

## Envisioning the Critical Theorists' Mathematics Classrooms

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<b>Class Time</b>	Thursdays, 1:30 – 4:30 pm	
<b>Room</b>	Aderhold Hall room 112	
<b>Website</b>	<a href="http://jwilson.coe.uga.edu/EMT899/CP/sum01.html">http://jwilson.coe.uga.edu/EMT899/CP/sum01.html</a>	

### Seminar participants will

- consider a position within a critical theorist framework as a foundation for exploring their vision of a math classroom
- establish their framework through articles and discussion
- offer ideas about how their vision for mathematics classrooms emerges from their theoretical position
- further their understanding of a critical perspective by engaging the presenter in discussion, uncovering and critiquing assumptions, and heightening awareness of the tensions that emerge
- continue to participate in and work toward more meaningful action within local mathematics education community

### Course structure

- participants will preview documents in preparation for upcoming colleagues' presentations
- each participant will give an hour-long presentation of framework and classroom vision, including discussion and critique
- we may view videotapes of other mathematics classrooms to spark discussion and form guidelines for critique
- we will eat lunch

### Seminar artifacts

- each participant will prepare some archivable demonstration of his or her framework and classroom vision
- each participant will submit an abstract and complete citation for their chosen articles
- including a follow-up reflection on the class discussion

## **Seminar environment**

The level of intellectual dialogue and discourse on sensitive topics that the goals of the seminar demand requires that each of the seminar participants maintain a level of respect for all ideas. Together, we want to create a climate of trust, honesty, respect, and openness. The following concepts will be maintained throughout the seminar:

- political correctness is not the goal
- no one is an expert
- conflict of interpretations or ideas is desired; question others and expect questions of your assumptions, language, and meaning
- respect for each person's sorting out of their ideas
- confidentiality is maintained

## **Framework for presentation**

### **Goals**

- create a vision for self of what the classroom may look like when operating from personal assumptions associated with critical theory and/or critical pedagogy;
- upon presentation, discussion, and feedback, your vision is both clarified and problematized;
- class participants experience clarification and problematization of their own visions.

### **Structure**

- take some position or orientation, which by no means needs to be "complete" or "polished" and make clear your most significant assumptions regarding such elements of the classroom as learning, teaching, mathematics, social norms, power relations, ...;
- communicate this position by providing a brief article or excerpts from readings which illuminate your position and assumptions (or figure out some other way!);
- orchestrate an activity to create a rich, multi-layered vision of some classroom / learning experience (view a video, experience a lesson, discuss a classroom artifact,...);
- lead an analysis of the activity, focusing on an critical (and supportive) examination of the stated position and assumptions.