

CURRICULUM PROPOSAL FORM #3  
UNIVERSITY OF WISCONSIN-WHITEWATER

**NEW COURSE**

Course Number: Effective Term: Summer 2000

Cross Listed Number:

Course Title: Emancipatory Pedagogies: Teaching and Learning for Empowerment

15 Character Abbreviation: Emncptry Pdgogis

25 Character Abbreviation: Emancipatory Pedagogies

Sponsors: William L. Chandler, Melissa Freiberg, Mike Nelson,  
Anne D'Antonio Stinson

Department: Curriculum and Instruction

College: College of Education

Other Programs Affected: None

Contact hours/credits:

Total lecture hours	45
Total lab hours	none
Total contact hours	45
Number of credits	3

This course is not repeatable.

This course is required for Alternative Education Programs licensure.

- I. Realities within contemporary schools reveal that structures, curriculum, and instruction of schools are not meeting the needs of a significant number of students. Increasingly, educators are looking for alternative methods and programs where students are more likely to be successful. In response, the Wisconsin Department of Public Instruction has designated a specific license endorsement for educators working in these alternative educational settings. This endorsement allows educators more latitude in developing experiences across grade and subject area boundaries.

To assist teachers in recognizing and developing the skills, attitudes, and knowledge necessary to work in these settings, the Department of Curriculum and Instruction at the University of Wisconsin-Whitewater is proposing a program of courses leading to this licensure. This program (a total of fifteen credits) will require students to move through the sequence of five courses as cohort group for one calendar year. A team of faculty will be responsible for coordinating and instructing courses and experiences and will model collaborative teaching. The program could stand alone as a licensure program or be embedded in the Master of Science in Curriculum and Instruction with an emphasis in either Learning During the Adolescent Years or Learning Across the Lifespan. Students choosing the MSC&I option would be assigned an advisor from the team of faculty involved in the Alternative Education Programs sequence. In addition, students in the masters program will use insight and information gained from the program as a focus for their research for the culminating experience (either an integrative project or a thesis).

This is the final course in the Alternative Education Programs licensure sequence. Students will be provided the opportunity to analyze and synthesize critical theory, and to link educational practice and social change.

- II. The course objectives will be developed along with the individual course syllabi. However, the following are broad program goals to be achieved by program participants:
1. Engage in reflective practice.
  2. Build a network of professional connections with classmates, instructors, authors, etc.
  3. Recognize nontraditional resources for learning opportunities.
  4. Create meaningful instructional opportunities and transmit the meaningfulness of those opportunities to resistant learners.
  5. Influence students' perception of the value of school.

In light of these five principles, it is imperative that each of the five course be taught by a team of faculty and that the university rewards system be adapted to support team teaching efforts.

This course is a required course in the Alternative Education Programs Licensure program. It may also be taken as an elective in the MSC&I program.

- III. Because it will be taught during the summer, this course will be self-supporting and will result in minimal budgetary impact in terms of staffing, resources, and facilities.

- IV. An investigation of educational practice and its application to critical theory. Democracy, community, collaboration, and empowerment relative to the alternative education programs will be considered.
- V. Acceptance into the Alternative Education Programs licensure cohort and completion of **The Representation of Experience and Knowledge, Multicultural Construction of Meaning, Formal and Informal Learning Environments, and The Marginal Student.**

Applicants must hold a valid teaching license and be currently employed in a school setting. Additionally, the following are required for admission to the Alternative Education Programs licensure cohort:

1. Admission to the Graduate School
2. Written statement (250-500 words) describing one's philosophy of education and interest in teaching in alternative education programs
3. Letters of recommendation from two of the following: chief administrator; immediate supervisor; school partner, e.g. school-to-work site administrator; student

VI. N/A

VII. Tentative Course Syllabus

Topics to be considered will include foundations of critical theory as it relates to dysfunction, injustice, and marginalization; democracy and the American experiment in public education; the classroom as a community of teachers as learners and learners as teachers); and teaching and learning as acts of empowerment and emancipation.

Through involvement in this course, program participants will:

- Become familiar with the literature-base of emancipatory studies and articulate its application in the classroom
- Identify and articulate the political environment in which the school/classroom is situated
- Develop emancipatory learning opportunities

The process of evaluation will be an important and ongoing element of this program. Multiple forms of evaluation will allow program faculty to make decisions about the maintenance and continuing development of the program. Data sources will include the following:

1. Periodic reaction papers from students that will provide evidence of participants' reflection upon the knowledge gained and applied and reactions toward the program;

2. Peer reviews, during the third course. Formal and Informal Learning Environments, of on site projects and classroom interactions:
3. Surveys taken at three- and five-year intervals following the participants' completion of the program, to ascertain the impact and success of program content and experience:
4. Review of participants' students' success through an examination of graduation records:
5. Records of participants' successful participation in conferences and professional organizations and publications relevant to their successful practice in alternative education programs.

This course meets the ten INTASC principles as follows:

- Program participants will understand the central concepts, tools of inquiry, and structures of multiple content disciplines and can create learning experiences that make these aspects of subject matter meaningful for at-risk students (INTASC principle #1)
- Program participants will understand how children/young adults learn and develop, and be able to provide learning opportunities that support their intellectual, social, and personal development (INTASC principle #2)
- Program participants will understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse student populations (INTASC principle #3)
- Program participants will understand and use a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills (INTASC principle #4)
- Program participants will use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation (INTASC principle #5)
- Program participants will use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom (INTASC principle #6)
- Program participants will plan and deliver instruction based upon knowledge of subject matter, students, community, and curricular goals (INTASC principle #7)
- Program participants will understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner (INTASC principle #8)
- Program participants will be reflective practitioners who continually evaluate the effects of their choices and actions on others and who actively seek out opportunities for professional growth (INTASC principle #9)
- Program participants will foster relationships with school colleagues, parents, and agencies in the larger community to support student's learning and well-being (INTASC principle #10)

VIII.

Bibliography

The texts listed in this bibliography represent the knowledge base for the development of the course. Individual entries may serve as course readings/texts.

Berger. P. & Luckman. T. (1967). *The social construction of reality*. Garden City, NY: Anchor Books.

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Freire. P. (1986). *Pedagogy of the oppressed*. New York: Continuum.

Freire. P. (1973). *Education for critical consciousness*. New York: Seabury Press.

Glaser. B. & Strauss. A. (1967). *The discovery of grounded theory: Strategies for qualitative research*. Chicago: Aldine Publishing.

Greene. M. (1995). *Releasing the imagination: Essays on education, the arts, and social change*. San Francisco: Jossey-Bass Publishers.

Riessman. C. (1993). *Narrative analysis*. Qualitative Research Methods Series 30. Newbury Park, CA: Sage Publications.

Shor. I. (1996). *When students have power: Negotiating authority in a critical pedagogy*. Chicago: University of Chicago Press.

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Vygotsky, L. (1992). *Thought and language* (A. Kozulin, trans.). Cambridge, MA: The MIT Press.