

Kathryn Malay & Kyla Hartunian
ENGL 823- Critical Perspectives on Second Language Teaching & Teacher Education
CAL, IUP Department of Language, Literature, & Writing
July 19th, 2024
Group Facilitation Project

Learners

All district-wide Kindergarten through grade 12 professional teaching staff

- this is a 30 minute professional development training to be conducted during the monthly faculty meeting

Learning Outcomes

By the end of this training, district K-12 professional staff will be able to:

- Identify key terms and concepts related to critical pedagogy.
- Distinguish between different pedagogical approaches as they are practiced in various K-12 contexts.
- Describe and apply concrete examples of relevant, CP-inspired teaching practices that apply to their own classroom.

Rationale

Shokouhi and Pashaie (2015) explain that “teachers should problematize situations and encourage our students to extraordinarily re-experience the ordinary” (p. 207). By introducing the concept of fostering metacognitive awareness to teaching practice, teaching staff will become more aware of their own methods. When it is appropriate, they will be better equipped to choose from alternative strategies. Teachers should be aware of the differences between the banking system of learning and problem posing learning.

Selected Pre-Activity Readings

Freire, P. (1970/2000). *Pedagogy of the Oppressed. (30th Anniversary Edition)*. New York: Continuum.

Shokouhi, M., & Pashaie, F. (2015). Critical pedagogy and its realization in classroom context. *Journal of Applied Linguistics and Language Research*, 2(3), 204-210.

Key Concepts

Critical pedagogy

Praxis

Banking system

Problematized learning (problem posing education)

Alternative methods that favor critical pedagogy

Activity

For this activity, we will have our group facilitators, Kathryn and Kyla, conduct a presentation using the slide deck, “Introduction to Critical Pedagogy Concepts.” This slide deck presentation will consist of the following parts:

1. teach terms & CP alternatives [15 min.]
2. give examples of both & discuss [5 min.]
3. use whip-around activity to encourage application and discussion in small groups [10 min.]

Post-Activity Reflections

Exit ticket

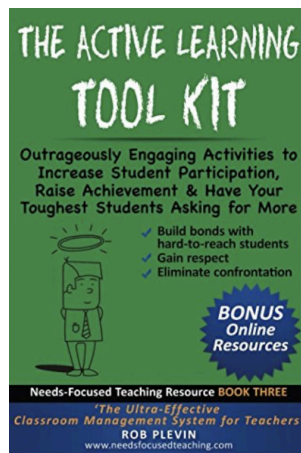
Create group message board with your response to the following message:

Write a personal goal with one change you can make to your teaching style that will use an alternative to the banking method in your classroom.

We will be hanging this poster in the faculty room for further reference and accountability and revisiting our goals at our next faculty meeting. Pick something that you feel is do-able and necessary for your teaching practice. You've got this!

Additional Resources List

If you're looking for information on additional activities for your classroom, check out these books:



[Amazon.com link](#)