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.

Instructional Strategies

Instructional strategies emphasized in the College of Education reflect the current art and science of pedagogy. CoE faculty employ research-based and data-informed practices in varied classroom settings and with diverse student populations. They are intended to facilitate students' progress and educational success.

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