Topic Exploration Article One

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 The summary for this article is very simple, because the whole article is based on “Social Reconstructionism” (Edmunds, 2015, p. 228) just rebranded as “Feminist Pedagogy” (Crabtree, Fall 2003), simply, because the article is taking a more American approach to “Social Reconstructionism” (Edmunds, 2015, p. 228), which mostly comes from Feminists. The article talks about emphasizing critical thinking and social activism within the classroom, and some ideas are getting students to think about themselves and others as humans instead of focusing on gender. The article also talks about dominant and subordinate relationships within a classroom setting, and one of the big ideas to fight against this relationship was for teachers to ask students to call them by their first names; to create social equality within the classroom. The article also talks about criticism from traditionalists, and that some people are corrupted or have an interest not related to social activism. Furthermore, the article, interestingly, talks about criticism about “Feminist Pedagogy” (Crabtree, Fall 2003) from other Feminists, because not everybody is a “Social Reconstructionist” (Edmunds, 2015, p. 228) or agrees in radical social activism within the classroom even though they are very socially liberal. Some other ideas expressed within this article are a reformed grading system that is seen as less competitive or challenging. Some criticism for using a more forgiving grading system rather than being harsh on grading, and finally, using a "Feminist Pedagogy" (Crabtree, Fall 2003) within a “Women studies” (Crabtree, Fall 2003) type of course, and the discrimination associated with it.

So in response to this article, I would have to concur with many of the notions brought forward, because I am a "Social Reconstructionist" (Edmunds, 2015, p. 228), and I believe in social justice and critical thinking. When I connect my other strong belief in "Perennialism” (Edmunds, 2015, p. 235) I only diverge from the ideas as expressed within the article at the points where they are more modern, because I believe in using diverse ideas from classical and antiquity individuals. This way I can help students critically think and develop their own opinions and beliefs; about complex modern issues that could be connected to historical and classical ideas. I have to disagree with some of the criticism that has been expressed about a “Feminist Pedagogy” (Crabtree, Fall 2003), because applying and actively using the skills taught in a classroom setting within the real world, so that students can successfully and exceptionally solve complex problems seems like a teaching success story, to me anyway. Is it not the sole purpose for teachers to teach students the skills and knowledge that they should be able to apply? If most students who pass a class just mindlessly memorized then forgot the material afterward; I think this would render teaching useless and pointless because what merits do teaching have if none of the students can actively use the learned material in a real-world context. This seems pointless, so I guess you probably also now realize that I have some "Existentialism” (Edmunds, 2015, p. 235) mixed with my other two philosophies. Using classical and antiquity ideas from old may seem irrelevant and outdated, but if you can help the students to make connections to those old and historical ideas to complex modern issues; then those ideas could still prove to be quite useful and knowledgeable. If you diversify the ideas expressed by using sources from different cultural and national backgrounds because different and diverse cultural scholars could have invented ideas that differ from others, and these ideas should not be wasted, in my opinion.

One of the major ideas expressed within this article is using first names to create a type of equality, within the classroom, and I would like to reflect on this idea because this idea is my topic. Even now while I am in university I refer to my instructors by their first name, and this helps me feel equal and comfortable with my instructors, so I felt the explanation for this idea within the article was quite fascinating and agreeable.

References

 Edmunds, Alan, Nickel, Jodi, & Ken, Badley. (2015). *Educational foundations in canada.* Canada: Oxford University Press.

 Crabtree, Robbin D & Sapp, David Alan. (Fall 2003). Theoretical, political, and pedagogical challenges in the feminist classroom. *Vol. 51,* Iss. 4.Washington: College Teaching, 131-140, https://search-proquest-com.libproxy.uregina.ca:8443/education/docview/274759134/785CD9CFA6B4467PQ/18?accountid=13480