Teaching to “Promote Social Action Learning”

2014 SPSSI Biennial Convention
Social Action and Change:
Opportunities, Resistance, Inertia, and Mobilization

Jamie L. Franco-Zamudio, Ph.D
Teaching for Social Justice and “Social Action”
Learning Outcomes

- **Raising-consciousness** (Seider, 2009)
  - Understanding the role of social systems in perpetuating social injustice and inequity
  - Developing perspective-taking skills and empathic accuracy (Jordi, 2011)

- **Promoting agency and personal responsibility**
  - Challenge unfair practices and policies through collective action and advocacy (Green, McCollum, & Hays, 2008)
  - Personal transformation (Friere, 1970; hooks, 1994)
The First Step:
Teaching for Social Action Learning during Introductory Psychology Classes

- Social Psychology chapter
  - Prosocial behavior - Taking responsibility
The Next Step: Providing Experiential Learning Opportunities

Jesuit Educational Philosophy

Rachael Cochran: Service Learning

Experiential Learning Cycles

Apply
Active Experimentation
Futures (What Will I Do?)
Implement Revised Theory

Act
Concrete Experience
Facts (What Happened?)
Theory of Action

Reflect
Reflective Observation
Feelings (What Did I Experience?)
Assess Behavior & Consequences

Conceptualize
Abstract Conceptualization
Findings (Why Did This Happen?)
Revise Theory

1. David Kolb
2. Roger Greenaway
3. Chris Argyris & Donald Schön

compiled by Andrea Corney
www.edbatista.com/2007/10/experiential.html
Experiential Learning Outcomes

- **Perspective-taking** (Eretzian Smirles, 2011)
- **Raised-consciousness** (Lechuga, Clerc, & Howell, 2009)
- **Multiple “ways of knowing” and critical thinking skills** (Archer & Wong, 2010)
- **Personal transformation** (Butler Byrd, 2008-2009)
- **Collective action and advocacy** (Whelan, 2002)
- **Civic engagement** (Schlehofer & Phillips, 2013)
Inspiration: To “Be of Use”

“...social researchers have a public responsibility to disrupt the sense of inevitability and to engage with communities on questions of justice and the inequitable distribution of freedom, goods, and opportunities” (Fine & Barreras, 2004, p. 176)
Fine & Barreras’ Recommendations

• Working with the media
• Writing for policymakers
• Creating amicus briefs
• Constructing op-ed or “popular” articles
• Converting our findings into accessible language without watering down the conclusions
• Testifying in federal and state legislatures
• Research collaborations with community-based organizations
• Creating “translation” documents from rigorous research for popular, community and local use
• Participatory action research: possibilities and dilemmas
• Constituency building: creating social science—“literate” and activist communities
• Workshops on the critical use of publicly accessible databases and the creation of alternative indicators of “well-being” within education, mental health, physical health, and psychosocial contexts
• Developing and collaborating with youth researchers
• Constructing a high school curriculum for adolescent researchers
• Creating public service announcements from social science research
• Translating research into practice (educational, organizational, and/or movement based)
• Public art as a form of re-presenting critical scholarship: museums, parks, photo exhibits, videos to “disseminate” research findings
Innovative Teaching Award Submission: Social Psychology of Social Justice Class

- COURSE AIMS The goals of the course are two-fold. One aim is to introduce you to psychological theories utilized to frame social justice research. A second aim is to further develop your own critique regarding the historical and current debates in the area of justice. I encourage you to consider the potential applications of justice theories, while acknowledging the impact of power and collective identification.

- COURSE OUTLINE
  - SECTION 1, WEEKS 1-2: Social Justice and Power
  - SECTION 2, WEEKS 3-5: Social Psychological Theories of Justice
  - SECTION 3, WEEKS 6-8: Social Identity and Stigma, Intergroup Relations
  - SECTION 4, WEEKS 9-11: Social Justice in Society
  - SECTION 5, WEEKS 12-13: Social Justice and Social Change
  - SECTION 6, WEEKS 13-16: Contemporary Issues in Social Justice

Two 5-minute student presentations per class: Students contextualized social justice theories by sharing current media representations or stories (e.g., wrongful incarceration story in the news)

Guest speakers, e.g., fine arts professor presented justice-related media campaigns, speaker discussed being in high school in Selma during integration

Two options: Research focus or service-learning focus
Group presentations by topic. Groups included students with research focus and service-learning focus
Examples of Experiential Learning Assignments

Taking Action Writing Assignments
Creating Training Workshops
Service Learning

By: Tempey Hamilton
Date: Saturday, February 23rd, 2013
Letter to the Editor
Subject: Unequal opportunities in education
Date Sent: October 2, 2012
To Editor:

The racial issues in reference to education that W.E.B Du Bois addressed and fought for in the 20th century did not die with him. While other great black leaders during this time pushed for African Americans to accept their superior position and learn crafts, industrial skills, farming skills and other trades that mainstream society saw as inferior, Du Bois wanted equality for African Americans. However, blacks and whites did not have an equal opportunity to become doctors, lawyers, and nurses. Americans today like to believe that those days of inequality and discrimination are over. They are not. This fact is not more evident than in our educational system.

Schools in America were segregated until as late as the 1960s in some areas. Although legal segregation no longer exists, there is still racial segregation in schools and there is a discrepancy in the quality of education received by students of color versus students who are white. When the schools were legally segregated, whites received the better teachers, facilities, and resources, while black schools received what was left over or what was simply not good enough for the whites. Black schools today still receive inferior teachers, facilities, and resources. Statistics show that black and Latino students are more segregated now than they were 20 years ago. The student’s ethnicities are 95% black, 4% white, 2% Hispanic. The majority of private schools are occupied by white children from wealthy families. It is no one’s fault that a particular child is given the advantage of going to a better school because they can afford a private school. However the public school system is supposed to provide everyone with an equal opportunity to a quality education and frankly it does not do this.

Most of the time, the inferior schools are located in areas with families that hold low socio-economic status. However, a parent’s financial standing should not limit a child’s opportunity
Reflection at Penelope House

By: Anonymous
Date: Saturday, February 23rd, 2013

Awareness brings us to share in the caring of one another. Domestic abuse, more commonly referred to as domestic violence, involves power and control over an intimate partner. Domestic violence can threaten harm or influence another person.

Service-Learning: Portrait Project at the Boys and Girls Club

By: Meg Breden
Date: Thursday, February 28th, 2013

Despite the negativity associated with being African American, I must continue to fight the odds of becoming yet another stereotype. At times, I see no point in this but at others it is centered on proving a point. Proving that I am capable and that I do deserve to be treated as an equal being. Could you imagine being questioned on your intelligence solely on the color of your skin?

Service Observations

By: Jessica Richardson
Date: Saturday, February 23rd, 2013

Throughout my time at the Regional School for the Deaf and Blind I have gained a reasonable amount of knowledge about the students that I work with. For instance, I have learned that every student is an individual with specific needs that need to be met. Also, every child develops at his/her own pace, so trying to incorporate the No Child Left Behind Act into the curriculum becomes very complicated to do. In fact, teachers are subjected to give work to children who are still functioning below a kindergarten level, to satisfy parents with unrealistic hopes for their children.

Service-Learning: Portrait Project at Little Sister’s of the Poor

By: Cathlyn Murphy
Date: Thursday, February 28th, 2013

Alabama Focus First Service Reflection

Cathlyn Murphy
Assignments at Spring Hill College: Providing Action Opportunities for Students

• **Service-Learning Opportunities**
  - Partnering with community organizations to
    - Paint murals
    - Coach youth
    - Teach art, drama, and poetry
    - Provide resources and training for science labs

• **Volunteering with local non-profits**
  - Utilizing transferrable skills
    - Creating videos
    - Developing training manuals
    - Creating logos and advertising plans
    - Providing social media training
    - Developing websites
    - Providing staff support
    - Engaging in fundraising and grant-writing
    - Assisting with awareness and advocacy

• **Training workshops for local business**
  - Training staff
    - “Diversity” training, perspective-taking, communication, and tools for collaborating across difference
    - Using the SPSSI Policy Hub to train staff to write letters to the editor, create research summaries to assist with advocacy work and grant-writing
    - Needs Assessment Surveys
    - Program Evaluation

• **Participatory Action Research or Community-Based Participatory Research (Fall 2014)**
  - Partnering with schools, non-profits, and communities
Communication Focus Area

Volunteer to Program Participant Communication
Student Reflections: Evidence of Achieving Multiple Goals

• “Very rewarding to give back to the community, gave us a new perspective on the poverty and struggle outside of our world.”
• “I grew academically as well as personally.”
• “The team project was great because we got to work with an organization and help them.”
• “We did a good deed!”
• “I enjoyed working as a team and working with the site to use skills I learned and apply them to the site.”
• “It showed real-world applications of what we were learning.”
• “The team project was very rewarding because it allowed us to give back.”
Center for Applied Programs

The Spring Hill College Center for Applied Programs provides students with the opportunity to partner with on-campus and community organizations, utilizing the various skills they have learned throughout the course of their studies. In addition, faculty affiliates and community experts provide training workshops to teach Spring Hill College students the skills necessary to succeed in their chosen career.

Students are currently engaged in similar programs within their major or via SHC Career Services, many of which are tied to semester-long classes or with specific time frames. The Center of Applied Programs will operate year-round, providing students with opportunities to participate in short-term collaborations.

Students are available to

- conduct needs assessment or customer service surveys
- conduct program evaluations
- facilitate training workshops
- assist with organizational development
- conduct leadership seminars
- provide small business support

Students are currently engaging in projects focused on web and logo design, the development of training programs, facilitating training workshops, providing social media support, and creating media campaigns.

Clients include

- Airbus Americas Engineering, Inc.
- Mobile Area Chamber of Commerce
- Boys and Girls Club of South Alabama

“It was nice to see how people really appreciate the services psychologists offer other than the typical counseling aspect.” - Victoria Bridges, former Spring Hill College student, assisted with the Airbus training. "At a lot of companies, people can have problems communicating with each other. That can be a hindrance to any company. I think all Companies need diversity training. It can teach the people in charge and employees a great deal about each other and how to work with each other," Bridges said (quoted in al.com article)
Lesliey Garza-A Dog Wash for ARF: Helping Strays One Pooch at a Time

Jade Beason-Strut to Success: A Fashion Show for Our Sisters’ Closet

Lesliey Garza-A Dog Wash for ARF: Helping Strays One Pooch at a Time
Title: Human Nature

My paintings are based on environmental injustices through human ignorance. I illustrate critically endangered animals and bring to them additional beauty through vivid complimentary colors. Essentially I take the “unappealing” animals, or the animals we so inconsiderately take for granted, and transform them into charming creatures. I ask my viewers; would you care more if the animals were more beautiful? Would you be more mindful of a pink Atlantic Bluefin Tuna? Would you admire a Javan Rhinoceros more if it were golden?

An interdisciplinary class about the Deep Water Horizon oil disaster sparked my interest to denote the environmental destruction by humans. The blame for the oil disaster should be placed on no one other than ourselves because of our ever growing addiction to oil. The exact same situation applies for critically endangered species: our constant need for urbanization causes habitat loss, our constant need for seafood causes over fishing and by-catch, our constant need for ranching land causes deforestation, our constant need for emission-spewing transportation causes climate change, and the list goes on. The reasons for the endangerment of these animals vary, but the facts unrelentingly point in our direction. The animals I paint represent the irresponsible human tendency to manipulate the environment in ways that may be beneficial to our pocketbooks, but are a death sentence to threatened species worldwide.

By shifting the attention that is so heavily placed on “beautiful” endangered animals over to the supposed “unappealing” endangered animals I point out not only that it is unfair to pollute, hunt, and destroy our animals, but also that it is unfair to only put effort into saving the ones that look like children’s stuffed toys.
“Be the Change” - Mackenzie Harms, student initiated project

Providing Students with the Tools

Informational FlyersPosted

780 MILLION PEOPLE LACK ACCESS TO CLEAN WATER

Clean Water For El Cercado

Have you ever wondered what students do after they return from their Service Immersion Trips?? Follow this link to see a short video on how my Dominican Republic Immersion Trip is trying to continue to make a difference in the community that taught them so much!

http://www.gofundme.com/ejGvs

Click here to support Clean Water for El Cercado by Mackenzie Harms

Goal: To raise $3,000 to purchase 25 chlorinators to purify water in the village surrounding 40 homes, Dominican Republic. Help the Dominican Republic DSP group to raise:

DONATE!
SPSSI as a teaching resource

Teaching Materials Development Program

SPSSI has collected a wide range of teaching materials and resources that might prove helpful in course design. In addition to the new and web-based resources listed below, click on the sections listed on the left of this screen to find syllabi, texts, reading/video lists, and activities.

Socio-economic status: SPSSI, along with the Society for the Psychology of Women and the APA Office on Socioeconomic Status has released Resources for the Inclusion of Social Class in Psychology Curricula, a new teaching tool designed to encourage the incorporation of social class diversity into psychology education. This resource includes course syllabi, classroom exercises, scholarly books and articles, as well as examples using fiction and popular media. It is sure to prove useful for all psychology educators, including those teaching at the high school, college, and graduate school levels. You are invited to print your own copies and share them with your colleagues and students. Additionally, these materials will be updated periodically. Your suggestions and contributions for future editions are welcomed and appreciated. Access this teaching tool at http://www.apa.org/pl/ses/.

Web-based resources:

Social Psychology Network Teaching Resources (http://www.socialpsychology.org/teaching.htm)

CROW: Course Resources on the Web (http://jonathan.mueller.faculty.nccitri.edu/crow/)

Teaching Resources from the American Psychological Society (http://psych.harvard.edu/APS/teaching.html)

Course Syllabi Related to Social Psychology (http://www.socialpsychology.org/courses.htm)
Interactive Discussion Invitation: Teaching for Social Justice
Co-facilitors: Kim Case and Wendy Williams
Sunday 10am in the Cambridge room
If you cannot make the session, please stop by after this session to receive a handout or visit the SPSSI Teaching Resource Development Program Website for sample syllabi and assignments

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