

CRMSE Colloquium

# Katie Schenkel

October 30th, 12 to 1:30pm PST

## *Exploring Student's Authority in Science Classrooms Through Participatory Planning and Teaching*

Practices grounded in systematic oppression such as racism, classism and sexism are often enacted at the local interactional level in science classrooms. This often limit students' learning opportunities. Understanding how to restructure those cultural practices may support more justice-oriented science learning. Science classroom communities' cultural practices are dynamic but situated within students and their communities' histories and experiences. In this study, I explored the role of participatory planning and teaching cultural practices to support more just learning communities. Using a social design experiment, I examined participatory planning and teaching practices enacted by a sixth-grade teacher and her students across an invasive species ecology unit. The research questions were: What participatory planning and teaching cultural practices did Mrs. B's sixth-grade class community develop as students were invited to plan the unit?, and How, if at all, does participatory planning and teaching shape learning opportunities? Findings highlight four participatory planning and teaching cultural practices that supported the class community's efforts. The enactment of these participatory planning and teaching cultural practices supported learning by disrupting and amplifying, at least momentarily, class norms in ways that expanded students' positional and epistemic authority. The authority expansion was evident in a shift of who was welcomed to learn and use their expertise. This study highlights pedagogical structures supporting the development of a participatory planning and teaching classroom culture as well as providing insight into ways a class community can collectively work to restructure classroom power hierarchies to expand learning opportunities.

### Zoom link:

<https://sdsu.zoom.us/join/6194262066>

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