Social Justice Thinking: Modifying current teaching strategies to foster social justice thinkers.

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Parts of a Discipline

Discipline

Content Thought Behavior

Assumptions

Content

Thought Behavior

Transferability to Different Contexts/Contents

Parts of a Discipline

Botany

Photosynthesis Scientific Thought Bromothymol Blue Lab

What is “social justice”?

• What is your understanding of the term “social justice”?

• What are some of the difficulties of defining “social justice”?

How is Social Justice currently being taught?

• Classes
• Majors, minors, & departments
• Additional content added to a class
• Call for students to engage in Social Justice outside the classroom
• Still separate, addition, an “other”
If we want to **integrate** social justice into our non-social justice content classes....

.... then students need to **process the content** with social justice thinking.

**Hydroelectric Dam**

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**Metacognitive Social Justice**

- Grounded in Metacognition
  - Awareness and control of one's thinking process
- Four Attributes
  - Self-awareness through consciousness-raising
  - Value in the narratives of others
  - Awareness of unseen forces
  - Questioning historical origins or intents

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**What Attributes Can Your Course Foster?**

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Attribute 1</th>
<th>Attribute 2</th>
<th>Attribute 3</th>
<th>Attribute 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do (1) want your students to walk away from your class knowing/using?</td>
<td>“Self-awareness through consciousness-raising”</td>
<td>“Value in other people’s narratives”</td>
<td>“Awareness of unseen forces which may lead to unseen consequences”</td>
<td>“Question the historical origin and intents”</td>
</tr>
</tbody>
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1) **Self-awareness through consciousness-raising**

- How can I encourage my students to explore where they fit with the content? In the world?
- How do their beliefs and values factor in?

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2) **Value in the narratives of others**

- How can I encourage my students to understand that the experiences of others are important?
- Are there stories that could emotionally or intellectually move them?

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3) **Awareness of unseen forces and unseen consequences**

- How can I encourage my students to understand that there is more to my discipline than what is taught in the textbooks?
- How can I foster this awareness in my students?
4) Questioning historical origins and intents

- How can I explain to/show my students that there's history in my discipline that has been forgotten or left out? Why has it been removed?
- Are there certain institutional standards or practices in place that seem outdated?

Modify Strategies

- Humanize the Content
- Create “brave spaces” for discussion and discourse
- Juxtapose master narratives with counter narratives
- Provide students opportunities to critically reflect

Current Strategies

- Entrance and Exit Slips
- Chain Notes
- Prediction/Forecasting
- Concept Map
- Invented Dialogues
- Layman’s Lesson

Chain Notes

- Think of this as collective note taking.
- Once student begins the notes, and then the notes are passed to the next student who adds more, and so on.
- This could also be a "Wikipedia" type of activity outside of class.

Thank you!

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Entrance/Exit Tickets

- The entrance/exit ticket can be anything you want it to be.
- Entrance tickets get you into the class and may be a homework problem, a list of questions, an opinion regarding the reading, etc.
- Exit tickets get students out of the class and may be a problem, an answer to a question, a summary of the day's lesson, etc.

Prediction/Forecasting

- At the beginning of class, pose a question to students but leave the ending open (or answer unclear). Ask them what they think will happen.
- After the lesson, revisit the question and see how the students answered.

Concept Map

- Concept maps provide insight into students’ organization of content as well as the connections they see between content areas.
- This can be an individual or group process. It can be done in or out of class.

Layman’s Lesson

- Ask students to make a 10-minute (or shorter) lesson about the current topic for someone unfamiliar with the topic area (or for younger K-12 students).

Invented Dialogues

- Ask students to pull quotations and remarks from course materials and invent a dialogue between two individuals.