

Online-Supplement

Envisioning Social Justice Education as Part of Inclusive Education

Deconstructing Gender Biases with Pre-Service English Teachers

**Online-Supplement 2:
Our Course Syllabus**

Eleni Louloudi^{1,*} & Peter Schildhauer¹

¹ *Universität Bielefeld*

* *Kontakt: Universität Bielefeld,
Fakultät für Linguistik und Literaturwissenschaft,
Universitätsstraße 25, 33615 Bielefeld
eleni.louloudi@uni-bielefeld.de*

Quotation:

Louloudi, E. & Schildhauer, P. (2023). Envisioning Social Justice Education as Part of Inclusive Education. Deconstructing Gender Biases with Pre-Service English Teachers [Online-Supplement 2: Our Course Syllabus]. *DiMawe – Die Materialwerkstatt*, 5 (4), 182–195. <https://doi.org/10.11576/dimawe-6630>

Online accessible: 29.11.2023

ISSN: 2629–5598



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This is a screenshot of our Padlet-syllabus; you can zoom in to read the texts, or simply scroll to read about the individual sessions in the following pages.

Our course syllabus
Here is how we'll work!

General info
In this course, we will focus on different theories (socio-cultural and critical literacies, multiliteracy, social justice education etc.) about sociocultural learning in the English classroom and will review and reflect on specific sociocultural lesson frameworks and practices. This will specifically be centered around the digital world and its impact on our lessons - how we can make digital tools not only visible but interesting and of benefit in teaching socioculturally.

First session: 11.4.22
Content:
Welcome and introduction to the course (general information and requirements)
To do for next week:
1. Create a padlet-self-portrait and post the link on L+
2. Prepare the text:
(half of you - Surname A till K): Freitag-Hill B. (2018) Teaching Culture—Intercultural Competence, Transcultural Learning, Global Education, Inc. Surkamp C., Viebrock B. (eds) Teaching English as a Foreign Language. J.B. Metzler, Stuttgart.
(the other half - Surname L till Z): Mills, K. (2014). 'Socio-cultural Literacies: In Literacy Theories for the Digital Age. Bristol: Multilingual Matters.

Second session: 25.4.22
Content:
What is (socio-)cultural literacy? Key-concepts and key-themes for sociocultural teaching and learning Theories from the English-speaking world in comparison to German literature (texts from Mills and Freitag-Hill)
To do for next week:
1. Prepare the text:
Luke, A. (2014). Defining Critical Literacy. In J. Z. Pandya and J. Avila (eds.), Moving Critical Literacies Forward: A New Look at Praxis Across Contexts (p. 19-31). New York: Routledge
2. Don't forget the feedback on L+

Third session: 2.5.22
Content:
What is critical literacy?
Definition, key-concepts and key-themes related to critical literacy
Focus on the English-speaking world and the digital implications
To do for next week:
1. Prepare the text: (only pages 35-40 from the Mills text we already know) and consider the question: Which are the commonalities and implications between sociocultural and critical literacies?
2. Watch this video: <https://www.youtube.com/watch?v=FRj0t8UJ02s>

Fourth session: 9.5.22
Content:
Which are the commonalities and implications between sociocultural and critical literacies?
Drawing from the texts we have already read and additional material during the meeting.
To do for next week:
1. Write definitions about the concepts we already discussed (Glossary, L+), collaborating with your classmates.
*Find materials (texts, videos, pictures etc.) on L+ and meet with your group to discuss and write down definitions - each group will be assigned one or two definitions.
2. Prepare the text:
Lewison, M., Flint, A., & Van Sluys, K. (May 2002). Taking on Critical Literacy: The Journey of Newsletters and Notices. Language Arts, Vol. 17(5), p. 382-392.
and the table of problem-posing questions by McLaughlin & DeVoogd (2004) and consider these questions while reading:
1. What are the practical aspects I take from this text for my personal lessons?
2. How can I envision this in my own classroom?

Fifth session: 16.5.22
Content:
Looking into sociocultural and critical literacies practically - specific frameworks of practice will be discussed with specific focus on the methods and tools to be used.
To do for next week:
Pick at least four (4) materials to consider and scroll through (find them on L+)

Sixth session: 23.5.22
Content: Looking into sociocultural and critical lessons with a specific focus on digital tools
This week's topic: Reflecting on gender norms and gender representation
Digital tools: e-books, social media, netflix
To do for next week:
Pick at least four (4) materials to consider and scroll through (find them on L+)

Seventh session: 30.5.22
Content: Looking into sociocultural and critical lessons with a specific focus on digital tools
This week's topic: Discussing Climate Crisis
Digital tool: videography - from Youtube to TedX
To do for next week:
Pick at least four (4) materials to consider and scroll through (find them on L+)

Eighth session: 13.6.22
Content: Looking into sociocultural and critical lessons with a specific focus on digital tools
This week's topic: Black Lives Matter and (Linguistic) Racism: (De)construction of Privilege
Digital tool: e-newspapers, spotify and TikTok
To do for next week:
Bring your digital materials and all your questions to class! Let's prep your lesson plans together!

Ninth session: 20.6.22
Content: Creating a lesson activity, using materials that students brought in
From Instagram to twitter, to youtube and spotify, to e-books and e-newspapers or any other digital tool you use in your everyday life: Let's use it to create a sociocultural and critical lesson all together!
*Team work

Tenth session: 27.6.22
Content: Your own lesson designs
Presentation 1. (20 min) + 10 min feedback
Presentation 2. (20 min) + 10 min feedback
To do for next week:
Meet with your team and prepare your presentation

Eleventh session: 11.7.22
Content: Your own lesson designs
Presentation 3. (20 min) + 10 min feedback
Presentation 4. (20 min) + 10 min feedback
Goodbyes and feedback :)
To do for next week:
Meet with your team and prepare your presentation

Requirements
•Everyone: Regular (!!) participation in meetings, on the Lernraum+ (write in contributions on the forum, self-portrait, chat etc.)
•Studienleistung: Create a task or lesson design for teaching socioculturally in ELT using digital tools and present it and give weekly feedback on Lernraum+ (*name something new you learned this week).
•Prüfungsleistung: Create a task or lesson design for teaching socioculturally (drawing from your SL presentation) and contextualize it in sociocultural theory (minimum 3000 words).

ALWAYS here for questions
elouloudi@uni-bielefeld.de

<p>General information</p>	<p>In this course, we will focus on different theories (socio-cultural and critical literacies, multiliteracy, social justice education etc.) about sociocultural learning in the English classroom and will review and reflect on specific sociocultural lesson frameworks and practices. This will specifically be centered around the digital world and its impact on our lessons – how we can make digital tools not only visible but interesting and of benefit in teaching socioculturally.</p>
<p>Requirements</p>	<ul style="list-style-type: none"> • Everyone: Regular (!) participation in meetings, on the Lernraum+ (visible in contributions on the forum, self-portrait, chat etc.). • ‘Studienleistung’: Create a task or lesson design for teaching socioculturally in ELT using digital tools and present it and give weekly feedback on Lernraum+ (name something new you learned this week). • ‘Prüfungsleistung’: Create a task or lesson design for teaching socioculturally (drawing from your SL presentation) and contextualize it in sociocultural theory (minimum 3000 words).
<p>First session</p>	<p>Content: Welcome and introduction to the course (general information and requirements)</p> <p>To do for next week: 1. Create a padlet-self-portrait and post the link on L+ ; 2. Prepare the text:</p> <p>(half of you – Surname A till K): Freitag-Hild, B. (2018). Teaching Culture – Intercultural Competence, Transcultural Learning, Global Education. In C. Surkamp & B. Viebrock (Eds), <i>Teaching English as a Foreign Language</i> (pp. 159–176). J.B. Metzler.</p> <p>(the other half – Surname L till Z): Mills, K. (2016). Socio-cultural Literacies. In K. Mills, <i>Literacy Theories for the Digital Age</i> (pp. 17–40). Multilingual Matters.</p>

<p>Second Session:</p>	<p>Content: What is (socio-)cultural literacy? Key-concepts and key-themes for sociocultural teaching and learning; theories from the English-speaking world in comparison to German literature (texts from Mills and Freitag-Hild)</p> <p>To do for next week:</p> <ol style="list-style-type: none"> 1. Prepare the text: Luke, A. (2014). Defining Critical Literacy. In J.Z. Pandya & J. Avila (Eds.), <i>Moving Critical Literacies Forward: A New Look at Praxis Across Contexts</i> (p. 19–31). Routledge. 2. Don't forget the feedback on L+.
<p>Third session:</p>	<p>Content: What is critical literacy? Definition, key-concepts and key-themes related to critical literacy; focus on the English-speaking world and the digital implications.</p> <p>To-do for next week:</p> <ol style="list-style-type: none"> 1. Prepare the text (only pages 35–40 from the Mills text we already know) and consider the question: Which are the commonalities and implications between sociocultural and critical literacies? 2. Watch this video: https://www.youtube.com/watch?v=PjUndsUIO9s 3. Don't forget to give feedback on L+.
<p>Fourth session:</p>	<p>Content: Which are the commonalities and implications between sociocultural and critical literacies? Drawing from the texts we have already read and additional material during the meeting</p> <p>To-do for next week:</p> <ol style="list-style-type: none"> 1. Write definitions about the concepts we already discussed (Glossary, L+), collaborating with your classmates. * Find materials (texts, videos, pictures etc.) on L+ and meet with your group to discuss and write down definitions – each group will be assigned one or two definitions.

	<p>2. Prepare the text: Lewison, M., Flint, A. & Van Sluys, K. (2002, May). Taking on Critical Literacy: The Journey of Newcomers and Novices. <i>Language Arts</i>, 17 (5), pp. 382–392, and the table of problem-posing questions by McLaughlin & DeVogd (2004) and consider these questions while reading:</p> <ul style="list-style-type: none"> • What are the practical aspects I take from this text for my personal lessons? • How can I envision this in my own classroom?
Fifth session:	<p>Content: Looking into sociocultural and critical literacies practically – specific frameworks of practice will be discussed with specific focus on the methods and tools to be used. To-do for next week: Pick at least four (4!) materials to consider and scroll through (find them on L+).</p>
Sixth session:	<p>Content: Looking into sociocultural and critical lessons with a specific focus on digital tools This week’s topic: Reflecting on gender norms and gender representation. Digital tools: e-books, social media, netflix. To-do for next week: Pick at least four (4!) materials to consider and scroll through (find them on LR+).</p>
Seventh session:	<p>Content: Looking into sociocultural and critical lessons with a specific focus on digital tools. This week’s topic: Discussing Climate Crisis. Digital tool: videography – from Youtube to TedX. To-do for next week: Pick at least four (4!) materials to consider and scroll through (find them on LR+).</p>
Eighth session:	<p>Content: Looking into sociocultural and critical lessons with a specific focus on digital tools.</p>

	<p>This week's topic: Black Lives Matter and (Linguistic) Racism: (De)construction of Privilege. Digital tool: e-newspapers, spotify and TikTok. To-do for next week: Bring your digital materials and all your questions to class! Let's prep your lesson plans together!</p>
<p>Ninth session:</p>	<p>Content: Creating a lesson activity, using materials that students brought in: from instagram to twitter, to youtube and spotify, to e-books and e-newspapers or any other digital tool you use in your everyday life: Let's use it to create a sociocultural and critical lesson all together! *Team work*</p>
<p>Tenth session:</p>	<p>Content: Your own lesson designs Presentation 1. (20 min) + 10 min feedback; Presentation 2. (20 min) + 10 min feedback. To-do for next week: Meet with your team and prepare your presentation.</p>
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