2016-17 TeachingWorks Streaming Seminar Series

**Inside Teaching: A Powerful Force for Equity**

*Learning about students' cultural, religious, family, intellectual, and personal experiences and resources for use in instruction*

**Featuring:**
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Thank you for your patience. The session will begin at 4:10 p.m.

Email questions to twseminar@umich.edu #twseminar
Learning about students’ cultural, religious, family, intellectual, and personal experiences and resources for use in instruction

Kris D. Gutiérrez
Developing a New Pedagogical Imagination: Learning to see Historically and Socioculturally

• Goal
  — Consequential and equity-oriented learning
  — What counts as equity?
  — What counts as culture?
  — Leveraging the everyday to build robust practices
Toward a Teaching and Learning System

• Focus on teacher and student learning
• Organized around expansive notions of learning and culture
• Movement from unexamined to examined assumptions about teaching/learning/students
Learning

- Understanding and designing environments that organize learning as the formative anticipation of possible futures, the realization of a potential
Expansive Learning

• Everyday concepts grow upward
• Scientific (school-based) grow downward

• Learning is the continual reorganization of the two
Equity: Our Miner’s Canary

Equity is both ideal and pragmatic in its conceptualization.
Toward a Humanist and Equity-oriented Pedagogy:

• Name the already existing analytical frameworks that inform your beliefs about learning/teaching; what’s already assumed?

• Identify the recurrent social and cultural constructions of students in our discourses & tools

• Trace the intellectual and sociocultural history of the constructs/constructions used in our teaching;
Robust & Equity-oriented Practices

• Conceptually coherent
• Evidence-based
• Organized around big ideas and practices
• Interdisciplinary
• Tightly woven with inquiry and practices
• Historicized
CULTURE

- Human beings organize life for new generations to rediscover and appropriate mediating artifacts; through the process of enculturation; older persons arrange for younger ones to acquire the accumulated artifacts of their social group

- Culture is our sociocultural past (M. Cole)
100% Piñata rule

100% of Mexicans do not hit piñatas 100% of the time
How can we teachers know what is cultural about youths’ practices?
Learning from Everyday People
Plessy V. Ferguson. Plessy v. Ferguson is a U.S. Supreme Court case from 1896 that upheld the rights of states to pass laws allowing or even requiring racial segregation in public and private institutions such as schools, public transportation, restrooms, and restaurants.
Repertoires of Practice

*Ways of engaging in activities stemming from participation in a range of cultural practices
*Requires a focus on people’s history of engagement in practices of the cultural community
*Cultural differences, from this perspective, are attributed to variation in people’s involvement in common practices of particular cultural communities.

(Gutierrez & Rogoff, 2003; Gutierrez & Correa-Chavez, 2006)
Repertoires of Practice vs. Learning Styles as Traits

Understanding the history of people’s participation in practices in ways that give meaning to their lives
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<th>Remediation</th>
<th>Re-mediation</th>
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<td>Basic Activity</td>
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<td>Often Individualized</td>
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<td>Low Level Mediation or Assistance</td>
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<td>English Only</td>
<td>Hybrid language practices</td>
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Situating our Practices
Hybrid Environment

“EL” Maga

Play and the Imaginary Situation
Technologies and joint activity
Cognitive Ethnography
Hybrid Language and Multimodal Practices
Theory, research, critical inquiry
Graduate School of Education
University of California

Division of Labor:

JOINT ACTIVITY

Learners

Object:

Sociocritical Literacies
Socio-scientific Thinkers

Outcome

Historical Actors

Rules:
- Norms, Practices, Policies;
- Pedagogical philosophy

Tools

- High Leverage Practices
- Conceptions of Learning, Culture, Knowledge

Community:

- Stakeholders

Conceptions of Learning, Culture, Knowledge

Division of Labor:

JOINT ACTIVITY
Time & Space in the MSLI Social Science Classroom 9:55 – 9:58

Traditional focus on official space; individual

Focus on the diachronic

Diagram by Prof. Carlos Tejeda
Dialogue in Time & Space
MSLI Social Science Classroom 9:55 – 9:58

Shift focus to individual And Collective

Attention to both the diachronic and synchronic; history of practices
Vygotsky
Hybrid Spaces
Hybrid Language
Spaces

Las Redes

Official
Space/Script

Unofficial
Space/Script

THIRD
SPACE
(Hybrid Space)
The Zone of Proximal Development
American Analogies

Zo-Peds as Scaffolding

The basic notion of scaffolding is that adult tutorial interventions should be inversely related to the child’s level of task competence—e.g., the more difficulty a child has in achieving a goal, the more directive the interventions should be.
The Zone of Proximal Development
American Analogies

ZO-PEDS VS. Scaffolding

The notion of scaffolding becomes problematic when one focuses not on the execution of a specific task but on the changes in the child. Central to the notion of scaffolding must be the understanding that the discovery of new goals is central to the process of development, and to capture the important way in which adult understanding of goals structures the sequence of activities the conception of scaffolding must include architects and foremen to the building process it references.
Cognitive Ethnography Outline
Fieldnote (Cognitive Ethnography) Outline
NAME: Your first and last name
SITE: XXXX School (MES) List program observed
DATE: Month/Day/Year
ENSEMBLE: (List all the children and Amigas/os you worked with even casually, or observed). Include names, ages, and grades.
ACTIVITIES: Games and Levels for the day (Activities for the observed time)
LETTERS: All to whom children wrote to El Maga
PROJECTS: Adventure Guide development; multimedia presentations (List project in which students are involved)

I. GENERAL SITE OBSERVATIONS
What do you notice about the school as you come in; what is the feeling of the computer room, the general attitude of the children as a whole; what other activities within the school may be affecting the environment or atmosphere of the 5th Dimension activity. What are the feelings of the other UCLA students; what types of interactions/activities are taking place between the undergraduates (UGs) before the site activities begin (i.e., the ride to site, your conversations, etc.).
II. NARRATIVE
Concentrate on describing the interaction between you and the child(ren) (add more information about the environment around you, as ACCURATELY and THOUGHTFULLY as you can. Reflect on what went on at site, how you interacted with the child(ren), how they interacted with you, and how they interacted with each other. Be sure to note how you and the child(ren) came to engage in a specific activity, what their reaction was to the activity, and what difficulties or problems they encountered when dealing with the game. PAY close attention to dialogue, language use, and strategies the child(ren) utilized or attended to during the course of the game. Remember that negative instances or ways the interaction break down, or misunderstandings about the game are just as interesting as positive instances; in fact, they can be more informative when we try to understand what supports or constrains learning. BE SURE to write your opinions and subjective assessments as OBSERVER COMMENTS (OC), because they are your ideas, assumptions, or hunches— inferences or reasons about why the events unfolded in a particular way.
III. GAME-TASK LEVEL SUMMARY
Write a SHORT summary of the interaction. Include all the levels a child worked through to complete a task. That is, if a child completes the Beginner, Good, or Expert level of an ADVENTURE GUIDE, then break down and describe the interactions at each level: what the child was doing and what they HAD TO DO to complete the level; note any problems they may have encountered. BE SURE to include the kind of help YOU gave to get them throughout a particular level or through the processes of game play. Also include any assistance they sought or were given by peers.
IV. REFLECTION/ANALYSIS
This is your opportunity to reflect on the day’s events and to make sense of them. Reflection notes are similar to observer comments and, in fact, your OCs should be useful to you in writing this section. This section is extremely important because it is the beginning of your analysis and will help your subsequent joint work with the children; these reflections will also help you when you write your final paper. Reflections should also include how you think your experiences are related to the concepts you are learning in class and how these theoretical tools influence or inform your analysis of ongoing learning activities, the processes of learning, etc. Reflection also provides an opportunity to begin to raise issues and questions you might have with the readings (i.e., learning experiences for which the readings do not account). Your analysis of practice through theory and theory through practice are not necessarily easy tasks but can be rewarding and serve as the source of very productive meaning-making and insight. Reflection sections should end with two or more questions that you want to consider when you return to site. Questions at the end of the cognitive ethnography field notes will help focus your attention for your subsequent work with the children.
Nate, Marco, & Las Redes

“I waited for you man.”

“Where have you been? I missed you last Monday.”

“Let’s play chess.”

“C’mon, I’ll teach you.”

“I was dumbfounded...”

“It’s like football...”

“...the kid taught me how to play...”
Adventures in Space

“...ZPD...third space...”

“...none compared to today.”

“Marco became the expert while I was the novice...”

“I learned how to play...”

“...truly a dynamic place where anything can happen...”
ORGANZING LEARNING FOR THE FUTURE: LEVERAGING THE EVERYDAY
The Ecology of Migrant Institute

- Teatro
- Workshops
- Small Group Tutorials
- Gender Circles
- Rec. Time
- Fieldtrips
- Residential Life
- Highly Competent Staff

Rigorous learning
Multiple forms of mediation
Framing activities
Mini-lectures
Large/small group
Writing/reading conferences
Difficult texts+ Multiple forms of mediation

--Framing “big picture” ideas and concepts, including history of the ideas read/discussed

--Locating the meaning of ideas and concepts studied and read in everyday practices

--Engaging in thoughtful discussions employing a range of roles and perspectives to pose new questions, generate ideas, to identify points of contradiction with one’s experience, viewpoint, across texts and ideas,

--Ongoing opportunities to elaborate, revise, amend one’s thinking in writing/discussion/media/teatro del oprimido
--Embodying understandings of new concepts in problem-solving scenarios, identifying the problem and contradiction at hand; assessing the resolution; proposing and enacting alternative solutions/perspectives (teatro)

--Marshalling evidence from text, discussions, life experiences.

--Critically examining the very practices of which they are a part, their contradictions, and their histories.
Escaping the Encapsulation of Schooling

- Promotes a context of discovery: powers of experimenting, modeling, symbolizing and generating
- Involves a context of application: powers of social relevance and embeddedness of knowledge, learning as movement and guided practice
- Context of criticism: emphasizes the power of: resisting, questioning, contradiction, and debating
  - (Engeström, 1996)
Maybe this is a beginning for us, who knows right?

Think about this place as a workshop, as a factory.

Una maquina pero de sueños Right?

This is where we think about- this is your future ((Points out toward campus))

What’s on the other side ((Points at a couple of students off camera))

You know? No? You know what’s on the other side?

I wanna find out (though) This is what I wanna do=

=I wanna dream our future and I don’t just wanna dream it=

=I wanna look over what’s on the other side=

That’s the big thing about dreaming Let’s try Let’s go see=

Let’s see what’s on the other side. ((He starts to move away))
Historicizing Education
Historicizing Learning
Writing, Reading, and Science
Thinking historically
Exploiting the contradictions
Cognitive and embodied learning
Rigorous texts
Tool saturated environment
Heterogeneity and Hybrid Language/literacy Practices
Sociocritical Literacies

- Everyday and institutional literacies are reframed
- Oriented toward critical social thought and powerful literacies
- Historicizing Literacy
- Emphasize vertical and horizontal forms of learning
- Bolstered by syncretic texts
“Rising to the Concrete”

• Critical Testimonios ("Autobiography") combined with an historicized "community-biography" and social media to develop a sociocritical literacy for social action and personal transformation among high school students from migrant farmworker backgrounds
“Rising to the Concrete”

- A “syncretic testimonio”
  - a coproduction,
  - Internal: imbued with the author’s story and life history
  - External: includes other students, staff, and a network of social relations

- A hybrid text (memorialization, e.g. film)
  - several seemingly contradictory or inharmonious conventions
    - traditional conventions
    - sociopolitical narratives
    - shared orally
    - witnessed in an intimate and respectful learning community
    - to develop students’ new understandings about themselves and their relations to the immediate and the larger social world.

- Mindful to the double bind: nondominant communities used as a colonial project.
At sixteen she [my mother] got married to someone she didn’t know because my grandmother, Virginia, thought that being sixteen was too old. A year later, in 1987, I was born in the *miniscule* town of San Martin, Oaxaca. According to my mother, I was dead, but many say I was half dead. So what did they do? They wrapped me up in a blanket and tossed me up until I awoke.

I lived in that town for four years and I can recall waking up to a tree branch filled with spider webs and the smell of tortillas, which we ate with either salt or bugs. I also remembered taking cold showers in a gigantic room filled with frogs, as well as the day my parents took me to see the dead body of my 90-year-old grandfather. *(locating herself in details/memories of her past)*
My mom said doctors and nurses visited her to taste her food. My father, on the other hand, was a devoted carpenter who at times was randomly chosen to be mayor of the 800-people town. Then my grandmother heard of “El Norte” and left. We soon followed. I arrived in California in the trunk of a car. If ever I understood the definition of confusion, it was then. I had no idea of where I was and how I got there but I was finally there—the New World. It was filled with cars, TVs and above all, poverty. My family lived in a garage after being thrown out of my aunt’s house because she felt our family was consuming her children’s food. Interestingly enough, we were extremely thin and most of her children were overweight.

(new world; migration narrative; locational, expository, and stylistically interesting; irony; social commentary)
“Are you Indian?” children would ask. Some would ask in order to point out my skin color and ugliness. Others supposedly to admire my intelligence. *(compare and contrast)* It remained glued to the back of my head *(troupe doesn’t work but a clever attempt, makes it an image)*. I just didn’t belong. Once again I was encouraged to become invisible. . . and I did. I returned to the job of watching and learning. A job I kept at school and in my house. All I ever did was listen to everything that was told and swallowed it. This is why school was easy. *(Makes causal claim AND argues for it)* I would remain quiet through classes and I would listen and this is what teachers admired the most. I memorized and that’s what people called intelligence. I wrote about my grandmother’s death, and that’s what they called good writing. *(defining intelligence and good writing; ironic observation)*
It was what Paolo Freire speaks about in the second chapter of “Pedagogy of the Oppressed” — banking education. I was a piggy bank.

(Academic move; draws on text as an analytical tool and to support her argument; ends with an ironic, witty, image; stylistic change up from long and short sentences that illustrate a sense of rhythm)
(1) Syncretic Text: A Reorganization of Everyday and School-based Genres

(2) Everyday Genres: Testimonial
- Creates a space for one's history in a new for Historicizing narrative

(3) Conventions: 1st person narration
- Author as Protagonist/Witness to life event
- Defining ourselves/how others define us
- Thinking historically/seeing yourself in history
- Examine forms and functions of Testimonials

(4) Introduction/reading/designing of multimodal texts:
- Exemplar texts that provide 1) models of the genre, its forms and functions, and provides analytic tools to understand and write one's story into history; and provides 2) models of how Extended Definition is elaborated; opportunity to do close reading of texts.

"Enrique's Journey" (Sonia Nazario) epic journey/odyssey
I, Rigoberta Menchu: An Indian Woman in Guatemala
Autobiography of Malcom X
Open Veins of Latin America (Eduardo Galeano) – History of Latin America
The Sociological Imagination- C. Wright Mills

(5) Academic Genres: Expository essay
- Extended Definition

(6) Conventions: Aristotelian Definition
- Etymology
- Comparison/Contrast
- Exemplification
- Description/illustration
- Cause/effect
- Negation
- Examine forms and function of extended definition

Adapted from Gutiérrez, 2014
In order to look into our future, we must first look at our past. When people look at me, they think I am just the daughter of people who migrated from Mexico and now they work in the fields. People need to look at the bigger picture, why my parents came to this country, and how that has affected me personally.
Migrant Student

An extended definition isn’t just a definition from the dictionary like this one:
Migrant - A person who moves from place to place to get work. The extended definition of a Migrant
is the following: A person who has problems in its country and has to leave. These problems could
include repression, poverty, oppression, or lack of a good life. “In Latin America it also includes the oppression
of small countries by their larger neighbors and within each country’s frontiers, the exploitation of food
and labor.” (Galeano 1972). Most of the
I am a hard working student.
I am my parents' hope.
I am a person who has a goal.
I am a story to be written.
And the most important thing
I am a hard worker's son.
Finally, I am the author of my life
and I will live to write the successes
of my life.

This story will continue...
Los años pasaron y me acostumbré a los E.U y en Junio del 2004 tuve una gran oportunidad. Tuve la oportunidad de venir al MSLI y a qui es donde descubrí el significado de la luz que miraba en el fondo de la cueva que mire cuando mi papa me preguntó que si me quería venir. La luz significa una nueva vida que estoy a punto de empezar, mi deseo de ayudar a mis padres, mi deseo de que mis padres y hermanos estén orgullosos de mi y de ser el primero en la familia en graduarse de la universidad. Also, the MSLI helped me to understand who I am.