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| **MALT 601 Foundations of Learning** | | |
| **Term: SEM, YEAR** (start date-end date) |  | **Days:** |
| **Location:** |  | **Time:** |
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| --- | --- |
| **Faculty:** First Last | **Email:** first\_last@redlands.edu |
| **Office Hours:** NUH xxx Days Hours | **Phone:** (909) 748-xxxx |
| **Web/Moodle:** | |

**COURSE CATALOGUE DESCRIPTION**

Investigates the legal, political, and socio-cultural philosophical paradigms of education encompassing differing interpretations of the purpose of education, role of the teacher, role of the student, learning theories, and pedagogy, curriculum, assessment, and restorative justice through the theoretical lens of critical theory. Fieldwork experience required.

**Prerequisites:** Permission to enroll in Teacher Credential courses from the School of Education.

Equivalent to EDUG 401/EDUC 501.

**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 (MALT 601 and MALT 611).**

**Fieldwork Experience includes one or more of the following:**

* Visit the Museum of Tolerance. Alternatives:

       1) San Diego Museum of Man <https://www.museumofman.org/>

       2) Orange County's Bowers Museum <https://www.bowers.org/index.php>

       3) Riverside Office of Homeless Solutions

<https://www.riversideca.gov/homelesssolutions/>

      4) Riverside Center for Social Justice and Liberties

<http://socialjustice.rccd.edu/Pages/splash.aspx>

* Visit California African American Museum.
* Visit a Community-based Organization (CBO) e.g., a homeless shelter or soup kitchen.
* Visiting classrooms that contain students from diverse backgrounds to identify systemic  
   issues discussed in this course (e.g., special needs, multilingual, 80% free-reduced  
   lunch, Title I, race, LGTBQ).
* Visit additional locations and/or events approved by your professor.

**The fieldwork log will be turned in to the Office of Student Success at** [**OSS@redlands.edu**](mailto:OSS@redlands.edu)**, and the assignment linked to your early fieldwork experience will be turned in to the professor.**

**CONTEXTUAL COURSE DESCRIPTION**

The words equality and equity are mistakenly used interchangeably. This does not further depth of understanding teaching within a socially just context. Equality/inequality refers whether students are provided the same resources (e.g., effective teachers). Equity encompasses equality but delves into that which remains invisible unless one engages in critical consciousness. Equity raises to consciousness pervasive and enduring systemic social inequities arising from the hegemony of the dominant societal group’s reality that has determined curricula, school practices, and purposes to the exclusion of non-dominant groups who traditionally have remained marginalized and underserved.

**REQUIRED COURSE TEXTS**

Oakes, J., Lipton, M., Anderson, L., & Stillman, J. (2013). *Teaching to change the world*. (4th ed.) Boston, MA: The McGraw-Hill Companies, Inc.

Sensoy, Ö. & DiAngelo, R. (2017). *Is everyone really equal?: An introduction to key concepts in social justice education.* New York, NY: Teachers College Press.

**REQUIRED READINGS FOR COURSE**

Bechard, A. (2017). One Teacher's Journey: An examination of the link between evolving teacher identity and practice and the changing socio-political context of education. In Gordan, R.K., *Challenges associated with cross-cultural and at-risk student engagement* (pp. 236-259). Hershey: IGI Global.

Blanchett, W. (2006). Disproportionate Representation of African American Students in Special Education: Acknowledging the Role of White Privilege and Racism. *Educational Researcher,* *35*(6), 24-28. Retrieved from <http://www.jstor.org/stable/3876750>

Caine, R. & Caine, R. *12 Brain/Mind Natural Learning Principles.* Retrieved from: <http://www.cainelearning.com/wp-content/uploads/2014/04/12-Brainmind-principles-expanded.pdf>

Clycq, N., Nouwen, W. & Vandengroucke, A. (2013). Meritocracy, deficit thinking and the invisibility of the system: Discourses on educational success and failure. *British Educational Research Journal, 40, 5,* pp. 769-819. DOI: 10.1002/berj.3109

Freire, P. (2005). [Chapter 2]. *Pedagogy of the oppressed: 30th Anniversary Edition.* New York: Continuum. Retrieved from: <http://www.msu.ac.zw/elearning/material/1335344125freire_pedagogy_of_the_oppresed.pdf>

Grimes, C. F. (2009). *The self-fulfilling prophecy: Better performance by perception.* Retrieved from [www.accel-team.com/\_pdf/atpdf\_11\_pygmalion\_np.pdf](http://www.accel-team.com/_pdf/atpdf_11_pygmalion_np.pdf)

Mirci, P. (2016). *Updated Philosophies of Education.* Unpublished manuscript, University of Redlands, Redlands, CA.

Mirci, P., Loomis, C., & Hensley, P. (2011). Social Justice, Self-Systems, and Engagement in Learning: What Students Labeled as “At-Risk” can Teach Us. *National Council of Professors of Educational Administration / NCPEA Education Leadership Review,* 57-73.

Reynolds, D. (2007). Restraining Golem and Harnessing Pygmalion in the Classroom: A Laboratory Study of Managerial Expectations and Task Design. *Academy of Management Learning & Education*, *6*(4), 475–483. Retrieved from <http://www.jstor.org/stable/40214476>

Robinson, Ken. (October 14, 2010). *RSA Animate – changing paradigms*. 8 John Adam Street, London, WC2N 6EZ: Royal Society for the encouragement of Arts, Manufactures and Commerce. Retrieved from [https://www.thersa.org/discover/videos/rsa-animate/2010/10/rsa-animate---changing-paradigms‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬](https://www.thersa.org/discover/videos/rsa-animate/2010/10/rsa-animate---changing-paradigms) ‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬

Rushton, S. R., Eitelgeorge, J., & Zickafoose. Connecting Brain Cambourne’s Conditions of Learning Theory to Brain/Mind Principles: Implications for Early Childhood Educators. *Early Childhood Education Journal, 31*(1), 11-12.

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“Trading Action for Access:” The Myth of Meritocracy and the Failure to Remedy Structural Discrimination. (2008). *Harvard Law Review,* *121*(8), 2156-2177. Retrieved from [http://www.jstor.org/stable/4”0042735](http://www.jstor.org/stable/40042735)

Wildman, S. M. (2005). The Persistence of White Privilege. *Journal of Law and Policy. 18,* pp. 247-265. Retrieved from: <http://openscholarship.wustl.edu/cgi/viewcontent.cgi?article=1262&context=law_journal_law_policy>

**RECOMMENDED TEXT**

Hinchey, P. H. (2010). *Finding freedom in the classroom: A practical introduction to critical theory.* New York: Peter Lang.

**TECHNOLOGY REQUIREMENTS**

Technology tools have been integrated in this course and all other Professional Teacher Preparation courses.  **Moodle** is a web-based tool that you can access from any Internet connection with Internet Explorer at any time.  Access is located at [http://moodle.redlands.edu](https://mailbox.redlands.edu/owa/redir.aspx?C=fAXLEaRUmUuWN5PfMWkD5wBuaH7CItBIObgKb9spHLF1VMEow03UUFW5mkldpTgzMfQcwG6luOc.&URL=https%3a%2f%2fmailbox.redlands.edu%2fowa%2fredir.aspx%3fC%3db3cf779c18334077b1970ce2110b8dd4%26URL%3dhttp%253a%252f%252fmoodle.redlands.edu).  The site will have links to the course syllabus, assignments, resources, and other communication tools.  There is no charge for the use of Moodle.  Microsoft Office will be helpful if you have it accessible. All software is available in the School of Education for use.  Internet access will be required for classes ([http://moodle.redlands.edu](https://mailbox.redlands.edu/owa/redir.aspx?C=fAXLEaRUmUuWN5PfMWkD5wBuaH7CItBIObgKb9spHLF1VMEow03UUFW5mkldpTgzMfQcwG6luOc.&URL=https%3a%2f%2fmailbox.redlands.edu%2fowa%2fredir.aspx%3fC%3db3cf779c18334077b1970ce2110b8dd4%26URL%3dhttp%253a%252f%252fmoodle.redlands.edu)).  All courses build on prior coursework and technology skills. Technology skills also should be used as often as is appropriate to enhance learning and teaching competence. When all professional Teacher preparation coursework is completed successfully, candidates will have met the Level I technology requirements.  Additionally, **The Armacost Library** site at [http://www.redlands.edu](https://mailbox.redlands.edu/owa/redir.aspx?C=fAXLEaRUmUuWN5PfMWkD5wBuaH7CItBIObgKb9spHLF1VMEow03UUFW5mkldpTgzMfQcwG6luOc.&URL=https%3a%2f%2fmailbox.redlands.edu%2fowa%2fredir.aspx%3fC%3db3cf779c18334077b1970ce2110b8dd4%26URL%3dhttp%253a%252f%252fwww.redlands.edu) /library has links to many other on-line resources under Internet Education Resources.

**COURSE OBJECTIVES**

Based on the Teaching Performance Expectations (TPEs) aligned with the California Standards for the Teaching Profession (CSTP) adopted in June 2016.

**Each candidate will be provided the opportunity to engage in critical thinking (i.e., self-interrogation of unexamined assumptions and stereotypes) using the theoretical orientation of critical theory to develop critical consciousness resulting in adult transformative learning:**

1. To critique the conflicting Transmissive Philosophical Paradigm (e.g. Banking Model / Didactic Model) encompassing Essentialism, Perrenialism, Behaviorism, Progressivism of Edward Thorndike) and the Transactive / Transformative Philosophical Paradigm (e.g., Critical Theory, Critical Pedagogy, Critical Consciousness) Progressivism and Pragmatism of John Dewey, Child-and-Community-Centered Schooling, Multiculturalism / Socioculturalism, Existentialism), using key concepts in social justice, the theoretical framework of critical theory, and findings from neuroscience research education. [ CSTP 1, 2, 3, 4, 5, 6]
2. To analyze teacher behaviors through a research-based systems model known as Cambourne’s *Conditions of Learning”* to develop understandings of how powerful ideologies (e.g., social justice, democracy, learner-centered, culturally responsive teaching versus deficit thinking, meritocracy, racial superiority and White male privilege), Social Darwinism, and beliefs of the teacher and students resulting in very differing “realities” for students as environments conducive to or hindering learning.
3. To self-assess one’s own identity related to possible implicit and explicit biases from socialization into institutionalized racism, classism, heterosexism, ableism, sizeism, religious intolerance conveyed via attitude, expectations, words, and actions by writing a cultural autobiography. [CSTP 1, 3, 5, 6]
4. To evidence critical thinking defined as the evaluating one’s unexamined assumptions and uninformed beliefs regarding the identities, circumstances (e.g., homelessness, foster care, family composition, etc.), cultures, and languages of students, their families, and their communities and critical consciousness in terms of underlying causes of institutionalized inequity [CSTP 1, 2, 3, 4]
5. To evaluate classroom instructional practices based on the learning theory of social constructivism that is consistent with findings from neuroscience research, positivist and constructivist epistemologies related to identity, academic status, content-and-standards- related needs and goals, assessment data, language proficiency and social status. [CSTP 1, 2, 3, 4]
6. To critique classroom learning environments from a systems’ perspective of interconnected processes or conditions necessary for student engagement in meaningful and real-life contexts promoting social development and self-determination where each student is physically, intellectually, and emotionally safe (e.g., restorative justice in the social contract for classroom management). [CSTP 1, 2, 4, 5]
7. To recognize the intersectionality of social stratification, internalized dominance and oppression, hegemony in structural and institutional power, privilege, racism, sexism, heterosexism, ableism, sizeism, religious intolerance and other forms of marginalization that threaten the physical and emotional safety of young people hindering their intellectual, social, emotional, and ethical growth by constructing a cultural autobiography. [CSTP 1, 2, 5, 6]

**ASSIGNMENTS AND ASSESSMENTS**

There are five assignments in which participants demonstrate their proficiency in attaining course objectives.

**Key Assignment #1 (35% of the course grade) (Due dates: )**

Critical and Analytical Responses to Assigned Readings

* Purpose: To engage in critical and analytical thought regarding the assigned readings for six class sessions (each worth a maximum of 5 points) that will support development of the Key Assignment #2: Education as Political – Essentialist Philosophical Transmissive Paradigm and the Pragmatist Philosophical Transactive Paradigm.
* Overarching questions:
  + How can I write a paragraph comprised of an integrated summary across the assigned articles of what the authors said, connecting explicitly to their words, ideas, and writing?
  + How can I write a second paragraph consisting of a critique of the articles using the theoretical orientation of Critical Theory?
  + What are at least 3 questions I can bring to the class discussion that will constitute my third paragraph?
  + What are the phrases and/or concepts that stood out to me from each reading that I might want to incorporate into Key Assignment #2 and record on subsequent pages after the first page consisting of the three paragraphs?
* Academic resources: The assigned readings
* Layout: You must carefully construct each of the three paragraphs to evidence of understanding in a written one-page double-spaced (1-inch margins, 12 points Times New Roman font). You might then identify phrases or concepts from each of the readings to incorporate into Key Assignment #2.

**Key Assignment #2 (20% of the course grade) (Due Dates: \_\_\_\_\_first draft due; \_\_\_ - final paper)**

**Education as Political –** To critique the conflicting Transmissive Philosophical Paradigm (e.g. Banking Model / Didactic Model) encompassing Essentialism, Perrenialism, Behaviorism, Progressivism of Edward Thorndike) and the Transactive / Transformative Philosophical Paradigm (e.g., Critical Theory, Critical Pedagogy, Critical Consciousness) Progressivism and Pragmatism of John Dewey, Child-and-Community-Centered Schooling, Multiculturalism / Socioculturalism, Existentialism), using key concepts in social justice, the theoretical framework of critical theory, and findings from neuroscience research education.

* Purpose: To construct knowledge presented in academic writing that evidences one’s understanding of education as political situated in two conflicting philosophical paradigms (i.e., Transmissive Philosophical Paradigm and the Transactive / Transformative Paradigm).
* Overarching questions:
  + What is the sense I made from each of the readings from the course texts and the articles that can be used in the construction of my paper?
  + How can my understanding of the two conflicting philosophical paradigms guide me through contemporary political discourses, my development of curriculum, and critique of policies and legislated mandates?
  + How can I evidence my understanding of the way hegemonic power in structures and institutions that reinforces ethnocentric monoculturalism?
  + How can I explain such political uses of language as “balanced literacy” + “back-to-basics” as ideological rather than as deficit curriculum?
  + How can knowledge of learning theory, such as social constructivism, guide all aspects of my work as a teacher?
  + What are key social justice concepts that need to inform my relationships with students, parents, and other stakeholders as well as creation of the classroom learning environment?
* Academic resources: Required course texts and each of the assigned articles as well as individual pursuits of information.
* Layout: How will you express your original construction of knowledge in an original composition of an 8 –10 page paper - formatted correctly to the sixth edition of the *Publication manual of the American Psychology Association (APA)* - embedding differing sources to involve and immerse your audience intellectually and emotionally (e.g. literary genre(s), musical genre(s), and visual genre(s), etc.?
* Note: The process of engaging in academic writing can be frustrating because the onus is on the writer in making decisions related to structure, content, and presentation. Please meet with the instructor if you experience disequilibrium to help you through this process that is at the root of adult transformative learning.

**Key Assignment #3 (15% of the course grade) (Due Date: \_\_\_\_)**

Personal Cultural Autobiography

* Purpose: To examine one’s identity from egocentric, ethnocentric, and sociocentric socialization resulting in the possibility of active and passive prejudice, discrimination, privilege, and judgmentalism regarding group identities.
* Overarching questions:
  + What were my experiences regarding macroaggressions and mircroaggressions that led to my unexamined assumptions about …
    - the language of English in relationship to other languages?
    - people living in poverty in this country? … in the world?
    - females and the history of their marginalization in society?
    - people whose sexual orientation is other than heteronormative?
    - people marginalized by ableness differences?
    - people whose height, weight, or shape does not reflect a socially defined standard?
    - people whose age is not privileged in this society?
    - people involved in and non-involved in religions?
    - people advantaged by White privilege?
    - People privileged by higher education?
  + What are my perception regarding my own self-system (i.e., self-attributes, sense of self and others, self-efficacy, nature of the world, and purpose)?
* Academic resources: Required course text, *Is Everyone Really Equal? An Introduction to Key Concepts in Social Justice Education*, readings as well as individual pursuits of information.
* Layout: How will you express your original construction of knowledge in an original composition of a 5-7-page paper - formatted correctly to the sixth edition of the *Publication manual of the American Psychology Association (APA)* - embedding differing sources to involve and immerse your audience intellectually and emotionally (e.g. literary genre(s), musical genre(s), and visual genre(s), etc.?

**Key Assignment #4 (20% of the course grade) (Variable Due Dates)**

Group Project: *Teaching to Change the World*

* Purpose: To work in groups to create experiential learning that empowers colleagues to teach in way that foster a classroom, school, community, and nation committed to human rights. To address
* Overarching question: How will you immerse your colleagues in an intellectually and emotionally experience that results in deeper internalization of the foundations of education?
* Academic resources: The chapter you chose from the course text, *Teaching to change the world,* or the course text, *Is everyone really equal?,* and any other resources you deem appropriate.
* Layout: How will you avoid lecture and reading of PowerPoints to create a 60-minute experiential learning session (e.g. literary genre(s), musical genre(s), and visual genre(s), etc.?

Chapter Choices for Experiential Learning Sessions

Chapter 4: “Policy and Law: Rules that Schools Live By” from the course text, *Teaching to change the world*

Chapter 7: “Assessment: Measuring What Matters” from the course text, *Teaching to change the world* [Focus especially on eugenics, Lewis Terman, “Treating a Prejudicial Construct as Truth,” “IQ and Scientific Schooling,” and “Critiques of Today’s Standardized Tests”]

Chapter 8: “Classrooms as Communities: Developing Caring and Democratic Classrooms” from the course text, *Teaching to change the world* [Focus especially on “Management, Socialization, Discipline, and Control”]

Chapter 10: “School Structure: Sorting Students and Opportunities to Learn” from the course text, *Teaching to change the world* [Focus especially on “Why do Schools Label and Sort Students?” and “Grouping Dilemmas”]

Chapter 7: “Racism” and Chapter 8: “Racism as White Supremacy” from the course text, *Is everyone really equal?*

Chapter 9: “Yes, But …” Common Rebuttals” and Chapter 10: “Putting it all Together” from the course text, *Is everyone really equal?*

Date of Experiential Immersion\_\_\_\_\_\_\_\_\_\_: Chapter: \_\_\_\_, Text: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of Experiential Immersion\_\_\_\_\_\_\_\_\_\_: Chapter: \_\_\_\_, Text: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of Experiential Immersion\_\_\_\_\_\_\_\_\_\_: Chapter: \_\_\_\_, Text: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of Experiential Immersion\_\_\_\_\_\_\_\_\_\_: Chapter: \_\_\_\_, Text: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of Experiential Immersion\_\_\_\_\_\_\_\_\_\_: Chapter: \_\_\_\_, Text: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of Experiential Immersion\_\_\_\_\_\_\_\_\_\_: Chapter: \_\_\_\_, Text: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Key Assignment #5 (5% of the course grade) (Variable Due Dates)**

My Cultural Identity

* Purpose: To share your own cultural identity and what it means to you in becoming a teacher.
* Overarching question: What would I like colleagues to know about the people and experiences that have shaped who I am and what I value?
* Academic resources: Not Applicable.
* Layout: What are the seven artifacts that I can place in a shopping bag or use in the creation of a PowerPoint that describe aspects of my cultural identity that is most important in my life that can be shared within a seven-minute presentation?

**Key Assignment #6 (5% of the course grade) (Due Date: Last Class Session)**

Me, Now and Then

* Purpose: To reflect on who you were at the beginning of the course and how you view yourself now because of your own engagement in adult transformative learning.
* Overarching question: Because adult transformative learning impacts one’s identity, how has my identity changed because of my investment of time, energy, and thinking?
* Academic resources: Not applicable
* Four-minute presentation

**GRADING SYSTEM/SCALE**

(See University Catalog)

4.0 or 3.7 Outstanding

* The student displayed exceptional grasp of the material, frequently with evidence of intellectual insight and original thought. Above and beyond expectations.
* Department Expectation: Any assignment required to be written in APA format is organized, unbiased, and clear with correct and consistent verb tense, subject and verb agreement, singular and plural pronoun agreement, punctuation, spelling, abbreviations, quotations and paraphrases, citations, and references formatted to the sixth edition of the Publication manual of the American Psychology Association (APA).

3.3 or 3.0 Excellent

* The student’s work demonstrated a thorough grasp of the material with occasional errors and omissions. Assignments were thoroughly and completely done, with careful attention to detail and clarity and with evidence of intellectual insight.
* Department Expectation: Any assignment required to be written in APA format is organized, unbiased, and clear manuscript with occasional errors and omissions in verb tense, subject and verb agreement, singular and plural pronoun agreement, punctuation, spelling, abbreviations, quotations and paraphrases, citations, and references formatted to the sixth edition of the Publication manual of the American Psychology Association (APA).

2.7, 2.3, or 2.0 Acceptable

* The quality of work was acceptable, meeting minimal course standards, but was not exceptional. Performance on assignments was satisfactory and demonstrated that the student was keeping up with the material and attending to detail.
* Department Expectation: Any assignment required to be written in APA format contains errors and omissions in verb tense, subject and verb agreement, singular and plural pronoun agreement, punctuation, spelling, abbreviations, quotations and paraphrases, citations, and references formatted to the sixth edition of the Publication manual of the American Psychology Association (APA).

**Graduate students will not receive credit for a course awarded a grade of 1.7 or below. A cumulative grade point average below 3.0 is not sufficient for good standing in graduate programs.** 1.7, 1.3, 1.0, 0.7, 0.0 Unacceptable for graduate credit.

**MINIMUM COURSE CREDIT REQUIREMENT FOR TEACHER CREDENTIAL CANDIDATES**

Students must receive at least a 2.0 to earn credit for the course. The MALT program requires a cumulative grade point average of 3.0 for degree completion and/or credential recommendation

**ACADEMIC HONESTY**

Academic honesty stands at the center of intellectual pursuits in the academic community. All people should clearly understand what constitutes plagiarism and avoid it. See the university catalog for full text of the academic honesty policy.

**ATTENDANCE POLICY**

Class participation is a critical component and requirement in all courses, and students are expected to attend all class sessions. We realize that emergencies can arise and students need to make important and difficult choices. Students are always responsible for informing the instructor of an absence and making up all required class assignments. Any student who misses more than two sessions of a course may be required to retake the course.

**ACCOMMODATIONS FOR LEARNING**

If you feel you need accommodation to address the impact of a learning or physical disability, please speak with me privately to discuss your specific needs. To coordinate reasonable accommodations for documented disabilities, contact Academic Success and Disability Services at 909-748-8108 or visit them on the bottom floor of the Armacost library.

**TENTATIVE COURSE OUTLINE – SUBJECT TO CHANGE**

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| --- |
| **WEEK #1 – Session #1** |
| TOPICS and ACTIVITIES |
| * Introductions * Review of Syllabus   + *Teacher Credential Program Themes*   + Critical Theory as Theoretical Framework   Video: *Explainer – Critical Theory*  [Video access: <https://www.youtube.com/watch?v=a6r7lJ2OabE> ]   * + Social Contract: Ethical Professional Responsibilities for Remaining in Class   + Key Assignments * Understanding Learning - Activity * PowerPoint: Knowledge Construction * Paradigms   + PowerPoint: Paradigm I (work through embedded activities) * Video: *Ken Robinson – Changing School Paradigms*   Video access: <https://www.youtube.com/watch?v=LSGU4x2NFgs>   * Sign-ups and choosing dates for the Experiential Learning Sessions:   + Chapter 4: “Policy and Law: Rules that Schools Live By” from the course text, *Teaching to change the world*     - Team Member Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_     - Team Member Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_     - Team Member Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_     - Team Member Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   + Chapter 7: “Assessment: Measuring What Matters” from the course text, *Teaching to change the world* [Focus especially on eugenics, Lewis Terman, “Treating a Prejudicial Construct as Truth,” “IQ and Scientific Schooling,” and “Critiques of Today’s Standardized Tests”]     - Team Member Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_     - Team Member Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_     - Team Member Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_     - Team Member Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   + Chapter 8: “Classrooms as Communities: Developing Caring and Democratic Classrooms” from the course text: *Teaching to change the world* [Focus especially on “Management, Socialization, Discipline, and Control”]   + Team Member Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   + Team Member Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   + Team Member Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   + Team Member Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   + Chapter 10: “School Structure: Sorting Students and Opportunities to Learn” from the course text: *Teaching to change the world* [Focus especially on “Why do Schools Label and Sort Students?” and “Grouping Dilemmas”]     - Team Member Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_     - Team Member Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_     - Team Member Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_     - Team Member Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   + Chapter 7: “Racism” and Chapter 8: “Racism as White Supremacy” from the course text, *Is everyone really equal?*   + Team Member Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   + Team Member Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   + Team Member Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   + Team Member Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   + Chapter 9: “Yes, But …” Common Rebuttals” and Chapter 10: “Putting it all Together” from the course text, *Is everyone really equal?*     - Team Member Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_     - Team Member Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_     - Team Member Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_     - Team Member Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * Sign-ups for individual sharing: *Cultural Sharing*   + Class Session #7 - Name of Presenter: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   + Class Session #7 - Name of Presenter: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   + Class Session #7 - Name of Presenter: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   + Class Session #7 - Name of Presenter: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   + Class Session #7 - Name of Presenter: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   + Class Session #7 - Name of Presenter: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   + Class Session #8 - Name of Presenter: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   + Class Session #8 - Name of Presenter: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   + Class Session #8 - Name of Presenter: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   + Class Session #8 - Name of Presenter: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   + Class Session #8 - Name of Presenter: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   + Class Session #8 - Name of Presenter: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   + Class Session #9 - Name of Presenter: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   Class Session #9 - Name of Presenter: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   * + Class Session #9 - Name of Presenter: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   + Class Session #9 - Name of Presenter: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   + Class Session #9 - Name of Presenter: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   + Class Session #10 - Name of Presenter: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   + Class Session #10 - Name of Presenter: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   + Class Session #10 - Name of Presenter: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   + Class Session #10 - Name of Presenter: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   + Class Session #10 - Name of Presenter: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * Example of a student’s construction of original knowledge:   *Pedagogy of the Oppressed: Chapter 2 Presentation – Interpreted by Tim Hobert*  [ <https://www.youtube.com/watch?v=BhdqTyoNsKw> ] |
| HOMEWORK |
| * Mirci, P. (2016). *Updated Philosophies of Education.* Unpublished manuscript, University of Redlands, Redlands, CA. * Read: Freire, P. (2005). [Chapter 2, pp. 71-86]. *Pedagogy of the oppressed: 30th Anniversary Edition.* New York: Continuum. Retrieved from: <http://www.msu.ac.zw/elearning/material/1335344125freire_pedagogy_of_the_oppresed.pdf> * Write a one-page double-spaced (1 inch margins, 12 point Times New Roman font) reaction to the readings for each class session. Your reaction must have three paragraphs. The first paragraph is an integrated summary of what the authors wrote, connecting explicitly to their words, ideas, and writing. The second paragraph is a critique using Critical Theory as your theoretical orientation. The third paragraph outlines at least 3 discussion questions you would like to engage us in during the class discussion. |

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| **WEEK #1 – Session #2** |
| TOPICS and ACTIVITIES |
| This night provides a critical opportunity for you to delve into constructing your knowledge related to the two conflicting and competing philosophical paradigms or worldviews of education. You have three learning activities designed to support this purpose:   * + Strive to make sense of it using the theoretical framework of Critical Theory:  |  |  | | --- | --- | | * What worldview is reflected? * What are the underlying – taken for granted – assumptions? * What does the text or visual state? * What does it mean? * Why does it matter? | * Who or what group has the power? * How was the power obtained? * How is the power sustained? * Who is advantaged? * Who is disadvantaged? | | * How do social institutions function as social systems within political environments perpetuating the status quo? | |  1. You read two articles as homework (*Updated Philosophies of Education* … AND… Chapter 2, pp. 71-86 of *Pedagogy of the oppressed: 30th Anniversary Edition).* You might want to make a chart as an organizer for your notes from reading investigating the two articles:  |  |  | | --- | --- | | Notes from Investigating Texts and YouTube Videos USING Critical Theory as your Theoretical Lens | | | Essentialist/Perrenialist Realities  (including symbolic language / metaphors) | Pragmatist/Progressivist Realities  (including symbolic language / metaphors) | |  |  |  1. Critically view the following YouTube Videos related to inequities in school funding. Participants who took this course reported that this exploration was shocking regarding their assumptions but very helpful in gaining an understanding of social justice. Keep in mind that you are viewing these through the lens of critical theory. You might consider replicating the chart below in organizing and processing your thinking:  |  |  |  | | --- | --- | --- | | Notes for Processing the Viewing of Videos USING the lens of Critical Theory:  *What evidence exists that this country cares equitably for all her children?* | | | | What was said:  (including symbolic meaning) | What I heard: | Implications: | |  |  |  |  * Critically watch the YouTube video: *Jonathan Kozol – Savage Inequalities*   [ <https://www.youtube.com/watch?v=f6wCsAXmjdI> ]   * Having watched the video of Jonathan Kozol and responding to it, please watch a video – based on Kozol’s work – that was produced in 1996 titled: *Children in America’s Schools.* The reason this dated video was selected is because nothing has changed since 1996 regarding school funding.   + Listen critically for the symbolic meaning shared and take notes regarding the meanings: (e.g., *Physical squalor is both a fact and a metaphor: A child comes into an ugly, filthy building, it conveys to the child that she is not valued very much / A dilapidated, dingy school building send a message that the students are not important, education is not important)* * Watch video and take notes: *How America’s public schools keep kids in poverty*   [Video access:  <https://www.google.com/search?q=How+America%27s+public+schools+keep+kids+in+poverty&oq=How+America%27s+public+schools+keep+kids+in+poverty&aqs=chrome..69i57j69i61l2.1611j0j4&sourceid=chrome&ie=UTF-8> ]   * Watch Video and take notes: *A Tale of Two Schools*   [Video access: <https://www.youtube.com/watch?v=5xdfVAPvv9A> ]   * Watch Video and take notes: *A Tale of Two Schools: Race and Education on Long Island*   [Video access: <https://www.youtube.com/watch?v=0CIeyovogoo> ]   1. Critically view the following videos that were selected because they include the thinking of some of writers addressing social justice in education today. You may want to replicate the chart suggested in activity #2 on the previous page.  * Watch video and take notes: *Pedagogy of the Oppressed – Chapter 2 Part 1*   [Video access: <https://www.youtube.com/watch?v=dxGQaOegOpo> ]   * Watch video and take notes: *Human Rights: Freire’s Pedagogy of the Oppressed, Part 1*   [Video access: <https://www.youtube.com/watch?v=rk6zyEiyaXA> ]   * Watch video: *The consciousness gap in education – an equity imperative [Dorinda Carter Andrews / TEDxLansingED*   [Video access: <https://www.youtube.com/watch?v=iOrgf3wTUbo> ]   * Watch video: *A Tale of Two Teachers / Melissa Crum / TEDxColumbusWomen*   [Video Access: <https://www.youtube.com/watch?v=JRiL7YSzMjg&t=434s> ] |
| HOMEWORK |
| * Read chapter 2 – “History and Culture: How Expanding Expectations and Powerful Ideologies Shape Schooling in the United States” (pp. 29 – 59) from the course text: *Teaching to change the world.* * Read chapter 3 – “Critical Thinking and Critical Theory” (pp. 1-13) from the course text: *Is everyone really equal?* * Read Robinson, Ken. (October 14, 2010). *RSA Animate – changing paradigms*. 8 John Adam Street, London, WC2N 6EZ: Royal Society for the encouragement of Arts, Manufactures and Commerce. Retrieved from [https://www.thersa.org/discover/videos/rsa-animate/2010/10/rsa-animate---changing-paradigms‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬](https://www.thersa.org/discover/videos/rsa-animate/2010/10/rsa-animate---changing-paradigms) ‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬‬ * Write a one-page double-spaced (1 inch margins, 12 point Times New Roman font) reaction to the readings for each class session. Your reaction must have three paragraphs. The first paragraph is an integrated summary of what the authors wrote, connecting explicitly to their words, ideas, and writing. The second paragraph is a critique using Critical Theory as your theoretical orientation. The third paragraph outlines at least 3 discussion questions you would like to engage us in during the class discussion. |

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| **WEEK #2 – Session #3** |
| TOPICS and ACTIVITIES |
| * Discussion based on the one-page written homework (and submission to instructor) * The intersectionality of social stratification, internalized dominance and oppression, hegemony in structural and institutional power, and privilege * Experiential Learning Simulation (related to chapter 1 – “Democracy, Diversity, and Inequality” (pp. 3-28) from the course text, *Teaching to change the world* * Video: *The People VS. The School System*   Video access: [www.youtube.com/watch?v=mzhXScBIt\_Q](http://www.youtube.com/watch?v=mzhXScBIt_Q) **OR**  <https://www.youtube.com/watch?v=dqTTojTija8>   * + Activity * Ethnocentric Monoculturalism: Critical Theory Perspective   View the video: *Ethnocentrism*  [Video access: <https://www.youtube.com/watch?v=UXCyiXV4e1k> ]  View the video: *American Exceptionalism: Valid Theory or Ethnocentric Opinion?* By Sarah Moore  [Video access: <https://www.youtube.com/watch?v=XGrj6Bni7no> ]   * + Activity * Components of Ethnocentric Monoculturalism Handout   **Components of Ethnocentric Monoculturalism**  Five primary components can be identified.  First, there is a strong belief in the superiority of one group’s cultural heritage (history, values, language, traditions, arts/crafts, and so on). The group norms and values are seen positively … Members of the society may possess conscious and unconscious feelings of superiority and that their way of doing things is the “best way.”  Second, there is a belief in the inferiority of all other groups’ cultural heritage, which extends to their customs, values, traditions, and language.  Third, the dominant group possesses the power to impose their standards and beliefs on the less powerful group. The third component of monoculturalism is very important. All groups are to some extent ethnocentric; this is, they feel positively about their cultural heritage and way of life. Yet, if they do not possess the power to impose their values on others, they hypothetically cannot oppress. It is power or the unequal status relationships between groups that defines ethnocentric monoculturalism.  Fourth, the ethnocentric values and beliefs are manifested in the programs, policies, practices, structures, and institutions of the society. For example, the chain-of-command systems, training and educational systems, communications systems, management systems, and performance appraisal system often dictate and control our lives. They attain “untouchable and godfather-like” status in an organization. Because most systems are monocultural in nature and demand compliance, racial/ethnic minorities and women may be oppressed.  Fifth, because people are all products of cultural conditioning, their values and beliefs (worldview) represents an “invisible veil” that operate outside the level of conscious awareness. Thus, people assume universality – that the nature of reality and truth are shared by everyone regardless of race, culture, ethnicity, or gender. This assumption is erroneous, but seldom questioned because it is firmly ingrained in our worldview.  The last two characteristics of ethnocentric monoculturalism represent perhaps the greatest obstacles to a meaningful movement toward a multicultural society because they are often expressed unconscious and unintentionally via our person values/beliefs and our institutions. (Wing Sue, Carter, Casas, Fouad, Ivey, Jensen, LaFromboise, Manese, Ponterotto, & Vazquez-Nutall, 1998, pp. 15-16) [CITATION: Wing Sue, D., Carter, R. T., Casas, J. M., Fouad, N. A., Ivey, A. E., Jensen, M., LaFromboise, T., Manese, J. E., Ponterotto, J. G., Vasquez-Nutall, E. (1998). *Multicultural counseling competencies: Individual and organizational development.* Thousand Oaks, CA: Sage.]   * Activity * Essentialist Philosophical Transmissive Paradigm and Ethnocentric Monoculturalism   + Activity * Equity-centered education   + Planning time in small groups for the experiential learning sessions |
| HOMEWORK |
| * Read chapter 3 – “Politics and Philosophy: The Struggle over the School Curriculum” (pp. 60-91) from the course text: *Teaching to change the world* [pp. 67-69, 70]: Focusing on: Essentialism/Perrenialism; Child-Centered Schooling (Pragmatism) [pp. 70-74]; Social Reconstructionism [p. 74]; “Back-to-Basics [pp. 76-77]; “Preserving the Dominant Culture” [pp. 85-88] * Read chapter 4 – “Oppression and Power” (pp. 38-56) from the course text: *Is everyone really equal?* * Read chapter 5 – “Privilege” (pp. 57-78) from the course text: *Is everyone really equal?* * Write a one-page double-spaced (1 inch margins, 12 point Times New Roman font) reaction to the readings for each class session. Your reaction must have three paragraphs. The first paragraph is an integrated summary of what the authors wrote, connecting explicitly to their words, ideas, and writing. The second paragraph is a critique using Critical Theory as your theoretical orientation. The third paragraph outlines at least 3 discussion questions you would like to engage us in during the class discussion. |

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| **WEEK #2 – Session #4** |
| TOPICS and ACTIVITIES |
| * Discussion based on the one-page written homework (and submission to instructor) * Identities and life circumstances (e.g., homelessness, poverty, foster care, family composition, etc.)   + Video: *Tammy’s Story – People Like Us episode 4*   [Video access: <https://www.youtube.com/watch?v=37ZpauS5Doo&index=4&list=PLC6D871A2A8C3C8EF> ]   * + Activity: What would you do in Tammy’s situation?   + Activity: If we looked at Tammy’s life circumstances through the lens of critical theory, what are the social justice implications of such circumstances? * Privilege and Entitlement   + Activity   (Based on example such as: Educators – vision, dental, and medical benefits for self and family; paid sick and personal necessity days, deferred compensation plans, and pension)   * Identifying Inequalities Shaping Students’ Lives   + Video: *The Event – How Racist Are You? With Jane Elliott*   [Video Access: <https://www.youtube.com/watch?v=6MYHBrJIIFU> ]   * Activity   + Video: *All that We Share*   [Video Access: <https://www.youtube.com/watch?v=jD8tjhVO1Tc> ]   * + Planning time in small groups for the experiential learning sessions |
| HOMEWORK |
| * Read chapter 2 – “Socialization” (pp. 14-27) from the course text: *Is everyone really equal?* * Read chapter 3 – “Prejudice and Discrimination” (pp. 28-37) from the course text: *Is everyone really equal?* * Read: Bechard, A. (2017). One Teacher's Journey: An examination of the link between evolving teacher identity and practice and the changing socio-political context of education. In Gordan, R.K., *Challenges associated with cross-cultural and at-risk student engagement* (pp. 236-259). Hershey: IGI Global. * Blanchett, W. (2006). Disproportionate Representation of African American Students in Special Education: Acknowledging the Role of White Privilege and Racism. *Educational Researcher,* *35*(6), 24-28. Retrieved from <http://www.jstor.org/stable/3876750> * Write a one-page double-spaced (1 inch margins, 12 point Times New Roman font) reaction to the readings for each class session. Your reaction must have three paragraphs. The first paragraph is an integrated summary of what the authors wrote, connecting explicitly to their words, ideas, and writing. The second paragraph is a critique using Critical Theory as your theoretical orientation. The third paragraph outlines at least 3 discussion questions you would like to engage us in during the class discussion. * Begin working on the second key assignment: “Education as Political: The Essentialist Philosophical Transmissive Paradigm and the Pragmatist Philosophical Transactive Paradigm” * Begin working on the third signature assignment: “Personal Cultural Autobiography” |

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| **WEEK #3 – Session #5** |
| TOPICS and ACTIVITIES |
| * Discussion based on the one-page written homework (and submission to instructor) * Education as liberating or dominating * Handout: Critical Theory Insight: Education as Liberating or Dominating   Critical Theory Insight: Education as Liberating and Dominating  Literacy is both liberating and dominating. Through it, we can learn to read and write the world to meet our needs and interests, taking from and making of the world what we will . . . . Through literacy, we can also learn to read and write the world others prepare for us, taking from it correct thoughts, correct behaviors, and correct lives. In this way, skills to decode, encode, and translate text are all there is to literacy (p. 1).  . . . . Teaching is also liberating and dominating. By teaching we can learn the connections between our lives and those of others and the relationships between those lives and the world we live in. But, by teaching, we may also control the lives of others by concentrating on the management of time, students, information, and materials . . . . all of which ensure that most participants will find the teaching exchange unsatisfying (p. 1).  . . . . Schooling is also liberating and dominating. It is a process that can help students and teachers develop the liberating sides of literacy and support teachers who develop liberating relationships while they teach, leading all to greater control over their lives and even to self-transformation . . . But schooling can be an arena for indoctrination, acculturation, and standardization, an institution designed to reproduce the social and economic status quo (p. 1-2). [Citation: Shannon, P. (1992). Why become political? In P. Shannon, *Becoming political: Readings and writings in the politics of literacy education* (pp. 1-2). Portsmouth, NH: Heinemann.]   * Activity * New Science of Learning   + Video: *Anna Mitchell on Neuroscience in Education*   [Video Access: <https://www.youtube.com/watch?v=yPbuJSkbzBo> ]   * Activity * Learning and Identity: “The Self-System” by Robert Marzano   + - Handout: Five Dimensions of the Self-System that Determines Whether the Brain Will Engage in Learning   Robert Marzano conducted a theory-based meta-analysis of research on instruction. He postulated that there were three systems in the brain connected with learning. He identified the first as the cognitive system and this was comprised of one’s existing knowledge-base of previously interpreted experiences (i.e., social constructivism). He identified the second as the meta-cognitive system. This constituted the planning and monitoring dimension of the brain involving task completion. The third was the self-system. This consisted of five categories of belief and these determined whether a person would engage in the learning task or experience. The first was self-attributes. This category involved beliefs about the self. These included self-judgments about physical appearance, intellectual potential, athletic prowess, artistic prowess, etc. These judgments might differ; a person may possess the belief he or she is an athlete and lead the person to engage in sports or physical activities. This same person may possess the self-judgment of not being musically inclined and avoid joining a band. The second category included a sense of self in relationship to others. This category dealt with the social groups one experienced a sense of belonging and those one did not possess a sense of belonging. Schools have tended to have a hierarchy of social groups ranging from the “jocks” to the “bottom-feeders.”  From a critical theory perspective, a pivotal responsibility of a teacher is to create a community of learners and, despite assertion of that this needs to happen, there are practices in classrooms and schools accepted as conventional wisdom that work against the creation of authentic community of learners. Teachers need to consider the impact of labeling on students. For example, how does the label of “at-risk” impact the identity of a learner? How does the very use of such language as “gifted and talented” convey positive connotations and reveal, from a critical theory analysis, this terminology’s roots in the eugenics’ movement revealing superiority? The third category consisted of belief about the nature of the world. People how viewed the world as friendly tended to be more flexible in their thinking. In contrast, those viewing the world as hostile tended to be more rigid in their thinking. This suggests that teachers have an important responsibility in striving to create a learning environment that is friendly. This need is consistent with the neuroscience research regarding how the brain responds to perceived threats versus contexts in which the person feels psychologically, physically, and socially safe. The fifth category involved self-efficacy. This involved self-beliefs related to the potential to succeed in each situation. Marzano postulated that in certain situations, people would possess a strong sense of self-efficacy while having a low sense of self-efficacy in other situations. An implication for a teacher is the need to have positive expectations of intellectual, social, emotional, and ethical success for each child. The research on teacher expectations and the impact on student success cannot be emphasized enough. This raises the following question: How can a teacher attain the Pygmalion Effect with each student while ensuring that she or he does not foster the Golem Effect? A teacher needs to be cognizant that student experiences of success influences this category of belief and, therefore, the teacher needs to translate an understanding of *zone of proximal development* into scaffolding necessary learning experiences for each child that results in the child’s movement from approximations to mastery. The final category involved beliefs about purpose in life. Marzano stated that one’s stance regarding beliefs about purpose in life impacted the other four categories. If a person was to study the way in which a teacher named Erin Gruwell interacted with students over time, they would see an evolution from a collective belief of despair to limitless possibilities. Such transformation was possible given Erin Grewell’s social justice advocacy that challenged what was accepted as conventional wisdom.   * Activity * Social Justice Advocacy * TEDxConejo – Erin Gruwell – The Freedom Writers   [Video access: <https://www.youtube.com/watch?v=nDq9o9j3-CU> ]   * Activity * Teacher Expectations – the Pygmalion Effect and Golem Effect   + - View the DVD: *Pygmalion Effect: Managing the Power of Expectations.* OR   [Video recourses: *The Pygmalion Effect and the Power of Positive Expectations*  <https://www.youtube.com/watch?v=hTghEXKNj7g&list=PLAUL79skGdWQToCc3F5TweRSWkZwMjRt4>   * + - Activity * Equity-centered education   + - Group work for experiential learning session |
| HOMEWORK |
| * Read: Mirci, P., Loomis, C., & Hensley, P. (2011). Social Justice, Self-Systems, and Engagement in Learning: What Students Labeled as “At-Risk” can Teach Us. *National Council of Professors of Educational Administration / NCPEA Education Leadership Review,* 57-73. * Read: Grimes, C. F. (2009). *The self-fulfilling prophecy: Better performance by perception.* Retrieved from [www.accel-team.com/\_pdf/atpdf\_11\_pygmalion\_np.pdf](http://www.accel-team.com/_pdf/atpdf_11_pygmalion_np.pdf) * Read: Reynolds, D. (2007). Restraining Golem and Harnessing Pygmalion in the Classroom: A Laboratory Study of Managerial Expectations and Task Design. *Academy of Management Learning & Education*, *6*(4), 475–483. Retrieved from <http://www.jstor.org/stable/40214476> * Write a one-page double-spaced (1 inch margins, 12 point Times New Roman font) reaction to the readings for each class session. Your reaction must have three paragraphs. The first paragraph is an integrated summary of what the authors wrote, connecting explicitly to their words, ideas, and writing. The second paragraph is a critique using Critical Theory as your theoretical orientation. The third paragraph outlines at least 3 discussion questions you would like to engage us in during the class discussion. * Continue working on the second key assignment: “Education as Political: The Essentialist Philosophical Transmissive Paradigm and the Pragmatist Philosophical Transactive Paradigm” * Continue working on the third signature assignment: “Personal Cultural Autobiography” |

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| **WEEK #3 – Session #6** |
| TOPICS and ACTIVITIES |
| * Discussion based on the one-page written homework (and submission to instructor) * Group Experiential Learning Session: Chapter \_\_\_ from the course text: \_\_\_\_\_\_\_\_\_\_\_ * Group Experiential Learning Session: Chapter \_\_\_ from the course text: \_\_\_\_\_\_\_\_\_\_\_ * Video: *How Studying Privilege Systems Can Strengthen Compassion”: Peggy McIntosh at TEDxTimberlaneSchool*   [Video access: <https://www.youtube.com/watch?v=e-BY9UEewHw> ]   * + - Activity * Eugenics   + - Video: *Eugenicist Movement in America: Victims Coming Forward*   [Video access: <https://www.youtube.com/watch?v=Nshj9rCTPdE> ]   * + - Activity |
| HOMEWORK |
| * Discussion based on the one-page written homework (and submission to instructor) * Read: Clycq, N., Nouwen, W. & Vandengroucke, A. (2013). Meritocracy, deficit thinking and the invisibility of the system: Discourses on educational success and failure. *British Educational Research Journal, 40, 5,* pp. 769-819. * Read: “Trading Action for Access:” The Myth of Meritocracy and the Failure to Remedy Structural Discrimination. (2008). *Harvard Law Review,* *121*(8), 2156-2177. Retrieved from [http://www.jstor.org/stable/4”0042735](http://www.jstor.org/stable/40042735) * Write a one-page double-spaced (1 inch margins, 12 point Times New Roman font) reaction to the readings for each class session. Your reaction must have three paragraphs. The first paragraph is an integrated summary of what the authors wrote, connecting explicitly to their words, ideas, and writing. The second paragraph is a critique using Critical Theory as your theoretical orientation. The third paragraph outlines at least 3 discussion questions you would like to engage us in during the class discussion. * Continue working on the second key assignment: “Education as Political: The Essentialist Philosophical Transmissive Paradigm and the Pragmatist Philosophical Transactive Paradigm” * Complete the third key assignment: “Personal Cultural Autobiography” |

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| **WEEK #4 – Session #7** |
| TOPICS and ACTIVITIES |
| * Discussion based on the one-page written homework (and submission to instructor) * Group Experiential Learning Session: Chapter \_\_\_ from the course text: \_\_\_\_\_\_\_\_\_\_\_ * Group Experiential Learning Session: Chapter \_\_\_ from the course text: \_\_\_\_\_\_\_\_\_\_\_ * Science of learning: Child and Adolescent Identity Development * Brain and Child Development   Video: *The Science of Early Childhood Development*  [Video Access: <https://www.youtube.com/watch?v=tLiP4b-TPCA> ]   * Brain and Adolescent Development   Video: *The Teenage Brain Explained*  [Video Access: <https://www.youtube.com/watch?v=hiduiTq1ei8> ]   * + Activity * MET Schools - Pragmatist Philosophical Transactional Paradigm * Video: *Dennis Littky: Big Picture Ed*   Video access: <https://www.youtube.com/watch?v=lsZXs4GW_D8>  <https://www.youtube.com/watch?v=UbpqVPtUIFQ>   * Compare the learning goals at the MET to traditional standards based on neuroscience research on learning from the handout: “MET Schools Learning Goals”   Access: <http://www.7oaks.org/school/themet/About/Documents/MET_Learning_Goals.pdf>   * Compare the handout, *One Student at a Time,* to the Pragmatist Philosophical Paradigm   [*http://www.themethighschool.org/apps/pages/index.jsp?uREC\_ID=376959&type=d&pREC\_ID=852579*](http://www.themethighschool.org/apps/pages/index.jsp?uREC_ID=376959&type=d&pREC_ID=852579)   * Personal Cultural Sharing |
| HOMEWORK |
| * Read: Rushton, S. R., Eitelgeorge, J., & Zickafoose. Connecting Brain Cambourne’s Conditions of Learning Theory to Brain/Mind Principles: Implications for Early Childhood Educators. *Early Childhood Education Journal, 31*(1), 11-12. * Read: Caine, R. & Caine, R. *12 Brain/Mind Natural Learning Principles.* Retrieved from: <http://www.cainelearning.com/wp-content/uploads/2014/04/12-Brainmind-principles-expanded.pdf> * Write a one-page double-spaced (1 inch margins, 12 point Times New Roman font) reaction to the readings for each class session. Your reaction must have three paragraphs. The first paragraph is an integrated summary of what the authors wrote, connecting explicitly to their words, ideas, and writing. The second paragraph is a critique using Critical Theory as your theoretical orientation. The third paragraph outlines at least 3 discussion questions you would like to engage us in during the class discussion. * Complete rough draft of the second key assignment: “Education as Political: The Essentialist Philosophical Transmissive Paradigm and the Pragmatist Philosophical Transactive Paradigm” and bring it to our next class meeting for Writer’s Workshop |

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| **WEEK #4 – Session #8** |
| TOPICS and ACTIVITIES |
| * Discussion based on the one-page written homework (and submission to instructor) * Group Experiential Learning Session: Chapter \_\_\_ from the course text: \_\_\_\_\_\_\_\_\_\_\_ * Ableness   + Video: *The Disability Conversation / Ben Myers / TEDxOStateU*   [Video access: <https://www.youtube.com/watch?v=ccIAqPjwKcY> ]   * + Think-Pair-Share Activity: How can my understanding of the marginalization of students with special needs impact my identity and teaching?   + Video: *How Difficult Can This Be? The F.A.T. City Workshop*   [Video access <https://www.youtube.com/watch?v=hZf8mfQFz-A> ] [First 11 minutes]   * Activity * Writer’s Workshop   + Work with others regarding the rough draft of the first signature assignment. * Personal Cultural Sharing |
| HOMEWORK |
| * Complete final version of the second key assignment. |

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| **WEEK #5 – Session #9** |
| TOPICS and ACTIVITIES |
| * Group Experiential Learning Session: Chapter \_\_\_ from the course text: \_\_\_\_\_\_\_\_\_\_\_ * “English Only” – Political Movement   Video: *Linguistic Discrimination in School African-American English*  [Video access <https://www.youtube.com/watch?v=WWIbIA9BltQ> ]   * Language as political:   Video: *Jamilia Lyiscott: 3 ways to speak English*  [Video access: <https://www.ted.com/talks/jamila_lyiscott_3_ways_to_speak_english#t-253399> ]   * Activity * Restorative Justice – healing the harm   + View the DVD that is free from the *Southern Poverty Law Center*: “Bullied” / This video is available at the following website:   [Video access: <https://www.youtube.com/watch?v=FZZTjm1GoKs> ]   * + Activity   + Video: *Teen Bullied for Being Gay AFTER* Newsbreaker / Ora TV   [Video access: <https://www.youtube.com/watch?v=zubPiE7z3_g> ]   * + Video: *Preventing LGBT Suicide .m4v*   [Video access: <https://www.youtube.com/watch?v=DKtHJ5Nx114&list=PLBpY6eqdTE3U10R0U-HBni3HsAaXF0Pko> ]   * Personal Cultural Sharing |
| HOMEWORK |
| * Complete your second key assignment for submission: “Education as Political: The Essentialist Philosophical Transmissive Paradigm and the Pragmatist Philosophical Transactive Paradigm” * Complete the sixth key assignment: Me Then and Now |

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| **WEEK #5 – Session #10** |
| TOPICS and ACTIVITIES |
| * Share the sixth key assignment: Me, Now and Then * Course Evaluations * Personal Cultural Sharing * Concluding Video: *Bars and Melody – Hopeful*   [\*\*\*Video access: <https://www.youtube.com/watch?v=g3Rf5qDuq7M&t=9s>  Video Access: <https://www.youtube.com/watch?v=wT3RhIJZu4k> |

**RESOURCES FOR ASSIGNMENTS**

\* Education as Political: Opposing Philosophical Paradigms

\*\* Cultural Autobiography

Apple, M. E. (2000). *Official knowledge: Democratic education in a conservative age.* New York, NY: Routledge.

\*Benadusi, L. (2001). In pursuit of equity in education. In W. Hutmacher, Ed., *In pursuit of equity in education: Using international indicators to compare equity policies* (pp. 1-24). Netherlands: Springer.

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\*Clycq, N., Nouwen, W. & Vandengroucke, A. (2013). Meritocracy, deficit thinking and the invisibility of the system: Discourses on educational success and failure. *British Educational Research Journal, 40, 5,* pp. 769-819. DOI: 10.1002/berj.3109

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\*\*Goodman, R. D. &West-Olatunji, C. (2010). Educational hegemony, traumatic stress, and African American and Latino American Students. *Journal of Multicultural Counseling and Development, 38,* pp. 176-186. Retrieved from: <https://www.researchgate.net/publication/230531308>

\*Grimes, C. L. (2009). *The self-fulfilling prophecy.* Downloaded from: http://www.accel-team.com/pygmalion/atPDF\_11\_Pygmalion\_np.pdf

\*Gur-Ze’ev, I. (2003). Critical theory, critical pedagogy and the possibility of counter-education. *Counterpoints, 168,* pp. 17-35. Retrieved from: <http://www.jstor.org/stable/42977490>

Hinchey, P. H. (2008). *Finding freedom in the classroom: A practical introduction to Critical Theory.* New York, NY: Peter Lang.

\*\*Howe, K. R. (2015). The meritocratic conception of educational equality: Ideal theory run amuck. *Educational Theory, 65,* 2, pp. 183-201.

Jarvis, P. (2006). *Towards a comprehensive theory of human learning.* New York, NY: Toutledge.

Marx, G. (2014). *Twenty-one trends for the 21st century: Out of the trenches and into the future, their profound implications for students, education, communities, and the whole of society*. Bethesda, MD: Education Week Press.

\*McLaren, P. (1999). A pedagogy of possibility: Reflecting upon Paulo Freire’s politics of education: In memory of Paulo Freire. *Educational Researcher, 28,* 2, pp. 49-56. Retrieved from: <http://www.jstor.org/stable/1177189>

\*Milner, H. R. (2012). Beyond a test score: Explaining opportunity gaps in educational practice. *Journal of Black Studies, 43,* 6, pp. 693-718. DOI: 10.1177/0021934712442539 <http://jbs.sagepub.com>

\*\*Patton, L.D. & Bondi, S. (2015). Nice White men or social justice allies?: Using critical race theory to examine how White male faculty and administrators engage in ally work. *Race, Ethnicity and Education, 18,* 4, pp. 488-514. doi: 10.1080/13613324.2014.1000289

\*Paul, R. W. (1989). Critical thinking in North America: A new theory of knowledge, learning, literacy. *Argumentation. 3,* 197-235. doi:10.1007/BF00128149

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\*Powell, K. C. & Kalina, C. J. (2009). Cognitive and social constructivism: Developing tools for an effective classroom. *Education,130,* 2, 241-250.

\*Raphael, D. (1993). Accountability and educational philosophy: Paradigms and conflict in Ontario education. *Canadian Journal of Education, 18,* 1, pp. 29-45. Retrieved from: <http://www.jstor.org/stable/1494865>

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\*\*Tackas, D. (2013). How does your positionality bias epistemology? *The NEA higher education journal,* pp. 27-81.

\*Tienken, C. H. (2013). Neoliberalism, social Darwinism, and consumerism masquerading as school reform. *Interchange, 43,* pp. 295-316. doi 10.1007/s10780-013-9178-y

“Trading Action for Access:” The Myth of Meritocracy and the Failure to Remedy Structural Discrimination. (2008). *Harvard Law Review,* *121*(8), 2156-2177. Retrieved from [http://www.jstor.org/stable/4”0042735](http://www.jstor.org/stable/40042735)

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**INTERNET RESOURCES FOR DEVELOPING TEACHERS**

California Education Code. <http://www.leginfo.ca.gov/cgibin/calawquery?codesection=edc&codebody=&hits=20>

California Standards for the Teaching Profession. <http://www.cde.ca.gov>

California Teaching Performance Assessment: Candidate Handbook [TPA] <http://www.ctc.ca.gov/educator-prep/TPA-files/CandidateHandbook.pdf>

English: Strategies for Teaching Limited English Proficient (LEP) Students. (2006). Richmond, Virginia: Virginia Department of Education. Retrieved from <http://www.doe.virginia.gov/instruction/esl/resources/strategies_teach_english.pdf>

Krashen, S. D. (1982). *Principles and practice in second language acquisition* [Internet edition July 2009]. Retrieved from http://www.sdkrashen.com/content/books/principles\_and\_practice.pdf

Second Language Acquisition Terminology <http://www.earthrenewal.org/secondlang.htm>

Specially Designed Academic Instruction in English (SDAIE) <http://www.eric.ed.gov/PDFS/ED391357.pdf>

Special Education Interventions <http://pubs.cde.ca.gov/tcsii/ch2/responsetointerven.aspx>

Special Education: Parents planning for a Meeting regarding their Child’s Behavioral needs

<http://pubs.cde.ca.gov/tcsii/ch2/responsetointerven.aspx>

Special Education: School Accommodations and Modifications

<http://pubs.cde.ca.gov/tcsii/ch2/responsetointerven.aspx>

Special Education: What is an Individual Education Plan? <http://www.pacer.org/parent/php/PHP-c81.pdf>

Stages of Second Language Acquisition. <http://www.everythingesl.net/inservices/language_stages.php>

Stephen Krashen’s Theory of Second Language Acquisition Theory. <http://www.sk.com.br/sk-krash.html>

Student Success Team Manual (Student Study Team Process). <http://www.sfusd.edu/en/assets/sfusd-staff/programs/files/special-education/SSTManualRev2008.pdf>

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Rowe, W. G., & O’Brien, J. (2002). The role of Golem, Pygmalion, and Galatea effects on opportunistic behavior in the classroom. *Journal of Management Education*, *26*(6), 612-628.