

GLS Summer 2022

Instructor: Demetrius Colvin

Sensing, Thinking, and Learning:

Utilizing Engaged Pedagogy in the Academy

Course Description:

Is critical thinking best nurtured through an individualistic focus on content mastery that separates the knower from the known or through interpersonal dialogue and experiential learning that encourages the student to connect different types of knowing and being? Should educators focus on teaching the critical thinking skills necessary to be competitive and successful in our current socioeconomic system or should they encourage students to develop habits of mind that are increasingly needed to redress pressing sociopolitical and interpersonal issues in modern neoliberal societies? This course will provide a space for students to learn about different theories of dialogue, embodied learning, and pedagogies of engagement and how they can be applied to nurture critical thinking in an educational setting.

The first half of the course will focus on understanding the history and theoretical underpinnings of dialogue, embodiment, and pedagogies of engagement. Close attention will be paid to how liberation philosophy, postcolonial theory, affect theory, postpositivism, the philosophy of language, and critical theory can impact our understanding of education and critical thinking. The second half of the course will focus on practical applications of pedagogies of engagement in the classroom setting. The coursework will involve reflection essays on class lectures and readings as well as intergroup dialogue and group activities that will encourage students to examine their own connection to the theoretical concepts presented in the lectures and homework assignments. In the culminating project/final, students will construct a scholarly personal narrative wherein students will synthesize both what they learned about themselves and the content that was presented during the course.

Course Objectives:

- Gain experience and familiarity with Buberian and Freirean conceptualizations of dialogue and critical thinking
- Develop historical and theoretical background to connect how dialogue, embodied learning, and pedagogies of engagement in educational settings can be used to nurture critical thinking
- Practice dialogue skills and critical self-reflection
- Gain insight into constructing a lesson plan that centers dialogue, collaboration, and critical self-reflection as part of the learning process

Course Requirements and Grading:

- Attendance and class participation (35%)
 - Dialogue will be an essential component to the learning objectives of the course.
 - We will meet for 13 classes
 - Each class will consist of dialogue and group activities based on the readings and assignments
 - Students must watch mandatory videos, review the lecture notes, and complete assigned readings before each corresponding class
 - Requirements
 - Students must notify the professor no later than 24 hours before a class if they are unable to attend class due to a personal emergency and/or sickness. If an emergency presents itself on the day of class, the student has until the end of that day to contact their professor detailing the emergency if they would like to have that absence excused.
 - Students are only allowed two excused absences during the course of a semester. If the student requires more than two excused absences, accommodations must be arranged through the student's class dean to verify the issue and identify workarounds.
 - Rubric for attendance and class participation
 - 5- The student attends and participates as they are able in every class. Participation includes actively listening and responding to the experiences and thoughts of others during class as well as actively adding to the dialogue space by sharing reflections on the topic. The student recognizes that a significant portion of their learning is connected to how they actively share their perceptions, experiences, concerns, (mis)understandings and personal connections with others during the class. It is evident through how they participate in class that the student challenges themselves to be critically self-reflective, non-judgmental, and open to imperfection.
 - 4- The student attends and participates as they are able in most classes. Participation includes actively listening and responding to the experiences and thoughts of others during class as well as actively adding to the dialogue space by sharing reflections on the topic. The student sometimes shares their perceptions, experiences, concerns, (mis)understandings and personal connections with others during the class. The student values being critically self-reflective, non-judgmental, and open to imperfection.

- 3- The student attends and participates as they are able in some classes. Participation includes actively listening and responding to the experiences and thoughts of others during class as well as actively adding to the dialogue space by sharing reflections on the topic. The student seldom shares their perceptions, experiences, concerns, (mis)understandings and personal connections with others during the class. Sometimes it is evident that the student values being critically self-reflective, non-judgmental, and open to imperfection.
 - Needs Improvement- The student's attendance and participation in class is inconsistent. The student does not challenge themselves to be critically self-reflective, non-judgmental, or open to imperfection.
- Homework assignments (35%)
 - There will be response/reflection papers due at the beginning of the course in addition to in-class and out of class activities that will further students' content mastery. You should complete the assignments in the following progression:
 - Class 1 and 2 reflection response
 - Class 3, 4, 5, and 6 reflection response
 - Schooling assessment reflection essay
 - Class 7, 8, 9 and 10 reflection response
 - Dialogue partner reflection essay
 - Self grading reflection essay
 - All readings and assignments will be shared through a class google team drive (link)
 - All homework assignments should be submitted to the professor by creating a google drive folder and sharing it with your professor
 - Once you have uploaded your assignment into the folder, email your professor/share the link to submit it.
 - Rubric for homework assignments
 - 5- The student responded well to all of the assignment prompt(s). The student showcases a clear understanding of the main arguments in the texts and intentionally places their own personal experiences (i.e. thoughts, feelings, behaviours, misconceptions, etc.) in conversation with the perspectives of the authors. There is a clear intention to go beyond shallow connections and truly discover/uncover/reveal something to and for themselves. The student takes the time and effort to challenge their own arguments and perceptions and reflect on why they are interpreting the authors' texts in a particular way and the potential implications of their beliefs. The student incorporates information from the

supplemental readings and sources not provided by the professor (such as readings from previous classes, current events and news articles, family stories, personal history, memes and social media, wikipedia) to deepen their understanding of the context and implications of the authors' text and their own experiences/beliefs. The student connects their own interpretations and arguments to the course objectives and how the course is impacting their own development. The assignment was turned in on time.

- 4- The student responded well to some of the assignment prompt(s). The student showcases an understanding of the main arguments in the texts this week and intentionally places their own personal experiences (i.e. thoughts, feelings, behaviours, misconceptions, etc.) in conversation with the perspectives of the authors. The student takes the time and effort to make sure that their thoughts are clearly ordered and communicated. The assignment was turned in on time or at least one week after the original due date.
- 3- The student responded to the assignment prompt(s). The student showcases that they have read some of the readings and have an opinion about what they have read. They turned the assignment in and met all basic requirements about the length and content of the assignment
- Needs improvement- the response to the texts were incoherent and/or very little to no personal connections to the arguments made were present
- Incomplete- student did not turn in the assignment
- Extension Policy
 - If you need an extension on an assignment, you must email the professor at least 24 hours before the assignment due date explaining what is preventing you from completing the assignment on time.
 - Since all the homework assignments have to be done in a sequence by the end of the month before you can start the Spring semester, extensions can only be granted up to 4 days after the original deadline
- Final project (30%)
 - The final project will be a lesson plan with an accompanying reflection essay that will enable participants to synthesize the course content with their own lived experiences
 - Rubric for final project
 - 5- The student responded well to all of the assignment prompt(s). The student takes the time and effort to challenge their own arguments and

perceptions and reflect on why they are interpreting the authors' texts in a particular way and the potential implications of their beliefs. The student incorporates information from the supplemental readings and sources not provided by the professor (such as readings from previous classes, current events and news articles, family stories, personal history, memes and social media, wikipedia) to deepen their understanding of the context and implications of their arguments and reflections. The student connects their own interpretations and arguments to the course objectives, class texts, and how the course is impacting their own development. The assignment was turned in on time.

- 4- The student responded well to some of the assignment prompt(s). The student takes the time and effort to make sure that their thoughts are clearly ordered and communicated. The assignment was turned in on time or at least one week after the original due date.
- 3- The student responded to the assignment prompt(s). The student showcases that they have read some of the readings and have an opinion about what they have read. They turned the assignment in and met all basic requirements about the length and content of the assignment
- Needs improvement- The student didn't adequately respond to the assignment prompt(s). The response to the texts were incoherent and/or very little to no personal connections to the arguments made were present
- Incomplete- student did not turn in the assignment

Course Topics:

1. Class 1- What is critical thinking?
 - a. Texts
 - i. John E. McPeck- Teaching Critical Thinking: Dialogue and Dialectic- Chapter 2: Three Competing Conceptions of Critical Thinking
 1. (*strongly suggested but not required*) John E. McPeck- Teaching Critical Thinking: Dialogue and Dialectic- Chapter 1: What Kind of Knowledge will Transfer?
 - ii. Joe Kincheloe- Critical Pedagogy- The Foundations of Critical Pedagogy
 1. (*strongly suggested but not required*) Donald Oliver and Kathleen Gershman- Education, Modernity, and Fractured Meaning:

Toward a Process Theory of Teaching and Learning- Chapter 1:
Prologue and Introduction and Chapter 2: Modernity,
Fragmentation, and Cultural Balance

iii. Videos

2. Class 2- What is dialogue?

a. Texts

i. Mary Watkins and Helene Shulman- Towards Psychologies of Liberation-
Chapter 10: Dialogue

1. *(strongly suggested but not required)* Mary Watkins and Helene
Shulman- Towards Psychologies of Liberation- Introduction

ii. David Bohm- On Dialogue- Chapter 6: Suspension, the Body, and
Proprioception

1. *(strongly suggested but not required)* Frans Meijers- International
Journal for Dialogical Science- Monologue to Dialogue: Education
in the 21st Century

iii. Videos

3. Class 3- Who is Martin Buber and what are some of his main ideas?

a. Texts

i. Kenneth Paul Kramer- Martin Buber's I and Thou: Practicing Living
Dialogue- Chapter 1: The Twofold World

1. *(strongly suggested but not required)* Kenneth Paul Kramer-
Martin Buber's I and Thou: Practicing Living Dialogue-
Introduction: Genuine Dialogue

ii. Kenneth Paul Kramer- Martin Buber's I and Thou: Practicing Living
Dialogue- Chapter 2: Three Relational Realms

1. *(strongly suggested but not required)* Kenneth Paul Kramer-
Martin Buber's I and Thou: Practicing Living Dialogue- Chapter 4:
Who is the Real "I"?

2. *(strongly suggested but not required)* Mary Watkins and Helene
Shulman- Towards Psychologies of Liberation- Chapter 9:
Non-Subjects and Nomadic Consciousness

iii. Kenneth Paul Kramer- Martin Buber's I and Thou: Practicing Living
Dialogue- Chapter 3: What is "Genuine Community"?

1. *(strongly suggested but not required)* Mordechai Gordon-
Listening as embracing the other: Martin Buber's philosophy of
dialogue

iv. Videos

4. Class 4- How do Buberian concepts impact our understanding of dialogue and critical thinking in an educational setting?
 - a. Texts
 - i. Kenneth Paul Kramer- Learning Through Dialogue: The Relevance of Martin Buber's Classroom- Part 1: Theory and Method
 1. Chapter 1: Buber's Two Ways of Learning
 2. Chapter 2: Buber's Method of Inclusion
 3. Chapter 3: Teaching as Unteaching
 4. Chapter 4: The Broadest Frame- Dialogue as Meta-Methodology
 - ii. *(strongly suggested but not required)* Kenneth Paul Kramer- Learning Through Dialogue: The Relevance of Martin Buber's Classroom- Preface and Introduction
 - iii. Videos
5. Class 5- What are practical applications of Buberian concepts in an educational setting?
 - a. Texts
 - i. Kenneth Paul Kramer- Learning Through Dialogue: The Relevance of Martin Buber's Classroom- Part 2: Application and Practice
 1. Chapter 5: Dialogues with Texts
 2. Chapter 6: Dialogues with Students
 3. Chapter 7: Interview Dialogues
 4. Chapter 8: Journal Dialogues
 - ii. *(strongly suggested but not required)* Kenneth Paul Kramer- Learning Through Dialogue: The Relevance of Martin Buber's Classroom- Conclusion
 - iii. Videos
6. Class 6- Who is Paulo Freire and what are some of his main ideas?
 - a. Texts
 - i. Paulo Freire- Pedagogy of the Oppressed- Introduction and Chapter 1
 1. *(strongly suggested but not required)* Henry Giroux- On Critical Pedagogy- Introduction
 2. *(strongly suggested but not required)* Henry Giroux- On Critical Pedagogy- Chapter 4: The Promise of Critical Pedagogy in the Age of Globalization: Towards a Pedagogy of Democratization
 - ii. Paulo Freire- Pedagogy of the Oppressed- Chapter 2
 1. *(strongly suggested but not required)* bell hooks- Teaching to Transgress: Education as the Practice of Freedom- Chapter 4: Paulo Freire

- 2. *(strongly suggested but not required)* Paulo Freire- Pedagogy of the Oppressed- Chapter 4
 - iii. Paulo Freire- Pedagogy of the Oppressed- Chapter 3
 - 1. *(strongly suggested but not required)* bell hooks- Teaching to Transgress: Education as the Practice of Freedom- Introduction and Chapter 1: Engaged Pedagogy
 - iv. Videos
- 7. Class 7- How do Freirean concepts impact our understanding of dialogue and critical thinking in the classroom?
 - a. Texts
 - i. Mariana Souto-Manning- Freire, Teaching, and Learning: Culture Circles Across Contexts- Chapter 1: Culture Circles and Critical Pedagogy
 - 1. *(strongly suggested but not required)* Karen Buenavista Hanna- Pedagogies in the flesh: Building an anti-racist decolonized classroom
 - ii. Mariana Souto-Manning- Freire, Teaching, and Learning: Culture Circles Across Contexts- Chapter 2: The Critical Cycle
 - 1. *(strongly suggested but not required)* Bettina Love- We Want to do More Than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom- Chapter 5: Abolitionist Teaching, Freedom Dreaming, and Black Joy
 - iii. Videos
- 8. Class 8- What are practical applications of Frierean concepts in an educational setting?
 - a. Texts
 - i. Mariana Souto-Manning- Freire, Teaching, and Learning: Culture Circles Across Contexts- Chapter 5: Culture Circles in Pre-Service Teacher Education
 - 1. *(strongly suggested but not required)* Laura Rendon- Sentipensante: Sensing/Thinking Pedagogy- Chapter 4: Refashioning the Dream, The Experience of Employing an Integrative, Consonant Pedagogy Rooted in Social Justice
 - ii. Mariana Souto-Manning- Freire, Teaching, and Learning: Culture Circles Across Contexts- Chapter 6: Culture Circles in In-Service Teacher Education
 - 1. *(strongly suggested but not required)* bell hooks- Teaching to Transgress: Education as the Practice of Freedom- Chapter 5: Theory as Liberatory Practice
 - iii. Videos

9. Class 9- What is embodied learning and pedagogies of engagement?
 - a. Eve Kosofsky Sedgwick- Touching Feeling: Affect, Pedagogy, Performativity- Chapter 1: Introduction
 - i. *(strongly suggested but not required)* Eve Kosofsky Sedgwick- Touching Feeling: Affect, Pedagogy, Performativity- Chapter 2: Interlude, Pedagogic
 - ii. *(strongly suggested but not required)* Eve Kosofsky Sedgwick- Touching Feeling: Affect, Pedagogy, Performativity- Chapter 6: Paranoid Reading and Reparative Reading, or, You're So Paranoid, You Probably Think This Essay Is About You
 - b. Mitchell J. Nathan- Foundations of Embodied Learning: A Paradigm for Education- Chapter 1: We are Learning Creatures who Struggle to Design Effective Education Systems: Framing the Problem
 - i. *(strongly suggested but not required)* Mitchell J. Nathan- Foundations of Embodied Learning: A Paradigm for Education- Chapter 2: Why We Need Grounded and Embodied Learning to Improve Education
 - c. bell hooks- Teaching to Transgress- Chapter 1: Engaged Pedagogy
 - i. *(strongly suggested but not required)* bell hooks- Teaching to Transgress: Education as the Practice of Freedom Ch 3- Teaching in a Multicultural World (philosophy of education)
10. Class 10- How does embodied learning and pedagogies of engagement impact our understanding of critical thinking in the classroom?
 - a. Texts
 - i. Mitchell J. Nathan- Foundations of Embodied Learning: A Paradigm for Education- Chapter 4: Forms of Embodiment and Embodied Learning
 1. *(strongly suggested but not required)* Mitchell J. Nathan- Foundations of Embodied Learning: A Paradigm for Education- Chapter 3: Understanding Grounded and Embodied Learning
 - ii. Roxana Ng- Sharing Breath: Embodied Learning and Decolonization- Chapter 1: Decolonizing Teaching and Learning Through Embodied Learning: Toward an Integrated Approach
 1. *(strongly suggested but not required)* Temitope Adefarakan- Sharing Breath: Embodied Learning and Decolonization- Chapter 8: Integrating Body, Mind, and Spirit Through the Yoruba Concept of Ori: Critical Contributions to a Decolonizing Pedagogy
 2. *(strongly suggested but not required)* Susan Ferguson- Sharing Breath: Embodied Learning and Decolonization- Chapter 12: Embodied Writing and the Social Production of Pain

- iii. Randelle Nixon and Katie MacDonald- Sharing Breath: Embodied Learning and Decolonization- Chapter 4: Being Moved to Action: Micropolitics, Affect, and Embodied Understanding
 - iv. Videos
11. Class 11- What are practical applications of embodied learning and pedagogies of engagement in an educational setting?
- a. Texts
 - i. Mitchell J. Nathan- Foundations of Embodied Learning: A Paradigm for Education- Chapter 6: Grounding and Embodied Learning in the Conscious Spectrum
 - ii. Mitchell J. Nathan- Foundations of Embodied Learning: A Paradigm for Education-Chapter 8: Grounding and Embodied Learning in the Biological
 - iii. Mitchell J. Nathan- Foundations of Embodied Learning: A Paradigm for Education- Chapter 10: Sociocultural Learning as Common Ground and Engaged Participation
12. Class 12- What are other models for nurturing critical thinking through dialogue, embodied learning and pedagogies of engagement?
- a. Texts
 - i. Laura Rendon- Sentipensante: Sensing/Thinking Pedagogy- Chapter 1: Prelude to a New Pedagogical Dreamfield
 - 1. (*strongly suggested but not required*) Laura Rendon- Sentipensante: Sensing/Thinking Pedagogy- Introduction: A Need for a New Dream of Education
 - ii. Laura Rendon- Sentipensante: Sensing/Thinking Pedagogy- Chapter 6: Sentipensante (Sensing/Thinking) Pedagogy
 - 1. (*strongly suggested but not required*) Laura Rendon- Sentipensante: Sensing/Thinking Pedagogy- Chapter 5: The Courage to Chart a Different Path
 - iii. Videos
13. Class 13- What are other models for nurturing critical thinking through dialogue, embodied learning and pedagogies of engagement?
- a. Texts
 - i. Zaretta Hammond- Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students:
 - 1. Chapter 4: Preparing to be a Culturally Responsive Practitioner
 - 2. Chapter 6: Establishing Alliance in the Learning Partnership- Becoming an Ally to Help Build Students' Independence

3. Chapter 8: Information Processing to Build Intellectual Capacity-
Growing Brain Power Through Elaboration

ii. Videos