

Francine Muhimpundu: Independent Study
EDSP 699B: Constructivism as Transformative Pedagogy
Spring 2013
Facilitator: Kathy Evans

Purpose of the Course

This course delves deeper into the notions of constructivist and re-constructivist principles, particularly as they inform ideas about transformative pedagogy. Student(s) will explore ways in which schools can teach about social problems and explore solutions to those problems. The course will enable students to explore the ways in which schools/teachers become transformative agents for society, impacting students' lives and the broader social context. Schools in Burundi (and perhaps other countries) are not always organized in ways that address social issues. The curriculum is often seen as decontextualized, failing to promote ways of interacting with each other toward peace, justice, and equity. This course is built on a foundation where schools do not exist apart from life, but rather as a part of the broader social context in which they exist.

Outcomes

- Explore ways to influence teachers and community members through education
- Learn about and understand restorative practices as applied to schools
- Explore ways to influence the school community using constructivist principles
- Build an understanding of critical pedagogy as discussed by Freire, hooks, and others
- Develop an action plan based on critical and transformative pedagogy that will be applicable in a Burundian context

Readings

Books:

Bible – Amos, Isaiah 58

Canestrari & Marlowe: Educational Foundations: Part VI

Freire, Pedagogy of the Oppressed: Ch 1, 2, 4

Freire, Teachers as Cultural Workers: First, Second, and Fourth Letters

Freire, Education for Critical Consciousness: Ch 2

Lederach, Moral Imagination: ch 4

bell hooks, Teaching Community: Preface, 2, 8, 9, 11

bell hooks, All about Love: 3, 7, 8

O'Brien, Voices from the Edge: ch 3

Charlton, Nothing About us without us: ch. 1, 2, 5, 7

Articles:

Vaandering: RJ and Critical Theory
Lester/Anders: Refugee Status and Representation
Morrison: School Bullying and RJ
Morrison and Vaandering: RJ – Pedagogy, Praxis, Discipline
Cook-Sather: I am not afraid to Listen
Wearmouth: RJ in Schools, NZ example
Morrison: RJ and School Violence
Beane & Apple: The Case for Democratic Schools

Activities

- Bi-weekly discussions 10 weeks... 7 meetings (2hours) – *Suggestion*: Complete 6 readings for each of our 5 remaining Reading and Discussion sessions.
- Bi-weekly written reflections: summary of reading, personal reflections with actions steps for potential application. *Suggestion*: Think about possible barriers to this application and how you might work around, across or through those barriers.
- Final Project: Summary of Action Steps, Develop a Personal Action Plan of steps that might be taken upon returning to Burundi

Dates for Meetings:

January 18 (1:00-2:00) – Course Objectives and Outcomes
January 23 (9:00-10:30) – Course Readings and Schedule
February 6 (9:00-11:00) – Discussion of Readings
February 20 (8:00-10:00) – Discussion of Readings
March 13 (9:00-11:00) – Discussion of Readings
March 27 (9:00-11:00) – Discussion of Readings
April 10 (9:00-11:00) – Discussion of Readings

Final Exam due April 25 (9:00-11:00) – Development of Personal Action Plan