**An Introduction to MALT 602: Critical Pedagogy and Instructional Design**

This course is focused on connecting secondary school methods to the Pragmatist Philosophical Transactive Paradigm investigated in MALT 601. To that end, this overview of the course is designed to offer some guidelines and tips about how to approach the MALT 602 syllabus. MALT 602 represents the 1st of two methods courses single-subject candidates are taking during their first semester. They will be taking MALT 601, Foundations of Education, along with MALT 602 and MALT 604 during their first semester.

**Semester One**

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| MALT 601: Foundations of Education (1st 7 weeks) | MALT 601: Foundations of Education (2nd 7 weeks) |
| MALT 602: Critical Pedagogy and Instructional Design | MALT 604: Literacies for Diverse Learners |

**Note: A total of 40 hours of early fieldwork experiences are to be completed within this program across the first two semesters. Five hours of fieldwork will be completed in each methods course and ten hours will be completed in each foundations course.**

**The Objectives**. There are six objectives set forth for this course; they vary among curriculum design, assessment strategies, the acquisition of subject matter knowledge, and the application of the principles of critical pedagogy. For the most part the objectives are complemented by the course text and the readings. Though the course is designed to explore methods or teaching approaches that support students’ diverse cultures and identities, we are hoping that some of the *theoretical* background covered in the course readings will be discussed among course participants. For example, the first chapter of the Kellough and Kellough (2011) text *Secondary School Teaching: A Guide to Methods and Resources* emphasizes a recognition of the challenges facing secondary teachers. Today’s classrooms in a nation of diversity and shifting demographics require that teachers recognize and provide for student differences and effective differentiation of instruction. Kellough and Kellough write that “exemplary secondary educational programs are rooted in celebrating and building upon the diverse characteristics and needs of America’s adolescents” and share what they believe to be “the best of practices, the most useful of recent research findings, and the richest of experiences” for all students (p. xvii). The Gareis and Grant (2015) text *Teacher-Made Assessments: How to Connect Curriculum, Instruction, and Student Learning* emphasizes the roles of assessment within the classroom, alignment, basic guidelines for writing assessments, and principles for tapping higher cognitive levels of learning. Gareis and Grant acknowledge that even though “the role of assessment in teaching has long been understood, what has been less evident is the effect that assessment practices in the classroom can have on the quality of teaching and the improvement of student learning” (p. 8). And finally, Wollowitz (2008) brings together the voices of many educators in the text *Critical Literacy as Resistance: Teaching for Social Justice Across the Secondary Curriculum* who focus on critical literacy and critical thinking, subject specific literacies, and the struggle for educational justice. In the texts preface, John Mayher argues that “all of the decisions that affect schools and schooling are embedded in a complex network of social forces and that unless those are understood by teachers and students alike, no meaningful change can occur” (p. ix). Using these three texts along with the related articles emphasizing a call for action and social justice, we hope you will create a context that will empower candidates to create curriculum, as an ethical and social justice practice, rather than being relegated to the role of technicians.

**The Assignments**. There are three assignments designed for the course. Each assignment includes specific fieldwork experiences contributing to the development of assignment objectives. They include (a) an emerging plan for classroom management, (b) preparation of a full semester content outline, (c) and the design of lessons and unit plans. Fieldwork experiences include a 15 – 20 minutes interview with 3 teachers regarding their classroom management plans, a meeting with a department chair or team leader to discuss long term planning, three classroom observations documenting each teacher’s style, an interview with three students (one multilingual, one special needs, and one GATE), and interviews with 3 teachers on the preparation of assessment items. Given the short, 7-week duration of the course, and only 2-hour meetings, we advise that practice-teaching episodes are conducted with groups of two or three students each, allowing for collaboration among candidates, *and* that these practice-teaching episodes do not take up more than about 20-minutes each. It will be noted that written responses to the readings are ***not*** expected for each session. Rather, each course instructor will determine how readings will be divided, shared, and documented. The lesson and unit plan development assignment is the most far reaching assignment. The purpose of this assignment is to gain familiarity with the design of lessons and unit plans and to see each lesson in a developmental sequence toward unit completion. Connected to the assignment are three separate fieldwork experiences that will contribute to students’ knowledge of organized day to day sequencing, formative and summative assessments, and specific strategies for differentiating instruction to meet the needs of all students.

**The Course Schedule**. It is suggested that candidates prepare an informal page of notes in response to the various outlined readings. These notes can take any form; a concept map, quick quotes from across the range of text in a chapter, quick thoughts jotted in response and etc. Then in class, candidates can meet in small groups, talk about their notes and the core elements of the readings and from there, prepare a brief outline of what they might consider most important. These noted important insights can be the basis for the documentation of fieldwork experiences that are due as part of a course assignment. It would be good to have the candidates learn to use APA style writing when completing summary and analysis of fieldwork experiences and citing course readings. Many do not know the intricacies of such writing and will need some guidance about quotations and citation style.

An important feature of the course is schedule is the emphasis on methodologies that encourage critical thinking and questioning, inquiry teaching and discovery learning, and integrated strategies for integrated learning. While candidates engage in the development of lesson and unit plans we want to nurture their awareness of teaching styles and their relation to constructivism as they identify and build their own instructional competencies. We hope these methodologies will be discussed, modeled, practiced, and noted during fieldwork experiences. In addition, the purposes and principles of assessment are articulated both in the Kellough & Kellough text and Gareis and Grant’s text *Teacher-Made Assessments: How to Connect Curriculum, Instruction, and Student Learning*. Attention to course readings, assignments, and field experiences should help our candidates view assessment as “an integral and ongoing process in the total educational arena” (Kelough & Kellough, p. 239).

Another feature of the course is the inclusion of Laraine Wallowitz’ text *Critical Literacy as Resistance: Teaching for Social Justice Across the Secondary Curriculum*. While we want our candidates to engage in curriculum design that emphasizes hands-on and minds-on learning (Kellough & Kellough, p. 150), we also want to be sure our candidates are cognizant of the diversity of students represented in a classroom setting and the different challenges and strengths each student brings to school. Remember that as candidates are taking MALT 602, they are also taking the 14-week course, Foundations of Education which provides a theoretical context (i.e. social justice lens) for the shorter, 7-week courses. Thus, the Wallowitz text and accompanying articles on social justice have been selected and should be read to further candidates’ appreciation for how social justice can be furthered for the diverse group of grades 6-12 students in our public schools.

Finally, best wishes! Questions will arise and we are here to address them with you. Contact [greg\_hamilton@redlands.edu](mailto:Alayne_sullivan@redlands.edu) to pose specific questions about this MALT 602 syllabus. Thank you for being a valued colleague as we guide our Masters degree candidates through this intense graduate level experience.