GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
TRANSFORMATIVE TEACHING PROGRAM

EDUC 651 DL1: Critical Theories and Pedagogies (3 Credits)
Fall 2019

PROFESSORS:

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PREREQUISITES/COREQUISITES:
- Prerequisites: Admission into the MEd Curriculum and Instruction concentration in Transformative Teaching program; completion of EDUC 647 Critical Reflective Practice.
- Corequisites: EDUC 653 Technology and Learning course.

UNIVERSITY CATALOG COURSE DESCRIPTION: Explores critical theories and pedagogies experientially, including alternative assessments that address educational equity and access, power, and approaches for deepening our practice as citizens in a democracy.

COURSE DELIVERY METHOD: This course will be delivered online using synchronous and asynchronous formats via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on August 26th.

TECHNICAL REQUIREMENTS:
To participate in this course, students will need to satisfy the following technical requirements:
- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with Blackboard Collaborate conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: http://get.adobe.com/reader/
  - Windows Media Player: http://windows.microsoft.com/en-US/windows/downloads/windows-media-player
  - Apple QuickTime Player: www.apple.com/quicktime/download/

EXPECTATIONS:
- **Course Participation:** Active and consistent participation in the course as described in the individual course syllabus is extremely important for online courses. Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions. The completion of all readings assigned for the course is assumed. Online courses will, at a minimum, have weekly requirements for student participation that can be documented by any or all of the following methods:
    - ➢ Submission/completion of assignments as specified by the professors
    - ➢ Communication with the professors
    - ➢ Active, meaningful, and respectful communication with peers

  Remember, this course is **not** self-paced. There are **specific deadlines** and **due dates** listed in the **CLASS SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due. In addition, students must log-in for all scheduled online synchronous meetings.
- **Log-in Frequency:** Expect to log in to this course **at least 3 times a week** to read announcements, participate in the discussions, and work on course materials. Students must also regularly check their GMU email for communications from the instructors.
- **Course Schedule:** Because asynchronous courses do not have a "fixed" meeting day, our sessions will generally start on Wednesday and finish on Tuesday. Synchronous meetings will be arranged as needed.
- **Written Assignments:** All formal written assignments will be evaluated for content and presentation. (Formal assignments do not include Blackboard discussions, class/course feedback, in-class reflections or journaling) The American Psychological Association, Sixth Edition (APA) style guide should be followed for formal written assignments. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If students are not confident of their own ability to catch errors, they should have another person proofread their work. When in doubt, they should check the APA manual. Portions of the APA manual appear at the Style Manuals link on the Mason library web guide at http://library.gmu.edu/resources/edu/. Students may consult the Writing Center for additional writing support. Students will do the following:
    - ➢ Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)
    - ➢ Develop points coherently, definitively, and thoroughly.
    - ➢ Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)
    - ➢ Use correct capitalization, punctuation, spelling, and grammar.
- **Technical Competence**: Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course.

- **Technical Issues**: Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly.
- **Mentoring/Advising:** If you would like to schedule a one-on-one meeting to discuss course requirements, content or other course-related issues, and you are unable to come to the Mason campus, we can meet via telephone or web conference. Send an email to your instructors to schedule your one-on-one session and include your preferred meeting method and suggested dates/times.
- **Netiquette:** Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. We suggest that you always re-read your responses carefully before you post them to encourage others from taking them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** We will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructors.
- **<u>Accommodations:</u>** Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

LEARNER OBJECTIVES:
This course is designed to enable students to:
1. Explore and practice the language and perspectives of critical theory and pedagogy and to consider their implications.
2. Examine roles and responsibilities of being a critical educator.
3. Review and re-frame their professional practice in the language and action of critical theory and critical pedagogy.
4. Use a critical stance to engage in:
    ➢ Teacher action research
    ➢ Reflection
    ➢ Dialogue in a community of learners

PROFESSIONAL STANDARDS:
This course fits with the core values of the College of Education and Human Development, which include collaboration, research based practice, innovation, ethical leadership, and social justice.

This course is designed to meet the following professional teaching standards:
- GMU Dispositions for a Career Educator V
    o Commitment to Democratic Values and Social Justice
- Teachers College Columbia Teacher Expectation IV
    o Advocates of Social Justice and Diversity
- NBPTS Propositions 1
    o Teachers are Committed to Students and Their Learning

REQUIRED TEXTS:

Apple, M. (2002). Power, meaning, and identity: Essays in critical educational studies. Vol. 109
    Counterpoints. NY: Peter Lang. [chapters 2 & 5]. These chapters will be provided on Bb.

Freire, P. (1970/1998). *Pedagogy of the oppressed*. New York: Continuum Publishing. [chapter
2]. This chapter will be provided on Bb.

Wink, J. (2005). *Critical pedagogy: Notes from the real world* (3rd ed.). New York: Addison
    Wesley Longman (chapters 3, 4 & 5).

*Please note: Additional articles, chapters, PowerPoint presentations, and media will be posted on
Bb as needed.

COURSE PERFORMANCE EVALUATION (ALIGNED WITH OBJECTIVES):
Students are expected to submit all assignments on time in the manner outlined by the instructors.

1. Assignment descriptions
   - Class Participation (Assesses objectives 1, 2, 3 & 4)
   - Equity Audit (Assesses objectives 1, 2, 3 & 4). Guidelines will be distributed.
   - The Case Study Project (Assesses objectives 1, 2, 3 & 4)
     This project is designed to expand your understanding of multicultural and critical issues in
     the classroom through a case study. The process will enable you to examine a situation
     from multiple perspectives and expand your understanding of the context in which the
     situation has developed. The project will engage you in the process of critical pedagogy as
     you *name*, *reflect critically* and prepare to *act* in a moral and responsive way. In order to
     fully and systematically explore the cultural and critical issues, you will engage in a
     process of data collection through observations and conversations with students and
     parents. You will organize and analyze the data you collect to present evidence needed to
     construct and support your claims and conclusions. (Detailed guidelines will be
     distributed).

     Your grade for the Student Case Study Project will be determined as follows:
     First reflective research report   10 points
     Notes from the observations   10 points
     Notes from the conversations   10 points
     Second reflective research report   <u>15 points</u>
                              Total: 45 points

2. Assignment weighting (points)

Class Participation	
Session 1	5 points
Session 2	5 points
Session 5	5 points
Session 8	5 points
Equity Audit	35 points
The Case Study Project	45 points

3. Grading policies – grade distribution:

95-100	A
90-94	A-
87-89	B+
83-86	B
80-82	B-
75-79	C
74 and below	F

TK20 Performance-Based Assessment Submission Requirement
There is no TK20 requirement for this course.

GMU Policies and Resources for Students
Policies
   a. Students must adhere to the guidelines of the Mason Honor Code (see
       https://catalog.gmu.edu/policies/honor-code-system/).
   b. Students must follow the university policy for Responsible Use of Computing (see
       http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).
   c. Students are responsible for the content of university communications sent to their
       Mason email account and are required to activate their account and check it
       regularly. All communication from the university, college, school, and program will
       be sent to students **solely** through their Mason email account.
   d. Students with disabilities who seek accommodations in a course must be registered
       with George Mason University Disability Services. Approved accommodations will
       begin at the time the written letter from Disability Services is received by the
       instructor (see http://ods.gmu.edu/).
   e. Students must silence all sound emitting devices during class unless otherwise
       authorized by the instructor.

Campus Resources
    a. Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.
    b. For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

PROFESSIONAL DISPOSITIONS
Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT
The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. **http://cehd.gmu.edu/values/**

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website http://cehd.gmu.edu/.

EDUC 651/653 Class Schedule – Cohort 6; Fall 2019
The two courses are integrated for the fall semester

Sessions/Dates/Topics	Readings & Assignments

Session 1 (2 weeks)
Dates: Aug. 28 – Sept. 10
 	
Topics: *Critical Theories & Pedagogy/Equity Audit:*
Defining Critical Theory; History of Critical Theory; The State of the Field of Education; Curriculum as Compromised Knowledge
	Assignments:
	1. Read Wink chapter 3, 4, & 5.
	2. Watch the 3 short clips:
	    ● Overview of the semester
	    ● Equity Audit
	    ● Grant writing
	3. Participate in Discussion #1 (See Discussion folder for guidelines)
	4. **Due Sept. 10: Complete Reflective Journal Assignment #1: Reflections on Wink Chapters 4 & 5** (see guidelines in the Bb Assignments folder).

Session 2 (2 weeks) **Dates:** Sept. 11 – Sept. 24 **Topics:** *Redefining Critical Pedagogy;* Defining Critical Theory; "Doing" Critical Theory in and beyond the Classroom	**Assignments:** 1. Watch the videos – Applying critical pedagogy 2. Participate in Discussion #2: Applying Critical Pedagogy (See Discussion folder for guidelines) 3. Bb Collaborate Session #1 – Debrief Equity Audit & Brainstorm grant possibilities 4. **Due Sept. 24: Equity Audit**
Session 3 (2 weeks) **Dates:** Sept. 25 – Oct. 8 **Topics:** *Changing Education:* Technology and Critical Pedagogy; Changing Landscape	**Assignments:** 1. Read Clement & Miles chapters 1-5 2. Participate in Discussion #3: Technology through the Lens of Critical Pedagogy. (See Discussion folder for guidelines) 3. **Due Oct. 8: Complete Reflective Journal Assignment #2: The Impact of the Equity Audit on your Practice and Case Study Project** (see guidelines in the Bb Assignments folder)
Session 4 (2 weeks) **Dates:** Oct. 9 – Oct. 22 **Topics:** *Technology's Impact on Students; The Three S's of Education – Simple, Skills, Social*	**Assignments:** 1. Read Clement & Miles chapters 6-10 2. Read the Teaching Tolerance article BYOD? [Bring Your Own Device] 3. Participate in Discussion #4: Debrief technology readings and share technology articles for Lesson Incorporating New Technologies project 4. **Due October 22: Grant Writing Project**
Session 5 (2 weeks) **Dates:** Oct. 23 – Nov. 5 **Topics:** *Critical Pedagogy, Technology and Curriculum Design*: The State of the Field and the Banking Model of Education	**Assignments:** 1. Read Apple chapter 2. 2. Read Freire chapter 2. 3. Participate in Discussion #5: Critical Pedagogy, Technology and Curriculum Design. (See Discussion folder for specific guidelines)

Session 6 (2 weeks) **Dates:** Nov. 6 – Nov. 19 **Topics:** *Lessons in Technology*	**Assignments:** 1. Read Apple chapter 5. 2. **Due November 11: Lesson Incorporating New Technologies Critical Reflections & VoiceThread Presentation (submit the two reflections as one document with a link to your completed VoiceThread presentation in both the Assignment and Assessment spaces.)** 3. View 3 other Lesson presentations and make audio and/or video comments (comments and questions) on each using VoiceThread. Respond to Lesson feedback you got from peers using VoiceThread. 4. **Due Nov. 19: Complete Reflective Journal Assignment #3: Reflections on the Apple Chapter 5 and the Equity Audit** (see guidelines in the Bb Assignments folder).
Session 7 (2 weeks) **Dates: Nov. 20 – Dec. 3** (Includes Thanksgiving recess Nov. 27 – Dec. 1) **Topics: *Using Technology to Consider Critical Pedagogy in the Classroom***	**Assignments:** 1. **Prepare the Case Study Presentation for Collaborate Session.** 2. **Bb Collaborate Session #2 (Dec. 2-Dec. 4). Share Case Study Projects in breakout rooms and document with the whiteboard**
Session 8 (1 week) **Dates: Dec. 4 – Dec. 10** **Topic: *Critical Pedagogy in the Classroom***	**Assignments:** 1. **Complete the Fall Semester Reflection.** 2. **Due December 10: Case Study Project**

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

ASSESSMENT RUBRIC

The PBA will be assessed according to the professional standards and the specific assignment guidelines using the following rubric:

Critical Theories and Pedagogies
Assignment rubric

CRITERIA	Beginning (Does not meet standards) 1	Developing (Meets standards) 2	Accomplished (Exceeds standards) 3	Exemplary (Exceeds standards) 4
Multiple Perspectives (GMU V, TC IV, NBPTS 1)	Budding understanding of how own perspective affects teaching and relationships with children, families, pedagogy, and colleagues	Understands own perspective and how it affects teaching and relationships with children, families, pedagogy, and colleagues	Understands how own perspective affects teaching and relationships with children, families, pedagogy, and colleagues. Respects difference and avoids deficit thinking. Distinguishes between assumptions and facts	Metacognitively understands the origins of own perspective, questions self about perspectives, actively seeks understanding of others' cultural knowledge and views, respects difference. Avoids deficit thinking. Distinguishes between assumptions and facts
Critical Consciousness (GMU V, TC IV, NBPTS 1)	Emergent understanding of personal and/or social power in own experience	Emergent understanding of personal and social power from multiple perspectives in diverse contexts	Consistent understanding of personal and social power from multiple perspectives in diverse contexts and how power connects to perspectives, marginalization, cultural capital, social justice, and achievement	Analyzes personal and social power from multiple perspectives in diverse contexts, including institutional and societal contexts, and how power and privilege connects to worldview, marginalization, cultural capital, social justice, and achievement. Uses critical consciousness as framework in formulation of theory and practice in teaching and learning

Data Collection	No data were collected	Notes were taken on observations and/or conversations with students and parents	Rich notes were taken on observations and conversations with students and parents	Detailed descriptive and analytic notes were taken on observations and conversations with students and parents
Data Analysis	Data were not analyzed	Observations and/or conversations were minimally analyzed although assumptions were left unexamined	Observations and conversations were systematically analyzed and assumptions were examined	Observations and conversations were analyzed in a sophisticated way: multiple interpretations were used, assumptions were carefully examined, and data were triangulated
Claims and Conclusions	There were no claims or the claims made were not supported by the data	Claims were minimally supported by the data	Claims were adequately supported by the data	Claims were supported not only by the data, but by existing literature and theories