Disruption & Disequilibrium in the Classroom

Examples of Theory to Practice in Launching Transformative Learning

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Welcome

Discuss created learning environment and tone as context for teaching from a critical perspective.

Discuss theory and perspectives around disruption and disequilibrium in the classroom through critical curricula.

Discuss and review examples of "disruptive" assignments.

Discuss research results of assignments.

Determine further opportunities for respective courses and discuss.
Rationale

“We want to discover how to open spaces for persons in their plurality, spaces where they can become different, where they can grow” (p. 56).
- Maxine Greene (1998)

"Teaching, like any truly human activity, emerges from one’s inwardness, for better or worse. As I teach, I project the condition of my soul onto my students, my subject, and our way of being together. The entanglements I experience in the classroom are often no more or less than the convolutions of my inner life. Viewed from this angle, teaching holds a mirror to the soul. If I am willing to look in that mirror and not run from what I see, I have a chance to gain self knowledge – and knowing myself is as crucial to good teaching as knowing my students and my subject." (p. 3) - Parker Palmer (2007)
Theories and Perspectives

Parker Palmer
Jean Piaget
Maxine Greene
Paulo Freire
Parker Palmer

Jean Piaget
Maxine Greene
Paulo Freire


Good teachers possess a capacity for connectedness. They are able to weave a complex web of connections among themselves, their subjects, and their students so that students can learn to weave a world for themselves. (p. 11)

Parker Palmer
About Me

Students complete and inventory of questions about themselves along with answering questions about why they want to teach and how they see themselves as a teacher.

Characteristics of Quality Teachers Discussion

Students work in groups and then share out the characteristics they believe quality teachers possess. A list is created and then provided to students to keep.


This reading is used to help students see that they matter in the classroom. Physical education is not just about equipment or materials. Who they are as a person makes a difference. This is reading is preliminary to other critical pieces as it lays the foundation for moving forward and understanding that we must be the best humans possible to make a difference in the classroom and make an impact on future generations.
Constructing a WHY?

Inventories: ATOP and BAOP (2009)
- ATOP – Attitude Toward Obese Persons
- BAOP – Beliefs About Obese Persons

These inventories help provide students with insight into biases or attitudes they may have about obese persons, whether implicit or explicit.

HBO documentary film: The Weight of the Nation (2012)
(Four-Part Series) This series, although dated, provides students with other perspectives of the obesity epidemic. I also provide discussion questions to promote deeper thinking about the issues of the obesity epidemic such as environmental, infrastructure, culture and other health issues. Additionally, I want to know whether their perspectives change, and why or why not.

Structured Disruption and Disequilibrium

Unpacking the Knapsack of Invisible Privilege. McIntosh, P. (1992)
This is a reading used to discuss all sorts of invisible privileges we experience. If our privilege is not white male privilege, such as discussed by McIntosh, we may have able-bodied privilege and movement skill privilege. We must understand what this means and implies for how we should see and treat others.

The cultural plunge is an assignment my students participate in later in the semester. The purpose is to have students place themselves in a minority situation on someone else’s turf. Students do the plunge and then write a reflection paper discussing their experiences. More often than not, their perspectives change how they see "different" people.

Star Power is a simulation game I have used to discuss unearned power and privilege. I use this to highlight how we may possess and perpetuate power and privilege in life without earning it.
Snapshot of Findings

Shift in Thinking and Understanding
*There appeared to be notable and conscious shifts from preliminary thoughts and understandings shared upon entry into the class.*

Decentralization of Perspectives and Beliefs
*In addition to initial shifts in thinking and understanding, some students exhibited a deeper decentralization of their more fundamental beliefs or worldviews. I refer to these experiences as decentralization because of the nature of the shifts students described in their thinking and understanding as they pertain to seeing others as whole and passionate people capable of living full lives.*

Strong Emotional Impact
*The emotional impact was manifested in different ways; guilt, fear, shame, and anxiety were emotions students described before, during, and after various assignments, experiences, and discussions.*
Launching Transformative Learning

Palmers Paradox
Disruption and Disequilibrium

Context

Construct a WHY
Your Turn!
What can you do to launch TL?

Palmers Paradox
Context
Construct a WHY
Disruption and Disequilibrium
Thoughts and Ideas?
Closing Remarks & Questions
Thank you for attending and sharing your thoughts.

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