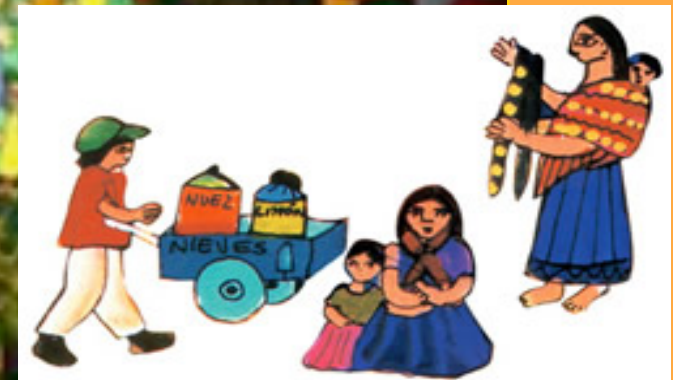




Social Cartography as Collaborative Action



Dené Granger, Lauren E. Jetty, Laura Reeder

EDU 781 - December, 2010

Problems to be addressed by this Collaborative Action Proposal

Political - American School system's obsession with testing has resulted in a shift away from equity and justice. Educational reforms have neglected how schools can help a diverse group of students understand how sociopolitical forces influence their futures (Giroux, 2008).



Practical – Contemporary teachers enter their profession with limited ability to access funds of knowledge that they and their students bring to a learn environment.

Political

Student Identity as a successful learner is critical to learning and achievement (Markus, 2008)

Schools need to be a place for all students to “see” themselves as successful students – need for Culturally Responsive Teaching (Banks, 2008, Moll, 2010)

Cultural Deficit Model – ignores or restricts identity development for students from non-dominate cultures. (Markus, 2008)

Dominate norms reproduce cultural deficit model – Cultural difference theorists (Banks, 2008)

Dominate norms pervade most American Schools (Markus, 2008)

Practical

Teachers are underprepared to deal with the cultural terrain of classroom life (Giroux, 2008)

Cultural differences are often viewed as deficiencies rather than strengths by teachers (Giroux, 2008)

Who are American Teachers? – 70 % are white, middle class, & female (Markus, 2008)

Teachers of European American backgrounds are unaware they possess a culture (Nieto, 2008)

Teacher most often view experiences through an unquestioned dominant perspective

Teachers as agents to counter these problems

- Teachers need to gain an understanding of the “funds of knowledge” students and their families possess (Banks, 2008, Moll, 2010, Nieto, 2008)
 - students become more engaged
 - this knowledge helps to challenge deficit oriented discourse



- In order to counter these problems an intervention is needed to both give voice to the students and allow teachers to gain understandings of these funds of knowledge.
 - *“the historicity of knowledge and experience provides the basis for helping students to develop a respect for their own experiences so they can be legitimate and reclaim their own language and histories”* (Giroux, 2008, 453).
 - Teachers need to assume responsibility to develop pedagogical practices around forms of knowledge ignored within dominant school culture
 - *“this can of course, lead to a deeper understanding by both students and teacher of how both local and official knowledge get produced, sustained, and legitimated”* (Giroux, 2008, p. 455).

References

- Banks, J. (2008). Diversity, Transformative Citizen Education, and School Reform. In M. Minow, R.A. Shweder & H.R. Markus (Eds.). Minow, M., Shweder, R. A. & Markus, H. R. (2008). *Just schools: Pursuing equality in societies of difference* (227-254). Russell Sage.
- Giroux, H. A. (2008). Teacher education and democratic schooling. In A. Darder, M. P. Baltodano, & R. Torres (Eds.), *The critical pedagogy reader* (2nd ed., pp. 438-459). NY: Routledge.
- Markus, H. R. (2008). Identity matters: Ethnicity, race, and the American dream. In M. Minnow, R. A. Shweder, & H. R. Markus (Eds.), *Just schools: Pursuing equality in societies of difference* (63-98). New York: Russell Sage.
- Moll, L. C. (2010). Mobilizing culture, language, and educational practices: Fulfilling the promises of Mendez and Brown. *Educational Researcher*, 39, 451-460.
- Nieto, S. (2008). Bringing bilingual education out of the basement and other imperatives for teacher education. In A. Darder, M. P. Baltodano, & R. Torres (Eds.), *The critical pedagogy reader* (2nd ed., pp. 469-482). NY: Routledge.