

Creating a Progressive Classroom for Collegiate Students: Tools for Embedding Theory, Research & Practice in Introductory Sociological Face-to-Face, Online and Hybrid Courses

Carla D. Brailey, PhD, Texas Southern University
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 Session One: 9:00 – 9:45 am

Introductions: Who's Here?

Name, Institution, Specialization and Primary Courses Taught

General Teaching Philosophy

Reason(s) for Selecting This Workshop

Facilitator's Assumptions of Attendees

1. You selected this session because you want to teach outside the traditional modes of teaching and learning.
2. You are searching for new ideas to motivate your new-aged, technological savvy students to be apart of the learning experience.
3. You do not have all the answers or ideas related to bringing about a more progressive classroom.
4. You want validation that you are teaching right on point & to know you are not alone.
5. You are searching for a progressive teaching community to become an even better progressive-minded educator.

Traditional Teaching Models

Traditional Teaching models asserts educators are to: (1) determine vision, goals, competencies, objectives; (2) select activities, resources, methods; (3) carry out activities; and (4) evaluate/assess in terms of (1) above. (Olds, 2009)

- Teacher-based
- Lecture driven
- Objective assessments
- One dimensional
- Voiceless students

Creating a Progressive Classroom: Utilizing Critical Pedagogical Approaches

Defined & Characterized: Critical Pedagogues take sides, on behalf of those groups who are disenfranchised from social, economic, and political possibilities [and] ...progressively minded educators can help to free learners to see the world as it is and to act accordingly; critical education can increase freedom and enlarge the scope of human possibilities (Burbules & Berk in Popkewitz & Fendler, 1999).

CP Approaches

- Inclusive
- Free-flowing thoughts (creative & critical)
- Can be subversive
- Holistic
- Historical foundation
- Empowering for both educator & learner
- Creative (a space for freedom & change-thinking/CVS)
- Reflective
- Passionate
- Connects Theory & Practice (Action)

Characteristics of a Progressive Collegiate Classroom

- The teacher is a Facilitator.
- The classroom is a learning lab based on real-life experiences; lived experience matters.
- Students are active learners.
- Teaching and Learning is interactive, practical, inclusive, constant, reflective & dynamic.
- The learning experience brings about CVS.
- Brings about a more well-rounded student in her understanding of social justice.
- It incorporates popular culture and the arts.
- It meets the students where there are.
- It seeks to transform.
- It is student-centered.
- Critical thinking is embedded in the development and growth of students.
- Education brings forth action -- service learning; applied projects; cooperative learning.
- The curriculum is socio-culturally relevant & flexible with structure -- incorporates technology in many facets.
- Sociological phenomena/issues are understood in ways that inextricably connects socio-cultural & psychological, economic and political aspects/factors.

Brainstorming: Benefits to Engaging Critical Pedagogy	
Teacher	Student

Share a moment in which you have experienced a memorable moment from a lecture and/or assignment where you know both you and your students grew.

- Pedagogical Approaches: Embedding Theory, Research & Practice in Various Forms of Teaching & Learning
- Teacher/ing Expectations, Style & Philosophy
 - Multi-Assessments
 - Reflective Writing
 - Discussion topics
 - Cooperative Learning: Group Thinking & Projects – theoretical, methodological & practically sound

Question(s) & Evaluation

Share one thing you learned and will use in your ongoing desire to create a more progressive classroom.

Share something “positive” about the workshop & something that you would like to see changed.

SOC 158 -- Dr. C. D. Brailey
Guidelines for Final Group Presentations

Final Group Presentation Guidelines: The final presentation should be a group effort. It should address the presentation guidelines for the PowerPoint, which is based on components that would be addressed in a research paper. The entire presentation should be based on a specific social problem related to a particular disadvantaged population that is clearly stated and defined in the beginning slides. The below criteria is a guide so I am more concerned with the quality of the slideshow versus the number of slides so you can alter from it if you are comfortable that you can successfully cover the necessary information. Be sure to submit a hard copy of the PowerPoint presentation to the instructor before it starts and submit it on Blackboard including all feedback from the instructor by December 9th.

- I. Introduction of Group and Topic
(SLIDE 1-Include group members' name and chapter title)

- II. Select a controversial topic or issue related to Social Inequality
 - a. Identify a problem that has been reflected in mass media related
 - i. Discuss the significance of the problem (See Chart on Blackboard).
 - ii. Define the disadvantaged group, e.g., explain why they are disadvantaged such as racism, classism, sexism, geographical location, etc.
-This can be in bullet points.

(SLIDE 2-Present problem)

(SLIDE 3-Discussion of problem and disadvantaged population)

(SLIDE 4-Portrayal in media, e.g., include video/movie clip, YouTube, music, etc.)
 - b. Discuss the theoretical framework for your study and why you chose it versus the other theoretical perspectives (See Chart on Blackboard).
(SLIDE 5-Discuss chosen framework)

(SLIDE 6-Discuss the relevance of the framework to your study)
 - i. Use the chart to record your information.
 - c. Develop a research question(s)
 - i. State variables (independent and dependent)
 - ii. Define key concepts in the study (use text and/or scholarly sources)
(SLIDE 7- State RQ)

(SLIDE 8- Define Concepts)
 - d. Find three scholarly articles on the subject (Use MYSoclab to identify sources or library's search engines—EBSCO, Proquest, JSTOR, etc.)
 - i. Write a summary on each—relating its relevance to your topic (See sample annotated bibliography on Blackboard, but only put bullet points on slides)
(SLIDE 9/10-Present title of articles and briefly state their content)

- e. Identify at least three graphs, charts, and/or tables that illustrate the significance of problem.

(SLIDE 11/12/13-One graph, chart or table on each with statement of significance)

- i. Interpret each display; e.g., a graph could demonstrate the unequal playing field of women in executive management compared to their male counterparts. Women are 40% likely to fail in executive leadership than males, particularly in technology. *(The latter statement is only an example. It isn't based on factual information.)*

- f. Select a research design (RD) to address the identified problem (questionnaire, interview, participant observation, content analysis, etc. that you used to survey people)

(SLIDE 14-Discuss Research Design – pros/cons and relevance to your study)

(SLIDE 15-Discuss Data Collection and Analysis)

- i. Provide at least three advantages and disadvantages for selecting the RD.
 - ii. State findings from surveying a group of people, using tables/graphs

- g. Develop a conclusion (SLIDE 16/17)

- i. Restate social problem studied
 - ii. State proposed solutions
 - iii. State recommendations for future research

- h. Bibliography (SLIDE 18)

- i. Cite all sources (books, articles, websites, interviews, etc.) using Chicago Manual Style (CMS) format (hint: use mysoclab).
 - i. Pictures of each group member with a brief bio in bullet points (SLIDE 19/20)