

TEACHING AND LEARNING in urban schools

Brian Lozenski, Ph.D.

Office: Neill 100B

**Office Hours: Monday 5:30-6:30pm, Wednesday 9:30 –
11:30am**

& by appointment

Email: blozensk@macalester.edu

Phone: 651-696-6028

Fall 2017

7:00 – 10:00pm

Monday Neill 215

EDUC 390

Welcome to EDUC 390!

One thing nearly all people have in common is that we have seen teaching in action. Little children pretend to teach when they play “school,” with one standing up front and the others sitting, quietly listening, and waiting to be called upon. These common images of teaching and learning have been planted into our subconscious through years sitting in classroom after classroom observing that person we call “teacher.” But as we know, teaching and learning can look dramatically different across contexts. Even students’ experiences within a single classroom can be incredibly diverse. Ladson-Billings suggests that our focus in teacher education should be less concerned with what teachers are trained to do, and rather how they are asked to think.

In this course we will explore our own thinking and approach to teaching by interrogating who we are as developing teachers, how our lived experiences with teaching and learning position us to teach in the future, and how we can develop a transformative teaching practice amidst a harsh educational environment. This class meets in conjunction with a practicum where you work with a supervising teacher in a local school to help ground you in the realities of urban classrooms. I invite you to take this journey with each other, challenge yourself to ask questions of what seems to be commonsense, and develop an activist mindset toward educational transformation for the social good.

“The problem is rooted in how we think—about the social contexts, about the students, about curriculum, and about instruction.”
-Gloria Ladson-Billings

Learning Objectives

At the end of this course you should be able to:

- Articulate how your teaching biography and its inherent contradictions shape your developing practice as a teacher
- Place yourself within historical trajectories of reflective teaching practices in an effort to become more intentional as an educator
- Understand and name the tenets of critical and culturally relevant pedagogy
- Develop a self-study, research-based approach to reflective teaching
- Develop and effectively teach a portion of a unit in your practicum site
- Work effectively with your supervising teacher, while developing your own independent teaching philosophy and practice
- Demonstrate an understanding of the relationship between learning, behavior, and student resistance.
- Co-construct segments of the course curriculum with peers
- Develop reflective strategies that account for racialized, gendered, classed, perceived ability, and linguistic disparity in classrooms
- Describe a vision for racial, linguistic, cultural, and social justice in education.

Required Texts:



Ayers, W., & Alexander-Tanner, R. (2010). *To teach: The journey, in comics*. Teachers College Press.

Stringer, E. (2008). *Action Research in Education, 2nd Ed.* Up Saddle River, NJ: Pearson

Wiggins, G. & McTighe, J. (2005). *Understanding By Design, 2nd Ed.* New York, NJ: Pearson

* Selected supplemental readings provided by the instructor via Moodle will also be required.

Recommended Texts:

Apple, M. (2004). *Ideology and Curriculum, Third Edition*. New York: RoutledgeFalmer.

Britzman, D. (2003). *Practice Makes Practice: A critical study of learning to teach*. Albany, NY: State University of New York Press.

Cammarota, J. & Fine, M. (Eds.) (2008). *Revolutionizing Education: Youth Participatory Action Research in Motion*. New York: Routledge.

Carter, P. (2005). *Keepin' It Real: School Success Beyond Black and White*. New York, Oxford University Press.

Duncan-Andrade, J. & Morrell, E. (2008). *The Art of Critical Pedagogy: Possibilities for Moving from Theory to Practice in Urban Schools*. New York: Peter Lang Publishing, Inc.

Freire, P. (1970). *Pedagogy of the Oppressed*. New York: The Continuum International Publishing Group, Inc.

Freire, P. (2005). *Teachers as Cultural Workers: Letters to Those Who Dare Teach*. Boulder, CO: Westview Press.

hooks, b. (1994). *Teaching to Transgress: Education as the Practice of Freedom*. New York: Routledge.

Kumashiro, K. (2002). *Troubling Education: Queer Activism and Antioppressive Pedagogy*. New York: RoutledgeFalmer.

Morrell, E., Duenas, R, Garcia, V, & Lopez, J. (2013) *Critical Media Pedagogy: Teaching for Achievement in City Schools*. New York: Teachers College Press.

Tuck, E & Yang, K.W. (Eds.) (2014a). *Youth Resistance Research and Theories of Change*. New York: Routledge.

Valenzuela, A. (1999). *Subtractive Schooling: U.S.-Mexican Youth and the Politics of Caring*. Albany, NY: SUNY Press.

Vygotsky, L. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Cambridge, MA: Harvard University Press.

Wink, J. (2011). *Critical Pedagogy: Notes from the Real World, 4th Ed*. New York: Pearson

Zeichner, K. & Liston, D. (2014). *Reflective Teaching: An Introduction, 2nd Ed*. New York: Routledge.

Schedule

(Please note that this schedule is subject to change)

Week 1
**Sept
11**

In Class Topics

- Course Introduction and Community Building
- Overview
- Educational Biographies
- Practicum Overview
- Sociocultural context of the classroom

Week 2
**Sept
18**

In Class Topics

- Who are we as teachers?
- Teaching in urban schools
- Introduction to Critical Pedagogy
- Forming Research Groups

In Preparation

- Read:**
- Wink – Ch. 1 (Moodle)
 - Duncan-Andrade – Gangstas, Wankstas, & Ridas (Moodle)
 - “Hands not Raised” (Moodle)

Due

Week 3
**Sept
25**

In Class Topics

- Defining Critical Pedagogy
- Competing Chronologies (Teaching Biographies)
- Digital Storytelling Overview
- Talking Circle #1**

In Preparation

- Read:**
- Wink – Ch. 2 (Moodle)
 - Britzman – Ch. 2 of *Practice Makes Practice* (Moodle)
 - Baldwin – “A Talk to Teachers” (Moodle)

Due

Collaborative Group research questions due

Guest Lecture – Dr. Tracey Pyscher (Western Washington University)

Week 4
Oct 2

In Class Topics

- Queering Teaching, Queering the Curriculum
- Psychologizing the Curriculum

In Preparation

- Read:**
- Mayo – “LGBT media images and their potential impact on youth in schools” (Moodle)
 - Dewey – “The Child and the Curriculum” (Moodle)

Due

Talking Circle #2

(Optional) Ernest Morrell lecture - <https://vimeo.com/channels/729694> (Moodle)

Guest Lecture – Dr. J.B. Mayo (University of MN)



In Class Topics

-Story Circle (with Brad Belbas)
-Why Action Research as Pedagogy?
-Critical Pedagogy in Action

In Preparation

Read:
Stringer – Ch. 1 – Ch. 2
Wink – Ch. 4

Due

Digital Stories drafts (to share)



In Class Topics

-Developing a self study
-Culturally Relevant Pedagogy
-Talking Circle #3

Guest Lecture – Noah Sims (Osseo School District & U of MN)

Twin Cities Social Justice Education Fair (10/20 8-5pm, <https://tcedfair.org/> Attendance STRONGLY encouraged!)

In Preparation

Read:
Ladson-Billings – “Yes, but how do we do it?” (Moodle)
Stringer – Ch. 3 – Ch. 5
Leonardo & Zemblyas – Whiteness as a Technology (Moodle)

Due

Teaching Biography – Competing Chronologies



In Class Topics


-Motivation, Social Justice, & Behavior
-Flow in Education
-Talking Circle #4


In Preparation

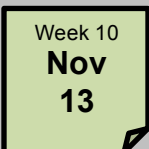
Read:
Kohl – Ch. 1 of *I Won't Learn from You* (Moodle)
Yang – Discipline or Punish (Moodle)

Due

Practicum journal #1 (10/27)

	In Class Topics	In Preparation	Due
 <p>Week 8 Oct 30</p>	<ul style="list-style-type: none"> -Entering the space of teaching -Teaching for Justice -Talking Circle #5 	<p>Ayers Ch. 1-4 Camangian – “Teach like lives depend on it” (Moodle)</p>	<p>Inquiry Group Updates</p>

	In Class Topics	In Preparation	Due
 <p>Week 9 Nov 6</p>	<ul style="list-style-type: none"> -Constructing classrooms -Imagination amidst restriction -Talking Circle #6 <p>Guest Lecture – Scot Combs (Full Circle Martial Arts)</p> <p>-Education & Equity Event featuring Dr. Patrick Camangian (11/7 – 6pm, location TBD, attendance required)</p>	<p>Read: Ayers Ch. 5-8 Stringer – Ch. 6 – Ch. 7</p>	

	In Class Topics	In Preparation	Due
 <p>Week 10 Nov 13</p>	<ul style="list-style-type: none"> -Methods, Practices, & Strategies -Curriculum Design Assessment, Performance Talking Circle #7 <p>SPEAK! Series Lecture – Dr. Leigh Patel (11/14, 6PM, JBD)</p>	<p>Read: Wiggins & McTighe – Intro – Ch. 4 Patel – “The Irrationality of Anti-racist Empathy” (Moodle)</p>	<p>Interview Paper (11/16)</p>

Week 11
**Nov
20**

In Class Topics

- Reflective Teaching
- Learning Targets
- Methods, Strategies, & Practices
- Sociolinguistics & School
- Talking Circle #8**

In Preparation

- Read:**
- Wiggins & McTighe – Ch. 5 – Ch. 7
 - Optional Resource: Guide to Humanizing Schooling (Moodle)
 - CUNY-NYSIEB Translanguaging Guide (p 1-13) (Moodle)
 - Cline & Necochea – “My Mother Never Read to Me” (Moodle)
 - Adair et al “Word Gap Argument...” (Moodle)

Due

Final Unit Prospectus (11/20)

Week 12
Nov 27

In Class Topics

- Grading Philosophies
- Co-constructed inquiry group-led sessions

In Preparation

- Read:**
- Wiggins & McTighe – Ch. 8 – Ch. 9

Due

Inquiry Group Report (12/1)

Practicum journal #2 due (12/1)

Week 13
Dec 4

In Class Topics

- Co-constructed inquiry group-led sessions

- How to Become a Teacher

- Inquiry Group Presentations

In Preparation

Read:

Due

Final Unit (12/10)

Week 14
Dec 11

**Final Unit Stories
Course Wrap-up
Celebration**

Learning Environment

It is critically important that our class be a safe, inclusive learning environment for everyone. The success of this class depends upon everyone's participation. This course will regularly address issues of race, ethnicity, gender, social class, sexuality, disability, and other markers of identity. I intend to present materials and activities that are respectful of diversity in these areas. I intend that people from all backgrounds will be well served by this course, that your learning needs will be addressed both in and out of class, and that the diversity you bring to this class will be viewed as a resource, strength, and benefit by all class members. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. Furthermore, to ensure a productive learning environment for instructor and students, electronic devices such as cell phones should be kept on silent during class time. In addition, friends or relatives of enrolled students may not attend class sessions unless prior consent of the instructor is given.

Accommodations:

I will strive to accommodate every student to achieve optimal learning conditions. In some cases this may mean adapting the course design or classroom environment. If you think you need an accommodation for disability please contact the Office of Student Affairs at your earliest convenience. The Director of Disability Services, Allie Quinn, coordinates services. To schedule an appointment, call 651-696-6874.

Attendance:

Class attendance is critical to the learning process. Many of the class exercises and activities cannot be replicated by make up assignments. There also may be topics and examples discussed in class, not in texts, that you will be expected to understand. Therefore, **at least 80% attendance is required for successful completion of the course.** I understand that unavoidable absences may occur. Whether an absence is planned or unplanned, it is your responsibility to:

- 1) Inform the instructor of your absence before the class session missed
- 2) Follow-up on what you have missed with either a classmate or the instructor before the next class session because it is your responsibility to keep on-track with course requirements.

Class Participation

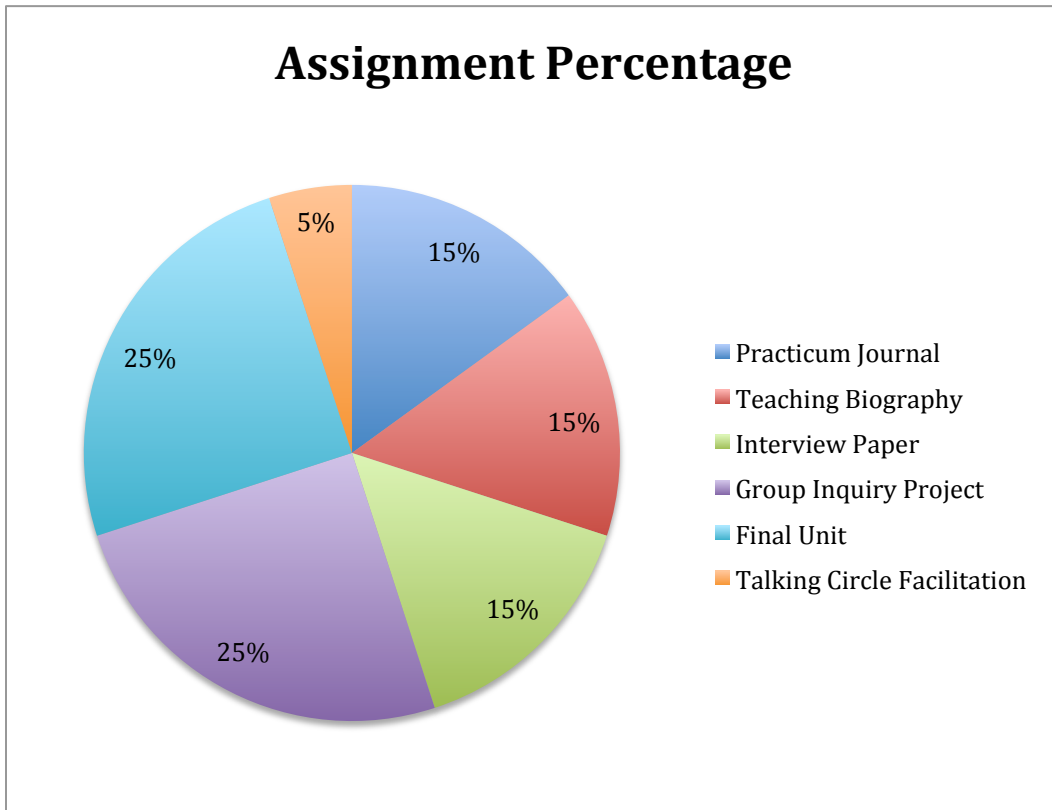
This course is taught from the philosophy that knowledge is socially constructed; therefore, each class member's participation is desired and needed in order to maximize our collective learning and understanding. Students are expected to attend each class on time, be prepared for class, actively participate in class exercises and group learning experiences, and communicate with the instructor.

Late Work

Due dates for assignments are firm for logistical reasons. All assignments should be submitted on the date indicated on the syllabus unless you and I have prior written agreement on an extension. Assignments turned in after the due date, without prior written agreement may not be counted toward your final grade.

Assignments & Grading

Assignment Quick-view



Assignment Details

- Each individual assignment will be introduced in class.
- In some cases assessment rubrics will be made available as the class progresses.
- All written assignments should be double-spaced using 12pt. font, APA citations, and 1" margins.
- Assignments should be submitted electronically on the class Moodle site unless otherwise instructed.

Assignment Overview

Assignment	Due	% of grade
Practicum Journals	10/27, 12/1	15%
Teacher Biography	10/16	15%
Interview Paper	11/16	15%
Group Inquiry Project	12/1	25%
Final Unit	12/10	25%
Talking Circle Facilitation	Throughout semester	5%

Assignment Description

Practicum Journals – Throughout your practicum you should keep an electronic journal (e.g. word doc) to document your experiences. After each visit to your practicum site you are encouraged to spend 30-40 minutes reflecting on issues that arose, feelings you experienced, curricular dilemmas, challenging interactions, school climate, or anything else worthy of reflection. Your journals should include a section for descriptive memos and a section for analytic memos. Feel free to use your phone to take pictures to include in your journal, but this is not mandatory. Make sure any pictures you take are done discretely as to not disrupt the classroom or school environment. Do not photograph students. There is no word limit for your journals. They will be submitted twice during the semester.

Teacher Biography - (See detailed assignment description handed out in class) As we will read in class, Britzman suggests that the teacher induction process consists of 4 parts: schooling experience, coursework, student teaching, and early career teaching. By creating a 2-3 minute digital story, you will explore your own schooling experience and development as an educator using Britzman’s theorization of “competing chronologies of becoming” a teacher. This assignment is meant to help you uncover hidden assumptions, ideologies, and biases that you may carry into the classroom.

Interview Paper – (See detailed assignment description handed out in class) As part of your practicum you should become familiar with the context of the entire school community. This assignment is designed to help you connect with multiple people at your site. You will develop an interview protocol and identify 3-4 people at your school to interview including your supervising teacher (required). Other people should include an administrator, a resource person (nurse, counselor, behavioral specialist, etc.), and a student. These will be informal interviews for the purpose of this class, so do not approach this like a formal research project (we will discuss this more in class). Your interview should focus on a singular issue in the context of the school.

Group Inquiry Project - (See detailed assignment description handed out in class) Throughout the semester, you will be working in collaborative groups on a self-study connected to a similar interest. As the semester develops, your group will create research questions, design a small-scale study, execute the study, lead part of a class session based on your findings, and submit a report of your research.

Final Unit - (See detailed assignment description handed out in class) You will develop an 8-10 day unit that you would like to teach (it may or may not be directly connected to your practicum). There is an expectation that you will have a teaching role at some point during your practicum. You may decide to teach part of your unit given the approval of your supervising teacher. Your unit should include essential questions, learning targets, formative assessments, summative performance assessments, and a rationale for what, why, and how you plan to teach the unit.

Talking Circle – As individuals or in groups of 2 you will facilitate a 45-minute talking circle in class to help process your practicum experience. These circles can connect to the readings, however, they are specifically meant to provide an opportunity to collectively address issues, concerns, and dilemmas you may experience during your practicum. Each circle should have a specific theme determined by the facilitator. Each session should also incorporate classroom video. The Teaching Channel website (<https://www.teachingchannel.org/videos?default=1>) has useful video segments of classroom practice that you can connect to your theme.

For support with ...

Writing / Research / Presentations

For support with writing, research, and presentations feel free to talk with me. You can also make use of the MAX Center <http://www.macalester.edu/max/> and the Dewitt Wallace Library <http://www.macalester.edu/library/>

Mental Health and Stress Management:

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. Macalester services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Health and Wellness Center <http://www.macalester.edu/healthandwellness/>