



Teaching for Social Justice Fall 2023 - A Pilot Study

Institutional Research & School of Education & General Studies

Prepared by
Indrani Singh, Ph.D.
Director, Institutional Research & Data Analytics



SAINT AUGUSTINE'S
UNIVERSITY

Transform. Excel. Lead.



Overview

What is social justice and how does it relate to higher education?

Social justice, as a construct, evolved over time to encompass issues of justice, fairness, equity and law becoming centered on ideas of how a society engages in the division and distributions of rewards and burdens (Zadja, Majhanovich, Rust, & Sabina, 2006).

Social justice is also a call to action, engaging people to seek out their rights and learn to speak truth to power.

When social justice is linked to education, geopolitical engagements, economic stratification, religious divisions, gender inequities, and marginalization of cultural groups are just some of the themes impacting the content, delivery and outcomes of education.



SAINT AUGUSTINE'S
UNIVERSITY

Transform. Excel. Lead.

Objective of the Course Module

This course will seek to untangle the issues surrounding social justice allowing for a better understanding of how education can be a tool to shape a fairer and more just world for all learners. The course will not seek to provide students with answers, but to assist them in asking their own questions.


What Does Research Say?



Race and racism in this country are unresolved; schools receive children and youth into their classes who are impacted by many historical forces (Terrell & Lindsey, 2009, p. 47).

Fundamental change in the way that many students are educated must occur or we will lose another generation of youth to poverty and/or lives of crime (Terrell & Lindsey, 2009, p. 14).

The increased focus on social justice is part of a broader shift in the field toward the moral purposes of educational leadership. Therefore, once teachers, leaders, and students begin to think critically about their own family's culture, identifying, analyzing, and solving the problems they discover, they can begin to plan and act (Furman & Gruenwald, 2004).



Course Module Delivery Method

- Online and asynchronous / face-to-face class
- Further, whether face-to-face class or online meeting, participation requires undivided attention to course content and communication through assignments and other activities.



SAINT AUGUSTINE'S
UNIVERSITY

Transform. Excel. Lead.

An Integrative Social Justice Pedagogy Framework

This framework **emphasizes** *teaching* that directly addresses power and privilege issues, reduces stereotype threat, uses a variety of pedagogical strategies that increase sense of belongingness and communal values, models greater inclusivity (belongingness and identity as a researcher), and highlights the relevance of the content to students' personal lives was developed.

This framework **recognizes** that *students* enter the classroom with very different experiences and expectations and may have general ability anxieties that are often triggered by content.

Integrative Social Justice Pedagogy Framework Themes

Syllabus Best Practices	Stereotype Threat Interventions	Social Justice Pedagogy Principles
<p>Provides clear expectations ● Provides expectations of success ● Reduces jargon ● Appeals to and motivates students ● Includes communal language ● Is learning-focused ● Promotes a growth mindset ● Is personal and less legalistic ● Points out professional and personal relevance</p>	<p>Eliminates stereotype triggering language ● Promotes a growth mindset ● Ties learning to values (i.e., values affirmation activities) ● Promotes belongingness/inclusivity ● Includes stereotype threat education</p>	<p>Emphasizes high expectations ● Highlights social inequities ● Models a democratic and inclusive approach ● Uses an intersectional approach to the investigation of problems ● Includes self-reflective questions ● Directly discusses power/privilege disparities</p>



SAINT AUGUSTINE'S
UNIVERSITY

Transform. Excel. Lead.



Assignment – Samples

Note: All assignments should align with the ISJP Framework. Students will be assessed on how the module contributed to understanding social justice and its significance in education and life in general.





SAINT AUGUSTINE'S
UNIVERSITY

Transform. Excel. Lead.

Geographic Profile Paper (15 points)

Students will select a particular social justice issue and explore the nature of the problem, it's history in the country, the policies that alleviate or sustain the injustice, and its impact on education and the society. In a group of 3, prepare a paper (between 2,000-3,000 words) that will be graded on three key elements each worth 5 points:

- Provide a clear and thoughtful analysis of the issue.
- Explore the nature of the issue.
- Offer creative solutions and/or understandings on the nature of the issue and how you might reflect on the future of the issue in the context of your own interest.



Rabbit Hole Assignment

- This assignment is a chance for you to see how authors draw upon other articles to build their argument. Select the 3 most influential citations (these are the nodes). Read the nodes and then find 3-4 articles from each of those articles (sub nodes). Once you have selected, prepare a graphic representation with a short narrative about each article on how the ideas are linked and/or intersect.



Pop Responses

Select a recent social justice issue that was covered in news, blogs, video clippings, twitter and share the link on the discussions board. 5 points will be awarded to students for each of the two Pop Responses in the Fall semester.

Pop Responses are media artifacts you have found over the course of the week that reflect social justice issues. You may find media excerpts in popular media (news stories, essays, magazine articles or blogs) or engaging with popular culture (entertainment, comedy, satire, YouTube videos). Choose a media artifact and arrive to class/ share on blackboard. The aim of the Pop response is to practice analyzing the everyday issues of social justice that involves social work. We will use Pop Responses to begin our discussions each week in class / on discussion board. 5 points will be awarded to students for initiating a discussion or responding to discussions.



SAINT AUGUSTINE'S
UNIVERSITY

Transform. Excel. Lead.

Reading Responses are 2-page (double-spaced and in a 12-point font in APA format) response papers to a reading or readings of your choice each week. The aims of response papers are to provide you with an opportunity to practice critical thinking, engagement with academic texts, and theoretical writing. Your response papers will also serve as documents that mark your development of thought regarding social justice.

Reading Responses (contd.)



SAINT AUGUSTINE'S
UNIVERSITY

Transform. Excel. Lead.

Please refrain from summarizing the reading(s). Instead, as you write, ask yourself some of the following questions:

What is the author saying to me?

To whom is the author speaking and why?

What do the author's assumptions seem to be?

Politics seem to be?

What sorts of evidence and methods are used in this piece?

Am I persuaded by the evidence or methods?

How am I persuaded?

What specific passages support my interpretation of the author's argument?

Where do I agree with the text? Disagree?

How have I decided my agreement?

Disagreement?

How does the author challenge my own discourses?

What surprised me?

How do my values and experiences shape my response to the text? .



Racial Narrative: Students will create a personal narrative about their own racial identity. The aim of this assignment is to give each student an opportunity to personally, politically, intellectually, and racially reflect on the intersections of the content of the course and his or her lived experience as someone positioned by the construction and consequences of race. Students will write about their:

- 1) racial identity and intersections they perceive between concepts we have discussed in class and everyday experience;
- 2) educational experiences that have been racialized; and
- 3) the implications of their identity and narrative in their academic/professional pursuits.

Students will submit approximately 3-4 pages of their narratives. Whereas the presentation of narrative may take multiple forms, (e.g. a direct reading, power point, poetry, or multimedia presentation).

Just a Few of the Social Justice Issues (though not limited)



- abuse
- addiction
- discrimination
- divorce
- domestic violence
- foster-care
- *homelessness*
- *physical & mental illnesses*
- *Poverty*
- *unemployment*



Creating Questions to Engage Critically with Texts

This strategy provides tools to create questions that help students engage critically with Perspectives central texts and examine them for issues of power and social inequity. The activities suggested here also encourage readers to bring their knowledge and experiences to the reading of a text.

HOW?

- This activity is a good starting point for talking about critical literacy. Move into this discussion gradually; be sure your students understand the process.
- Select a Perspectives central text.
- Read the central text aloud while students follow along.

Ask children question such as:

- What is the main idea of the text?
- Who is the main character?
- Who is the narrator?
- Which groups of people are represented?
- What do you think the author is trying to tell you about a group of people or about an individual?
- Do you agree or disagree with what the author is representing? Why or why not?

Realia are real-life objects that enable children to make connections to their own lives as they try to make sense of new concepts and ideas. This strategy brings the Perspectives central text to life for students by using everyday objects during the read aloud.

WHY?

- Objects provide a concrete manipulative for students to handle while listening to the read aloud. The neuron stimulation from physical movement during the read aloud also helps students to conceptualize the ideas and themes present in the text. Realia also creates total physical responses that help students recall ideas and themes from the text in later discussions.

HOW?

- Select a Perspectives central text to read aloud.
- Determine what themes, messages, information and facts are being communicated through the text.
- Brainstorm possible objects that can be distributed among students and used as a manipulative during the read aloud. Note that the concept of realia can include music.
- Distribute the objects to each student prior to the read aloud.
- Share authentic replicas (instead of relying on still photos only) for objects that may be unfamiliar to children (e.g., for a unit on transportation, bring in replicas of unfamiliar modes such as gondolas or hot air balloons).
- When sharing historical accounts in text, try to complement these with exploration of real objects at a museum (e.g., cars, televisions, telephones and washing machines from previous eras). Encourage children to think about dimensionality, function and what they learned from the real object that they would not have learned from the picture.
- Direct students to connect the object to their understanding of the central text while they listen.

Realia



SAINT AUGUSTINE'S
UNIVERSITY

Transform. Excel. Lead.

Understanding Text Types



SAINT AUGUSTINE'S
UNIVERSITY
Transform. Excel. Lead.

This strategy includes text type charts and matching exercises to help students differentiate between Perspectives central text types, increasing their ability to read, comprehend and produce those forms.

HOW?

- Choose one theme upon which to focus (e.g., Voice/Solidarity).
- Choose a variety of materials, including photographs, magazine pictures, maps and Perspectives central texts about your chosen topic.
- Read aloud (or display) the central texts and other materials you chose in step two.
- Prompt students with questions about the characteristics of each text type. What similarities do they notice? What differences?
- Using their responses, create a text type chart together, identifying the characteristics of each text.
- Reference the chart each time the text type is revisited.

Field Work – Alignment with the framework

Select a social justice issue. Form a team of 2-3. The field work should revolve around social work on the selected issue that needs attention and is educative.

The social work should address at least three from each of the following themes:

Syllabus Best Practices	Stereotype Threat Interventions	Social Justice Pedagogy Principles
<ul style="list-style-type: none"> Provides clear expectations ● Provides expectations of success ● Reduces jargon ● Appeals to and motivates students ● Includes communal language ● Is learning-focused ● Promotes a growth mindset ● Is personal and less legalistic ● Points out professional and personal relevance 	<ul style="list-style-type: none"> Eliminates stereotype triggering language ● Promotes a growth mindset ● Ties learning to values (i.e., values affirmation activities) ● Promotes belongingness/inclusivity ● Includes stereotype threat education 	<ul style="list-style-type: none"> Emphasizes high expectations ● Highlights social inequities ● Models a democratic and inclusive approach ● Uses an intersectional approach to the investigation of problems ● Includes self-reflective questions ● Directly discusses power/privilege disparities

PERFORMANCE
EVALUATION
Total score -50

Written assignment/s-15

Discussion- based -15

Field work -20

(Details of evaluation to be decided by faculty)



Recommended Text: (Sample)

Paulo Freire , 2014: Pedagogy of the Oppressed

Scholarly articles (some examples)

Teaching for social justice

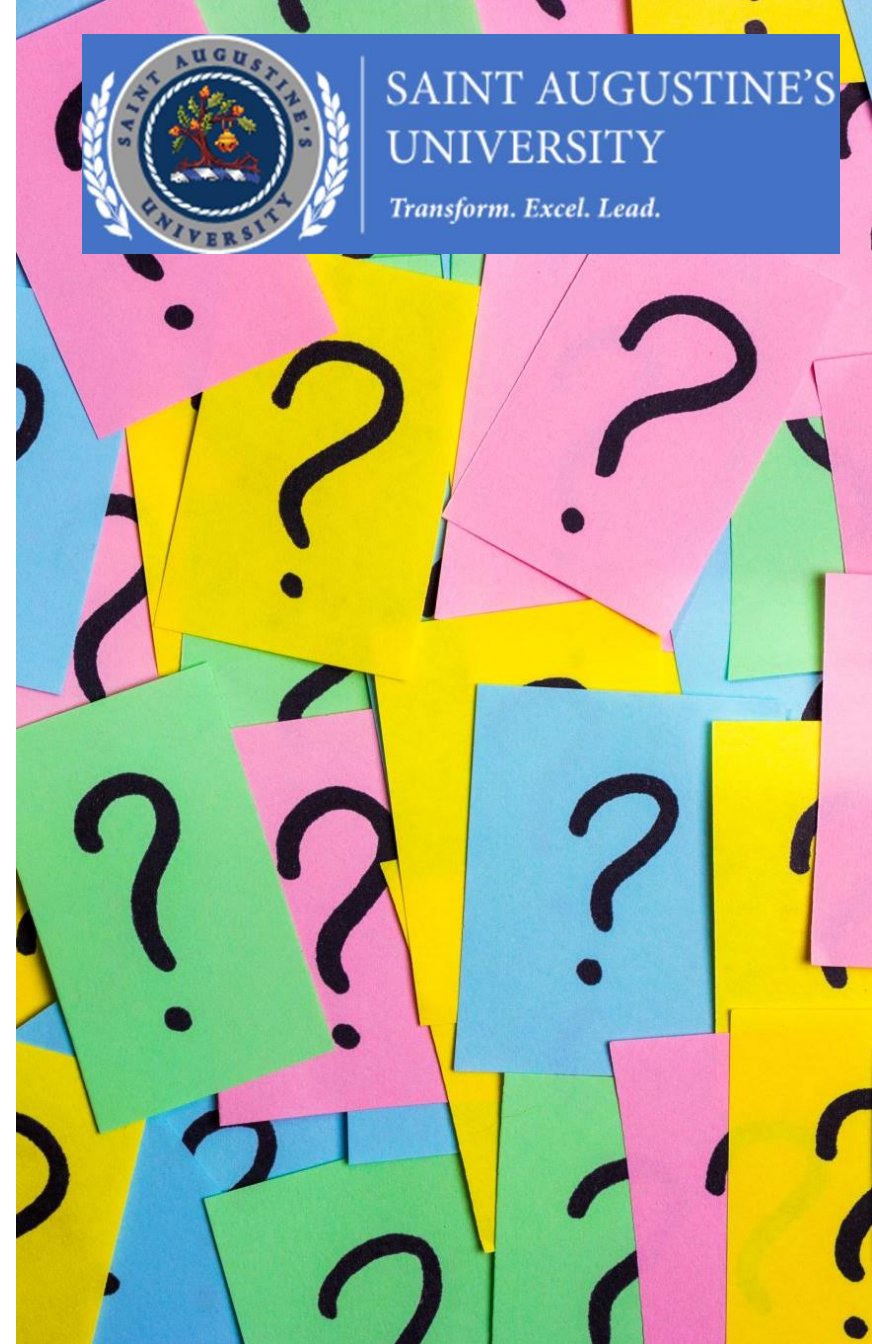
1. Five Essential Components for Social Justice Education Heather W. Hackman
2. Social Justice Social Justice | Implicit Bias: A Foundation for School Psychologists
3. Leading for Social Justice: A call to leading to action to improve society Teresa L. G. Warner
4. Social Justice: Understanding Race and Privilege
5. Universal design for learning as a framework for social justice: A multi case analysis of undergraduate preservice teacher
6. Silencing the Critics: A Conceptual Framework in Teacher Preparation for Social Justice

ONLINE SURVEY EXAMINING THE EFFECTIVENESS OF THE MODULE WILL BE CONDUCTED IN THE THIRD WEEK OF NOVEMBER. THE LINK WILL BE SHARED WITH THE STUDENTS IN THE FIRST WEEK OF NOVEMBER. ALL RESPONSES SHOULD REACH NO LATER THAN LAST WEEK OF NOVEMBER.

FACULTY TO SUBMIT A REPORT ON THE MODULE BY MID DECEMBER 2023.



SAINT AUGUSTINE'S
UNIVERSITY
Transform. Excel. Lead.





SAINT AUGUSTINE'S
UNIVERSITY

Transform. Excel. Lead.

THANK YOU

INSTITUTIONAL RESEARCH & DATA ANALYTICS

SAINT AUGUSTINE'S UNIVERSITY

RALEIGH, NC -27610