

Artifact Narrative Form – Last Updated April 9, 2024

<p>Description of Artifact and Item Code – T1A1 Examining Student Engagement for Alienated Youths in Schools: Insights using Freire’s <i>Pedagogy of the Oppressed</i>. [EDU 9001 with Dr. Patricia Gouthro, MSVU]</p>	<p>Competency Area General Knowledge</p>
<p>Competency Area Outcomes [Broader Competency]</p> <ul style="list-style-type: none"> Students will be required to demonstrate a broad understanding of prominent social scientific and educational theoretical traditions and trends. Students will include artifacts that demonstrate their wide-ranging familiarity with theories related to educational studies. 	
<p>Statement on how the artifact meets the five competency areas; is it individual or multiauthored?</p> <p>In this particular artifact, I share one of my very first short papers conducted with Dr. Patricia Gouthro in my initial EDU 9001 summer institute course. While I freshly defended my Master-level thesis one month prior to taking Dr. Gouthro’s class, the discoveries and revelations I made through this work allowed me to situate my understanding around deficit versus structural ideologies. While writing my thesis, I originally wrote a section within my narratives, describing students as Tabula Rasa. Initially, I had intended this with good meaning. When students entered into my Physics 11 classroom, I did not want students to enter with any negative perception of what Physics was. I want them entering with a fresh slate. However, through feedback, one of my advisors strongly recommended me to remove that term and rephrase it. While I sought out a reason as to why this statement should be rephrased without the Tabula Rasa term, I did not understand its consequence until taking this course.</p> <p>One of the concepts that Paulo Freire shares is the notion of banking education. Essentially, in the banking model of education, students are treated as repositories to deposit knowledge. However, through learning Freire’s (2018) work around the notion of humanization, my interpretation of a dehumanizing practice in education is the act of turning students into docile drones incapable of agency when learning. I have always understood that, in order to cultivate a culture where students can excel, educators cannot simply coexist with students. However, Freire’s work not only provided the necessary epiphany around the Tabula Rasa term, but it also reinforced the importance of good teachers co-constructing learning opportunities (i.e., Freire’s educational projects) so that students can have a higher likelihood of success.</p>	
<p>Doctoral Student Outcome(s) Met</p> <ul style="list-style-type: none"> (A): A keen sense of self-awareness leading to engagement in meaningful reflection about their place in the discipline. (S): Demonstrate excellent writing and research skills essential in contemporary scholarly contexts. (S): Use reflective, rational and critical thinking to gather and interpret information in order to form judgments. 	<p>Program Objective(s) Met</p> <ul style="list-style-type: none"> Ensure Integrity and Academic Excellence: Provide a rigorous learning context that develops the research and intellectual capacities of doctoral candidates to ensure academic excellence and program completion.

Reflective statement about the process and how the item addresses the students' research and/or professional development goals.

It is important to recognize that regardless of practice or for research, critical reflection is vital for a greater understanding of future practice and action (Hamilton et al., 2008). Critical reflection has been an important aspect that has helped support my growth within the public-school education system. Within the Doctoral program, I often shared how conducting and practicing autoethnography has significantly enhanced my teaching practice. Conscious actions are scrutinized while, unconscious thoughts and actions are brought into focus. This keen sense of self-awareness has equipped me with a sixth-sense, such that it gives me an acute awareness of my position within the teaching profession, the power dynamics that are situated between students, parents, families and teachers and, a better thought process for making better decisions.

Finally, I would like to acknowledge how appreciative I am in being able to share this artifact. I have had excellent mentors throughout my graduate work, who have provided me with a larger, holistic worldview of education. What this assignment helped reinforce is the notion that many classrooms continue to alienate students by falling back on archaic methods where educators just continually bank information into students. While this does not mean we throw the baby out with the bathwater, it means that one needs to recognize how ineffectual such emphasized practices are within teaching.

References

Freire, P. (2018). *Pedagogy of the oppressed*. Bloomsbury.

Hamilton, M. L., Smith, L., & Worthington, K. (2008). Fitting the methodology with the research: An exploration of narrative, self-study and auto-ethnography. *Studying Teacher Education*, 4(1), 17-28. <https://doi.org/10.1080/17425960801976321>

McInerney, P. (2009). Towards a critical pedagogy of engagement for alienated youth: Insights from Freire and school-based research. *Critical studies in education*, 50(1), 23-35. <https://doi.org/10.1080/17508480802526637>