



Identity In Education

Dr. Brittany Foutz

Dr. Brian Polkinghorn

Brittany Bursa, B.A.

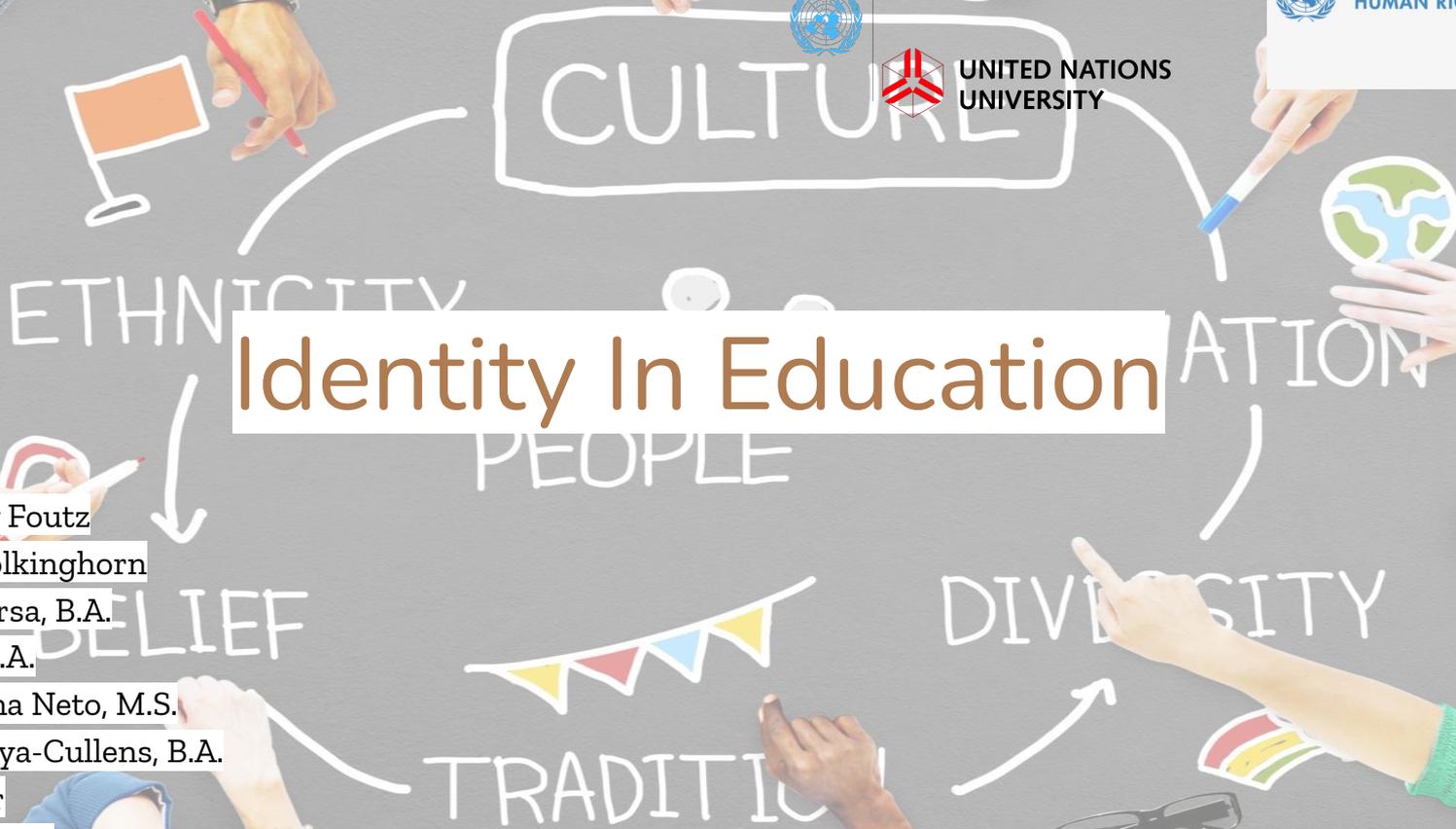
Iye Ogbe, M.A.

Newton Lima Neto, M.S.

Martina Maya-Cullens, B.A.

Julia Rohrer

Dr. Chris Kwaja



RCE Salisbury Structure

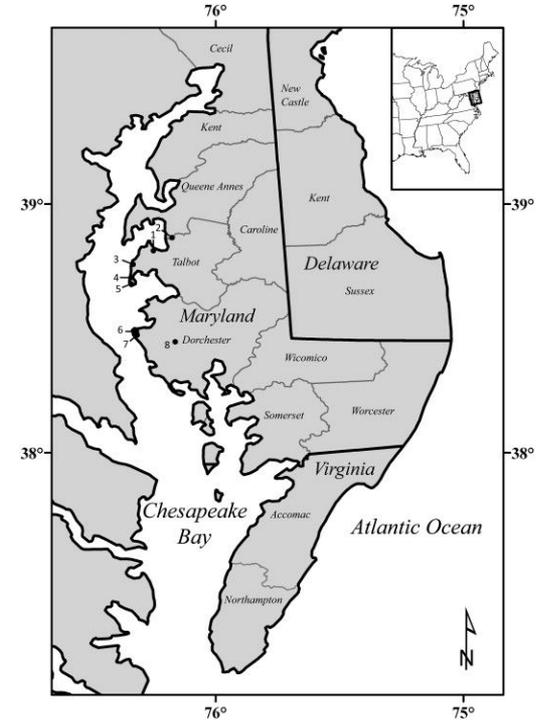
Housed within the Bosserman Center for Conflict Resolution

Focus on Conflict Prevention and Creative Problem Solving

Secretariats: Dr. Brian Polkinghorn, Dr. Brittany Foutz

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Bosserman Center of Conflict Resolution

- Executive Director Dr. Brian Polkinghorn
- Promotes peace and conflict resolution
- Offers the United Nations Educational, Scientific and Cultural Organization (UNESCO) Fellowship Program
- Is known as RCE Salisbury through UN University and UNESCO
- Offers United Nations Institute for Training and Research (UNITAR) Training
- Conducts research of peace and conflict issues
- Attracts and implements grant funded projects, contracts, and consultancies
- Disseminates findings and educates the public through conferences, training, and workshops

Our Social Media

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Instagram Name: **unassociationsalisbury**

Introduction of the Trainers

Dr. Brittany Foutz

Dr. Brian Polkinghorn

Brittany Bursa, B.A.

Iye Ogbe, M.A.

Newton Lima Neto, M.S.

Martina Maya-Cullens, B.A.

Julia Rohrer

Dr. Chris Kwaja



Dr. Brittany Foutz

- Visiting Professor of the Department of Conflict Analysis and Dispute Resolution at Salisbury University
- Co-Director of Salisbury Regional Centre of Expertise
- Ph.D. in International Conflict Management from Kennesaw State University
- Wrote her dissertation on "Victim Satisfaction with Reparations from the International Criminal Court: An Examination of Child Soldier Cases from Kenya and the Democratic Republic of Congo",
- Served for two years as the Program Manager for the United Nations International Training Centre for Authorities and Leaders (CIFAL)



Dr. Brian Polkinghorn

- Distinguished Professor of Conflict Analysis and Dispute Resolution
- Founding faculty member in the Department of Conflict Analysis and Resolution, Nova Southeastern University (1994-2000)
- Program Director and founding faculty member in the Department of Conflict Analysis and Dispute Resolution
- Executive Director of the Bosserman Center for Conflict Resolution
- Published 50+ articles, book chapters and books and has been the principal investigator or recipient of more than 70 research and service grants
- Alum of the School for Conflict Analysis and Resolution (SCAR), George Mason University
- Serves on their Board of Advisors and the Program on the Analysis and Resolution of Conflicts (PARC)
- Fellow with the Program on Negotiation, Harvard University Law School (1991-1992)
- Senior American Fulbright Scholar with the Evens Program in International Conflict Resolution and Mediation at Tel Aviv University (2010)
- Currently a Fulbright Alumni Ambassador with the Institute of International Education and the Council for International Exchange of Scholars.



Brittany Bursa, B.A.

- Graduated from Salisbury University Honors College with BA in English Secondary Education and a minor in Art
- Won the John and Mary-Claire Roth Honors Thesis Prize in Spring of 2017
- Completed a TOEFL certification course
- Worked with pre-service university students in Brazil for two years while on a Fulbright English Teaching Assistant Fellowship
- Volunteered with organizations such as EdUSA, the Regional English Office, the US Embassy, and the Access Program
- Intern for the United Nations Institute for Training and Research where she creates desk reviews focusing on the African continent and topics ranging from cyber-mercenaries to police insecurities
- Regularly discussed social activism and current world dilemmas in a think tank manner with an international cohort as an Effective Altruism Fellow
- Currently completes her Masters of Philosophy in Education at the University of Cambridge



Dr. Chris Kwaja

- Senior Lecturer and Researcher at the Centre for Peace and Security Studies, Modibbo Adama University of Technology, Yola, Adamawa State, Nigeria
- Previously the Chair-Person Rappertour of the United Nations Working Group on Mercenaries
- PhD in International Relations and Strategic Studies,
- Research interests in the politics of identity in Africa



Iye Obge, M.S.

- From Nigeria
- Graduate from Kennesaw State University's Conflict Management and Peacebuilding master's program
- Interned at the Cobb County Superior Court
- Volunteered her time with a non-profit organization (LiveSafe Resources) focused on providing protection for victims of domestic violence, sexual assault, and elder abuse.
- Spent a year working for a renowned law firm; Hall Booth Smith
- Research interests include human rights and the rule of law, international law, and international relations.
- Intends to pursue a postgraduate degree in International relations, specifically, in the areas of international development and international negotiation and conflict resolution.
- Intends to change the trajectory of the Nigerian history by spending her time with the United Nations to bring awareness to the sustainability issues in Nigeria



Martina Maya-Callen, B.A., B.F.A

- Graduated Magna Cum Laude from Salisbury University with a B.A. in Conflict Analysis and Dispute Resolution as well as a B.F.A. in Sculpture
- Utilizes the creative arts, research, and activism to uproot a culture of silence and to spread awareness on social issues, and promote education.
- Founder of Love Your Vessel, a social movement to promote body acceptance and combat eating disorders
- Board President and Director of Victim Services and Support for March Against Revenge Porn where she advocates for survivors of violence
- Victim Advocate at an emergency safe house for survivors of sexual assault, intimate partner violence, and human trafficking
- New American Fellow with New American Leaders (2021)
- Run Now Training Fellow with Ignite National (2021)
- Congressional Fellow working in the office of Congresswoman Jayapal with Running Start (2020)
- Fulbright English Teaching Assistant Scholar in Buenos Aires, Argentina facilitating lessons and workshops for over 2,500 students (2019)
- Trabajadoras Fellow with the Labor Council for Latin American Advancement working towards gender equity, and violence survivor rights. (2018-2019)
- Undergraduate Research Fellow with the Office of Undergraduate Research and Creative Activities at Salisbury University (2018)
- Gilman Scholar with the U.S. Department of State's Benjamin A. Gilman International Scholarship Program (2016)



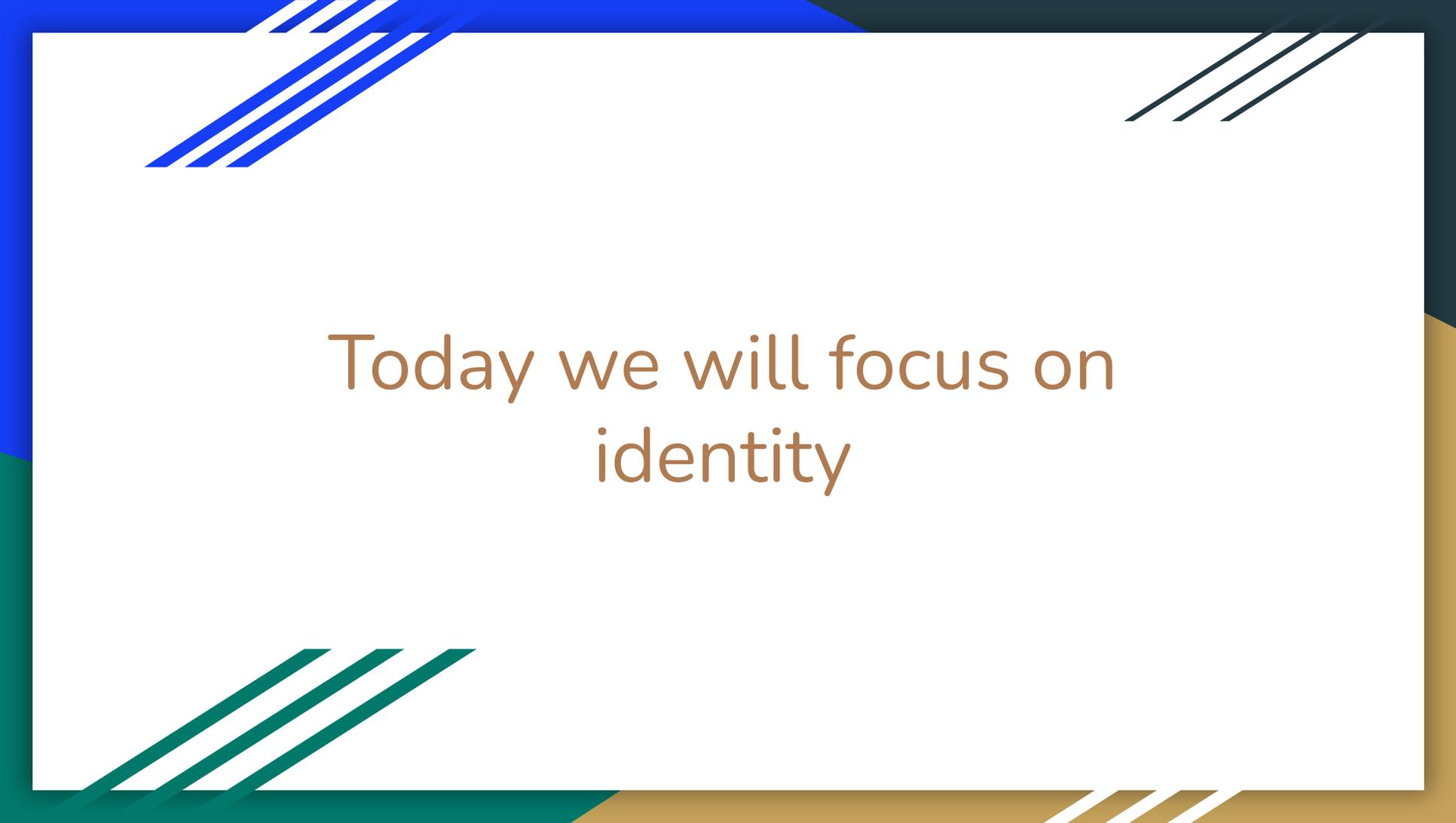
Julia Rohrer

- A current senior at Salisbury University completing her bachelor of arts in English to Speakers of Other Languages (K-12 Certification) with a minor in Spanish.
- Her interest in working with English Language Learners(ELLs) stemmed from a friendship with an international student from Brazil who encouraged her to pursue teaching the English language professionally.
- During her time at Salisbury University, Julia has interned at multiple local elementary, middle, and high schools where she has gained invaluable experience teaching ELLs in a variety of formats: in-person, on Zoom, and hybrid.
- On campus, Julia has served on the International Buddy Program, Cru leadership team, and been a Global Ambassador.
- The highlight of her college career was a semester spent studying Spanish abroad in Ecuador.
- Following her graduation in May of 2021, Julia will be traveling to Panama to teach English as a Fulbright Scholar.



Newton Lima Neto, M.S.

- Currently a Professor of English and Linguistics at the Federal Institute of Brasilia, in Brazil.
- Graduated from the University of Brasilia with a BA in Portuguese and English (Secondary Teacher Education equivalent in Brazil).
- M.S. in Linguistics from the University of Brasilia (Brazil).
- Currently completing his PhD at the Federal University of Minas Gerais (Brazil).
- Worked as a Portuguese lecturer and teacher assistant at Utah State University for one year while on a Fulbright Foreign Language Teaching Assistant Fellowship.
- Won the '60 years of Brasilia' prize in 2020 for his Masters dissertation.
- Has been a teacher for over 13 years, and has taught for binational language centers, for the Brasilia Department of Education, for Utah State University, and currently for the Federal Institute of Brasilia.
- Some of his research interests include multiculturalism, language and interculturalism, theater games in the classroom, identity, and dialects/accents.



Today we will focus on
identity



Reflection:

What factors into identity?

How do you define identity?

What do you think of when someone says “identity”?

*Post a comment in the chat box

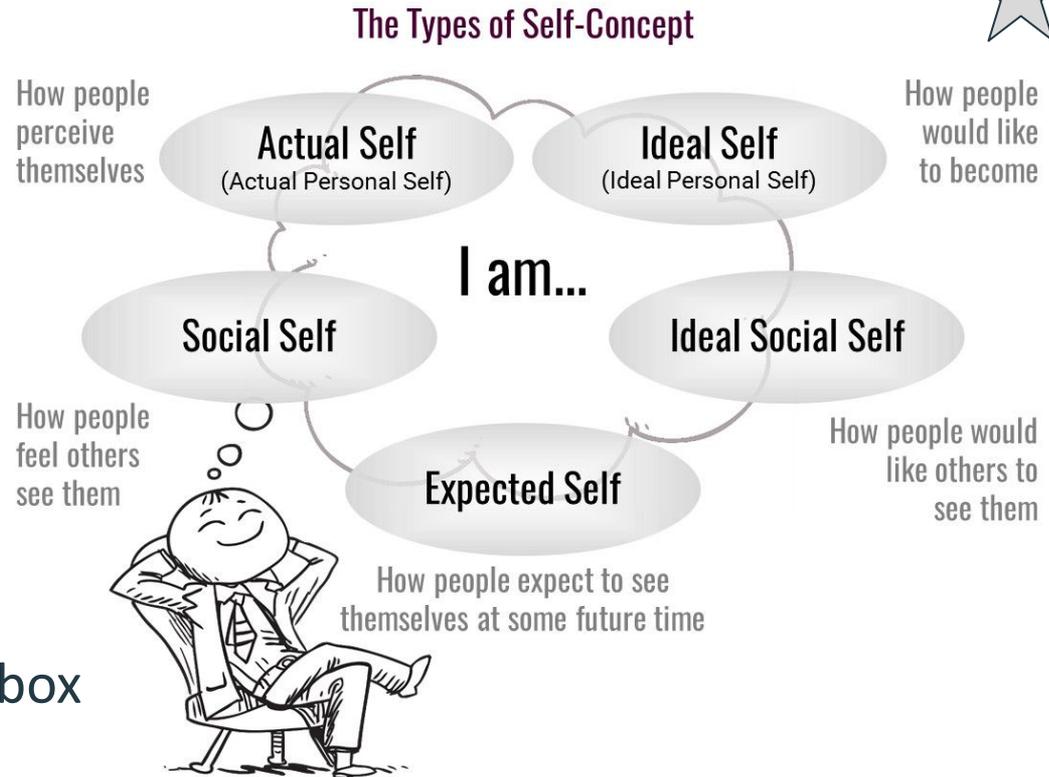


Figure based on Sirgy, M.J. (1982) Self-concept in Consumer Behavior: A critical Review. Journal of Consumer Research: 287-300; Rogers, C. (1959). A Theory of Therapy, Personality and Interpersonal Relationships as developed in the Client-centered Framework. In (ed.) S. Koch, Psychology: A Study of a Science. Vol. 3: Formulations of the person and the social Context. New York: McGraw Hill.

<https://upmarkit.com/what-is-the-difference-between-brand-identity-and-self-concept>

Identity definition

Definitions that are ascribed or attached to the self, including social roles, reputation, a structure of values and priorities, and a conception of one's potentiality (Baumeister & Muraven, 1996)

How a person understands his or her relationship to the world,

How that relationship is structured across time and space

How the person understands possibilities for the future (Darvin & Norton, 2015)

West (1992)- identity references desire –

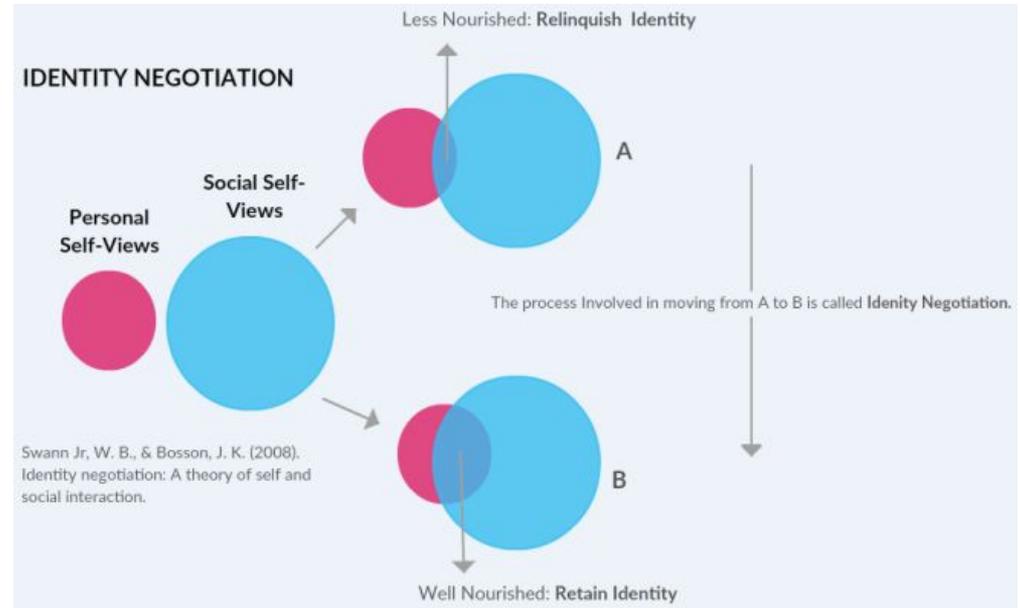
the desire for recognition, the desire for affiliation and the desire for security and safety

(Norton, 2000)

Adapting Identity

“Individuals actively choose, alter, and modify their identities based on what will enable them to get along best in that context.” (Baumeister & Muraven, 1996)

- Learners negotiate and re-negotiate self
- In context of larger social world
- Recognizing relationship in several dimensions of lives (McKinney & Norton, 2011)



Multiplicity of Identities

Hermans and Kempen (1998) pointed out that in the face of globalization, “self or identity can be conceived of as a dynamic multiplicity of different and even contrasting positions or voices that allow mutual dialogical relationships” (p. 1118). (Jensen, 2010)

Identities are not fixed

They are:

multifaceted in complex and contradictory ways

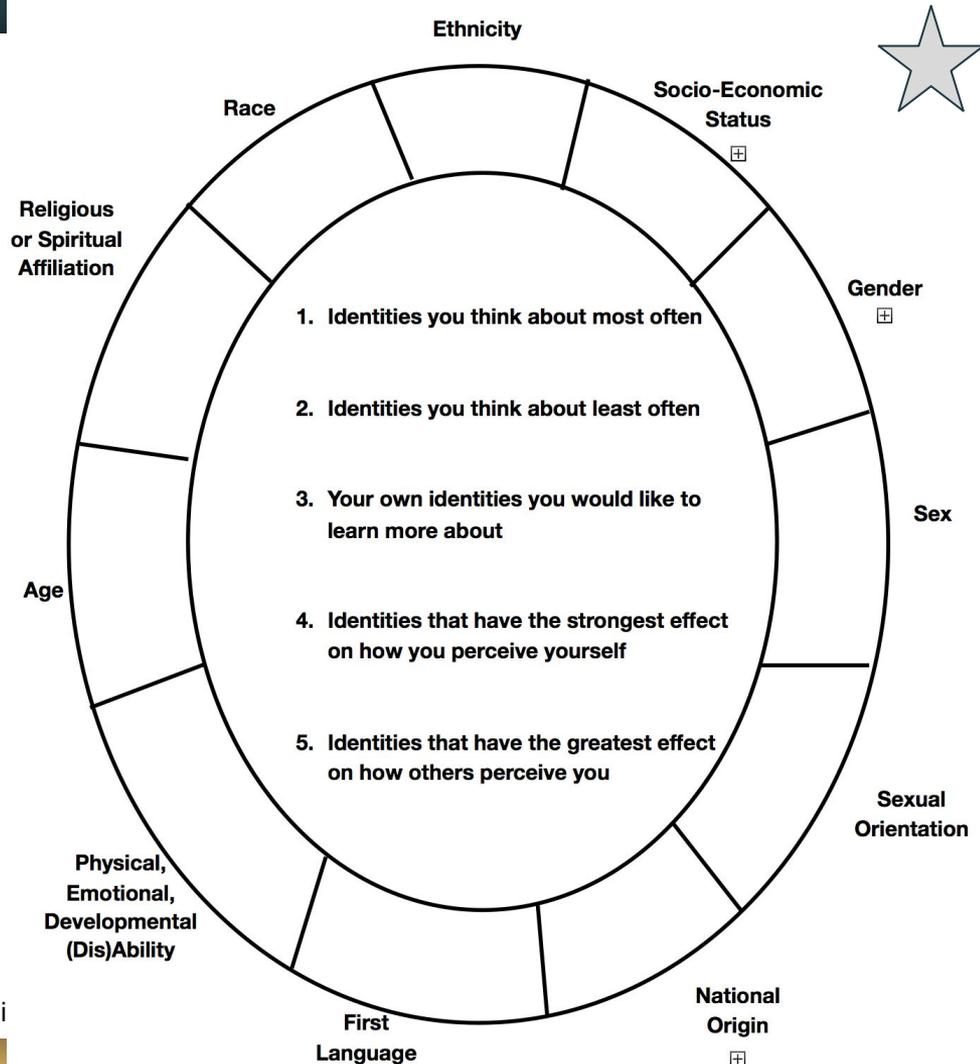
tied to social practice and interaction as flexible and contextually contingent resources

tied to processes of differentiation from other identified groups(Mokoena, n.d.)

Take a minute to observe the different aspects of identity shown

Reflect on the questions asked:

- What aspect of your personal identity do you think about most often?
- What aspect of your personal identity do you think about least often?
- Which factor of identity has the strongest impact on how you perceive yourself?
- Which factor of identity has the strongest impact on how you perceive others?



Identity and Self Concept

Hall (1992) posits three different conceptions of identity:

(a) enlightenment subject;

(b) sociological subject;

(c) post-modern subject: 

Identity becomes a 'moveable feast': formed and transformed continuously in relation to the ways we are represented or addressed in the cultural systems which surround us. It is historically, not biologically, defined. The subject assumes different identities at different times, identities which are not unified around a coherent 'self'. Within us are contradictory identities, pulling in different directions, so that our identifications are continuously being shifted about. If we feel we have a unified identity from birth to death, it is only because we construct a comforting story or 'narrative of the self' about ourselves.

Compartmentalization of identities

- The fully unified, completed, secure and coherent identity is fantasy. Instead, as the systems of meaning and cultural representation multiply, we are confronted by a bewildering, fleeting multiplicity or possible identities, any one of which we could identify with - at least temporarily (Hall, 1992)
- If more than one group identity is important to an individual as a source of social identity, multiple identities can be activated and expressed through a process of differentiation and isolation (Roccas & Brewer, 2002)
- Cultural "ambidextrousness" in which the individual consciously activates different cultural identities in different contexts or social settings-a pattern referred to as "alternating biculturalism" (LaFromboise, Coleman, & Gerton, 1993; Phinney & Devich-Navarro, 1997)
- Intercultural identity- acknowledges multiple cultural identities simultaneously-where membership, values, and norms of both groups are combined and integrated (Roccas & Brewer, 2002)



Postructuralism

Things to think about as watching:

What is the main goal of Poststructuralism?

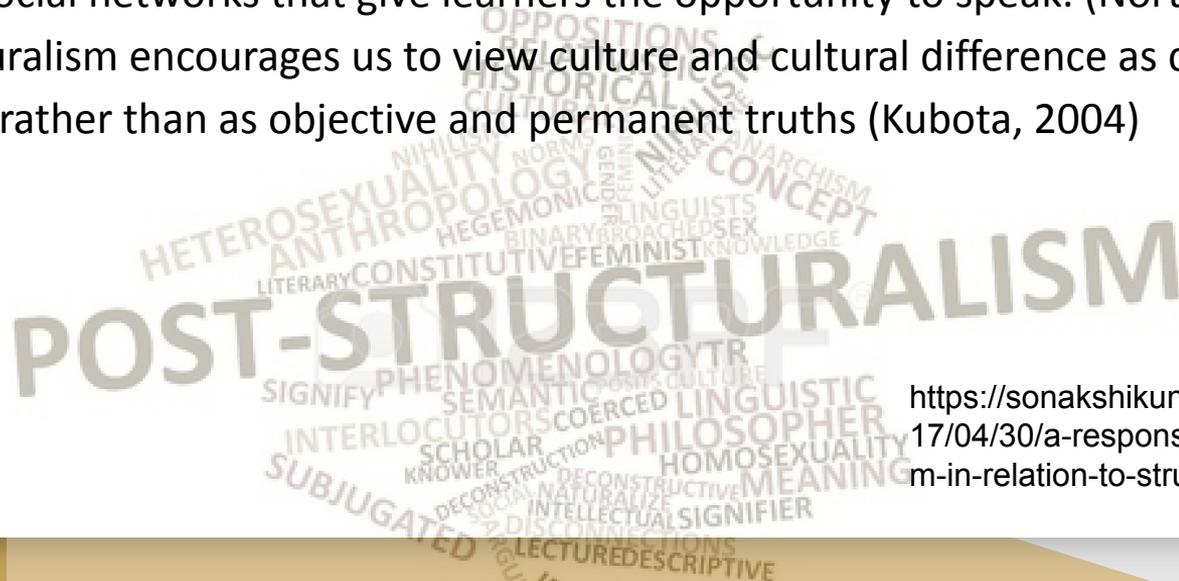
How does it view binaries?

<https://www.youtube.com/watch?v=h7TknIzIZOg>



Poststructuralism

- Weedon's (1987)- language constructs our sense of self, and that identity is multiple, changing, and a site of struggle (Darvin & Norton, 2015)
- Person negotiates a sense of self within and across a range of sites at different points in time, and it is through language that a person gains access to - or is denied access to - powerful social networks that give learners the opportunity to speak. (Norton, 2010)
- Poststructuralism encourages us to view culture and cultural difference as discursive constructs rather than as objective and permanent truths (Kubota, 2004)



<https://sonakshikundu.wordpress.com/2017/04/30/a-response-on-post-structuralism-in-relation-to-structuralism/>

Humanism VS Poststructuralism



Match these descriptions to the ideologies:

Fixed	Changing	Coherent core
Individual is dynamic	Unique core	Individual is diverse
Unitary	Decentered	Centered

Humanism	Poststructuralism

Humanism VS Poststructuralism

Match these descriptions to the ideologies:

Fixed	Changing	Coherent core
Individual is dynamic	Unique core	Individual is diverse
Unitary	Decentered	Centered

Humanism	Poststructuralism
Every person has an essential, unique, fixed, and coherent core (introvert/extrovert; motivated/unmotivated; field dependent/field independent)	Individuals are diverse, contradictory, and dynamic; multiple rather than unitary, decentered rather than centered

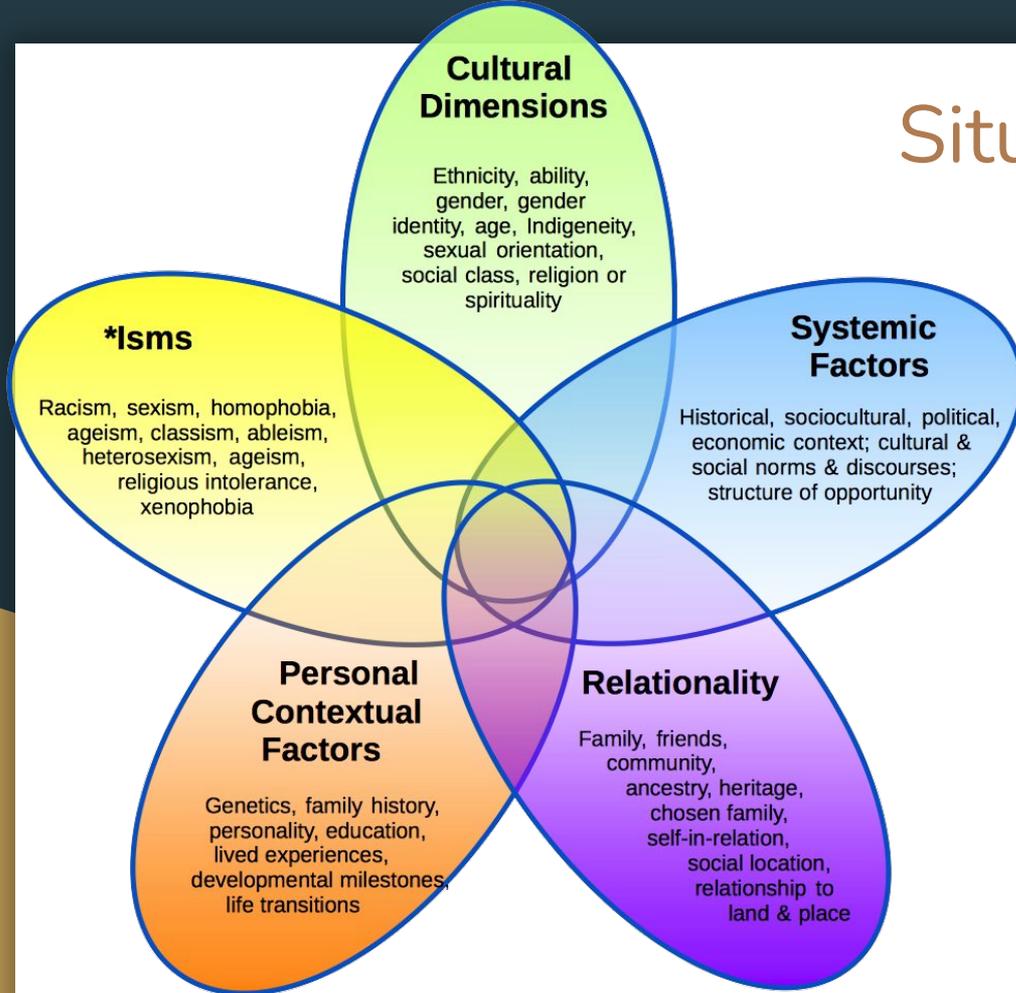
Cultural Identity

Cultural identities are seen to reflect common historical experiences and shared cultural codes, which create 'one people', with stable, unchanging and continuous frames of reference. This 'oneness' is seen as the truth or 'essence' of one's identity. (Sharma, 2005)

Cultural identity, in this sense, is a matter of 'becoming' as well as 'being'. 'Identities are therefore, the names we give to the different ways we are positioned by, and position ourselves within, the narratives of the past' (ibid: 213) / (Sharma, 2005)



Situated Cultural Identity



Forming a cultural identity involves taking on worldview beliefs and engaging in behavioral practices that unite people within a community (Jensen, 2010)

individuals have culturally specific meaning systems, that is, learned associative networks of ideas, values, beliefs, and knowledge, that are shared by individuals within the same culture (Benet-Martínez et al., 2002)

Cultural Frame-Switching

Cultural frame switching occurs in response to contextual cues that make different cultural frames salient. When a given cultural frame is salient, culturally specific beliefs, theories, norms, and standards govern people's thinking and acting (Verkuyten & Pouliasi, 2006)

Contradictory or conflicting constructs can be simultaneously possessed by an individual; they simply cannot simultaneously guide cognition. (Hong et al., 2000)

Shifting between different culturally based interpretative lenses in response to cultural cues (Benet-Martínez & Haritatos, 2005)

Learn more about Cultural frame-switching here:

<https://www.coursera.org/lecture/cultural-psychology-globalization/lesson-2-4-biculturalism-frame-switching-qmjas>

Biculturalism

- General (i.e. based on demographic characteristics) to psychologically specific conceptualizations (e.g. cultural identifications or orientations)
- Bicultural individuals may be immigrants, refugees, sojourners (e.g. international students, expatriates), indigenous people, ethnic minorities, those in interethnic relationships, and mixed-ethnic individuals (Nguyen & Benet-Martínez, 2007)
- Exposed to and have internalized two cultures (Benet-Martínez, Leu, Lee, & Morris, 2002)
- Bicultural way of living includes various ways of engaging in both cultures: preferences (acculturation attitudes), cultural identities (both ethnic and national), language behavior (ethnic and national language knowledge and use), social engagements (with both ethnic and national peers), and relationships with parents within their families (including acceptance of both obligations and rights) (Berry et al., 2006)

Learn more here: https://www.youtube.com/watch?v=Y_E2745MgjY

Multiculturalism

- ✦ The experience of having been exposed to and having internalized two or more cultures (Hong et al., 2000; Nguyen & Benet Martínez, 2007)
 - ✦ Condition of having attachments with and loyalties toward these different cultures (Benet-Martínez & Haritatos, 2005)
- ✦ Multicultural individuals are also those who self-label (e.g., “I am multicultural”) or for whom group self-categorization (e.g., “I am American” and “I am Chinese”; “I am Chinese-American”) reflects their cultural pluralism (Benet, 2012)
 - ✦ Multicultural identity involves a significant degree of identification with more than one culture; however, it does not presuppose similar degrees of identification with all the internalized cultures. (Benet, 2012)

Learn more here: <https://www.youtube.com/watch?v=2fOb3oP38rQ>

Bi/Multilingual Identity



- **Students with proficiency in both their heritage language and English are more likely to identify themselves as having a bicultural identity than those with only proficiency in one language**
 - “...immigrant children’s sense of their “Americanness” is not diminished, but enhanced by a better understanding of their own ethnic identity and competence” (Shin, 2018, p. 110).
- To avoid having to pick and choose one cultural identity over another ESOL students need to, “receive the right amount and quality of exposure to two cultures...rather than resulting in conflict or confusion of identities, children can construct identities that involve multiple cultures integrating with each other” (Fielding, 2015, p. 42).
- **This idea, that a bilingual is fully and equally proficient in two languages, is sheer myth.**
 - “A bilingual is not the sum of two monolinguals” and rarely is “equally proficient in speaking, listening, reading, and writing across all different situations and domains (Shin, 2018, p. 4). Bilingualism is an evolving phenomena (Shin, 2018, p. 5).



Individualism vs. Collectivism

● Individualism

1. Fostering independence and individual achievement
2. Promoting self-expression, individual thinking, personal choice
3. Associated with egalitarian relationships and flexibility in roles (e.g., upward mobility)
4. Associated with private property, individual ownership

Examples: USA, GB, Australia, NZ & Canada

● Collectivism

1. Fostering interdependence and group success
2. Promoting adherence to norms, respect for authority/elders, group consensus
3. Associated with stable, hierarchical roles (dependent on gender, family background, age)
4. Associated with shared property, group ownership

Examples: China, Korea & Japan



Transitional Identities in Higher Education: I

Outline

Introduction: Identity contingencies

A culture of university identity

Four functions that identification fulfills

Influences of studenthood

Development of faculty identity

Determine where your identity lives online

Transitional Identities in Higher Education: II

Introduction: Identity contingencies

What makes it of a given social identity of importance to us and important in how we function?

What are our identity contingencies?

Transitional Identities in Higher Education: III

A culture of university identity

Institutional policy

Three levels of university identification

Transitional Identities in Higher Education: IV

Four functions that identification fulfills

1. To influence the affection and acceptance of university students about their institution and its academic and administrative processes
2. To influence the opinions and perceptions of university students
3. To promote the participation and involvement of university students in the institution's processes
4. To generate legitimacy and influence the governance of the institution

Transitional Identities in Higher Education: V

Influences of studenthood

Institutional

Cognitive

Intrapersonal

Interpersonal

Cultural

Influence of gender and pre-university achievement

Influence of socioeconomic status

Transitional Identities in Higher Education: VI

Development of faculty identity

The anointed, pilgrim, visionary, philosopher, and drifter

Also, a complex matter

Transitional Identities in Higher Education: VII

Activity: Determine where your identity lives online

Google yourself.

What came up with just your full name? What if you were to google yourself plus your institutional affiliation?

Ideally, two things happen when you google yourself.

- The first is that information about you comes up first (especially when you include an affiliation).
- Second and equally important, information you want to appear comes up. You are content with your results?

Relationship between Language & Identity

- **Opinions of a language and its associated culture may either encourage or discourage the use of it**

“...when there are negative associations with one’s culture and language, individuals tend to dissociate from the ethnic group, but in contexts where the heritage culture is viewed in a positive light, they desired close identification with the group” (Shin, 2018, p. 114).

- **Language can either spread people apart or bring people together**
 - “Through language choice, we maintain and change ethnic-group boundaries and personal relationships, and construct and define ‘self’ and ‘other’ within a broader political economy and historical context” (Wei, 2013, p. 43).
 - In learning language, the walls around ethnic group/culture come down.
 - As a learner, you are bridging the gap between cultures.

ELL student identity

What they identify as culturally and linguistically will depend on:

- How long they have been in the US
- Reason for coming to the US
 - was it voluntary, as a refugee, or forced by family members
- Level of national pride
- Heritage language proficiency level
- Presence of home culture and L1 in their new community
- English language instruction received in home country
- Family values
- Religious identity



<https://docs.google.com/document/d/1w8rN00mJrbAAAdmQ8uGnu-mb1coYkFW14Wz1v3StLXOc/edit?usp=sharing>

The Influence of Family on Bilingual/Multicultural Identity



<https://i2.wp.com/wolfpacktherapeuticservices.org/wp-content/uploads/2017/12/Family.jpg?fit=600%2C300&ssl=1>

“Families take responsibility for transmitting their heritage language to the next generations, otherwise it is bound to be lost” (Bezioglu-Goktolga and Yagmur, 2017, p. 44).

- **Parents are the “greatest source of native language input for their children”** and need to overcome any reluctance in speaking the language at home if they desire for their children to be multilingual (Shin, 2018, p. 222).
- **Siblings have a great influence on one’s linguistic abilities.**
 - “As firstborn children bring the societal language home, they may also influence their younger siblings’ language attitudes” (Shin, 2018, p. 221).
 - *In what ways might an older sibling encourage or discourage a younger sibling’s motivation to learn their L1 or L2?*
- **How students use multiple languages in different contexts could have an effect on their overall intelligence**
 - “Interlinked with the use of home literacy practices, the development of bilingual students’ biliteracy skills has been argued to be a potential source of improved cognitive abilities, particularly in terms of decoding skills, creative thinking, and the transferal of skills from one language to another” (Fielding, 2015, p. 29).

Ethnic Identity

"that part of an individual's self-concept which derives from his knowledge of his membership of a social group (or groups) together with the value and emotional significance attached to that membership" (Phinney, 1990)

"a reference group called upon by people who share a common history and culture, who may be identifiable because they share similar physical features and values and who, through the process of interacting with each other and establishing boundaries with each other, identify themselves as members of that group" (Jenkins, 1999)

'Ethnicity' also serves as a term for a variety of social features such as language, religion, customs of dress or food, folklore and/or general groupings by country or regional heritage. It has also become a euphemism for 'culture'. (Sharma, 2005)

ETHNIC IDENTITY EXPLORATION IN EDUCATION



CONNECTION

Teachers make connections with students' families about ethnicity and ethnic identity

DISCOURSE

Teachers engage students in ethnicity and ethnic identity discourse



EXPLORATION

Teachers guide students in explorations of the histories, traditions, and customs of their ethnic groups

ROLE MODELS

Teachers introduce students to social justice role models in their ethnic groups



After examining the chart, in your own words- **in the chat box describe how ethnic identity and education can connect**

UN Identity Motions

2030 Agenda for Sustainable Development Goals (SDGs)

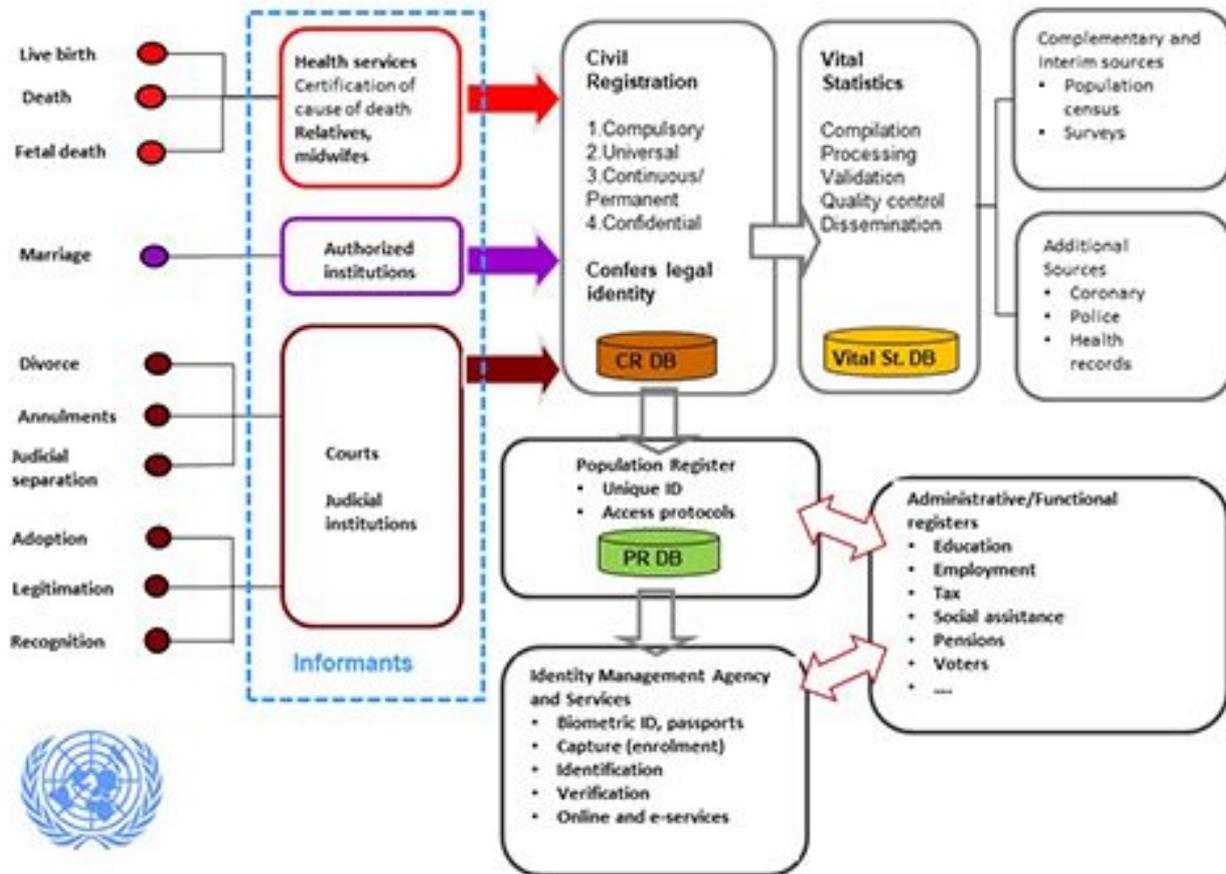
- Target 16.9 - “legal identity for all, including birth registration, by 2030.”
- Refugees, internally displaced persons, migrants and returnees face particular challenges in proving their legal identity as identity credentials are often lost or destroyed during displacement.
- Ensuring that the forcibly displaced and returnees have proof of their legal identity is a key element of ensuring that they are not left behind in realising SDG Target 16.9

(United Nations Country Team, n.d.)



PROMOTE PEACEFUL AND INCLUSIVE SOCIETIES FOR SUSTAINABLE DEVELOPMENT, PROVIDE ACCESS TO JUSTICE FOR ALL AND BUILD EFFECTIVE, ACCOUNTABLE AND INCLUSIVE INSTITUTIONS AT ALL LEVELS

Civil Registration, Vital Statistics and Identity Management System



Simplified flow

This model represents a holistic approach to civil registration, vital statistics and identity management recommended by the United Nations, adapted from the United Nations *Principles and Recommendations for a Vital Statistics System, Revision 3*; it can be adjusted to national circumstances and governing structures as necessary.



Thank you!

We will have the second portion of the webinar at the same time tomorrow!

We will send out the materials and certificates after the final webinar.

Citations

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CULTURE

Identity In Education

Day 2

ETHNICITY

NATIONALITY

PEACE

BELIEF

DIVERSITY

TRADITION

Dr. Brittany Foutz

Dr. Brian Polkinghorn

Brittany Bursa, B.A.

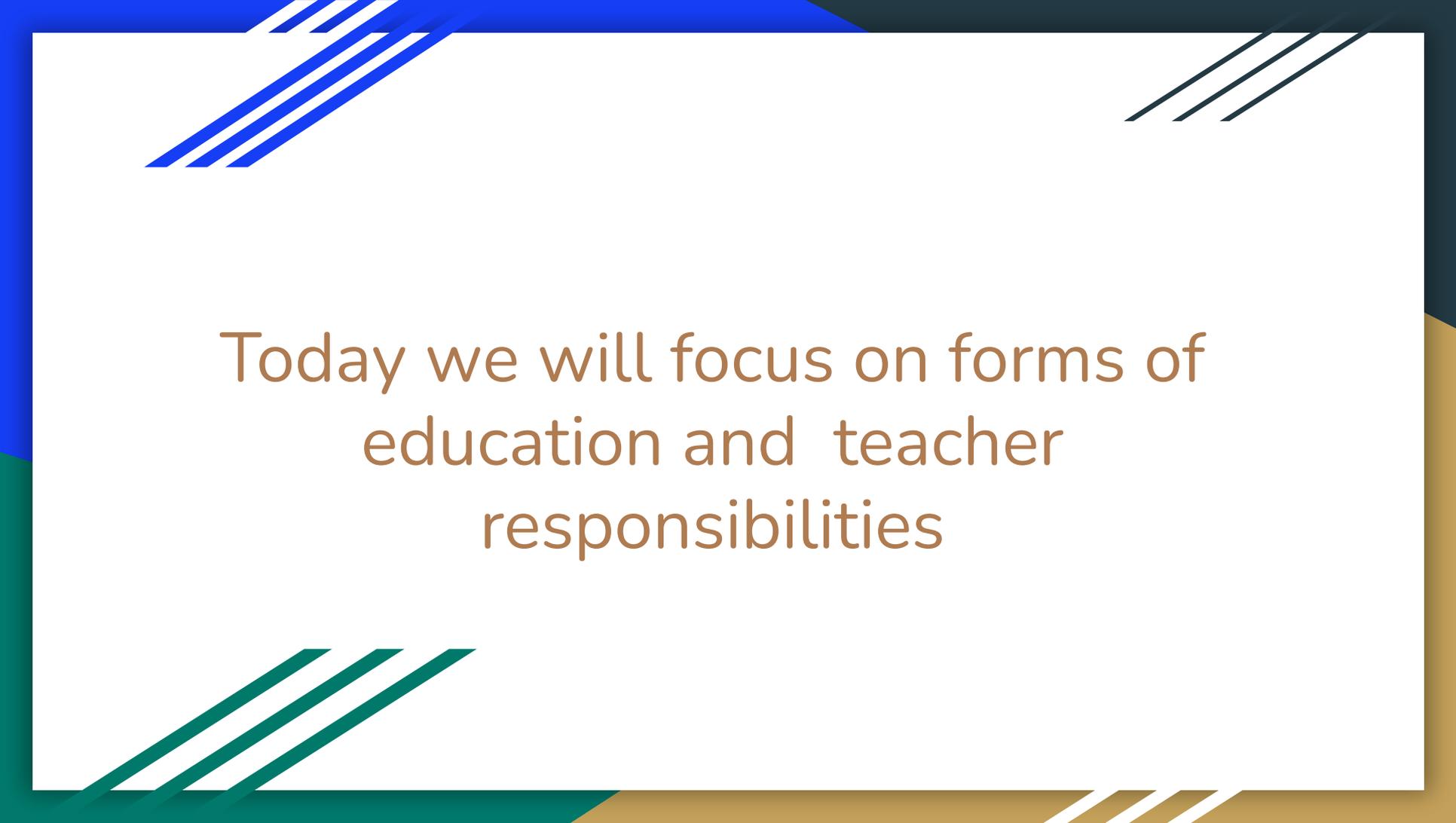
Iye Ogbe, M.A.

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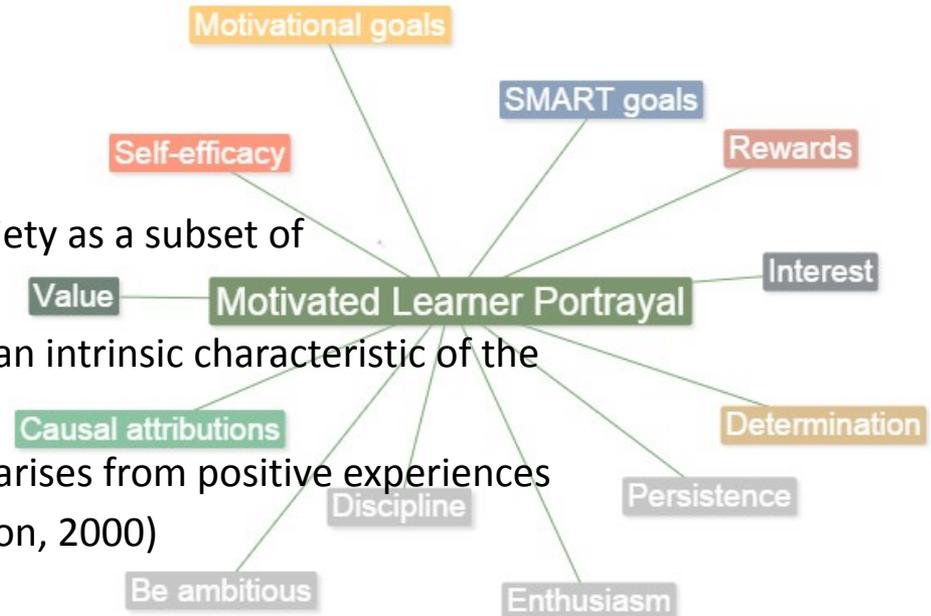


Today we will focus on forms of
education and teacher
responsibilities

Learner Motivation

Theorists on motivation:

- Spolsky (1989) consider motivation and anxiety as a subset of self-confidence
- While Krashen considers self-confidence as an intrinsic characteristic of the language learner
- Gardner (1985) argues that self-confidence arises from positive experiences in the context of the second language (Norton, 2000)



<https://rongtu.wordpress.com/2014/11/13/ice-note-3-motivated-learner-portrayal/>

Gardner and Lambert (1972) and Gardner (1985) describe:

- Instrumental motivation references the desire that language learners have to learn a second language for utilitarian purposes, such as employment (Peirce, 1995)
- Integrative motivation references the desire to learn a language to integrate successfully with the target language community (Peirce, 1995)

Learner Initiative

“As learners become more accustomed and develop confidence in taking initiatives: bringing ideas, words, utterances, materials, etc. into the classroom environment, the teacher does not limit these, but encourages them. The long term benefits of this are clear. If learners do take the initiative, they can direct the interaction in such a way that it responds more closely to their needs and at the same time develops their interactional management skills” (Shepherd, 2012)

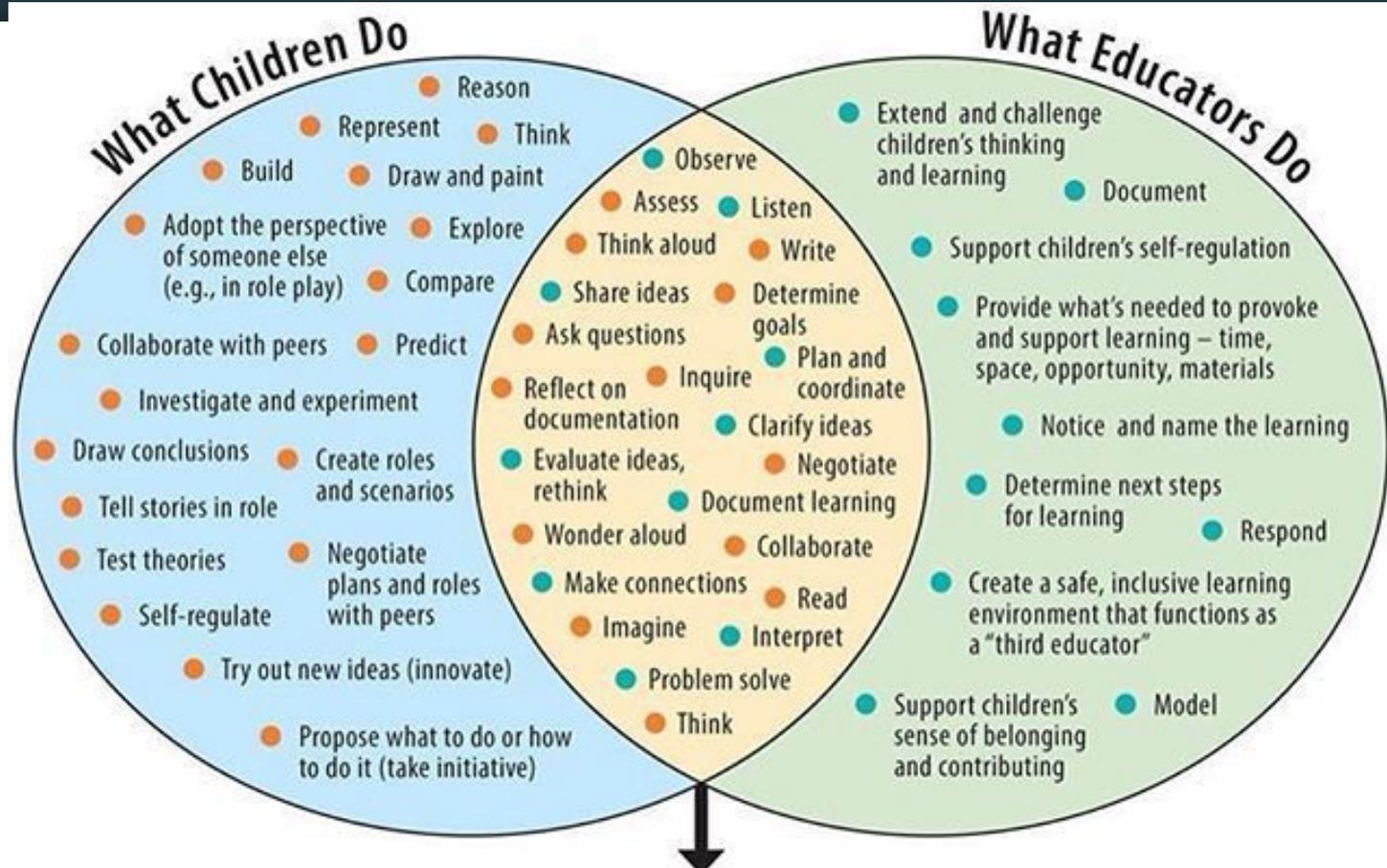
Reflection on Classroom Environment



In order to have a successful classroom that motivates engagement and learning, what are some of the actions that teachers and students should actively take?

Mentally make a list of as many action verbs and that positively shape the classroom.

Students	Teachers and Students	Teachers



What Children and Educators Do to Co-construct Learning

Bureaucratization of Education

- Market-oriented neoliberalism is profoundly suspicious of professionalism; it regards professions as anti-competitive monopolies. Specifically, neoliberalism distrusts teachers. (Connell, 2009)
- Under a neoliberal regime, educational institutions must make themselves auditable. The audit culture in education has included the push for national testing, for 'league tables' of schools considered as firms competing with each other, and for the creation of the teacher registration institutions which were deliberately separated from teacher education institutions. (Connell, 2009)
- Much of the learning that school pupils do results from the shared efforts of a group of staff, from interactive learning processes among the students, and (as the idea of the 'hidden curriculum' indicates) from the working of the institution around them. (Connell, 2009)
- Education is a process that creates social reality, necessarily producing something new

(Connell, 2009)

Reflection on Bureaucratization



“But there is no need for the competent teacher to be able to reflect on the bodies of knowledge from which the school curriculum derives. That is the business of the central authorities, which audit the outcomes of the schools’ work. Teacher-generated curriculum becomes an absurdity, because it cannot be competitively assessed. In short, under the new regime of educational governance, the humanist model of the good teacher becomes an anachronism” (Connell, 2009)

Comment in the chat box:

How does Connell portray the freedom of teacher curriculum design?
In the Neoliberal system, is there room for teachers to implement critical approaches?

Bilingual Education

- Students are educated in two languages
 - Some classes will be in one language, others in another
- “Strong forms of bilingual education are those that aim to equip students to be bilingual and biliterate” (Fielding, 2015, p. 24).
- **There is a right and a wrong way of administering bilingual education**
 - “A growing body of literature indicates that certain bilingual educational settings can empower or disempower students through either their acknowledgement of, or disregard for students’ home and background languages, literacy, and knowledge” (Fielding, 2015, p. 25).

Supporting ESOL students in the classroom

“...students and teachers need to construct curricula that affirm all students while also challenging the idea of fixed or idealized identities. Understanding the multiplicity and fluidity of student identities is a first step in this transformative education” (Shin, 2018, p. 121).

- **Teachers should encourage their ESOL students to take pride in their bilingualism**
 - In order to be able to take pride in their bilingual identity, they need to feel empowered (Fielding, 2015, p. 46)
- **Teachers should use student’s L1 as a resource in the classroom**
 - “student’s use of their first language allows them to apply their knowledge of one language to learn the grammar and semantics of another language” (Shin, 2018, p.145).
- **Teachers should not put pressure on second language learners to achieve near-native target language proficiency** (Shin, 2018, p. 116).
 - It is unfair to expect them to achieve the same level of proficiency as someone who has been speaking that language since birth.
 - A perfect accent is often unattainable



<https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.flickr.com%2Fphotos%2F130591914%40N04%2F16056485470&psig=ACvVaw192cxWc0Pmb5B1c5z3XjMi&ust=1620100985080000&source=images&cd=vfe&ved=0CAIQJRqFwoTCLDx7NbQrPACFQAAAAAdAAAAABAI>



Teaching

“Teaching as the direct delivery of some pre planned curriculum, teaching as the orderly and scripted conveyance of information, teaching as clerking, is simply a myth. Teaching is much larger and much more alive than that; it contains more pain and conflict, more joy and intelligence, more uncertainty and ambiguity. It requires more judgment and energy and intensity than, on some days, seems humanly possible. Teaching is spectacularly unlimited.” (Ayers, 2001, p. 5).

Self reflection:

What is involved in teaching? How does Ayers present teachers?

Ayers, W. (2001). *To teach: The journey of a teacher*. New York: Teachers College Press.

The Educator's Identity

- ❑ Teachers bring themselves—their life experiences, histories, and cultures—into the classroom.
- ❑ They bring their personalities and teaching styles that are shaped by social and cultural interactions.
- ❑ For teachers from dominant cultural backgrounds (white, middle class teachers in the United States), their own culture may not strike immediate recognition because it fits so seamlessly with prevailing opinions, beliefs, values, and expectations about behavior, education, and life choices.

The Hidden Dangers of an Educator's Identity in a Classroom

- Teachers continually express their culture however, the danger is being unaware of that expression.
- Cultural disconnect:
 - Schools in which the cultural backgrounds of teachers differ significantly from their students because of ethnic, racial, linguistic, social, religious, or economic reasons are especially vulnerable to cultural disconnect.
- The expectations that teachers hold for teaching and learning are grounded in cultural beliefs that may be unfamiliar to students and families from non-dominant cultures.



In Brazil

Learning through Educator and Student Identity Integration

“Teachers need to find ways of creating a space for mutual engagement of lived difference that does not require the silencing of a multiplicity of voices by a single dominant discourse” - (Giroux 1992, p. 201)

- *Cultural competence* refers to an ability to learn from and respectfully relate to other cultural backgrounds, heritages, and traditions. It comes from acknowledging and understanding one’s own culture and values while respecting those of others.
- Central to this topic is the concept of **Cultural Responsiveness** which suggests that the educator should:- Understand that culture has a role in education, Actively learn about students’ cultures and communities, Learn about the beliefs and values of a variety of cultures, whether or not those cultures are represented in the class, Broaden their awareness and gain insight into issues facing diverse students, families, and communities.
- Classrooms filled with teachers and students who openly share their lives, their cultural identities, and their life experiences build trust and foster stronger relationships.

Giroux, H. (1992). *Border crossings: Cultural workers and the politics of education*. New York: Routledge Press.

<https://iris.peabody.vanderbilt.edu/module/clde/cresource/q1/p02/>

Positive Teacher Habits

- Reflection-in-action – constantly evaluating the session as it unfolds, listening to and watching the learners, and guiding the lesson along. (Shepherd, 2012)
- critical multiculturalism- teachers need to go beyond simply affirming and respecting the culture of the Other and romanticizing its authentic voices’ (Kubota, 1999, p. 27)
- Teachers need to explore how cultural differences as a form of knowledge are produced and perpetuated, and how teachers can work towards social transformation. (Norton, 2000)

Accountability	Autonomy	Absence
Compliance	Efficacy	No dialogue
Frequency	Regular CPD	No interest
Leadership driven	Research-informed	Discouraged
External pressures	Culture/Open door	Closed doors



Teachers As Cross-Cultural Mediators



Karaman and Tochon argue for building a global teacherhood:

Encourage teachers to develop the ability to engage meaningfully in intercultural dialogues

Understand the complexity of cultural value conflicts (Kubota & Austin, 2007)

Attitude, Values, Knowledge, Skills :

Which do you think is most important to create a global classroom?



Teachers As Cross-Cultural Mediators

- Interpreting the world for others, and doing it well, requires not just a skill set but also a knowledge of how interpretation is done, of the cultural field in which it is done, and of the other possibilities of interpretation that surround one's own
- Teachers in their daily work operate with forms of understanding as well as bodies of facts, and necessarily transform the culture as they convey it to the next generation
- Initiative and invention – the constant improvisation revealed in studies of the teaching labour process
- Requires a depth of knowledge about the culture, and a practice of critical analysis, which only an intellectually substantial programme of teacher education will support (Connell, 2009)

Teachers As Cross-Cultural Mediators

Teacher as professional go-between:

- Knowing one's room for intellectual and political maneuver
- Mediating between institutional constraint and educational value; between disciplines
- Mediating between commercial interests of textbook publishers and students' needs
- Seeking opportunities for professional development and life-long learning

Harnessing Identity In the Classroom

- Learning is shaping of identity
- Knowledge represents a meaningful way of being

(Farnsworth et al., 2016)

Identity is multiple, changing, and a site of struggle (Norton, 2019)

- Multicultural, multilingual, and multimodal classroom
 - A classroom is a complex site of competing ideologies
 - Teachers reflect on the worldviews of own dispositions
- (Darvin, 2015)

Personal Learning Framework



Identity

- Who am I?
- How do I fit into the community?
- What are my principles and values?
- What are my goals?

Growth & Reflection

- What evidence demonstrates my growth as a student, citizen, and community member?
- How can I achieve my goals?
- What habits of mind are helping me to succeed?
- How am I changing?
- How do I address my strengths and challenges?
- Growth Mindset/Brain Development

Transformation

- Why am I ready for the next step?
- How have I transformed to succeed in my next learning or life stage?

© Taylor and Nagle, 2015

Individual reflection:

Which of these questions do you think are the most crucial to ask in a multicultural classroom and why? Are some more important for teachers than students and vice versa?

<https://sites.google.com/site/plppathways/framework>

Informal Education

- Learning resulting from **daily life activities** related to work, family or leisure. Informal learning is part of non-formal learning. It is often referred to as **experiential learning** and can to a certain degree be understood as **accidental learning**. Source: UNESCO 1984, Global
- **Unstructured** education/training that takes place outside the formal education/training system. Source: ILO 2006, Global
- Learning resulting from daily activities related to work, family or leisure. It is **not organised** or structured in terms of objectives, time or learning support. Informal learning is in most cases **unintentional** from the learner's perspective. Source: CEDEFOP 2008, Europe
- Organized education and training **outside of the formal education system** where learning is resulting from daily life activities related to work. It is often referred to as experiential learning i.e. learning in the form of awareness, knowledge or skills derived from experience, reading, social contact, etc. and can, to a certain degree, be understood as accidental learning. It is **not structured in terms of learning objectives, learning time and / or learning support**. Typically, it does not lead to certification. Source: Wahba 2013, Global
- The acquisition of knowledge and skills through experience, reading, social contact, etc.
- (Informal education and training) Education and training where there is **no clear definition of teacher and learner**, or where individuals educate themselves. Source: Ministry of Labour 2005, Jordan
(EVOC UNESCO, n.d.)

Formal Education

- Formal learning is always **organised and structured**, and has learning objectives. From the learner's standpoint, it is always intentional: i.e. the **learner's explicit objective is to gain knowledge, skills and/or competences**. Typical examples are learning that takes place within the initial education and training system or workplace training arranged by the employer. One can also speak about formal education and/or training or, more accurately speaking, education and/or training in a formal setting. This definition is rather consensual. (OECD, n.d.)
- Training that is given in an **orderly, logical, planned and systematic manner** in a specially equipped workshop under the guidance of a qualified trainer for a specific period of time in the specified field. Source: NCVET 2013, Australia (EVOC-UNESCO, n.d.)
- Education or training provided in educational institutions, such as schools, universities, colleges, or off-the-job in a workplace, usually involving **direction from a teacher or instructor**. Source: UNEVOC/NCVET 2009, Global (EVOC-UNESCO, n.d.)
- “(Formal education) Education that is **institutionalised, intentional and planned through public organizations and recognised private bodies** and -in their totality- constitute the formal education system of a country. Formal education programmes are thus **recognised as such by the relevant national education authorities** or equivalent authorities, e.g any other institution in cooperation with the national or sub-national education authorities” (EVOC-UNESCO, n.d.)

Nonformal Education

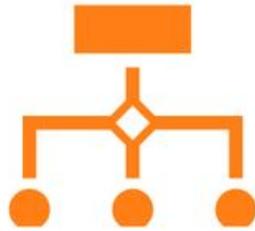
- Education which takes place outside the formal system on either a **regular** or an **intermittent basis**. Source: UNESCO 1984, Global
- Organised and systematic learning activity conducted **outside the formal education system**. Source: ILO 2006, Global
- Non-formal learning is **intentional** from the learner's point of view. Source: CEDEFOP 2008, Europe
- Any **organised** and **sustained** educational activity that does not correspond exactly to the definition of formal education. Non-formal education may therefore take place both within and outside educational institutions, and cater to **persons of all ages**. Source: NCVET 2013, Australia
- Any organized educational activity and training outside the established formal system, that is, intended for **specific objectives** and to serve **identifiable clientele**. Source: TESDA 2010, Philippines
- **Learning embedded in planned activities that are not explicitly designated as learning, but which contain an important learning element**. Source: UNEVOC/NCVET 2009, Global

(UNEVOC, n.d.)

Nonformal Education Tactics



Learning
by doing



Process-oriented
learning



Learning as
partners



Openness



Learner
centricity



Participation



Voluntary
nature

Nonformal Education

- Addition, alternative and/or a complement to formal education
- within the process of the lifelong learning of individuals
- caters for people of all ages
- not necessarily apply a continuous pathway-structure
- it may be short in duration and/or low intensity

- typically provided in the form of short courses, workshops or seminars
- mostly leads to qualifications that are not recognized as formal qualifications by the relevant national educational authorities or to no qualifications at all
- can cover programmes contributing to adult and youth literacy and education for out-of-school children, as well as programmes on life skills, work skills, and social or cultural development.

(UNEVOC, n.d.)

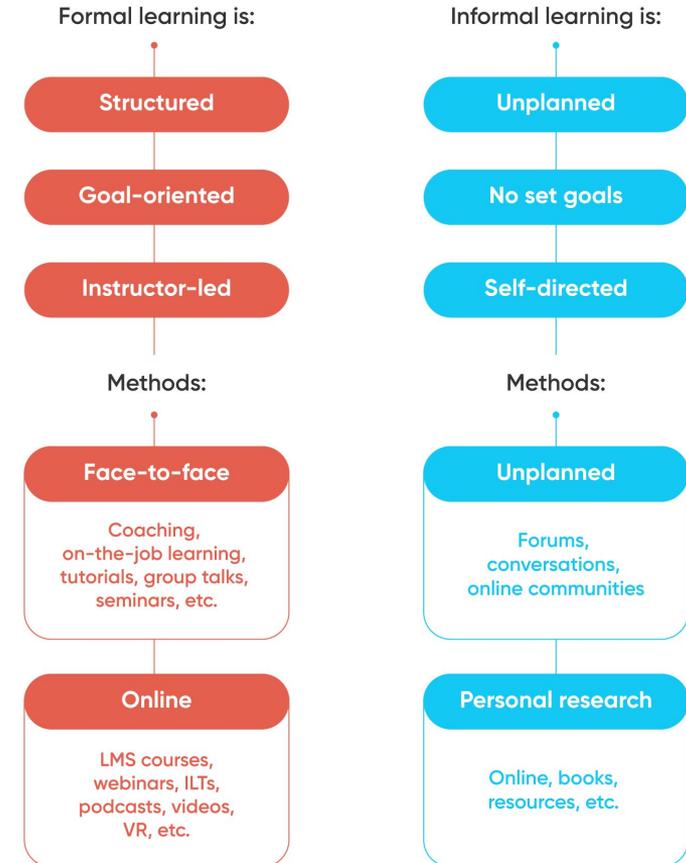
	FORMAL	NON-FORMAL	INFORMAL
LEARNING SPACE	intentional	intentional or incidental	incidental
LEARNING OUTCOME	intentional institution-directed (low student voice and choice*)	intentional coach-directed (low student voice, high student choice)	incidental self-directed (high student voice and choice)
LEARNING LEGITIMACY	diplomas, degrees	certificates	not legitimized

<https://coletividad.org/formal-non-formal-informal-and-incidental-education/>

Basic differences between Formal and Non formal Education

	Formal	Non- formal
Aims	Long-term and general	Short –term and specific
Duration	Longer duration	Shorter duration
Content	Specific and Academic	Personalized and Practical
Control	External, exams and certification	Self-evaluation
Roles	Teacher – student	Educator- Learner
Process	Focused on the program and the curriculum , individually competitive	Focused on the learning outcome, participative and cooperative
Emphasis	On the teacher	On the learner
Curriculum	inflexible, strict	Flexible, variety of methods, adaptability

Formal vs Informal Learning



Benefits of Nonformal Education: Building on experience and competencies

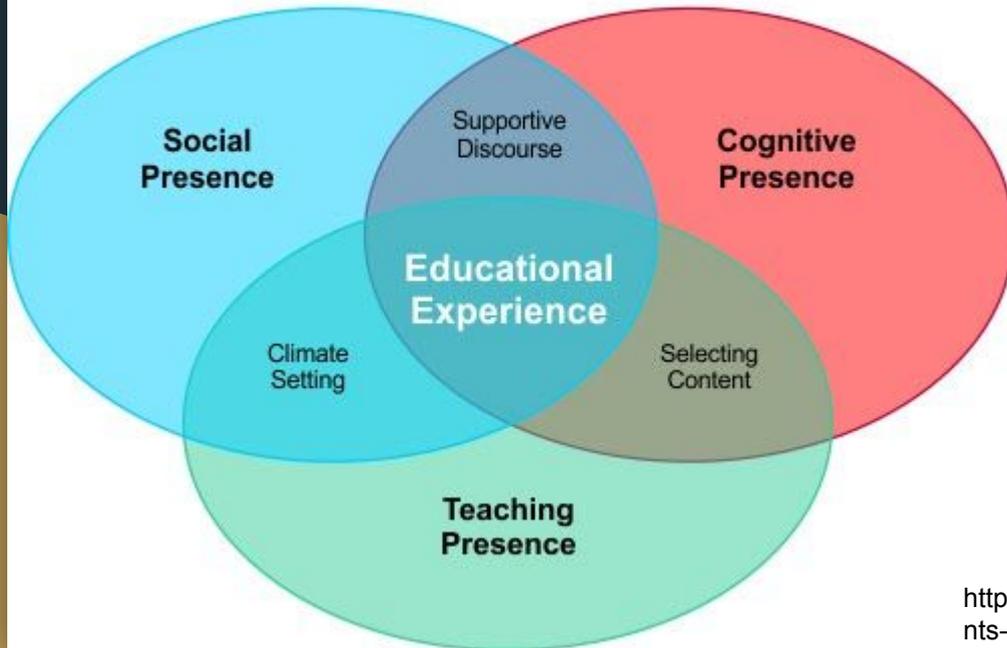
- Respect adults' background
- Takes into account not only the learning needs of learners, but also their:
 - Current skills, competences, previous experiences, context on which they live
 - Use memories, life experiences and competences that they already have to understand new ideas and tend to associate them with their personal or professional background
- Improves learning performance and creates the sense of respect for each learners' background, a needed element for adults learning
- Acquiring a new knowledge is not successfully faced by formal education that normally fails when trying to use methods with adults as these are based on learning by heart or on theoretical approaches when dealing with new subjects

(N.G.O. CIVIS PLUS et al., 2017)



Benefits of Nonformal Education: Developing Communities

Learning Community



- Implementing activities oriented to the development of a concrete community and empowerment of its members
- Promote the inclusion of those cultural groups on risk of exclusion
- help their members not only to improve their own living areas or neighbourhoods
- Increase their sense of belonging to a broader community and their spirit as citizens of their host country
(N.G.O. CIVIS PLUS et al., 2017)

Benefits of Nonformal Education: Fighting Homesickness

- Main obstacles to overcome in order to achieve his/her integration
 - Participative methods can make possible a regular interaction with their peers
 - Works against this nostalgia and for motivation for participation in the courses
 - Reduces amount of dropouts
- (N.G.O. CIVIS PLUS et al., 2017)

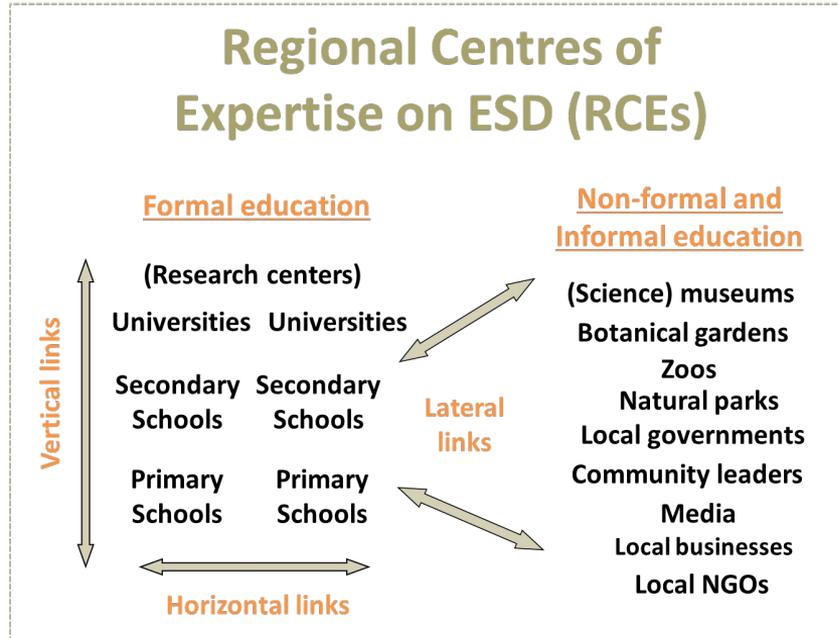


Benefits of Nonformal Education: Improving self-esteem



- Active participation methodologies and non-formal techniques increase and reinforce the self-esteem of adult learners
- Support or reference to his/her peers
- Important to feel comfortable and confident in the learning environment
- Especially important when working with immigrants who have passed and are passing hard and difficult life experiences (N.G.O. CIVIS PLUS et al., 2017)

History of the UN and RCEs, and Their Roles Identity in Higher Education



UN: 1990 World Declaration on Education for All

ARTICLE 1.– MEETING BASIC LEARNING NEEDS

Described education as consisting of essential learning tools such as literacy, numeracy and problem solving combined with knowledge, skills, values and attitudes required by human beings to survive, develop potential, to improve the quality of their lives, to make informed decisions and to continue learning
(UNICEF UK, n.d.)

*World Declaration on Education For All
(1990) :*

Basic learning needs ...

***to be able to survive,
to develop their full capacities,
to live and work in dignity,
to participate fully in development,
to improve the quality of their lives,
to make informed decisions, and
to continue the learning.***

(World Declaration on Education For All, 1990)

UN: Articles 28 and 29 of the Convention on the Rights of the Child

Articles 28 and 29 focus on a child's right to an education and on the quality and content of education.

Article 28 says that "State Parties recognise the right of children to education" and "should take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity."

Article 29 focuses on the aims of education and says that governments agree that "the education of the child shall be directed to:

- The development of the **child's personality**, talents and mental and physical abilities to their fullest potential.
- The development of **respect for human rights** and fundamental freedoms and the principles enshrined in the Charter of the United Nations.
- The development of **respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate and for civilisations different from his or her own.**
- The preparation of the child for responsible life in a free society in the spirit of understanding, peace, tolerance, equality of sexes and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin.
- The development of respect for the natural environment.

Thank you for attending!

Our final presentation day is tomorrow at the same time!

We will send out the materials and certificates after the final webinar.

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Identity In Education

Day 3

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TRADITION





Today we will focus on
pedagogical strategies

Recap On Nonformal Education Tactics



Learning by doing



Process-oriented learning



Learning as partners



Openness



Learner centricity



Participation



Voluntary nature

SOCIO-CULTURAL CENTRES

- Day centres Cultural centres
- Arts and music schools
- Leisure and sports centres
- Environmental education centres

SOCIAL SPACES

- Associations
- NGOs
- Social movements
- Youth work
- Volunteering services
- City council activities

Non formal education contexts

EDUCATIONAL SPACES

- Schools (extra-curricular activities)
- Day centers providing homework support
- NGOs and CSOs providing educational activities

CENTRES OF THE ADMINISTRATION

- Health centres
- Social services centres
- Employment centres,
- Asylum centres, etc.

https://www.researchgate.net/figure/Seven-key-features-of-the-process-of-non-formal-learning_fig5_346126538

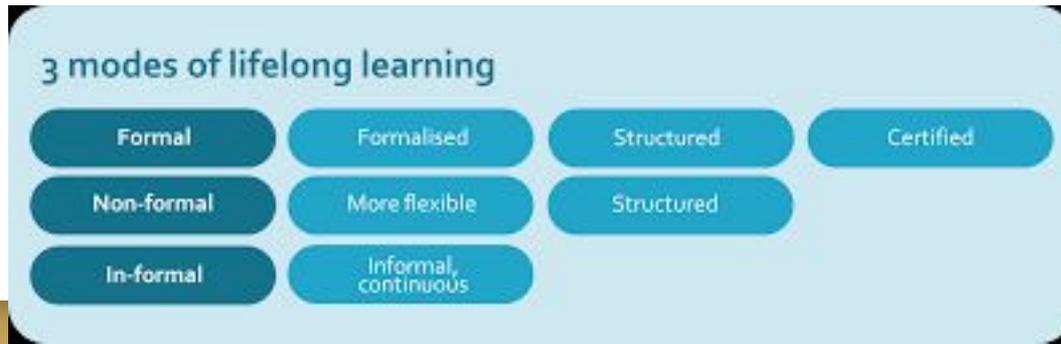
Source: SIRIUS Watch national reviews (2018).

https://www.sirius-migrationeducation.org/wp-content/uploads/2018/11/SIRIUS-Watch_Full-report-1.pdf

UN Expressions For Nonformal Education

- Flexible learning
- Alternative learning
- Complementary learning
- Supplementary education
- Second chance education
- Extracurricular activities
- Due to the concept's vagueness, some even advocate using descriptions of each framework, rather than attempting to arrive at a common definition

(Yasunaga, 2014)



https://www.sirius-migrationeducation.org/wp-content/uploads/2018/11/SIRIUS-Watch_Full-report-1.pdf

UN Typologies of Nonformal Education

Types of nonformal education:

1. **Remedial and supplemental** nonformal education to satisfy unfulfilled provision by formal education, targeting school dropouts, out-of-school children and young people and adults who have missed schooling
2. Non-formal education which includes **vocational training and a skills development** component
3. **Experimental** and innovative non-formal education, some of which involves greater independence from governments, to respond to emerging learning needs as societies evolve
 - a. (e.g. education for sustainable development, education for peace and democracy, citizenship education)
 - b. Innovations in curricula and pedagogies generated through this type of non-formal education can be adapted to teaching and learning in formal education
4. Others types of non-formal education, including **indigenous and traditional education, religious education**, and education programmes for personal development organised by **cultural institutions**.

(Yasunaga, 2014)

Learning Method vs Technique

- **Learning method:** a process or way of using techniques to set a systematic plan with a general orientation to deal with different principles, concepts or values. Its main target is to make accessible for learners the theoretical approaches of a discipline. (N.G.O. CIVIS PLUS et al., 2017)

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What's the difference between Approach, Method & Technique?

Approach

A set of assumptions dealing with the nature of language, learning, and teaching

Method

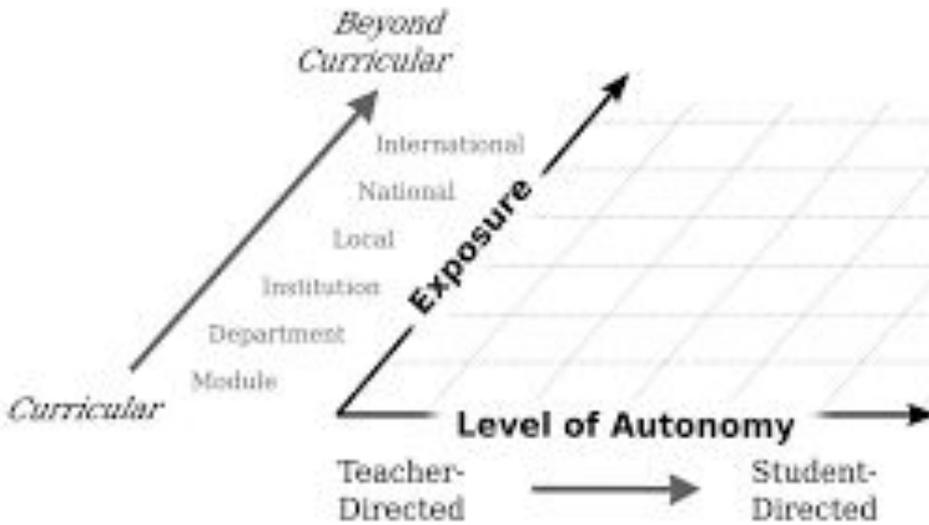
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Specific activities manifested in the classroom that are consistent with a method and therefore in harmony with an approach

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- Data collection process shows social practices differences in native and target communities
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- Critical engage with their histories and experiences
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- Enhanced awareness
- Become an important resources in their learning



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- Classroom-based social research- collaborative research that is carried out by learners in their local communities with the active guidance and support of the teacher
- Integrate formal and natural sites of language learning
- Encourages students to adopt the identity of ethnographer
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- Reflect critically on their engagement with studies
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(Norton, 2000)

Individual reflection:

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What classes would it pair well with?

How would you incorporate this into a classroom?

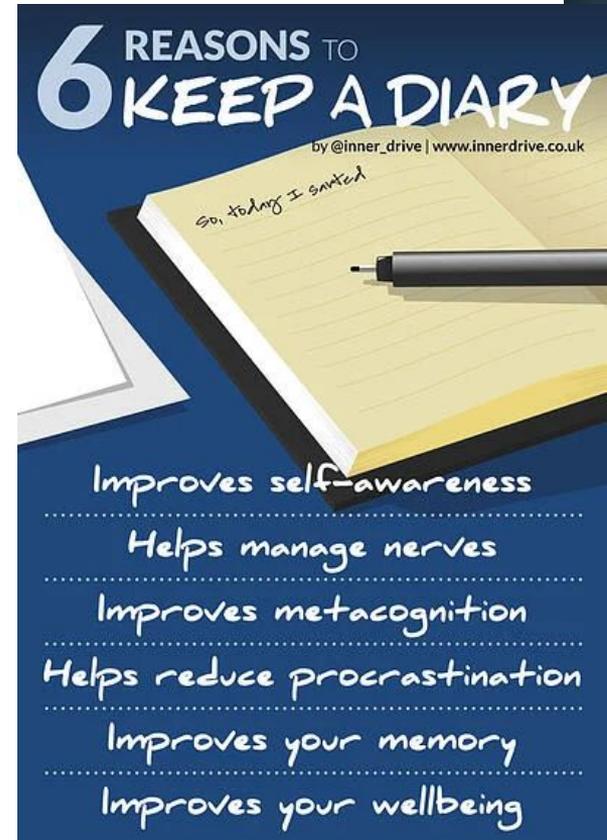
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REFLECT IN WRITING

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BRAIN



BLAST



CONTROL YOUR ENVIRONMENT

Allow yourself to do “deep work” by minimizing distractions.

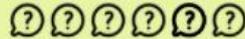
ACTIVE LEARNING STRATEGIES

Definition: Students perform **meaningful** learning activities and **think** about what they are doing.”

-Michael Prince

SOLVE IT

Brainstorm solutions to a problem collaboratively or individually.



DOODLE

Sketch out how the concept relates to your life.



SUMMARIZE

Students can restate salient points in everyday vernacular.



RELATE IT

Relate the info to something you have experienced.

GENERATE QUESTIONS

Develop questions about the topic and pose them to peers.



COMPARE NOTES

Share your notes with a peer, discuss the differences, and make additions or revisions.



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Find a way to feel intensely curious about the material so that it sticks in long term memory.



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Being able to fully explain the idea to a peer means that you have internalized the topic.



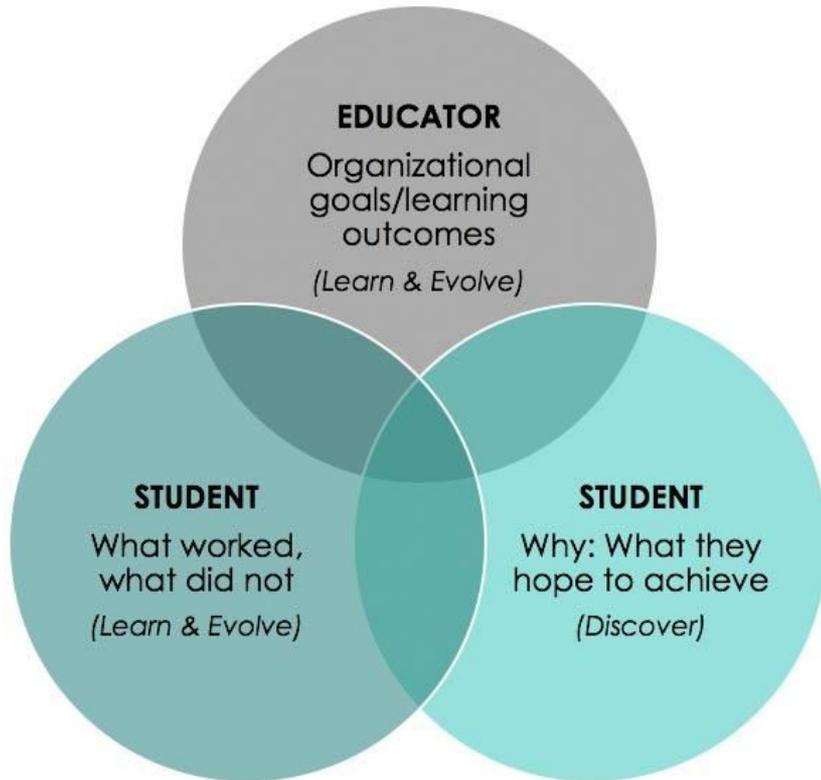
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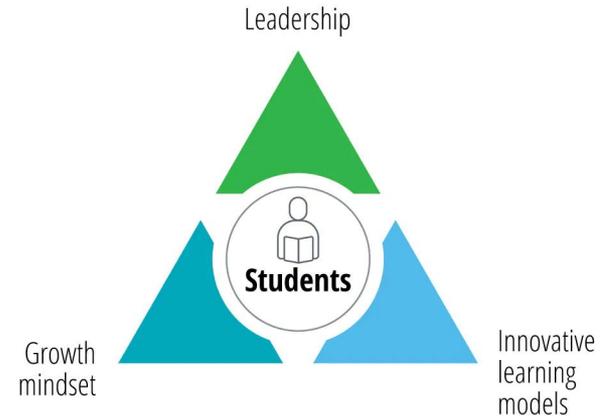
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Strategizing around leadership, growth mindset, and innovative learning models can help drive better student outcomes



Source: Deloitte analysis.

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The teacher interviews a student panel of experts and discuss their opinions of the lecture topic.



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"What stood out as most important in today's lecture? What are you confused about?" (Source: Stanford Teaching Commons)

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Direct kids to complete these sentence stems in writing or orally: *What are the important features of X? What would happen if X? What evidence supports the view that X?*

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Ask them to write authentic questions about the topic on Padlet. Answer key questions as an entire class.

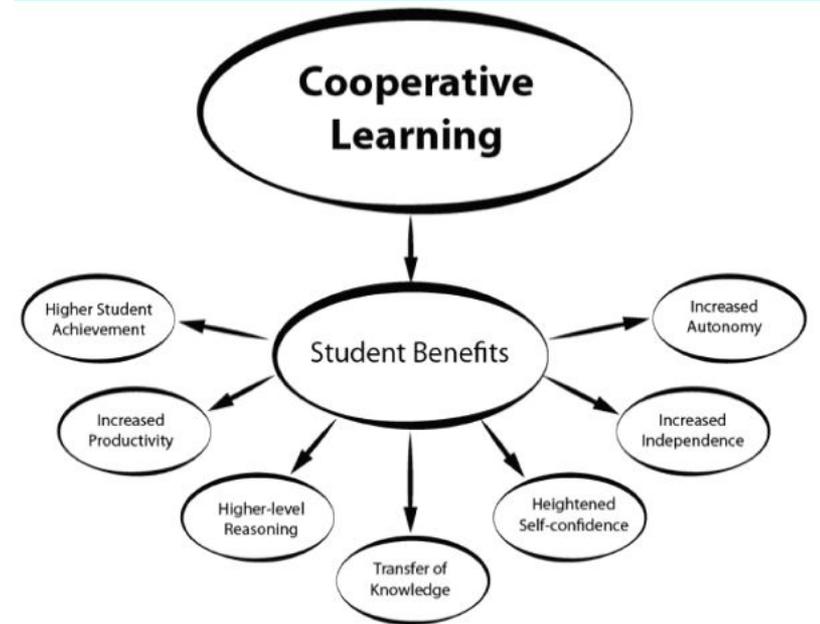


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6 STRATEGIES FOR CREATING AN INQUIRY-DRIVEN CLASSROOM



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Problem Based Learning Strategies

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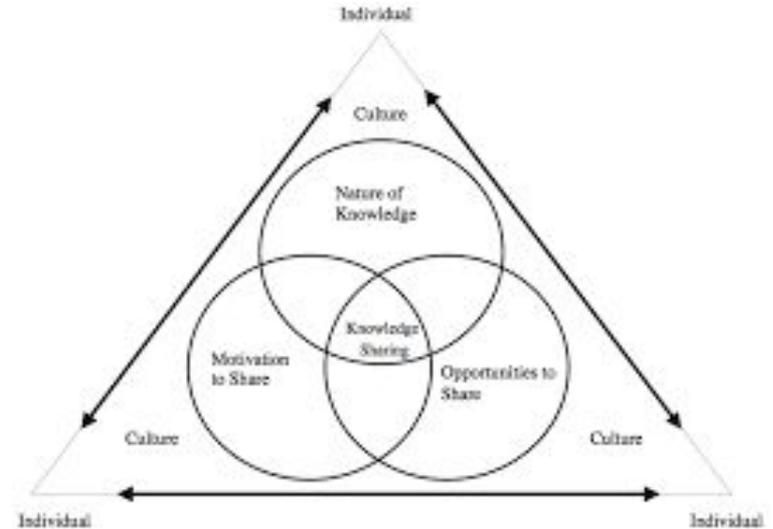
<https://www.celt.iastate.edu/teaching/teaching-strategies/problem-based-learning/project-based-learning-strategies/>



Pedagogical Strategies- Participatory Learning System

- Active participation is a prerequisite for the success of any educational activity
 - mentally, emotionally and physically
- Involved in the educational activities as subjects
- Learning is actively created by the learners for themselves
- Balanced coexistence and interaction between cognitive, affective and practical dimensions of learning
- Learners should actively participate in decision making
- Shared responsibility and self-determination

(N.G.O. CIVIS PLUS et al., 2017)



(Blom, 2014)

Pedagogical Strategies- Close to Real-life Concerns

- Help the learners to clearly understand how the learning will benefit them both personally socially and professionally
- Themes, contents and learning objectives need to be based on what the learners need and are interested in
- Methodologies, methods and learning sites need to be adequate for the learners
- locations as well as timeframes need to be organized in order to allow maximum accessibility for and participation of the target groups
- Focus of the learning is the improvement of learners' own lives and that of their families and communities
- Learning programs should be organized around “life application” categories and sequenced according to learners readiness to learn

(N.G.O. CIVIS PLUS et al., 2017)

Pedagogical Strategies- Reciprocity

- Educator is not the authority that knows everything and transfers this knowledge to the learners
- Learn from respective expertise and competences of the learners
- Experiential learning process

(N.G.O. CIVIS PLUS et al., 2017)



Pedagogical Strategies- Self-assessment

- Learners acquire knowledge by experimenting and self-reflection
- Assess in fair and equitable manner
- Learners actively involved and share responsibility in the assessment process
- Students offer their feedback regularly
 - Learners' feedback is used as a tool for learning and progression
- Developing learners' self- reflection skills and providing space for self-assessment
- Encouraged to practice and regularly reflect on their learning and the needed tools and knowledge
- The evaluation or measure of success is not based in a competitive system
- Friendly approach for helping low self-esteem, problems to manage failure and reduce their frustration

(N.G.O. CIVIS PLUS et al., 2017)

Self-assessment example as follows:



An example of a check in/ self-assessment

SELF-ASSESSMENT FORM

NAME: _____

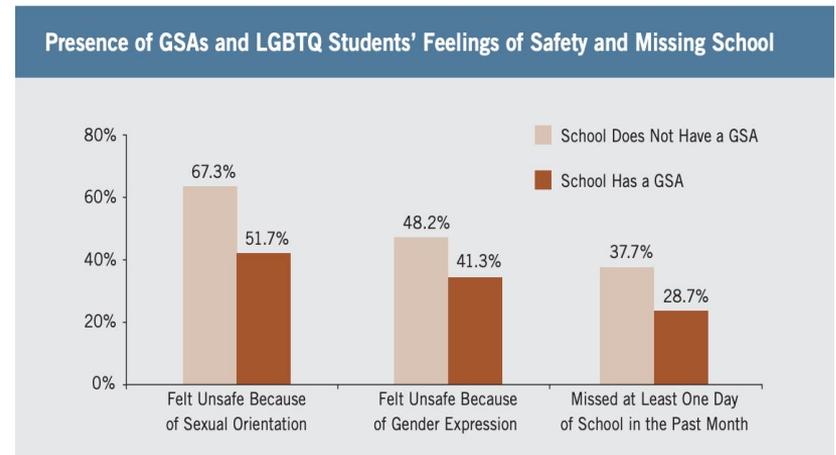
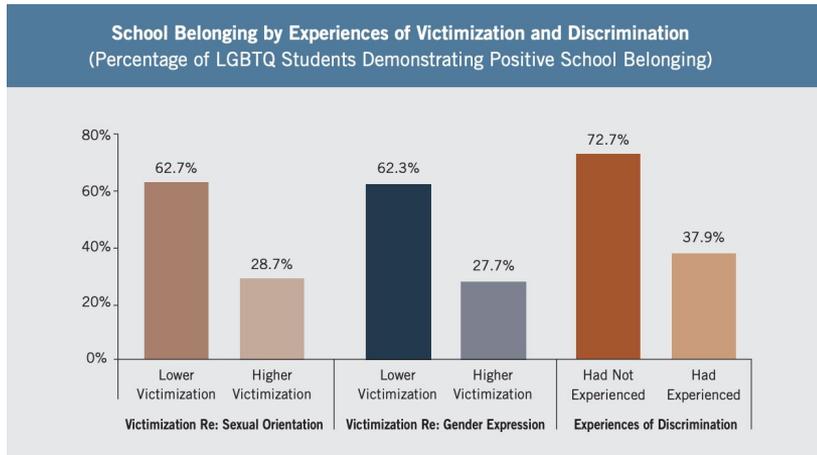
Read each statement and check ✓ the box that best reflects your work today.

	Disagree 	Agree 	Strongly Agree 
I found this work interesting.			
I made a strong effort.			
I am proud of the results.			
I understood all the instructions.			
I followed all the steps.			
I learned something new.			
I feel ready for the next assignment.			

Creating a Safe, Inclusive Learning Environment

Examples for Gender Identity & Sexual Orientation Identity

Why is this necessary? Students are faced with a hostile school environment where they face victimization and discrimination.



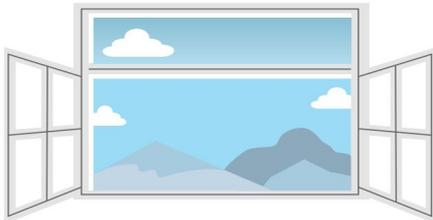
(The 2019 National School Climate Survey, GLSEN, 2019)

Creating a Safe, Inclusive Learning Environment

Examples for Gender Identity & Sexual Orientation Identity

What can educators do to make an impact in the classroom?

- Modeling - Response to getting corrected
- Inclusive Curriculum Development - Reflection : Windows & Mirrors
- Inclusive Objects in the Classroom
- Roster with Correct Information



LGBTQ-INCLUSIVE CURRICULUM **BENEFITS LGBTQ STUDENTS BY:**

- Validating their existence and experiences.
- Reinforcing their value and self-worth.
- Providing space for their voices.



LGBTQ-INCLUSIVE CURRICULUM **BENEFITS ALL STUDENTS BY:**

- Exposing them to more inclusive and accurate accounts of history.
- Helping them have better understanding of LGBTQ people.
- Encouraging them to question stereotypes about LGBTQ people.
- Promoting acceptance

(LGBTQ INCLUSIVE CURRICULUM RESOURCE, GLSEN, 2019)

Creating a Safe, Inclusive Learning Environment

Resources for Gender Identity & Sexual Orientation Identity

Resources to promote Gender Identity and Sexual Orientation Inclusivity in the classroom.

- **GLSEN (Gay, Lesbian & Straight Education Network)** - <https://www.glsen.org>
 - Our mission is to ensure that every member of every school community is valued and respected regardless of sexual orientation, gender identity or gender expression.
- **The Safe Zone Project** - <https://thesafezoneproject.com/>
 - Free online resource for powerful, effective LGBTQ+ Awareness and Ally Training Workshops
- **The Trevor Project - Saving Young LGBTQ Lives** - www.thetrevorproject.org
 - The Trevor Project is the leading national organization providing crisis intervention and suicide prevention services to lesbian, gay, bisexual, transgender, queer & questioning youth.

Breakout Room Options:

1. Migrant pedagogical learning strategies
 - a. Cross cultural exchange methods that can help Vulnerable Migrants and refugees thrive in the classroom
2. Culturally Relevant, Responsive, and Sustaining Teaching and Pedagogy
 - a. Deeply embedded in these practices is the teaching of traditional methodologies in order to allow students to deeply connect with their cultural communities
3. Theater Games
 - a. a glimpse at how theater games can be used by any educator or institution in order to motivate students and foster a sense of community, while tackling identity issues.
4. LGBTQ+ Inclusivity in the Classroom
 - a. Methods to enhance LGBTQ+ Inclusivity, Understanding, and Education in the classroom environment and through educational delivery styles.



Identity In Education

Day 3

Dr. Brittany Foutz

Dr. Brian Polkinghorn

Brittany Bursa, B.A.

Iye Ogbe, M.A.

Newton Lima Neto, M.S.

Martina Maya-Cullens, B.A.

Julia Rohrer

Dr. Chris Kwaja

ETHNICITY

PEACE

NATIONALITY

BELIEF

DIVERSITY

TRADITION





Today we will focus on
pedagogical strategies

Recap On Nonformal Education Tactics



Learning by doing



Process-oriented learning



Learning as partners



Openness



Learner centricity



Participation



Voluntary nature

SOCIO-CULTURAL CENTRES

- Day centres Cultural centres
- Arts and music schools
- Leisure and sports centres
- Environmental education centres

SOCIAL SPACES

- Associations
- NGOs
- Social movements
- Youth work
- Volunteering services
- City council activities

Non formal education contexts

EDUCATIONAL SPACES

- Schools (extra-curricular activities)
- Day centers providing homework support
- NGOs and CSOs providing educational activities

CENTRES OF THE ADMINISTRATION

- Health centres
- Social services centres
- Employment centres,
- Asylum centres, etc.

https://www.researchgate.net/figure/Seven-key-features-of-the-process-of-non-formal-learning_fig5_346126538

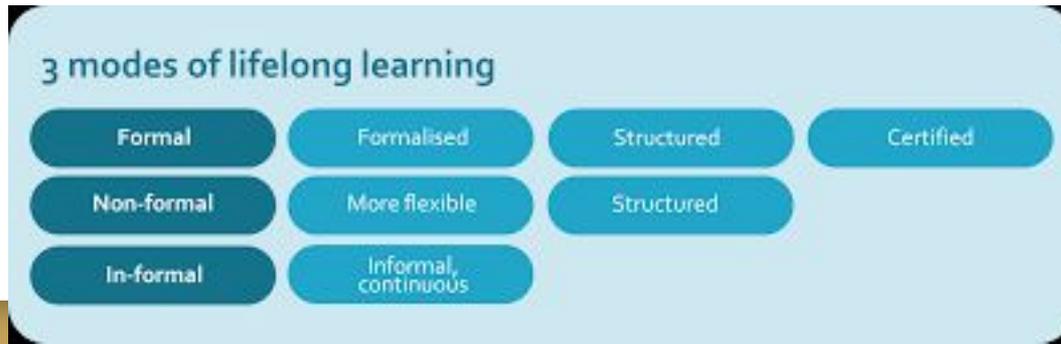
Source: SIRIUS Watch national reviews (2018).

https://www.sirius-migrationeducation.org/wp-content/uploads/2018/11/SIRIUS-Watch_Full-report-1.pdf

UN Expressions For Nonformal Education

- Flexible learning
- Alternative learning
- Complementary learning
- Supplementary education
- Second chance education
- Extracurricular activities
- Due to the concept's vagueness, some even advocate using descriptions of each framework, rather than attempting to arrive at a common definition

(Yasunaga, 2014)



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UN Typologies of Nonformal Education

Types of nonformal education:

1. **Remedial and supplemental** nonformal education to satisfy unfulfilled provision by formal education, targeting school dropouts, out-of-school children and young people and adults who have missed schooling
2. Non-formal education which includes **vocational training and a skills development** component
3. **Experimental** and innovative non-formal education, some of which involves greater independence from governments, to respond to emerging learning needs as societies evolve
 - a. (e.g. education for sustainable development, education for peace and democracy, citizenship education)
 - b. Innovations in curricula and pedagogies generated through this type of non-formal education can be adapted to teaching and learning in formal education
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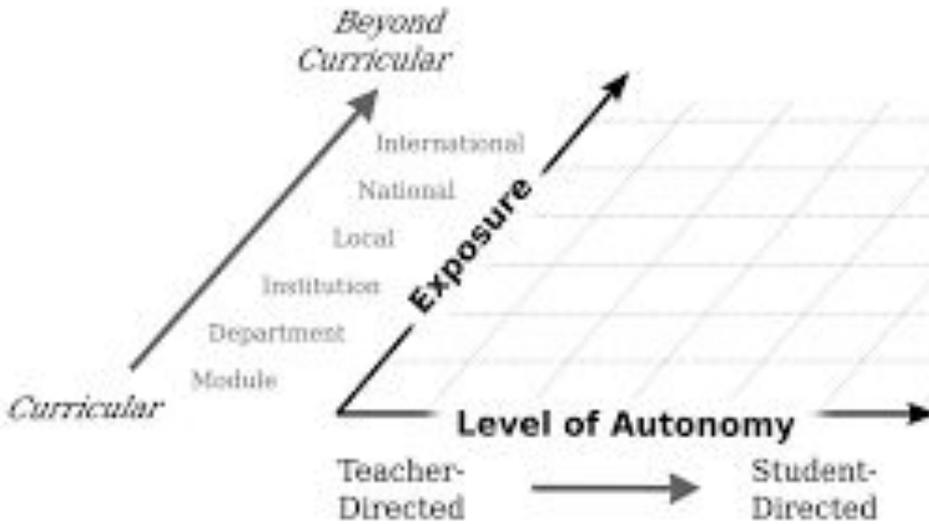
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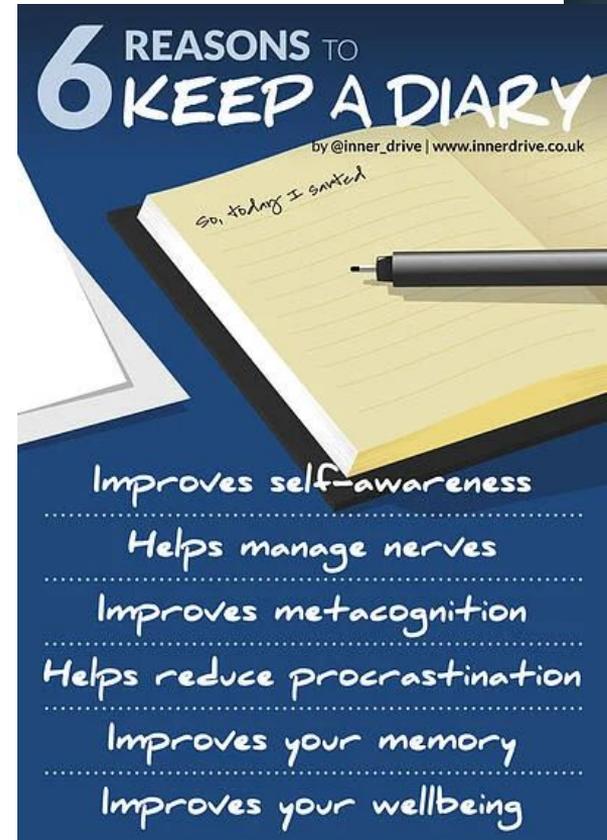
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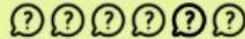
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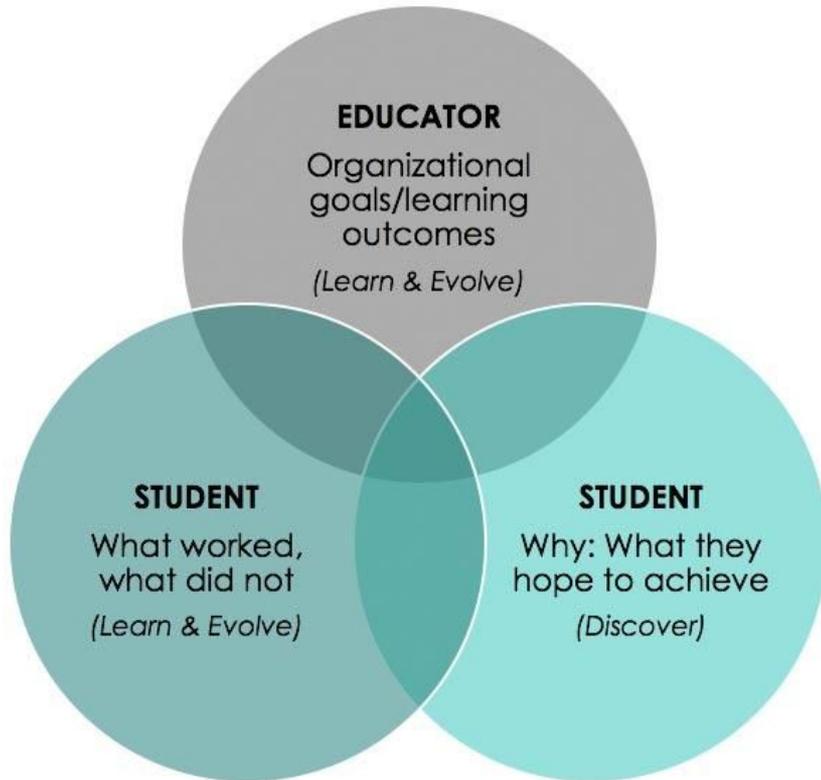
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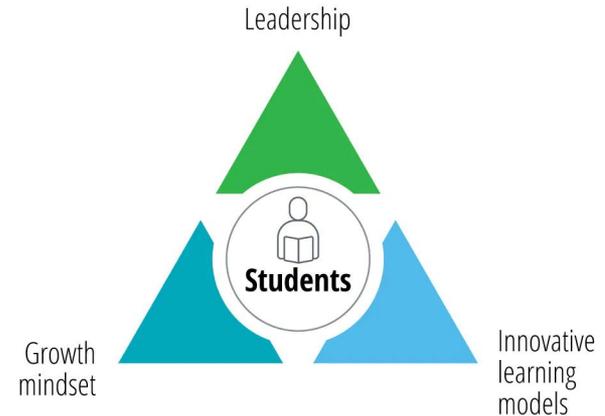
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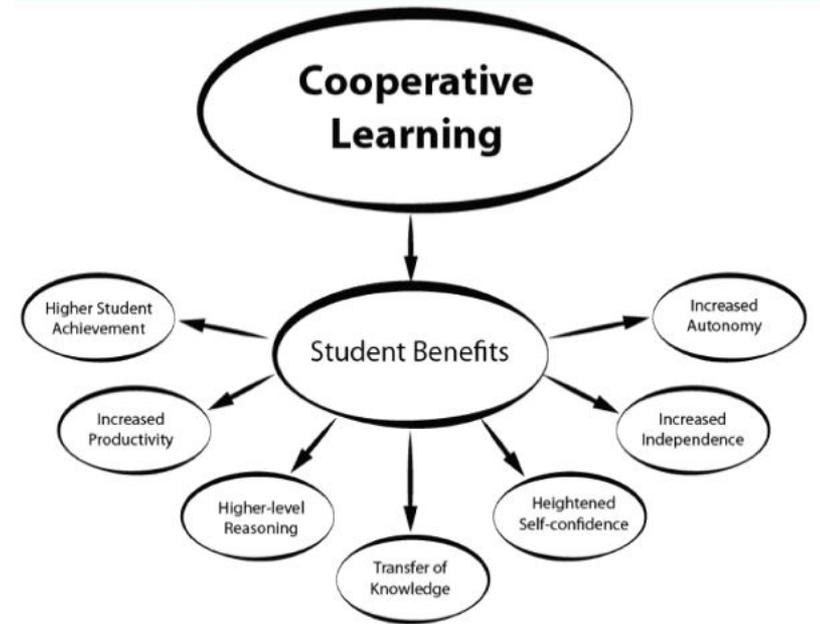


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Reflection Question:

What are some ways educators can incorporate problem based learning strategies in their teaching?

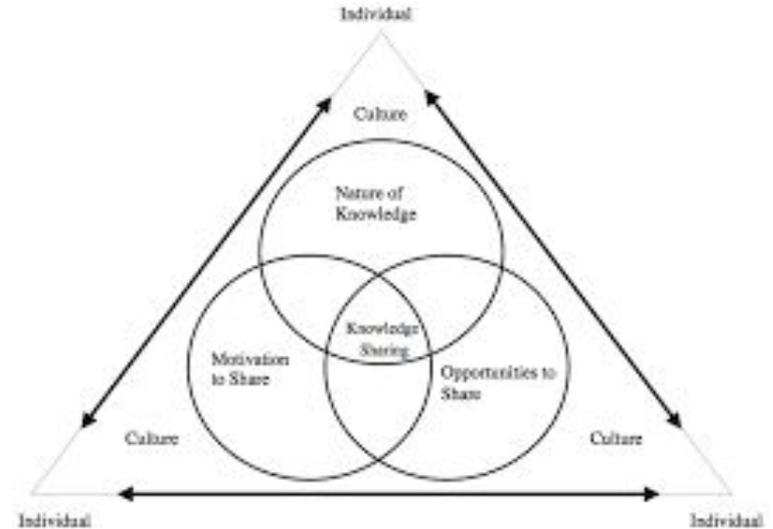
<https://www.celt.iastate.edu/teaching/teaching-strategies/problem-based-learning/project-based-learning-strategies/>



Pedagogical Strategies- Participatory Learning System

- Active participation is a prerequisite for the success of any educational activity
 - mentally, emotionally and physically
- Involved in the educational activities as subjects
- Learning is actively created by the learners for themselves
- Balanced coexistence and interaction between cognitive, affective and practical dimensions of learning
- Learners should actively participate in decision making
- Shared responsibility and self-determination

(N.G.O. CIVIS PLUS et al., 2017)



(Blom, 2014)

Pedagogical Strategies- Close to Real-life Concerns

- Help the learners to clearly understand how the learning will benefit them both personally socially and professionally
- Themes, contents and learning objectives need to be based on what the learners need and are interested in
- Methodologies, methods and learning sites need to be adequate for the learners
- locations as well as timeframes need to be organized in order to allow maximum accessibility for and participation of the target groups
- Focus of the learning is the improvement of learners' own lives and that of their families and communities
- Learning programs should be organized around “life application” categories and sequenced according to learners readiness to learn

(N.G.O. CIVIS PLUS et al., 2017)

Pedagogical Strategies- Reciprocity

- Educator is not the authority that knows everything and transfers this knowledge to the learners
- Learn from respective expertise and competences of the learners
- Experiential learning process

(N.G.O. CIVIS PLUS et al., 2017)



Pedagogical Strategies- Self-assessment

- Learners acquire knowledge by experimenting and self-reflection
- Assess in fair and equitable manner
- Learners actively involved and share responsibility in the assessment process
- Students offer their feedback regularly
 - Learners' feedback is used as a tool for learning and progression
- Developing learners' self- reflection skills and providing space for self-assessment
- Encouraged to practice and regularly reflect on their learning and the needed tools and knowledge
- The evaluation or measure of success is not based in a competitive system
- Friendly approach for helping low self-esteem, problems to manage failure and reduce their frustration

(N.G.O. CIVIS PLUS et al., 2017)

Self-assessment example as follows:



An example of a check in/ self-assessment

SELF-ASSESSMENT FORM

NAME: _____

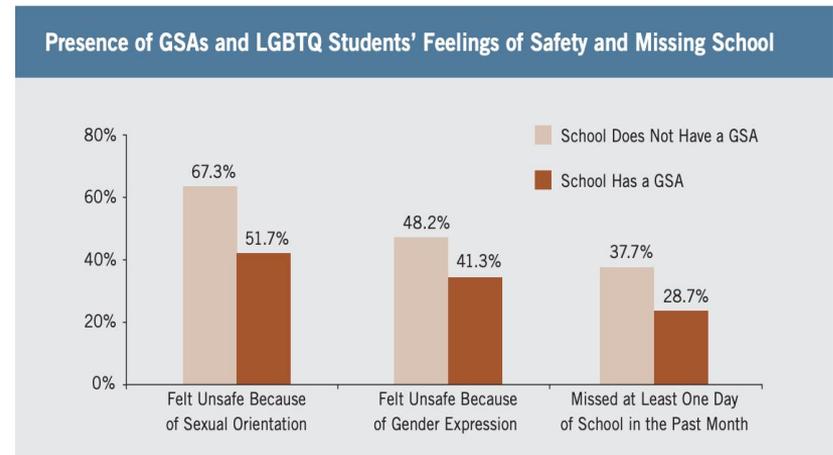
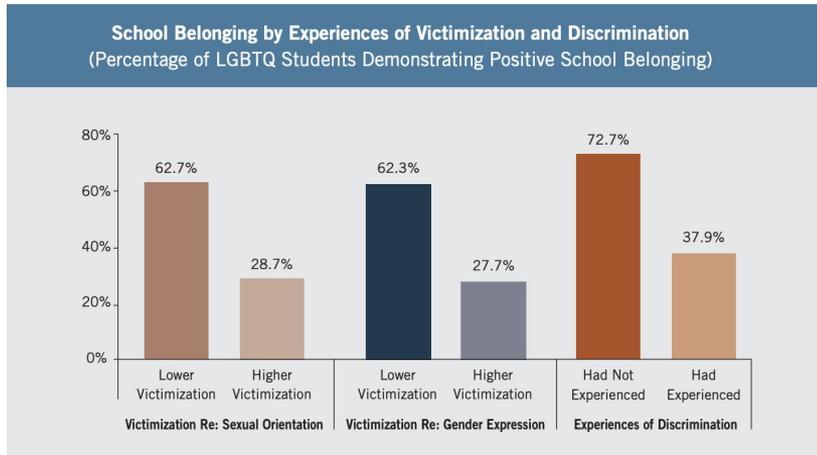
Read each statement and check ✓ the box that best reflects your work today.

	Disagree 	Agree 	Strongly Agree 
I found this work interesting.			
I made a strong effort.			
I am proud of the results.			
I understood all the instructions.			
I followed all the steps.			
I learned something new.			
I feel ready for the next assignment.			

Creating a Safe, Inclusive Learning Environment

Examples for Gender Identity & Sexual Orientation Identity

Why is this necessary? Students are faced with a hostile school environment where they face victimization and discrimination.



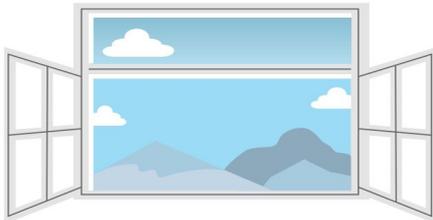
(The 2019 National School Climate Survey, GLSEN, 2019)

Creating a Safe, Inclusive Learning Environment

Examples for Gender Identity & Sexual Orientation Identity

What can educators do to make an impact in the classroom?

- Modeling - Response to getting corrected
- Inclusive Curriculum Development - Reflection : Windows & Mirrors
- Inclusive Objects in the Classroom
- Roster with Correct Information



LGBTQ-INCLUSIVE CURRICULUM **BENEFITS LGBTQ STUDENTS BY:**

- Validating their existence and experiences.
- Reinforcing their value and self-worth.
- Providing space for their voices.



LGBTQ-INCLUSIVE CURRICULUM **BENEFITS ALL STUDENTS BY:**

- Exposing them to more inclusive and accurate accounts of history.
- Helping them have better understanding of LGBTQ people.
- Encouraging them to question stereotypes about LGBTQ people.
- Promoting acceptance

(LGBTQ INCLUSIVE CURRICULUM RESOURCE, GLSEN, 2019)

Creating a Safe, Inclusive Learning Environment

Resources for Gender Identity & Sexual Orientation Identity

Resources to promote Gender Identity and Sexual Orientation Inclusivity in the classroom.

- **GLSEN (Gay, Lesbian & Straight Education Network)** - <https://www.glsen.org>
 - Our mission is to ensure that every member of every school community is valued and respected regardless of sexual orientation, gender identity or gender expression.
- **The Safe Zone Project** - <https://thesafezoneproject.com/>
 - Free online resource for powerful, effective LGBTQ+ Awareness and Ally Training Workshops
- **The Trevor Project - Saving Young LGBTQ Lives** - www.thetrevorproject.org
 - The Trevor Project is the leading national organization providing crisis intervention and suicide prevention services to lesbian, gay, bisexual, transgender, queer & questioning youth.

Breakout Room Options:

1. Migrant pedagogical learning strategies
 - a. Cross cultural exchange methods that can help Vulnerable Migrants and refugees thrive in the classroom
2. Culturally Relevant, Responsive, and Sustaining Teaching and Pedagogy
 - a. Deeply embedded in these practices is the teaching of traditional methodologies in order to allow students to deeply connect with their cultural communities
3. Theater Games
 - a. a glimpse at how theater games can be used by any educator or institution in order to motivate students and foster a sense of community, while tackling identity issues.
4. LGBTQ+ Inclusivity in the Classroom
 - a. Methods to enhance LGBTQ+ Inclusivity, Understanding, and Education in the classroom environment and through educational delivery styles.

Pedagogical Methods for Migrants/Refugees: Cross Cultural Exchange

- Important to get familiar with the culture of the host society
- Also important to share his/ her culture with the host society
- Linguistic knowledge is a paramount for the cross cultural exchange
- Promotes mutual understanding between immigrants and the host population
- Promotes integration
- Speaking to locals and interacting can be a quick way to gain first-hand knowledge of the host culture

(N.G.O. CIVIS PLUS et al., 2017)

Examining Terms:

Multicultural – relating to or containing several cultural or ethnic groups within a society: *multicultural education*.

Cross-Cultural – relating to different cultures or comparison between them: *cross-cultural understanding*.

Intercultural – taking place between cultures, or derived from different cultures

Cross-Cultural

Cross-Cultural relations are where people reach across cultural boundaries, build relationships, share, listen, learn, and are open to change

Differences are understood and acknowledged, and can bring to individual change, but not to collective transformations

Cross-cultural vs. Intercultural

- Cross-cultural communication is a study of a particular idea or concept within many cultures to compare one culture to another in one particular aspect.
 - To deal with the 'foreign' culture without changing or adapting oneself.
 - It is externally directed and a behavior-change issue.
- Intercultural communication involves interactions among people from different cultures: it means some sort of 'sensitivity and understanding'.
 - To internalize the values of the 'other' culture and learn from it while trying to adapt oneself to it.
 - It is internally directed and a mind-change issue

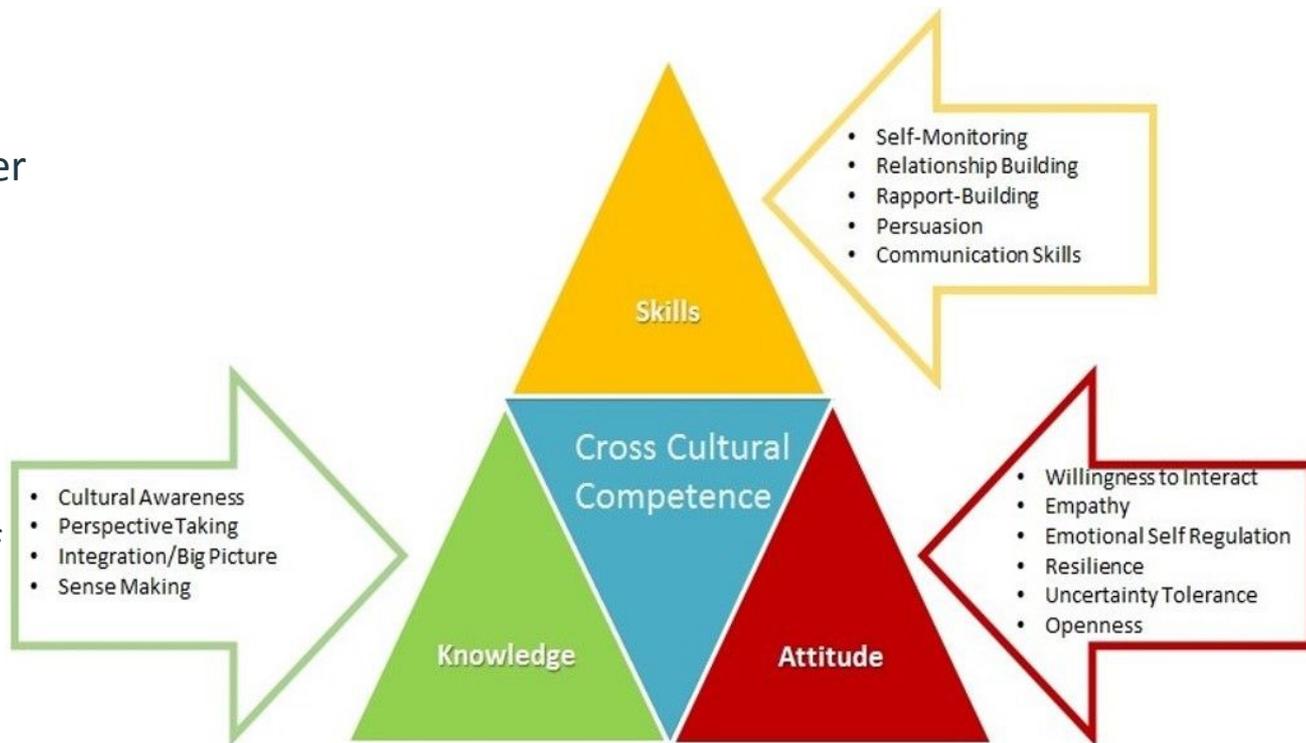
Cross-Cultural Exchange Discussion



Discussion:

How do these three competencies work together to help migrants learning (inside and outside of the classroom)?

Can cross cultural competence occur if one of these competencies is missing?

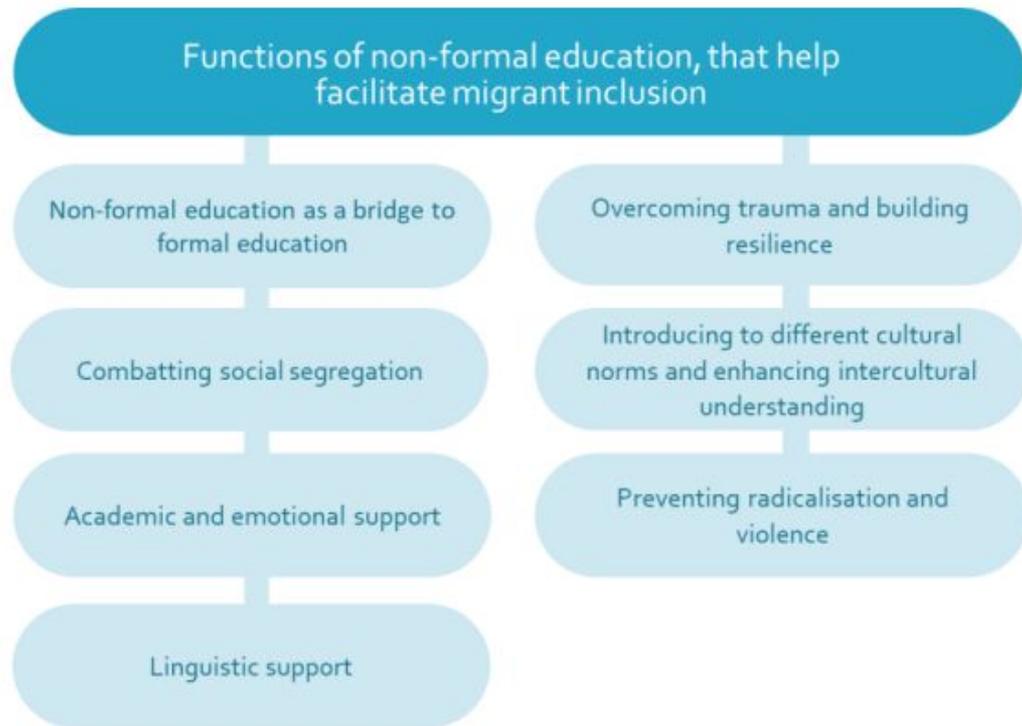


Pedagogical Methods for Migrants/Refugees

General points to remember:

- Most immigrants are very used to the formal learning methods
- May be suspicious when they first experience non formal learning methods
- Immigrant adult learners are usually less patient and get easier disappointed if they don't see immediate results
- refugees may have to start from scratch, including language
- Some immigrant learners are illiterate in their own languages

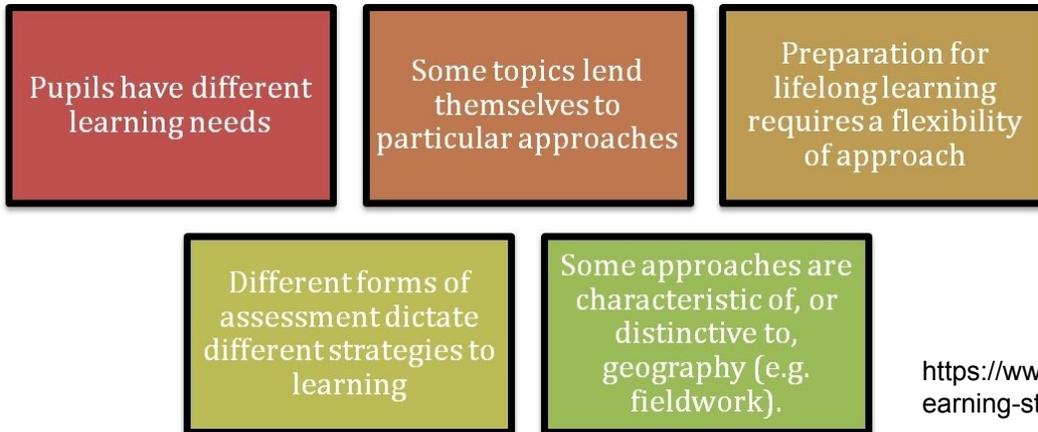
(N.G.O. CIVIS PLUS et al., 2017)



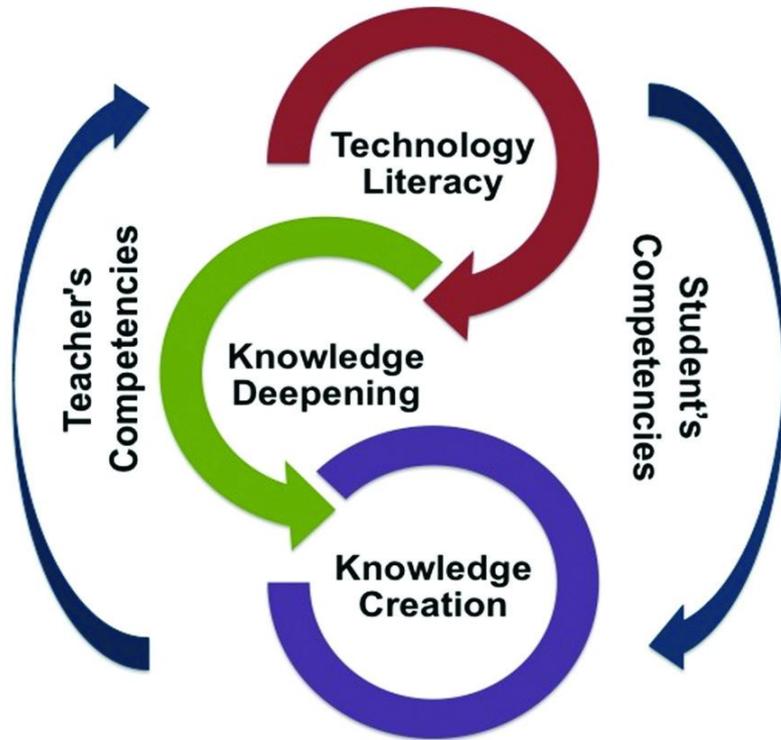
Pedagogical Methods for Migrants/Refugees: focus on motives of learners

- Goal to assist in: Looking for, finding and maintaining a job
- Progressing and earning money is the most important reason for an immigrant to learn the language spoken in the host country
- highly educated immigrants often end up working in menial low paid jobs because they lack the needed language skills
- A better job is associated with more advanced language skills

(N.G.O. CIVIS PLUS et al., 2017)



Pedagogical Methods for Migrants/Refugees: focus on basic everyday knowledge



- Basic knowledge of the spoken language would facilitate all these processes
- Legal papers, finding a house, registering their children at school etc
- Assist in independence and fulfillment
- Decrease the sense of insecurity and alienation

(N.G.O. CIVIS PLUS et al., 2017)

Instructional methods

learner-centered

Cooperative

Cooperative learning involves small groups working together to accomplish a learning task.

Presentations

Presentations are learner presented assignments. Students can do these in groups or individually.

Panel/Expert

Panels are a way to include many voices on a subject. Students can write & ask the questions in a Q & A session.

KWL

Put it on the poster. What do you know? Want to know? Learn? How about the enhanced version- KWHLAQ?

Brainstorming

Brainstorming puts the thinker to work. Present a situation. Ask learners to creatively think.

Create Media

Present an issue and have the students create a public service video.

Discussion

Present an issue and have the students talk about it. If they need add info, have them go find it.

Small Group

What can a group of people accomplish? Draw out the best characteristics of the group. Assign roles.

Case Study

Use case studies in the classroom to learn about complex issues, apply critical thinking,

Jigsaw

Break students into groups, giving each member a different task. Bring group back

Learning Center

Break up the classroom into different activities. After a set time ask students to rotate to

Experiments

Design experiments and have students engage. Or, ask students to design the

<https://www.teachthought.com/pedagogy/28-student-centered-instructional-strategies/>

Pedagogical Methods for Migrants/Refugees: socialization

- Stick around people who speak the same language
- limited language skills or total absence of such skills hampers:
 - Socialization with the local community, restrict their participation in social events and stick them in their communities, increasing their isolation
 - Working environment- danger of apathy setting in and isolation
- Speaking host country's language allow:
 - Create new friendships and deeper connections with locals as making friends with natives is likely an easier task when pursued in the local language
 - Local approval and encouragement and racism against them is minimized
 - Sincerity or willingness to engage the locals socially and culturally and the barrier between them begins to crumble

(N.G.O. CIVIS PLUS et al., 2017)

Pedagogical Methods for Migrants/Refugees: Psychological health

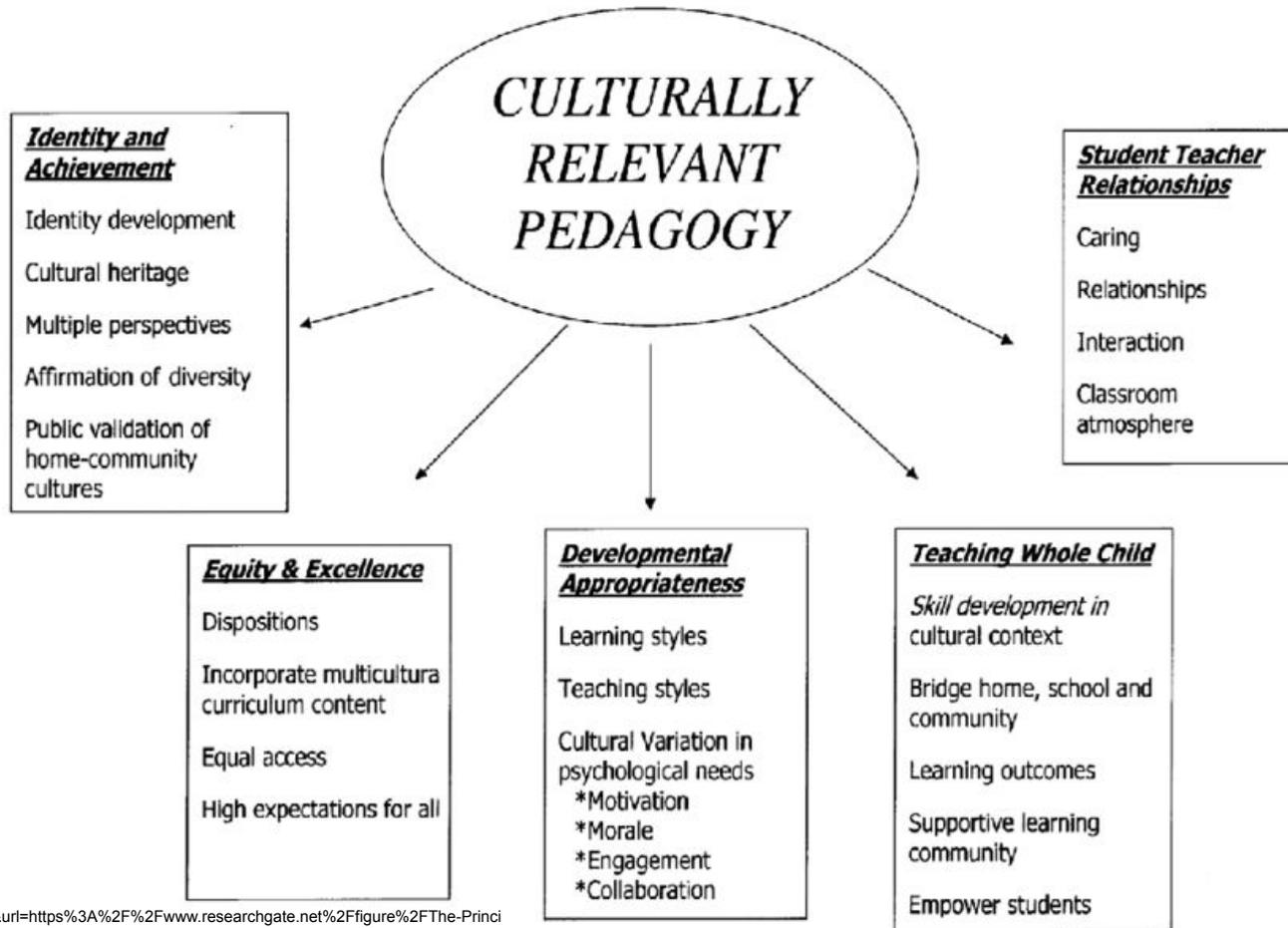
- Negatively impacts confidence:
 - Being unable to communicate and perform your daily tasks
 - Being alone in a new country without a support network of friends and family
 - Being unable to do normal tasks and be totally dependent
- Insecurity, disconnection, isolation, uncomfoting, shame, disappointment are all feelings that the limited language skills
- Economically and emotionally well-adjusted immigrants are the ones who learn the language of their chosen country Learning the language of the host country makes them feel more powerful and protects them from victimization by others

(N.G.O. CIVIS PLUS et al., 2017)

Culturally Relevant, Responsive, and Sustaining Teaching and Pedagogy



- Ladson-Billings (1994) defined **culturally relevant pedagogy** as one “that empowers students intellectually, socially, emotionally, and politically using cultural referents to impart knowledge, skills, and attitudes” (pp. 16–17).
- Gay (2010) defined **culturally responsive teaching** “as using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them”.
- “ Instead of just accepting or affirming the backgrounds of students of color as seen in Culturally Relevant Pedagogy; or connecting to students’ cultural knowledge, prior experiences, and frames of reference as we see in Culturally Responsive Pedagogy; **Culturally Sustaining Pedagogy** views schools as places where the cultural ways of being in communities of color are sustained, rather than eradicated.” -*California Board of Education*



Culturally Responsive Pedagogy

Culturally Relevant Pedagogy

Curriculum modifications

Curriculum modifications

Appreciation of cultural otherness

Cultural identity development

Social Justice learning/action

Culturally Responsive Teaching Is:

Emancipatory

Allows students freedom from mainstream canons..so they can be open to new ways of learning and knowing

Validating

Affirms the heritage, learning style, and home culture of the learner

Comprehensive

Develops intellectual, social, emotional, and political learning

Transformative

Recognizes and enhances existing strengths as accomplishments of ethnically diverse student populations

Empowering

Strengthens student self-efficacy..Caring

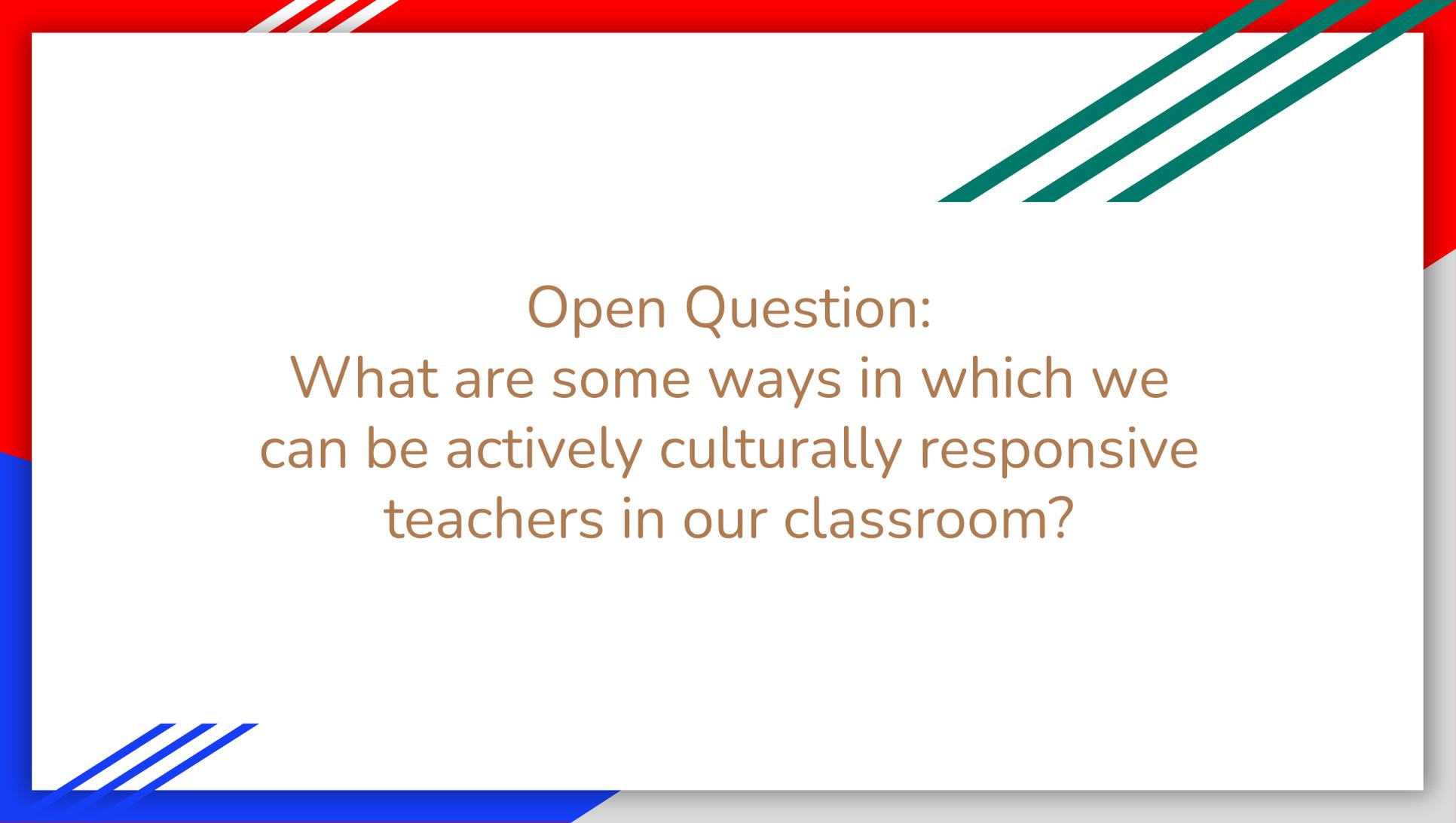
Multidimensional

Encompasses curriculum content, learning context, classroom climate, student-teacher relationships, instructional techniques, and performance assessments

Gay, G. (2000). *Culturally Responsive Teaching: Theory, Research, and Practice*. New York: Teachers College press

https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.researchgate.net%2Ffigure%2FCulturally-relevant-pedagogy-and-culturally-responsive-pedagogy-have-important_fig2_322904467&psig=AOvVaw1HBsrQNUNI-MFrXZW6ezya&ust=1620102945901000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCkio-fjXrPACFQAAAAAdAAAAABAI

https://www.google.com/url?sa=i&url=https%3A%2F%2Fslideplayer.com%2Fslide%2F4245320%2F&psig=AOvVaw1NEB_9pLw8yUOUMUmLEGZ&ust=1620104086072000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCUjQ-zfcrPACFQAAAAAdAAAAABAM



Open Question:
What are some ways in which we
can be actively culturally responsive
teachers in our classroom?

WHAT IS
CULTURALLY RESPONSIVE-SUSTAINING EDUCATION

CULTURALLY RESPONSIVE-SUSTAINING EDUCATION (CRSE)
 advances educational justice by:



https://www.google.com/url?sa=i&url=https%3A%2F%2Fcrehub.org%2Ftake-action&psig=AOvVaw1CFrYS8lIOFavQA18Ro9f&ust=1620103051769000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCOJA_17brPACFOAAAAAdAAAAABAD

Figure 1 | Eight Competencies for Culturally Responsive Teaching



NEW AMERICA

https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.newamerica.org%2Feducation-policy%2Freports%2Fculturally-responsive-teaching%2Fteacher-competencies-that-promote-culturally-responsive-teaching%2F&psig=AOvVaw1CFrYS8lIOFavQA18Ro9f&ust=1620103051769000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCOJA_17brPACFOAAAAAdAAAAABAD

“

As a culturally responsive educator, I focus on how to connect to all students' lived experiences by affirming and validating their own identities.

- Vivian Yun
in Education Week Teacher

<https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.edweek.org%2Fteaching-learning%2Fopinion-nine-ways-to-implement-culturally-responsive-teaching-during-distance-learning%2F2020%2F10&psig=AOvVaw26EpskFVLOuw-x9wa6TqCg&ust=1620104019865000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCPIrtfnbrPACFQAAAAAdAAAAABAJ>

Pronounce ELs' names correctly.



Refrain from substituting EL's first name with an English nickname.



Invite ELs to use their home languages.



Read books with characters who share ELs' experiences.



Expect ELs to engage in the same learning experience and learn the same content as non-ELs.



10 Things Culturally Responsive Teachers Do

Encourage ELs to share the connections between their lives and the topic.



Have ELs work with non-ELs.



Explicitly teach students how to respectfully collaborate.



Use ELs' experiences to activate prior knowledge.



Permit ELs to process content in their home languages in addition to using English resources.



@TanEllclassroom

The Identities In This Training

Menti (reflection of responses)

Creating a Safe, Inclusive Learning Environment

Examples for Gender Identity & Sexual Orientation Identity

Why is this necessary? Students are faced with a hostile school environment where they face victimization and discrimination.

- 59.1% of LGBTQ students felt unsafe at school because of their sexual orientation, 42.5% because of their gender expression
 - 32.7% of LGBTQ students missed at least one entire day of school in the past month because they felt unsafe or uncomfortable, 8.6% missed four or more days in the past month.
 - Compared to LGBTQ students with no or few supportive school staff (0 to 5), students with many (11 or more) supportive staff at their school:
 - Were less likely to feel unsafe because of their sexual orientation (44.8% vs. 74.2%) and less likely to feel unsafe because of their gender expression (33.6% vs. 51.3%);
 - Were less likely to miss school because they felt unsafe or uncomfortable (21.3% vs. 45.9%);
 - Had higher GPAs (3.34 vs. 3.14); Were less likely to say they might not graduate high school and more likely to plan on pursuing post-secondary education; and felt greater belonging to their school community.
- (The 2019 National School Climate Survey, GLSEN, 2019)

LGBTQ+ Inclusivity in the Classroom

- Resources - Review of Guides for Elementary School - Higher Education
- How can this be implemented?
- How have you addressed LGBTQ+ Inclusivity?
- Incorporating LGBTQ+ curriculum into your classroom.

Pedagogical strategies: Theater games



https://en.wikipedia.org/wiki/Theatre_of_the_Oppressed#/media/File:Augusto_Boal_nyc5.jpg

- The use of theater games can foster a **sense of imagined communities** (Norton, 2016), offering to those who play them what many scholars understand to be a "third place" or "third culture", i.e. a relatively neutral zone where two imagined communities (de)construct, negotiate, reframe, and interact while in a process of cooperation (Dodd, 1998).
- American author **Viola Spolin** is considered to be the leading figure in making improvisational theater popular. Brazilian author **Augusto Boal** has coined the term "Theatre of the Oppressed" for a series of techniques he developed in order to work with minorities and vulnerable groups. Both became widespread during the second half of the 20th century.
- Theater games integrate many of [Bloom's Taxonomy](#) cognitive levels, with the level of **creation** being not only a result, but the goal that underlies the whole process.

Pedagogical strategies: Theater games



<http://www.parteciparte.com/en/eventi/junvenile-justice-on-stage/>

- The use of the many techniques under the umbrella of the **Theater of the Oppressed** offer minority communities a voice and the possibility to face game playing as a "[...] means to understand their own problems and to try to find their own solutions, rather than investigating those issues just in relation to the characters in a play." (Boal, 2002)
- The application of techniques do not require the leaders or players to have a theatre background: "Theatre of the Oppressed is theatre in this most archaic application of the word. In this usage, all human beings are actors (they act!) and spectators (they observe!). They are **spect-actors**" (Boal, 2002)
- Educators and leaders all over the world have used both improvisational theater and theatre of the oppressed techniques among church groups, labor unions, hospitals, schools, indigenous populations, vulnerable migrants, and poorer populations.

Pedagogical strategies: Theater games

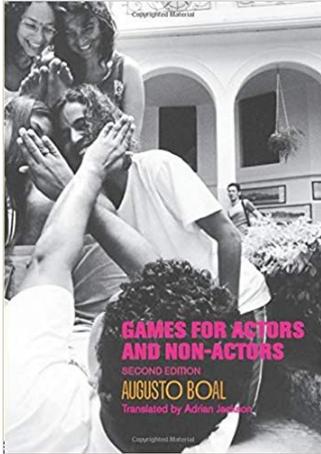


<https://www.violaspolin.org/workshops/chicago-weekend-intensive>

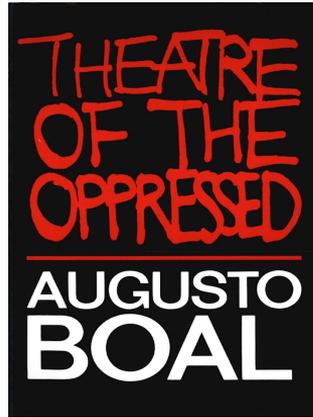
*Acting requires presence. Being there. Playing produces this state. Just as ballplayers in any sport are present in the playing, so must all theater members be present in the moment of playing, in present time. Presence is a word that has unfortunately become overused. We all use it and think we know what it means. Often we sense it in another; occasionally we feel we achieve it, but we do not always know how to find and keep it. Presence arrives through the intuitive. We cannot approach the intuition until we are free of opinions, attitudes, prejudices, and judgements. **The very act of seeking the moment, of being open to fellow players produces a life force, a regeneration for all who participate.***

(Spolin, 2010, p.1)

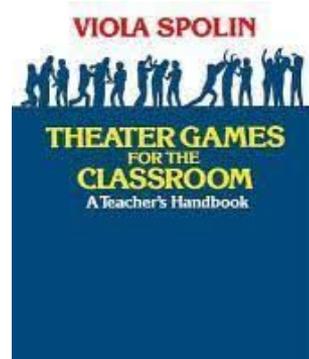
Pedagogical strategies: Theater games



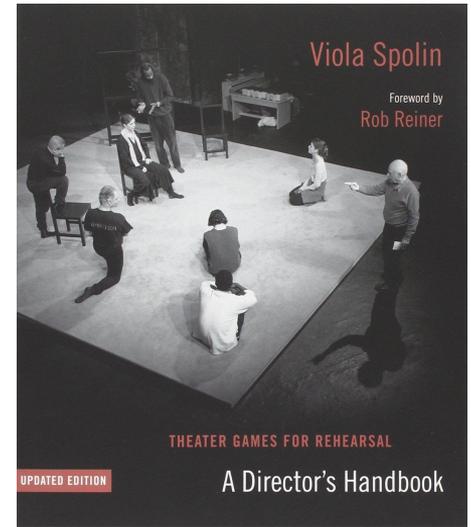
Boal, 2002



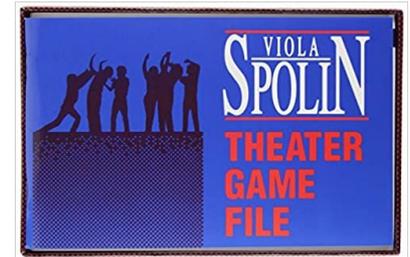
Boal, 1993



Spolin, 1986



Spolin, 2010



Spolin, 1989

- Boal's and Spolin's work bring the necessary foundations for learning communities, minority groups, leaderships, and schools to implement theater games on a step-by-step basis. Books bring cards with directions and purposes for each of the games to be played.

Pedagogical strategies: Theater games

- Theater games are especially interesting in **multicultural contexts**, because the sequence of games often follow an order of complexity that starts from body only (therefore many languages are welcome!), down to adding voice sounds and bits of language; eventually, the group might get to script writing.
- Theater games foster a **sense of cooperation**, rather than competition. Group problem-solving is their cornerstone.
- Theater games can easily be implemented in regular schools, because it is **materials-light**, and might integrate many subjects.

Pedagogical strategies: Theater games

Space Walk #1

A6

PREPARATION

Leader: Read "Space Walk Commentary" (Handbook, p. 24). You may wish to delay these exercises (A6, A7, A8) until you are more comfortable and "in touch" with this approach to space.

Warm-up: Feeling Self with Self (A2).

Full group.

FOCUS

On feeling space with the whole body.

DESCRIPTION

Players walk around and physically investigate space as an unknown substance.

SIDE-COACHING

(Give some time between each coaching phrase for players to have the experience.)

Walk around and feel the space around you! Investigate it as some unknown substance and give it no name! Feel the space against your back! Your neck! Feel the space with your body and let your hands be as one with your whole body! Feel

space inside your mouth! Along the outside of your body! Feel your body shape as you move through the space! You go through the space and let the space go through you! Feel the space with your face! Your cheeks! Your back! Now let the space feel you! Your face! Your arms! Your whole body! Keep your eyes open! Wait! Don't force it! You go through the space and let the space go through you!

EVALUATION

Did anyone get a feeling of space or of letting space feel you? (Do not belabor evaluation of space walks.)

NOTES

1. As in all space walks, leader-sidecoach walks with the group while coaching the exercise. Use your players' physical holds (tight mouth, hunched shoulders, etc.) as your guide to coaching space walks. For example, if one player has a fixed eye ex-

pression, you might say, "*Put space where your eyes are!*" If you single out one player's area of tension, do not let that player realize it. What helps one helps all.

2. A simple introduction to space substance is to ask players what is between you and them. Players will respond with "air," "atmosphere," "space." Whatever the players suggest it is called, ask that they consider whatever is between, around, over, or under them as "space substance" for the purpose of these exercises.

EXPERIENCE AREAS

Space Walk Game/Exercise

Touching—Touched Game/Exercise

Quiet Warm-up

Sensory Game/Exercise

Physical Movement and Expression

Present Time/Right Now!

©1975, Viola Spolin

An example of 1 card (out of more than 200), which describes one theater game in Viola Spolin's Theater Game File.

Pedagogical strategies: Theater games

3 The great game of power

A table, six chairs and a bottle. First of all, participants are asked to come up one at a time and arrange the objects so as to make one chair become the most powerful object, in relation to the other chairs, the table and the bottle. Any of the objects can be moved or placed on top of each other, or on their sides, or whatever, but none of the objects can be removed altogether from the space. The group will run through a great number of variations in the arrangement.

Then, when a suitable arrangement has been arrived at, an arrangement in which, by group consensus, one chair is clearly the most powerful object, a participant is asked to enter the space and take up the most powerful position, without moving anything. Once someone is in place, the other members of the group can enter the space in succession and try to place themselves in an even more powerful position, and take away the power the first person established.

5 Where is my place?

Several chairs, tables, objects laid out chaotically around the room. The Joker asks in sequence: (1) where in the space would each of the actors regard as the best place, the place they would most like to be, and they place themselves accordingly; if two or more choose the same place, they occupy it together; (2) which is the worst place in the space, the place they would hate to be – as before, they take up those positions; (3) which is the place they believe belongs to them, their place?

This game has an extraordinary capacity to reveal inner thoughts and feelings.

2 examples out of more than 200, which presents games in Boal's *Games for Actors and Non-Actors*. The underlying idea is that games should question power relations, societal hierarchies, social justice, past, present and future.

Rationale



Theater	Vocabulary	Grammar	Text types	Pronunciation	Cultural aspects	Activities
<i>Space occupation;</i>	Theater words;	Imperative;	<i>Script;</i>	<i>Vowels vs. Consonants;</i>	<i>Collective music production;</i>	<i>Occupying space;</i>
<i>Cooperation, discipline, solidarity, team work;</i>	Parts of the body;	Simple Present: verb be and other regular verbs: +, -, ? sentences; Short Answers.	<i>Fairy Tales;</i>	<i>+, - and ? statements;</i>	<i>Cooperative games, e.x.: sound of the sould – indegenous game;</i>	Simon Says; Head, Shoulders, Knees and Toes song;
<i>Acting > Waiting;</i>	The 4 elements and words related;	Simple Past:			<i>Flash Mob;</i>	Statues and Mirroring;
<i>Attention & Organization;</i>	Numbers;	verb be and other regular verbs: +, -, ? sentences;			Bullying;	Warm-up songs, e.g.: hatatata;
<i>Emotional Intelligennce;</i>	Action verbs;	Short Answers.				Photographs;
<i>Imagination;</i>	Shapes;					Flash Mob;
<i>Accuracy;</i>						The Sounds of Your Name;
<i>Debriefing;</i>						

Pedagogical strategies: An experience at Brazilian secondary education

Classroom Agenda

Warm-Up/Stretch-Up

Journal Reading

Homework Assignment Execution

Improv Games

Drama Games

Debriefing/Evaluation

Pedagogical strategies: An experience at Brazilian secondary education

Assessment/Evaluation

Participation

Journal Writing

Script (Group Writing)

Skit presentation

Pedagogical strategies: An experience at Brazilian secondary education

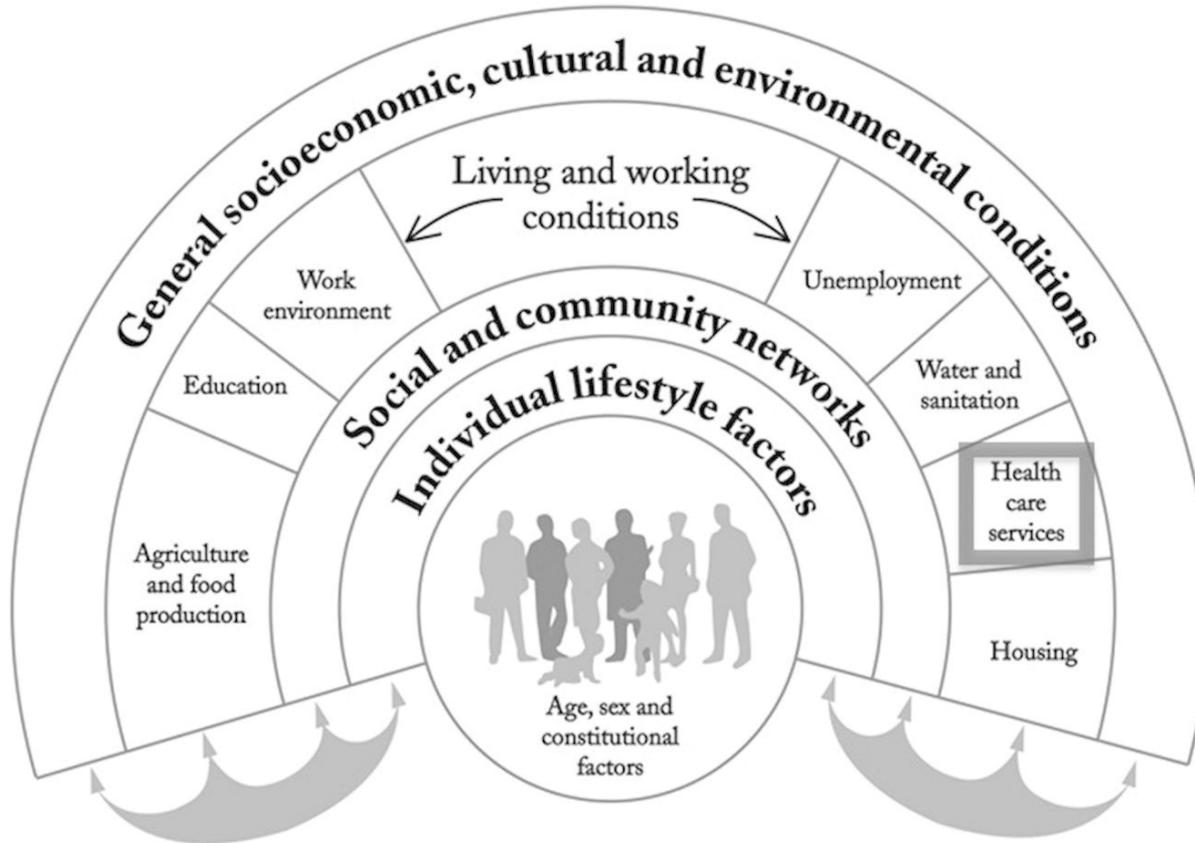


Bang Bang You're Dead, performed by Brazilian high schoolers in 2017 at the Federal Institute of Brasilia



https://www.youtube.com/watch?v=p4YCGoZSQV4&ab_channel=NewtonNeto

Life Factors Impacting Education



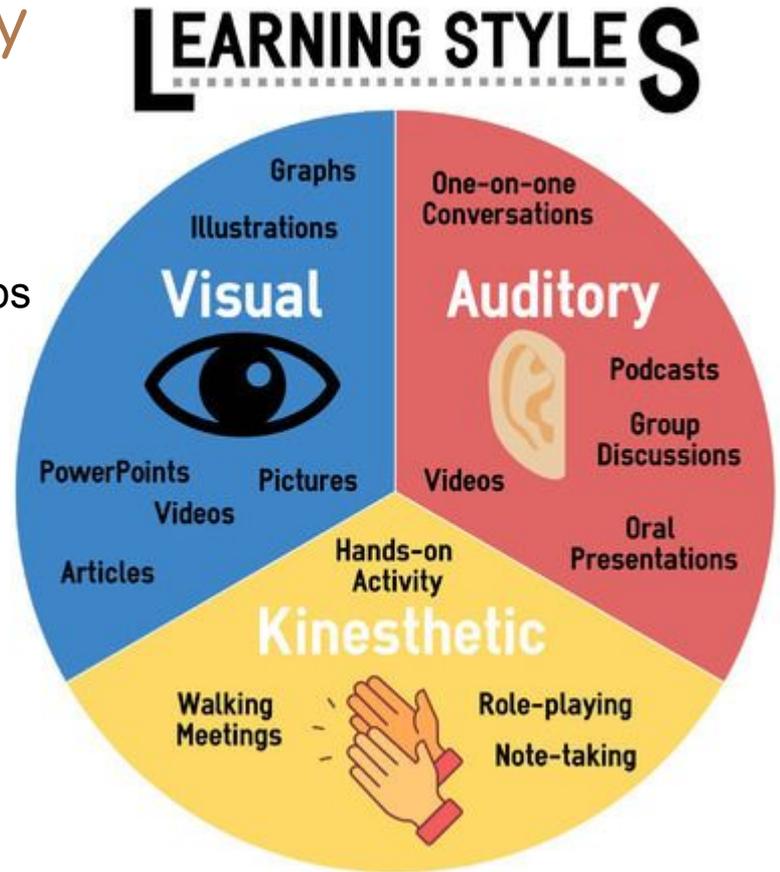
Discussion:
What factors might hinder student education?
Does it vary with learner age?

<https://www.cambridge.org/core/books/cambridge-handbook-of-systemic-functional-linguistics/language-and-medicine/D5BBF76AAD46F1600325AC3853F6DC03/core-reader>

Pedagogical Strategies- Variety of learning techniques

- Interactive, activity based and experiential, linking individual learning and learning in groups
 - Diverse learning styles
 - visual, auditory and kinesthetic approaches
- Equal mentally, emotionally and physically involvement
- Relaxing and stimulating environment

(N.G.O. CIVIS PLUS et al., 2017)



Pedagogical Strategies- Learning by doing

- Non-formal education focus on concrete doing and not learning theory
- experiential learning- learning comes from what the learners do and not from what the educator does or says
- Problem solving situations where the learner draws on his/her own experience and prior knowledge
- Learners interact with their environment by:
- Exploring and manipulating objects, wrestling with questions and controversies or performing experiments. Learning by doing encourages active engagement, promotes motivation, autonomy, responsibility, independence, and develops creativity and problem solving skills

(N.G.O. CIVIS PLUS et al., 2017)

To learning more about experiential learning, visit:

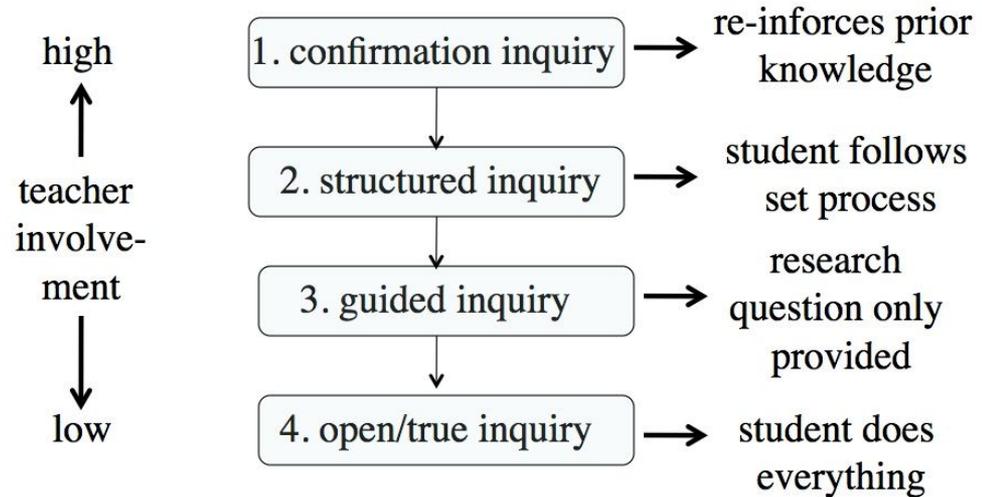
<https://opentextbc.ca/teachinginadigitalage/chapter/4-4-models-for-teaching-by-doing/>

Pedagogical Strategies- Learning by doing

Levels of inquiry-based learning

- Opportunity for learners to see how the educational inputs are related to practical application
- Encountering new and unknown situations is a basic element of non-formal education and can create new and practical learning opportunities

(N.G.O. CIVIS PLUS et al., 2017)



Teaching Philosophy Examples



Reflection question:

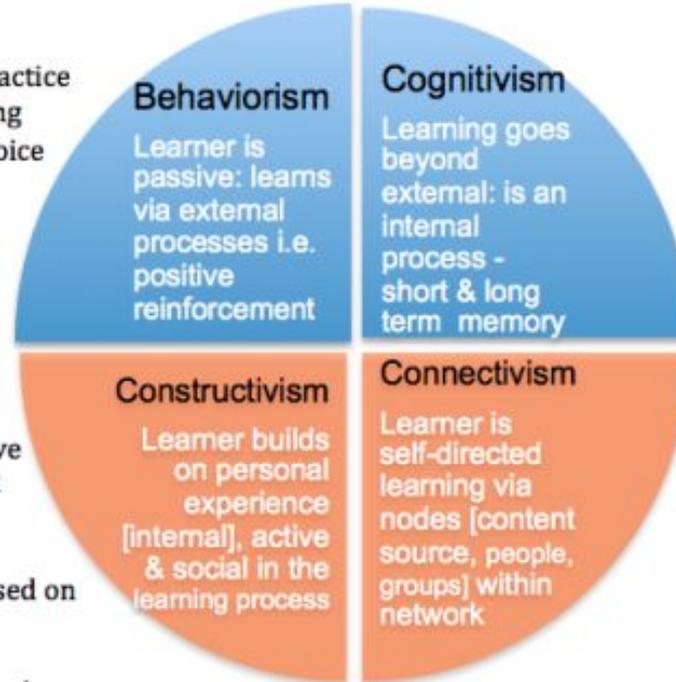
Which from of education have you mostly encountered through your experiences?

•Methods:

- Lecture
- Drill and Practice
- Rote learning
- Multiple choice tests

•Methods:

- Discovery
- Collaborative group work
- Scaffolding
- Self-guided learning based on personal experience
- Peer grading/ review



•Methods:

- Lecture
- Visual tools: mind maps, charts etc to facilitate memorization for learning
- Multiple choice & essay assessment

•Methods:

- Self-directed quest for content
- Sharing of content, sources
- Spontaneous learning groups
- Creates knowledge collaboratively

Thank you for attending the webinar!
We will send out the powerpoints, certificates,
and work booklets within the next few days.
With further questions and comments please
email:

Dr. Brittany Foutz blfoutz@salisbury.edu

Dr. Brian Polkinghorn bdpolkinghorn@salisbury.edu

Brittany Bursa bbursa17@gmail.com

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