

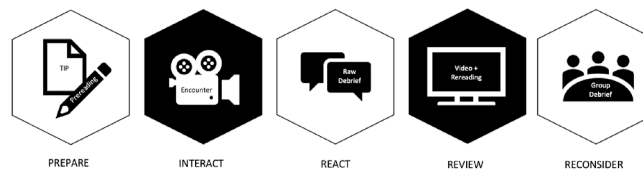
From [Toward Anti-Oppressive Teaching: Designing and Using Simulated Encounters](#), by Elizabeth A. Self and Barbara S. Stengel (HEPG, 2020)

Focus on revealing teachers' habits in situations that foreground systems of oppression in the work of teaching.

Why a simulation?

- Based on research on critical incidents in professional education -- want to try and provide a critical incident related to moments of teaching in which systems of oppression are foregrounded
- Seek to cause students to be “pulled up short” (see [Gadamer](#) or [Kerdeman, 2003](#)) in a way that causes a shift in their horizons (their past, their future, and who they are/have been/will be in it changes)
- Responds to the persistent challenge of preservice teachers' defensiveness when confronting their own biases, the realities of systemic oppression, or the likelihood of replicating it through existing habits (often formed through apprenticeship of observation)

What does the simulation look like?



All simulations are embedded in a particular course in the TEP. Live actors are found in the local community (university student, theater groups, medical simulation lab, etc.) and trained using a basic protocol for the interaction. The encounters are developed by the teacher educator, in collaboration with individuals or groups being represented, and then refined by the actors actually portraying the role.

Prepare: 3-7 days prior to the encounter, preservice teachers receive a Teacher Interaction Protocol that describes the situation going into the encounter. They must respond to 3-4 prereading ?s that ask to make sense of the situation, based on what they know so far, and submit them prior to the day of the encounter.

Interact: Preservice teachers interact one-on-one with the actor, playing the role of a student, parents, or coworker. The interaction (10-12 mins.) is video recorded and shared with the instructor and preservice teacher only. It is not assessed for the course.

React: Preservice teachers move immediately from the encounter to an unfacilitated conversation with another student(s) who just completed their encounter. They talk about (and record) what happened in their encounter and how they feel about it.

Review: 1-2 days after the encounter, preservice teachers receive access to their videos, along with a set of rereading ?s. They must watch their video and respond to the ?s prior to the group debrief, in addition to readings for the class session that align closely with the content of the encounter.

Reconsider: 5-7 days after the encounter, preservice teachers engage in a group debrief, facilitated by the teacher educator. It is a focused debrief (specific to the encounter) intended to complicate the interaction in ways that reveal systems of oppression, highlight identities present (both actor and teacher), and make more possible in preservice teachers' future classrooms (both proactively and reactively). All of the debrief make use (in some form) of things people actually said or did in the encounter, but always anonymized unless a preservice teacher identified themselves.

What is the follow-up?

- Preservice teachers do not receive individualized feedback on their encounters.
- Beyond the group debrief, encounters are treated like shared texts in the program and can be referred back to when relevant at later points.
- General idea is that simulations "open up" teachers to the learning that comes next in the course and program, not as a place to practice specific moves but as a place to reveal those that align with anti-oppressive teaching and those that don't

What does this look like while it's happening? Find below the materials for the Caitlin Jackson simulation, which is used in the science literacies program. Most students who complete this simulation have already participated in three others in a foundations course.

[TIP & Prereading ?s](#) -- What the teachers get ahead of time

[AIP](#) -- What we use to prepare the actor

[Proposal](#) -- An artifact that actor provides at some point in the encounter

Caitlin Jackson
TEACHER INTERACTION PROTOCOL

STUDENT: Caitlin Jackson
She/her/hers, white, 15 years old, 9th grade, low SES, rural community
Unweighted GPA: 3.0

Caitlin Jackson is one of 24 students enrolled in your Honors Biology class at Hillwood High School in Nashville, TN. She lives in Joelton, TN, one of the more rural communities in the district. Caitlin is friendly and outgoing and is well-liked by her teachers and peers. She admits that she is “a little bit country” and enjoys sharing stories of her rural upbringing. She is usually vocal in class, quick to offer her ideas and opinions of various topics. She is particularly fond of caring for and working with animals and volunteers at Walden’s Puddle, a wildlife rehabilitation center located in Joelton. Your honors class meets after lunch, and Caitlin typically arrives early. She often uses this time to share photos and stories of the orphaned squirrels, and other animals, she tends to at the rehabilitation center. You have enjoyed getting to know her over the fall semester and feel that you have a positive relationship with her.

Your Honors Biology class is Caitlin’s only honors level class. Caitlin has expressed an interest in studying nursing, and she is the first in her family to consider attending a 4-year college. She is enrolled in the Academy of Health Sciences, a college prep program to prepare students for careers in Health and Wellness. Your class does not come easy to Caitlin, but she is a hard worker and has maintained an A- average in your class. You are interested in helping Caitlin fulfill her career goals and at her last parent-teacher conference you expressed your belief that if she continued to apply herself, she could accomplish her goals of becoming a nurse.

Hillwood High School uses an Academy Model of instruction, offering 90 minute classes which meet either two or three times a week depending on the ‘A’ and ‘B’ class rotation. Your Honors Bio class is an ‘A’ class and typical enrollment includes students in the ‘Academy of Health Sciences’ and the ‘Academic Scholar’ program. As an educator, you put a lot of thought into developing content that supports not only growth in knowledge, but that also authentically engages your students in the practices through which scientific knowledge is produced. You rarely spend the 90-minute class period lecturing. Instead, activity is typically divided between lecture, whole-class discussions, pair or group work, games and hands-on modeling activities. You also extend learning to outside of the classroom. Twice per month, you open the space of your classroom to research and discussion of ‘hot topics’ in science. You give each student an opportunity to select a hot topic. During these hot topic discussions, you provide the class with time to research the issue on a class set of laptops and share their thoughts on the topic. You typically devote 30 minutes of class time to this activity.

Caitlin selected the hot topic during the last hot topics session. She brought in an article on embryonic stem cell research. Caitlin began the discussion with the question of whether or not it is moral to conduct research using embryonic stem cells. You redirected the discussion to “focus more on the science” and suggested that a more appropriate question might be investigating the the implications of pluripotent cells, such as embryonic stem cells, in terms of medical research.

Recently, you have noticed that Caitlin has seemed more reserved in class. She no longer arrives to class early and participates less during discussions. Recently, she failed to turn in a proposal for a research project on unifying concepts in science. Knowing how important this class is given Caitlin's career goals, you are concerned about the recent drop in her performance. You know that Caitlin needs to catch the bus after school so after class speak with Caitlin, requesting to meet with her during lunch period the following day to discuss her failure to turn in the assignment.

Caitlin Jackson Prereading Questions

1. Complete the following (one) sentence stem in your own words: "This simulation was mainly about...". Then make a list of the three most important words or phrases in the TIP.
2. What do you expect will happen during the simulation?
3. What does the TIP make you think of:
 - a. Related to the content of this course? Connect to at least one reading or concept from this course.
 - b. Related to your own life? To what extent do you see your own lived experiences present, or not, in this scenario?
 - c. Related to U.S. schools and society? Identify a current event or issue that this situation relates to.
4. If this situation happened in real life, what additional information do you think you would have? What information do you wish you had going into the simulation?

Caitlin Jackson
ACTOR INTERACTION PROTOCOL

STUDENT: Caitlin Jackson
She/her/hers, white, 15 years old, 9th grade, low SES, rural community
Unweighted GPA: 3.0

You are Caitlin Jackson, a 9th-grade student at Hillwood High School in Nashville, TN. You live in Joelton, TN and enjoy volunteering at Walden's Puddle, a local wildlife rehabilitation center, and singing in your church's choir. Your father is the minister of the local 7th Day Adventist church where you attend Sabbath School and worship services every Saturday with your family. You celebrate a life of faith, but also learning. You enjoy and have a respect for science and scientific endeavors, but you do not think the search for truth should be constrained to just the scientific method. After graduating from high school, you would like to pursue a career in nursing and to help you accomplish this goal you enrolled in the Academy of Health Sciences at Hillwood, a college prep program to prepare students for careers in Health and Wellness. You are a solid B student with a strong work ethic and a natural curiosity for learning. Science is your strongest subject and you typically make A's in your science classes. You are friendly and outgoing and well-liked by your teachers. You are vocal in class and are quick to offer ideas to discussions.

As part of your Academy's curriculum, you are currently enrolled in a 90-minute Honors Biology class which meets either two or three times a week, depending on 'A' and 'B' class rotation. This class is your first and only Honors level class. The honors class is hard for you, but you like your teacher and she/he inspires you to work hard. Some of your beliefs are at odds with instruction (such as macro-evolution), but you feel that issues of faith and issues of science should be given equal consideration. Twice per month, your biology teacher opens the space of the classroom to research and discussion of hot topics in science. Each student in the class has an opportunity to select a hot topic. During these hot topic discussions, you and your classmates are encouraged to research the issue on a class set of laptops and share your thoughts on the topic. Your teacher typically devotes 30 minutes of class time to this activity. It was your turn to select a hot topic during the last hot topics session and you brought in an article on embryonic stem cell research. You are pro-life and feel that embryos at all stages of development have the same moral and legal status as more developed humans. You hoped that in addition to questions on potential uses in medical research, ethical questions would also be explored during discussion. You open the discussion with the question of whether or not it is moral to conduct research using embryonic stem cells since embryonic stem cells originate from pre-implanted embryos (some individuals, like you, believe that embryos at all stages of development constitute life). Before the class has a chance to address your question, your teacher redirects the discussion to "focus more on the science", that is, to anchor the discussion on the practices through which scientific knowledge is constructed, tested and refined. In this case, on answering the question "What are the implications of pluripotent cells, such as embryonic stem cells, in terms of medical research?"

You felt hurt and angry that your question had been ignored. The incident left you with the impression that non-scientific forms of inquiry were not valued and 'off limits'. You feel less

comfortable around your teacher and have become more reserved in class. Recently, you failed to turn in a proposal for a research project on unifying concepts in science. For this project, you would like to explore theories of evolution and intelligent design, but you feel that your teacher would not allow you to pursue such a topic. Since your teacher would likely not approve of your research topic, you wondered why you should bother to even turn one in. After failing to turn in the proposal, your teacher has requested to meet with you during lunch period.

Important characteristics/background information

1. The interaction described above occurred early in the Spring semester. You have had positive experiences in Biology class up to that point. The space of time between the hot topic discussion and the research proposal due date was 2 weeks (6 class periods).
2. Biology is your only Honors level class. You want to continue to take Honors classes in science given your career goals. You currently have an A- in the class and are proud of how hard you worked to achieve this grade. You struggle in mathematics and French, but enjoy singing in the school's JV choir.
3. You look forward to this class. The teacher makes the class interesting and tries to keep everyone energized since it is a 90min class. Classroom activities typically include lecture, discussions, pair or group work, games and hands-on activities and labs. The teacher rarely spends the 90 minutes lecturing.
4. Class takes place after lunch and you typically arrive early. After the incident, you no longer arrive early to class.
5. You regularly share with your teacher your experiences helping to care for orphaned squirrels at Walden's Puddle. Your teacher seems interested in your success and wants to help you achieve your goals. You look up to your teacher.
6. Prior to the interaction described above, your teacher seemed to value your contributions to class discussion. They always gave you the opportunity to offer your perspective. You enjoy sharing stories of your rural upbringing.
7. At the last parent-teacher conference, your teacher mentioned that they recognized the subject matter didn't come easy to you but they appreciated how hard you worked and felt that if you continued to apply yourself you could accomplish your dream of going to nursing school.

Questions/information to present to the teacher (verbal triggers)

1. When you meet with the teacher, keep your head down, glancing to the side (not directly at the teacher). You are angry, but also sad. You miss the open relationship you used to have with your teacher.
2. If the teacher asks you if any new critters have arrived at Walden's Puddle as an ice-breaker, evade the question. Say "I don't know; I haven't been there in while..."
3. If the teacher comments that they have noticed that you have not been your typical self in class, avoid answering at first. Ask "what do you mean?" The teacher will likely comment that they have noticed that you are less interactive. Answer that you "just haven't felt well recently".
4. The teacher will likely ask why you haven't felt well. Don't answer or just evade, say something like "it's personal" or "I don't want to talk about it".

5. At some point, your teacher is going to ask you why you didn't turn in [your proposal](#) and failure to turn in assignments will negatively impact your grade. They might remind you that doing well in this class is necessary if you'd like to attend nursing school.
 - a. You can begin by saying that you "didn't feel like it was worth it" to turn the assignment in. The teacher is going to ask you why, and you can explain that you didn't feel like the teacher would allow you to do the project that you wanted to do (Evolution and Intelligent Design).
 - b. The teacher may ask you why you didn't just speak with them first before not turning in the assignment. Say that you didn't feel comfortable speaking with them. The teacher is going to most likely find this odd, considering your prior relationship. They will most likely bring this up, and you can comment that you haven't felt comfortable sharing your opinions in class since the hot topic discussion.
 - c. Explain that you felt that your opinions weren't valued, and that it seemed like certain topics were 'off limits' in the class.
 - d. As you talk about the proposal, put your hand on a flipped over copy of the proposal outline. If the teacher prompts you to talk specifically about what you had in mind, turn over the outline and look at it periodically to make it clear it contains your thinking. If the teacher prompts you show them what you have written, hand it to the teacher.
 - e. If at two minutes the teacher has not asked about the proposal and/or has not asked specifically to see what you outlined, prompt the teacher by saying, "I did start working on the proposal. Do you want to see what I was thinking of doing?"
6. If the teacher is unwilling to accept or consider your perspective on the situation (i.e. "This is just because you're mad we didn't discuss your question?" or "Science and religion are separate domains, we are concerned with facts, not values") resume a withdrawn posture. Comment that you support a life of faith and learning and wanted the opportunity to reflect on both in your school work. Ask the teacher if there are possible solutions.
7. End the conversation if the teacher makes any suggestions that you should alter your beliefs. Make a point to say that you are open to giving faith and science equal attention, and that their role as a teacher is not to alter a student's beliefs. If they cannot

Additional background information:

- Your mother, Sharon, is a homemaker. You have two siblings, an older sister named Trista (18yo, working on her aesthetician's license) and a younger brother named Connor (12yo, currently a 7th grader). You have several aunts and uncles and cousins who live near you in Joelton.
- You are the first person in your family interested in attending a 4-year college.

Other important details for the simulation:

- Bring a backpack or book bag. A necklace with a cross on it would be a nice touch. There is no dress code at Hillwood HS.

Proposal for Honors Biology Research Project

By: Caitlin Jackson

For my research project on unifying concepts in science, I want to compare and contrast the theories of evolution and intelligent design. I think this is an example of a unifying concept in science because both theories try to explain the natural world, how it is organized and how it behaves today. My main points are outlined below.

Evolution

- I. What is it? A scientific idea that explains changes in organisms over time. It can describe both small and big changes over time.
 - A. 2 types of evolution
 1. Microevolution: Organisms within the same species can make adaptations over time to help them survive. This describes small changes over time.
 - a) Example: Giraffes developed longer necks over time so that they could reach leaves in certain tall trees.
 2. Macroevolution: Sometimes one species can change so much that a new species is created. This describes big changes over time.
 - a) Example: Humans evolved from apes and/or monkeys
- II. Evidence
 - A. Fossils
 - B. Genetics, similarity between different species' DNA
 - C. Charles Darwin research

Intelligent Design

- I. What is it? A scientific idea that the world was created by an intelligent designer (i.e. God).
 - A. All animal and plant species were uniquely created by a designer and did not evolve from other species.
 - B. It explains the great diversity of life and different anatomical features of organisms
- II. Evidence
 - A. Evidence of design in nature; complexity of nature requires an intelligent creator
 - B. Genesis 1 and other passages in the Bible (and other religious books)