

The background of the slide features a blue-toned digital theme. At the top, there are vertical lines of varying heights, some topped with the number '1' and others with '0', resembling a binary code or data stream. In the lower half, a large, stylized fingerprint is visible, with its ridges and valleys rendered in a way that suggests a digital or biometric theme. The overall aesthetic is high-tech and academic.

Fostering Critical Pedagogy in a Large Online Undergrad University Course

**Amir Kalan, University of Dayton &
University of Toronto, OISE
Michelle Troberg, University of Toronto
Mississauga**



BACKGROUND and ROADMAP

Online learning in high-enrollment credit-granting university courses is developing quickly, yet there is a real dearth of critical pedagogies being reported; Vander Valk (2008) and still true today.

Our observations

- **Near absence of critical pedagogy**
- **Instructional team feels alienated from students**
- **Students feel alienated (evidence from student evaluations)**

Action

- **Introduction of critical pedagogy/literacy into the course using practitioner inquiry as our principal methodology**
 - **modes of communication**
 - **course content**

Findings



CONTEXT

The Course:

- **High-enrolment introductory English grammar course**
- **University of Toronto Mississauga**
- **Analysis of principal categories; basic morphology and phrasal syntax**

Academic Context:

- **Service course for a Humanities credit**
- **Gateway course to a Linguistics minor program**
- **Specifically designed as a *linguistics* course, not as an ESOL course**

Delivery: online and hybrid

Instructional Team:

- **Instructor**
- **Teaching Assistants (2-3 online; 6 in-person)**
- **Postdoctoral Fellow (data analysis)**



THE STUDENTS

1000 students/year

- **50-65 % International students**
- **75-80 % Non-native speaker of English**
- **~ 40% 1st year**
- **~ 30% 2nd year**
- **~ 30% 3rd year and higher**

No statistical correlation between performance in the course and these demographic variables

Only predictor of outstanding performance or failure: engagement in the course as measured by participation scores – a student's desire to learn/achieve independently of the course

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INQUIRY IN A LARGE ONLINE COURSE

- **Instructor controls modes of delivery and course content**
- **Most materials pre-determined and “timeless”**
- **TAs as graders**
- **Instructor and TAs collectively create modes of delivery and course materials**
- **Course materials adaptable to student identity**
- **TAs as RAs**
- **TAs as teachers**

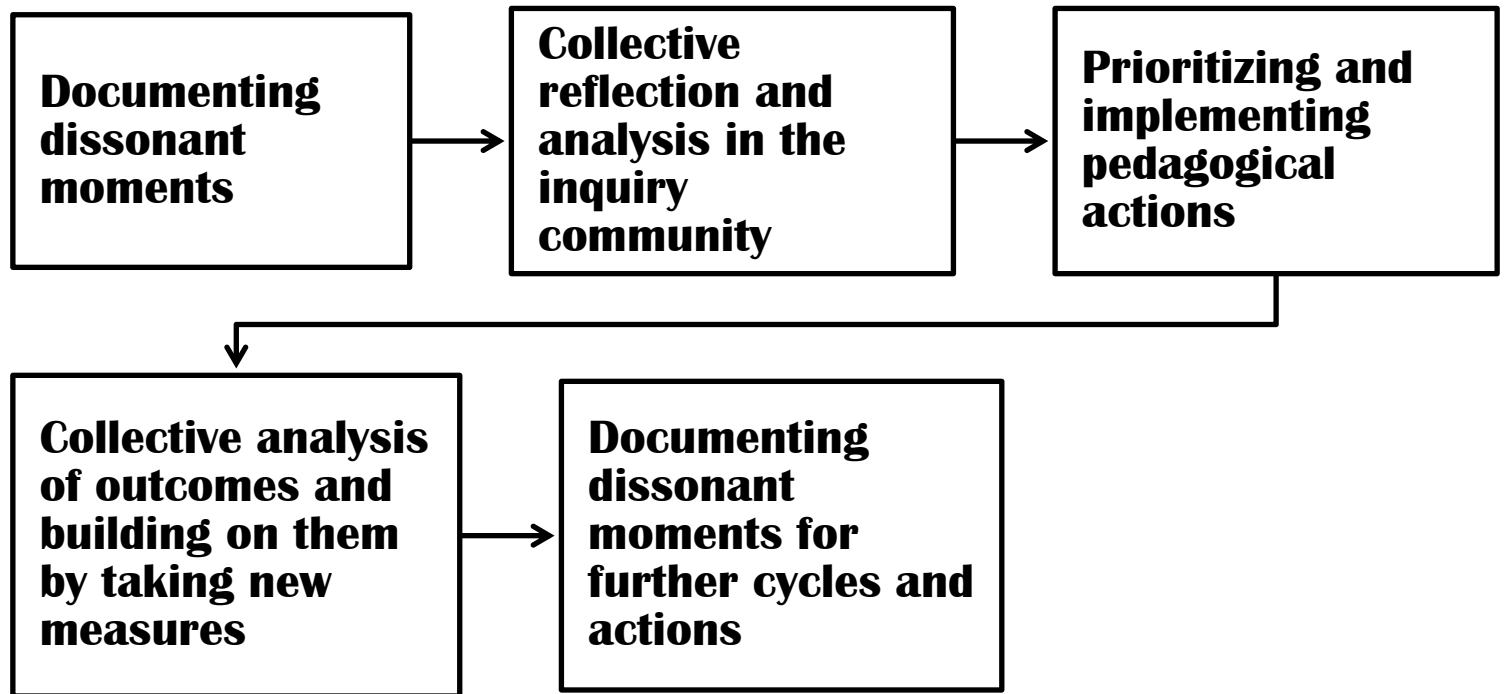
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GUIDING QUESTIONS

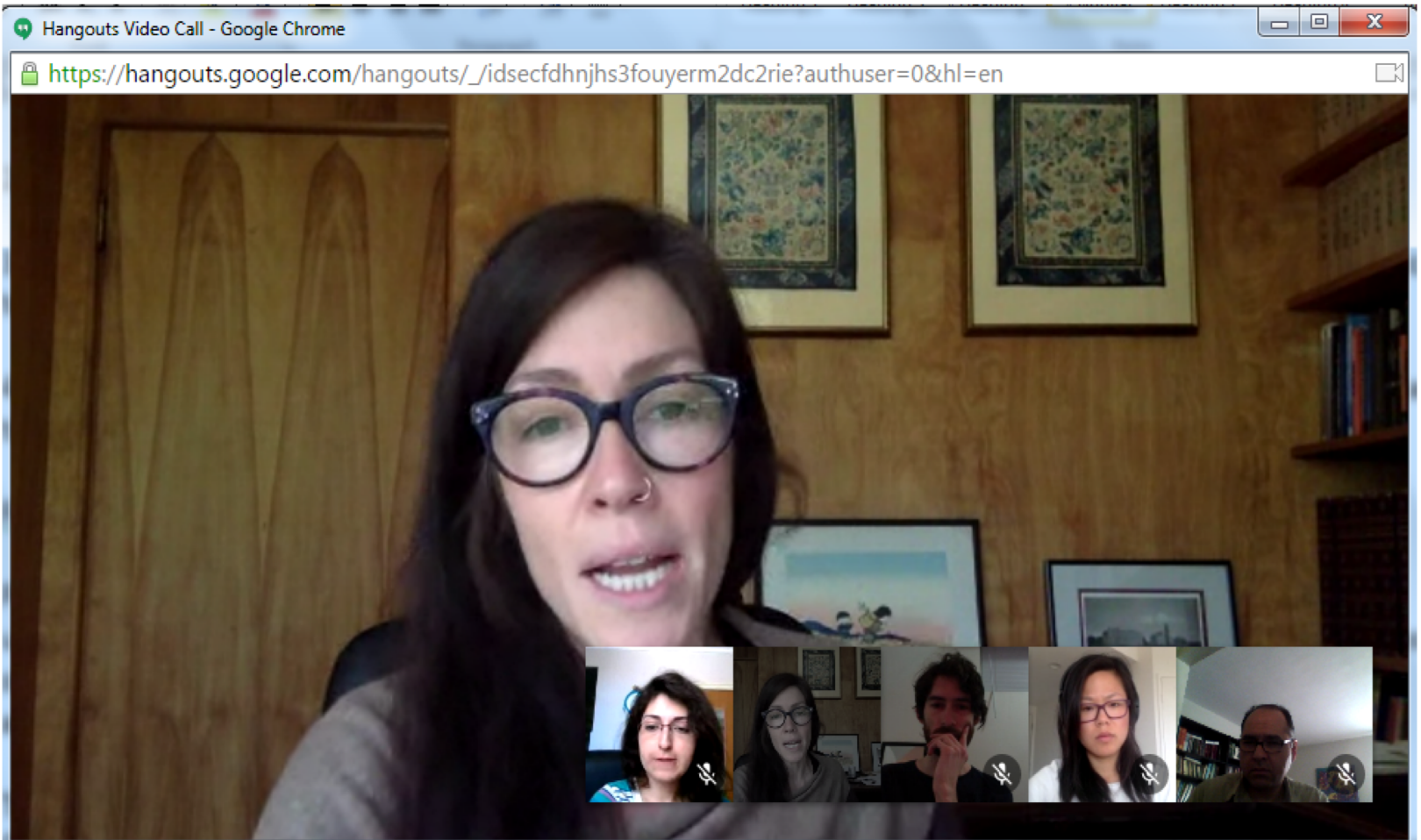
1- How can we create online critical pedagogy (Freire, 1970; Freire & Macedo, 1987) through a practitioner inquiry community (Cochran-Smith & Lytle 2009; Simon & Kalan, 2016)?

2- How can we translate critical literacy notions such as “identity, access, diversity, and power” (Janks, 2013) into online pedagogical practices?

INQUIRY APPROACH



Teaching Team



NCARE (Network of Critical Action Researchers in Education)



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The Social

Assignment#4: Required Reading and Listening ▾

Build Content ▾

Assessments ▾

Tools ▾

Partner Content ▾



The I's Have It

Enabled: Statistics Tracking

Attached Files: The I's Have It.pdf ▾ (100.876 KB)

From the *New York Times*, Feb 24, 2009

Written by Patricia T. O'Connor and Stewart Kellerman



Obama smells self for sulphur

Enabled: Statistics Tracking



Trump: Victory speech in New Hampshire

Enabled: Statistics Tracking



Singular Generic "They"

Enabled: Statistics Tracking

Attached Files: Singular Generic THEY Reading.pdf ▾ (50.116 KB)

Save Answer

Trump uses the word "so" several times in the clip.

- [2 points]

[illegible]

Save Answer

You will have noticed that his speech is full of non-standard usage, including "ain't". Offer an explanation as to why Obama uses so many non-standard forms. Your answer should *at least* take into account his educational background (Please check to see if he went to university and if so, where. Can we assume that he is well-versed in standard English?) and the context of this video-clip (He is speaking at a public rally in Greensboro, North Carolina).

[2 points for a well-reasoned answer + 2 points for grammar]

[illegible]

Pronouns: Non-binary singular “they”

The following questions are related to the article we read this term entitled "Vague Guidelines Lead to a Misstep on Gender Pronouns" by Liz Spayd and published in the *New York Times* (May 25, 2017).

<https://www.nytimes.com/2017/05/25/public-editor/asia-kate-dillon-gender-pronoun-liz-spayd-public-editor.html>

→ Please answer in full, grammatically correct, and properly punctuated sentences.

1. Using the proper grammatical terms where appropriate, briefly explain why Asia Kate Dillon prefers people to use the pronoun “*they*” (instead of other pronouns) when referring to this actor (Asia Kate Dillon). [2 points]
2. List the grammatical features that the personal pronoun “*them*” encodes in standard usage. [2 points]
3. The 3rd person singular pronoun “*it*” is unspecified for gender; however, unlike the pronoun “*they*”, it is not commonly used to refer to people who have a non-binary identity. Why is this? [1 point]
4. Consider the following forms of a 3rd person singular non-binary pronoun (called a “neo-pronoun”):
ze (subject); *zim* (object); *zir* (possessive determiner); *zirs* (possessive pronoun)
 - a. Use the word *zir* in a sentence: [1 point]
 - b. Offer an explanation as to why the possessive pronoun ends in “s”, whereas the possessive determiner does not. [1 point]

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Creating Online Communities



Amir Kalan

RE: Question in Chapter3

Great question. Could you please watch this video and tell us about the differences between free and bound morphemes?

[Introduction to Linguistics] Free an..



How many morphemes?

2 tempting tempt -ing

1 dog

2 cats cat -s

judgers



3:05 / 13:14



YouTube



Qianyi Wang

RE: Question in Chapter3

Hello Amir,

The bound morphemes cannot stand alone and the free morphemes can stay alone. Example {-ed} is a bound morphemes in implied and morphemes.



Nightwork (2005) the [Otro Mar] project (57 min)


189 views

👍 2 💬 0 ➦ SHARE ≡+ SAVE ...



W. A. Mikels-Carrasco
Published on Jan 4, 2012

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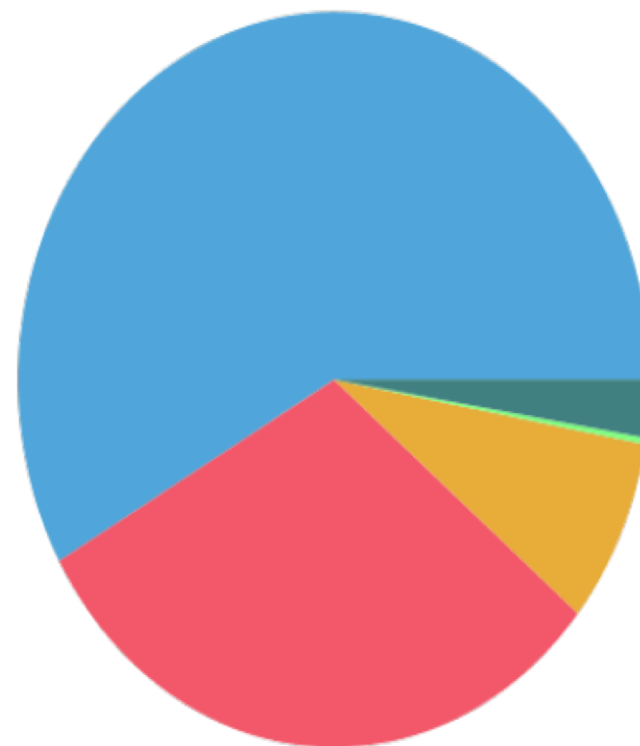
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Online Engagement; Access; and Student Identity

User Activity in Forums

Access / Forum

Forum	Hits	Percent
Amir's Group	679	54.94%
Mercedeh's group	6	0.49%
Ross's group	53	4.29%
Safieh's group	370	29.94%
Tiffany's group	128	10.36%
	1236	



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FINDINGS

“[P]racticing critical pedagogy in cyberspace must build upon sophisticated notions of multiplicity. Critical educators must recognize that there are multiple paths for reading and writing, and possibilities for multiple and nonlinear forms of learning and teaching interactions.” (Lankshear, Peters, & Knobel, 1996, p.160)

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FINDINGS

- **Multiplicity of identities**
- **Multiplicity of communities**
- **Multiplicity of sociocultural and political involvement**
- **Multiplicity of text sharing (from re-mixing to copy-pasting)**

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FURTHER QUESTIONS

1- What does online “practitioner inquiry” look like? Its philosophical foundation? Methods?

2- What does the notion “community” mean in online learning? Learners’ communities? Teachers’ communities?

3- What do collaboration; partnership, and collective action mean in online venues?

4- How can we construct “online activist pedagogies”?