COMMUNICATION:
CONTEXT MATTERS

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“Education must be brave and allow people to self-reflect, to be aware about their time, about their responsibilities, about their role in the new social and cultural context.”

~ Paulo Friere
Learning Objectives

Define teaching praxis.

Understand critical pedagogy.

Facilitate self-directed, empowered, and collaborative contexts.
PRAXIS

- “continuous process of action, reflection, and experimentation”

- **Action** refers to any physical, mental, or emotional state.

- **Facilitation** relies on critical reflection and the appreciation of ‘truths’ as relative and temporary.

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**Pedagogy of the Oppressed (1968)**

Critical pedagogy
Philosophy of Education
Education is Political
- process of raising consciousness through education.

- engages learners in “meaning-making”.

- learning is a critical action where adult learners dialogue and become partners in shaping their world.

- instructors are ‘advisors’ who provide help when asked.
1. Participation is voluntary.

2. Respect among participants.

3. Facilitation is collaborative.

4. Praxis is at the heart of effective facilitation.

5. Facilitation fosters critical reflection.

Break into groups of four. Discuss praxis and conscientization. Document the freedoms and limitations. Be prepared to share.

http://open.lib.umn.edu/communication/chapter/1-2-the-communication-process/
A student continually shows up for class late, interrupts the class by leaving and returning, and presents a “closed” (arms folded around chest, body position at an angle in the chair, unable to make eye contact) communication style. He frequently shows up for feedback on writing assignments and in-class participation yet this relationship building does not seem to affect change in behavior.

Which contexts does this interaction reflect?
What are your reflective actions?
How does this action inform your facilitation?
STEP 1 | INTENTIONALITY

Understanding **personal** vulnerabilities.

Creating a *Statement of Intention* on how you are going to interact with all students.

**Reviewing** this intention regularly.
STEP 2 | REFLECTION

WARNING SIGN

"something is up"

MINDFULNESS

stop & remove self from stressful event

BODY MAPPING

attend to your body through breath

EMOTIONAL AWARENESS

list emotions
STEP 3 | REFLEXIVITY

ENGAGE AMBIGUITY

generate list of what we do not know about the situation

RIGHT ACTION

list possible actions & determine what supports our ‘best’ self

PLAN OF ACTION

meet face-to-face for a mediated discussion
follow up with summary email of meeting and agreements
You are a woman from Latin America and English is your second language. Your culture is very important to you including the “energy of expressing” yourself as a dynamic, intelligent woman both in and out of the classroom.

A student asks to speak with you after class. He tells you that he has had a “realization” that you and he are meant to be together as a couple. He says that your body language and energy toward him is flirtatious and that he knows you feel the same way about him.

Using the COMMUNICATION CHECKLIST determine:

Which contexts does this interaction reflect?

What are your reflective actions?

How does this action inform your facilitation?
You hand back mid-term exams and are expecting challenges from students related to the grading of their essay questions. Most of the questions occur at the end of class or during office hours. However, one student sends you an email where he tells you:

“I am pissed off with your grading of my essay questions and I am going to report you to the Department Chair. You do not make ideas and concepts clear in class but expect us to know the answers anyway. I am telling you that I am only one person who has it out for you. I will do whatever I have to get the grade I need even if my actions are aggressive. I will fight for my rights.”

Which contexts does this interaction reflect?

What are your reflective actions?

How does this action inform your facilitation?