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

EDUC 651 DL1: Critical Theories and Pedagogies (3 Credits)
Fall 2017

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

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

COURSE DELIVERY METHOD: This course will be delivered online using synchronous and
asynchronous formats via the Blackboard learning management system (LMS) housed in the
MyMason portal. You will log in to the Blackboard course site using your Mason email name
(everything before @masonlive.gmu.edu) and email password. The course site will be available
on August 28th.

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

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

Remember, this course is not self-paced. There are specific deadlines and due dates listed in the **CLASS SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due. In addition, students must log-in for all scheduled online synchronous meetings.

- **Log-in Frequency:** Expect to log in to this course at least 3 times a week to read announcements, participate in the discussions, and work on course materials. Students must also regularly check their GMU email for communications from the instructors.

- **Course Schedule:** Because asynchronous courses do not have a “fixed” meeting day, our sessions will generally start on Wednesday and finish on Tuesday. Synchronous meetings will be arranged as needed.

- **Written Assignments:** All formal written assignments will be evaluated for content and presentation. (Formal assignments do not include Blackboard discussions, class/course feedback, in-class reflections or journaling) The American Psychological Association, Sixth Edition (APA) style guide should be followed for formal written assignments. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If students are not confident of their own ability to catch errors, they should have another person proofread their work. When in doubt, they should check the APA manual. Portions of the APA manual appear at the **Style Manuals** link on the Mason library web guide at [library.gmu.edu/resources/edu](http://library.gmu.edu/resources/edu). Students may consult the Writing Center for additional writing support. Students will do the following:
  - Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)
  - Develop points coherently, definitively, and thoroughly.
  - Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)
  - Use correct capitalization, punctuation, spelling, and grammar.

- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course.
• **Technical Issues:** Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly.

• **Mentoring/Advising:** If you would like to schedule a one-on-one meeting to discuss course requirements, content or other course-related issues, and you are unable to come to the Mason campus, we can meet via telephone or web conference. Send an email to your instructors to schedule your one-on-one session and include your preferred meeting method and suggested dates/times.

• **Netiquette:** Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. We suggest that you always re-read your responses carefully before you post them to encourage others from taking them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** We will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructors.

• **Accommodations:** Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

**LEARNER OBJECTIVES:**

This course is designed to enable students to:

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

**PROFESSIONAL STANDARDS:**

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

This course is designed to meet the following professional teaching standards:

- **G MU Dispositions for a Career Educator V**
  - Commitment to Democratic Values and Social Justice
- **Teachers College Columbia Teacher Expectation IV**
  - Advocates of Social Justice and Diversity
- **NBPTS Propositions 1**
  - Teachers are Committed to Students and Their Learning
REQUIRED TEXTS:


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

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

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

Your grade for the Student Case Study Project will be determined as follows:
First reflective research report 10 points
Notes from the observations 10 points
Notes from the conversations 10 points
Second reflective research report 15 points
Total: 45 points
2. Assignment weighting (points)

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<thead>
<tr>
<th>Class Participation</th>
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<tbody>
<tr>
<td>Session 1</td>
<td>5 points</td>
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<tr>
<td>Session 2</td>
<td>5 points</td>
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<tr>
<td>Session 5</td>
<td>5 points</td>
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<tr>
<td>Session 8</td>
<td>5 points</td>
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<tr>
<td>Equity Audit</td>
<td>35 points</td>
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<tr>
<td>The Case Study Project</td>
<td>45 points</td>
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3. Grading policies – grade distribution:

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

PROFESSIONAL DISPOSITIONS
Students are expected to exhibit professional behaviors and dispositions at all times. See https://cehd.gmu.edu/students/policies-procedures/

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

GMU POLICIES AND RESOURCES FOR STUDENTS

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see http://oai.gmu.edu/the-mason-honor-code/).

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students.
solely through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).

- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

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

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/.
EDUC 651/653 Class Schedule – Cohort 4; Fall 2017
The two courses are integrated for the fall semester

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<tr>
<th>Sessions/Dates/Topics</th>
<th>Readings &amp; Assignments</th>
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<tbody>
<tr>
<td><strong>Session 1 (2 weeks)</strong>&lt;br&gt;Dates: Sept. 6 – Sept. 19</td>
<td><strong>Assignments:</strong>&lt;br&gt;1. Read Wink chapter 3, 4, &amp; 5.&lt;br&gt;2. Watch the 3 short clips:&lt;br&gt;   - Overview of the semester&lt;br&gt;   - Equity Audit&lt;br&gt;   - Grant writing&lt;br&gt;3. Complete Reflective Journal Assignment #1 (see guidelines in the Bb Assignments folder).&lt;br&gt;4. Participate in Discussion #1 (See Discussion folder for guidelines)</td>
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<tr>
<td><strong>Topics: Critical Theories &amp; Pedagogy/Equity Audit:</strong>&lt;br&gt;Defining Critical Theory; History of Critical Theory; The State of the Field of Education; Curriculum as Compromised Knowledge</td>
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<tr>
<td><strong>Session 2 (2 weeks)</strong>&lt;br&gt;Dates: Sept. 20 – Oct. 3</td>
<td><strong>Assignments:</strong>&lt;br&gt;1. Watch the videos – Applying critical pedagogy&lt;br&gt;2. Participate in Discussion #2: Applying Critical Pedagogy (See Discussion folder for guidelines)&lt;br&gt;3. Bb Collaborate Session #1 – Debrief Equity Audit &amp; Brainstorm grant possibilities&lt;br&gt;4. <strong>Due October 3:</strong> Equity Audit</td>
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<tr>
<td><strong>Topics: Redefining Critical Pedagogy:</strong> Defining Critical Theory; “Doing” Critical Theory in and beyond the Classroom</td>
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<tr>
<td><strong>Session 3 (2 weeks)</strong>&lt;br&gt;Dates: Oct. 4 – Oct. 17</td>
<td><strong>Assignments:</strong>&lt;br&gt;1. Read Collins &amp; Halverson chapters 1-5&lt;br&gt;2. Complete Reflective Journal Assignment #2: The impact of the equity audit on your practice and case study project (see guidelines in the Bb Assignments folder)&lt;br&gt;3. Participate in Discussion #3: Technology and the great debate. (See Discussion folder for guidelines)</td>
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<td><strong>Topics: Changing Education:</strong> Technology Enthusiasts and Skeptics; Changing Landscape</td>
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<td>Session 4 (2 weeks)</td>
<td>Assignments:</td>
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<tr>
<td>Dates: Oct. 18 – Oct. 31</td>
<td>1. Read Collins &amp; Halverson chapters 6-10</td>
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<tr>
<td>Topics: Technology’s Impact on Students; Rethinking Education in a Technological World</td>
<td>2. Read the Teaching Tolerance article BYOD? [Bring Your Own Device]</td>
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<td>3. Participate in Discussion #4: Debrief technology readings and share technology articles for Lesson Incorporating New Technologies project</td>
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<td>4. Due October 31: Grant Writing Project</td>
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<th>Session 5 (2 weeks)</th>
<th>Assignments:</th>
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<tr>
<td>Dates: Nov. 1 – Nov. 14</td>
<td>1. Read Apple chapter 2.</td>
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<td>2. Read Freire chapter 2.</td>
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<td>3. Participate in Discussion #5: Critical Pedagogy, Technology and Curriculum Design. (See Discussion folder for specific guidelines)</td>
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<tr>
<td>Topics: Critical Pedagogy, Technology and Curriculum Design: The State of the Field and the Banking Model of Education</td>
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<tr>
<th>Session 6 (2 weeks)</th>
<th>Assignments:</th>
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<tr>
<td>Dates: Nov. 15 – Nov. 28</td>
<td>1. Read Apple chapter 5.</td>
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<td>(Includes Thanksgiving recess Nov. 23 – Nov. 26)</td>
<td>2. Due November 15: Lesson Incorporating New Technologies Critical Reflections &amp; VoiceThread Presentation (submit the two reflections as one document with a link to your completed VoiceThread presentation in both the Assignment and Assessment spaces.)</td>
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<td>3. View 3 other Lesson presentations and make audio and/or video comments (comments and questions) on each using VoiceThread.</td>
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<td>4. Respond to Lesson feedback using VoiceThread</td>
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<td>5. Due Nov. 28: Complete Reflective Journal assignment #3 (see guidelines in the Bb Assignments folder).</td>
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<tr>
<td>Topics: Lessons in Technology</td>
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<tr>
<th>Session 7 (1 week)</th>
<th>Assignments:</th>
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<tr>
<td>Dates: Nov. 29 – Dec. 5</td>
<td>1. Prepare The Case Study Presentation for Collaborate Session.</td>
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<tr>
<td>Topics: Using Technology to Consider Critical Pedagogy in the Classroom</td>
<td>2. Bb Collaborate Session #2 (Nov. 30-Dec. 5) Share Case Study Projects in breakout rooms and document with the whiteboard</td>
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<tr>
<td>Session 8 (1 week)</td>
<td>Assignments:</td>
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<tr>
<td>Topic: Critical Pedagogy in the Classroom</td>
<td>2. Due December 12: Case Study Project</td>
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ASSESSMENT RUBRIC
The PBA will be assessed according to the professional standards and the specific assignment guidelines using the following rubric:

Critical Theories and Pedagogies
Assignment rubric

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>Beginning (Does not meet standards)</th>
<th>Developing (Meets standards)</th>
<th>Accomplished (Exceeds standards)</th>
<th>Exemplary (Exceeds standards)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Multiple Perspectives</strong> (GMU V, TC IV, NBPTS 1)</td>
<td>Budding understanding of how own perspective affects teaching and relationships with children, families, pedagogy, and colleagues</td>
<td>Understands own perspective and how it affects teaching and relationships with children, families, pedagogy, and colleagues</td>
<td>Understands how own perspective affects teaching and relationships with children, families, pedagogy, and colleagues. Respects difference and avoids deficit thinking. Distinguishes between assumptions and facts</td>
<td>Metacognitively understands the origins of own perspective, questions self about perspectives, actively seeks understanding of others’ cultural knowledge and views, respects difference. Avoids deficit thinking. Distinguishes between assumptions and facts</td>
</tr>
<tr>
<td><strong>Critical Consciousness</strong> (GMU V, TC IV, NBPTS 1)</td>
<td>Emergent understanding of personal and/or social power in own experience</td>
<td>Emergent understanding of personal and social power from multiple perspectives in diverse contexts</td>
<td>Consistent understanding of personal and social power from multiple perspectives in diverse contexts and how power connects to perspectives, marginalization, cultural capital, social justice, and achievement</td>
<td>Analyzes personal and social power from multiple perspectives in diverse contexts, including institutional and societal contexts, and how power and privilege connects to worldview, marginalization, cultural capital, social justice, and achievement. Uses critical consciousness as framework in formulation of theory and practice in teaching and learning</td>
</tr>
<tr>
<td><strong>Data Collection</strong></td>
<td>No data were collected</td>
<td>Notes were taken on observations and/or conversations with students and parents</td>
<td>Rich notes were taken on observations and conversations with students and parents</td>
<td>Detailed descriptive and analytic notes were taken on observations and conversations with students and parents</td>
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<tr>
<td><strong>Data Analysis</strong></td>
<td>Data were not analyzed</td>
<td>Observations and/or conversations were minimally analyzed although assumptions were left unexamined</td>
<td>Observations and conversations were systematically analyzed and assumptions were examined</td>
<td>Observations and conversations were analyzed in a sophisticated way: multiple interpretations were used, assumptions were carefully examined, and data were triangulated</td>
</tr>
<tr>
<td><strong>Claims and Conclusions</strong></td>
<td>There were no claims or the claims made were not supported by the data</td>
<td>Claims were minimally supported by the data</td>
<td>Claims were adequately supported by the data</td>
<td>Claims were supported not only by the data, but by existing literature and theories</td>
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