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# **A First Whack at Critical Pedagogy**

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## Workshop Outline

### I. Introductions and Expectations

### II. Define Critical Pedagogy

Divide and work on large sheets report back

### III. Basic Overview

- A. Education is Political
- B. Praxis
- C. Conscientizacao
- D. Hidden Curriculum
- E. Oppression / exclusion-inclusion

### IV. Review Different Pedagogies

Refer to Poplin handout and have them assess selves as we progress

### V. Review Power

### VI. Critical Variables in being a multicultural facilitator of learning

### VII. Close with El Pico

Comparison of Constructivism, Feminine Pedagogy,  
Critical Pedagogy, & Reductionistic Pedagogy  
as proposed by Mary Poplin

## Constructivism

### *Transformative*

#### Teaching/Learning Process Is Continuous And Self-Regulated

- a. People are always learning
- b. People learn things (1) that are developmentally appropriate and (2) for which they are experientially prepared and (3) in which they are interested
- c. People learning individually and cooperatively; interactions with others are powerful
- d. Error is positive
- e. Students regulate learning
- f. Teaching is a transformative process

#### Knowledge Is Socially Constructed

- a. People learn first in social contexts
- b. Social language is critical to the development of thought, language used to develop meanings

### *Reductionistic*

#### Teaching/Learning Process Is Intermittent And Teacher-Related

- a. People learn intermittently.
- b. People learn things for which they receive reinforcement.
- c. Learning is largely individual
- d. Error is to be avoided.
- e. Teachers regulate student learning.
- f. Teaching is a science.

#### Knowledge Is Acquired Through Adults And Texts

- a. People learn when certain teaching techniques are followed.
- b. Thought proceeds language; language (written) used to check for understanding.

# Feminine Pedagogy

## *Transformative*

1. Passion drives learning
2. Meanings are subjective by culture, class, gender and personal
3. The personal and direct experience is valued
4. Learning involves intuitive and logical rationality
5. Aesthetics is incorporated throughout in considering the culture of the school and the content of the curriculum
6. Goal of creating a caring and just society
7. Care and justice are two voices of moral development that must be attended to in school
8. We should educate others as we educate our own
9. Learning is a spiritual activity
10. Classrooms are like family communities and schools like extended families
11. Curriculum must be gender and culturally sensitive
12. Authenticity of relationship is critical between teachers and other school staff and students

## *Reductionistic*

1. Properly sequenced, carefully delivered instruction drives learning
2. Curriculum meanings are cognitive and objective
3. Analytic, "objective" abstract thought is most valued
4. Learning uses logical rationality
5. Aesthetics are frills, attended when monies are plentiful
6. Goal is to maintain the current social structure
7. Moral development = Justice
8. Teaching requires a separations of teachers from students
9. Spirituality = religion and is not considered part of education
10. Communities and family are separate from schools
11. High status knowledge is first and foremost (generally Western, northern, European, masculine)
12. Behavior management is used to establish rules for relationships inside classrooms

# Critical Pedagogy

## *Transformative*

Teaching, Learning And Knowledge Are Enmeshed In Political And Historical Contexts; Schools Reinforce And Reproduce Existing Social Class Structures Through The "Hidden Curriculum."

- a. Students are grouped heterogeneously
- b. Teachers are encouraged to develop curriculum with students; democratically determined
- c. Multiple methods of assessment concentrating on the actions and reflections of students
- d. Accountability should be joint responsibility of students and teachers within community of classroom

All Knowledge Is Valued And Critiqued By Students And Teachers

- a. Multiple world views are necessary in a total curriculum, bilingualism encouraged in all.
- b. High and low status knowledge is taught and critiqued; teaching starts with student knowledge including popular culture
- c. All knowledge is critiqued from personal and social perspectives with an emphasis on taking action; students are encouraged to ask important questions

## *Reductionistic*

Teaching, Learning And Knowledge Are A Political And Scientific: Schools Are Structured For Efficiency

- a. Students are ability grouped
- b. Teachers are scripted, curriculum, methods, and materials are pre-selected; presented as scientifically determined
- c. Grades given by authorities; evaluation is a form of ranking
- d. Accountability is mean spirited, reductionistic, and often undermines good instruction

"High" Status Knowledge Is Defined For Teaching And Learning

- a. Singular points of view dominate the curriculum, bilingualism encouraged for the privileged and denied to poor
- b. High status knowledge is taught; teaching starts and ends with the predetermined, dominant culture curriculum
- c. Knowledge is taught by requiring critical thinking skills which are hierarchical cognitive skills, but not to challenge the social order; students are to answer cognitively higher order questions.

## *Transformative*

### Student Voices Are Developed; Skills Are Developed As A Result Of The Need To Act

- a. Classrooms draw out student voices, put these in contact with others, and then these interact with curriculum content by critiquing and elaborating
- b. Classrooms and schools operated as democracies, and give students opportunities to exercise the responsibility of living in a free and democratic state
- c. School officials are authorities who can share power
- d. Belief that there are always similarities within differences and vice versa
- e. Education should be both rigorous and joyous
- f. Students are to act on knowledge

### School As Community

- a. Schools help define and take on community goals
- b. Schools are seen as community property
- c. Teachers come to know and be active in the community in which they teach

### Teachers Are Intellectuals

- a. Teachers determine critical directions inside schools through constant and collective study and action
- b. Teachers work for social change, inside schools and in greater society

## *Reductionistic*

### Student Skills (Needed By Dominant Culture) Are Developed

- a. Students are taught skills of a pre-specified content
- b. Classrooms and schools are largely synthetic environments where students are given relatively minor roles in the community; compliance is highest value
- c. School officials are authoritarian and share little power
- d. Fear that the expression of differences leads to chaos
- e. Education should be rigorous
- f. Students are to receive knowledge

### Schools Exist Within The Community

- a. The larger dominant culture defines goals of school, disassociated from the community
- b. Communities use schools which are state property
- c. Teachers work in limited ways inside the various communities

### Teachers Are Employees

- a. Teacher make few and relatively minor decisions in schools through an often synthetic mechanism called site-based management
- b. Teachers work within a particular social structure

# The Culture of Power\*

## Five Tenets

1. Issues of power are enacted in classrooms.
2. There are codes or rules for participating in power; that is, there is a "culture of power."
3. The rules of the culture of power are a reflection of the rules of the culture of those who have power.
4. If you are not already a participant in the culture of power, being told explicitly the rules of that culture makes acquiring power easier.
5. Those with power are frequently least aware of -- or least willing to acknowledge -- its existence. Those with less power are often most aware of its existence.

*Point = Teachers must teach all students the explicit and implicit rules of power as a first step toward a more just society.*

Source: Extracted from Lisa D. Delpit, The Silenced Dialogue: Power and Pedagogy in Educating Other People's Children, *Harvard Educational Review* Vol. 58 No. 3 August 1988 by J.V Reza 2/11/94

## CROSS-CULTURAL EDUCATION: CRITICAL VARIABLES

### LEARNING OUTCOMES

- Cognitive
- Affective
- Behavioral

### LEARNING CHARACTERISTICS

- Background (age, gender, etc.)
- Heterogeneity-homogeneity
- Familiarity with each other
- Familiarity with instructors
- Familiarity with learning activities

### EDUCATOR CHARACTERISTICS

- Skill level
- Familiarity with learning activities
- Relationship with learners

### TYPES OF LEARNING ACTIVITIES

- Lectures
- Discussions
- Critical incidents
- Role plays
- Group problem solving

- Simulations

### RISK ELEMENTS OF LEARNING ACTIVITIES

- Risk of personal disclosure
- Risk of failure
- Risk of change in personal identity

### BEHAVIORAL REQUIREMENTS OF ACTIVITIES

- Active - passive
- Familiar - unfamiliar behavior
- Maximum - Minimum self-disclosure

### LEARNING ENVIRONMENT FEATURES

- Competitive - cooperative
- Structured - unstructured
- Task oriented - process oriented
- Democratic - hierarchical
- Affiliative/warm - distant/cold
- Supportive - unsupportive

Adapted from Paige, R.M. & J. N. Martin, "Ethical Issues and Ethics in Cross Cultural Training, in Landis, D. and R. Brislin, Handbook of Intercultural Training volume I, New York: Pergamon Press, 1983.

## Race, Culture, Gender and Teaching

**There are no right answers to the following questions. They are simply meant to frame the dialogue around creating an inclusive curriculum and warm inviting classroom environment.**

- ❑ Is "cross cultural/multicultural teaching" possible? What is it? What does it look like?
- ❑ Is it just a matter of "rapport" building? How is that done from a place of multicultural knowledge and awareness and integrity?
- ❑ What about the concept of "color-blindness?" How does that work? How do you know?
- ❑ Does being white and/or male imply disadvantages in teaching multicultural students?
- ❑ What's important about content and methodology in relation to teaching diverse populations?
- ❑ What's important to know/consider about African and American of African decent students? (speaking in terms of generalizations not stereotypes)
- ❑ What's important to know/consider about Asian and Americans of Asian decent students? (speaking in terms of generalizations not stereotypes)
- ❑ What's important to know/consider about Latino and American of Latino decent students? (speaking in terms of generalizations not stereotypes)
- ❑ What's important to know/consider about a immigrant/refugee vs. American born ethnic/culturally diverse students?
- ❑ What's important to know/consider about female students? or about some female students?
- ❑ What is it about white teachers?
- ❑ What is it about some mainstream teaching that doesn't "cross" well?
- ❑ How can teachers be allies to students?
- ❑ How can teachers and students be colleagues in the learning process rather than teacher-student?
- ❑ Are transformative theories more inclusive than reductionist theories? How?
- ❑ Where does personal bias intersect with the professional? . . .and what about professional bias?

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