UNDERSTANDING MARGINALIZED STUDENTS’ IDENTITIES WORK AND THEIR LEARNING EXPERIENCES IN ENGLISH LANGUAGE ARTS CLASSROOMS

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ABSTRACT

STUDENTS ARE AFFECTED BY THEIR SOCIAL BACKGROUND, ETHNIC, GEOGRAPHIC AND CULTURAL ORIGIN, LANGUAGES SPOKEN, GENDER, SEXUALITY, RELIGION, ETC. ALSO AFFECTING STUDENTS ARE THE MORE GENERAL SOCIAL-POLITICAL TRANSFORMATIONS (GLOBALIZATION, MIGRATION, CHANGING LABOR MARKETS, ETC.) WHEREAS A LOT OF THE SOCIAL SCIENCE LITERATURE IN EDUCATION HAS VIEWED THESE ASPECTS OF STUDENT IDENTITIES AS SEPARATE FROM EACH OTHER, I AIM TO UNDERSTAND HOW THESE FACTORS IMPACT ON STUDENT IDENTITIES-WORK IN INTERSECTIONS, ESPECIALLY IN ENGLISH LANGUAGE ARTS (ELA) CLASSROOMS. IN THE REFERENCED PILOT STUDY, I USE POSITIONING THEORY TO ANALYZE THE DISCLOSIVE INCIDENTS AROUND LITIC LEARNING IN YARDS. BY ANALYZING STUDENTS’ INTERACTIONS, I BEGIN TO GAIN AN UNDERSTANDING OF STUDENT AGENTIC MOVEMENTS AND THE MARGINALIZING FORCES (E.G. BARRIERS) THAT STRENGTHEN OR DIMINISH A STUDENT’S RESPONSE TO LEARNING.

METHODS & AIDS

I CONDUCTED MULTI-METHO D QUANTITATIVE RESEARCH IN 2 UPPER-SECONDARY (SENIOR CLASSROOMS) AT A HIGH SCHOOL IN TURKEY AS A PILOT STUDY PRIOR TO MY DISSERTATION RESEARCH. I AIMED TO UNDERSTAND THE IMPACT THAT STUDENTS’ IDENTITIES HAVE ON THEIR LEARNING. ADDITIONALLY, I AIMED TO UNDERSTAND THE IMPACT THAT STUDENTS’ LEARNING HAS ON THEIR IDENTITIES-FORMATION SPECIFICALLY, I FOCUSED A NEUROBIOLOGY CLASSROOM UNIT OF LESSONS TO FRAME STUDENTS’ THINKING AROUND CHARACTER. CHARACTER IDENTITIES DEVELOPMENT, ESPECIALLY THROUGH POSITIVE EXPERIENCES, HELPED ENSURE A WORLD WIDE MARGINALISATION OF STUDENTS’ IDENTITIES. I COLLECTED OBSERVATIONS AT TWO SEPARATE TEACHERS’ CLASSROOMS OVER THREE CLASS PERIODS. THEN, I COLLECTED CROSS-SECTIONAL SURVEYS AND EVALUATED STUDENTS’ WRITTEN TROPS ON SCALING RIVUS TO COE QUALITY PATTERNS THAT EMERGED. IN TOTAL, 40 STUDENTS PARTICIPATED IN AN INFORMED OVERVIEW FOR THE PILOT RESEARCH PROJECT. USING POSITIONING THEORY, I RETURNED TO STUDENTS’ DISCURSIVE EVENTS THAT I HAD RECORDED DURING MY OBSERVATIONS IN AN ATTEMPT TO UNDERSTAND POSITIONINGS OF STUDENTS’ MOVEMENT IDENTIFIED BY STUDENTS IN THEIR POUR INTERACTIONS AND IN TEACHERS’ POSITIONINGS OF STUDENTS’ ATTEMPTS AT AGENTIC EXCHANGES IN THEIR-TO-CLASSROOM DISCOURSE. FURTHERMORE, I WAS FOCUSED ON DISCURSIVE EVENTS IN WHICH STUDENTS ACTUALLY EXCHANGED THEMSELVES (I.E. THEIR IDENTITIES) OR OTHER WRITING AS-IN THEIR DISCURSIVE DISCOURSES. TOWARDS THE END OF THE STUDY, I DISTRIBUTED A SELF-ASSESSMENT PSYCHOLOGICAL TOOL (SUPPLY) KNOWN AS AN HIPPTOPIC TO QUOTE HOW NOTICABLE THESE 17-18 YEAR OLD STUDENTS WERE, INTERMITTENTLY THROUGHOUT THE STUDY, I CONDUCTED SEMI-STRUCTURED INTERVIEWS WITH SELECTED STUDENTS AND BOTH TEACHERS.

FINDINGS

- MOST STUDENTS’ IDENTITIES WERE COMPOSED OF CHARACTERISTICS OF PERSONALITY
- STUDENTS NEED AUTONOMY IN DECISION-MAKING TO BE HIGHLY SUCCESSFUL
- TEACHERS WHO POSITION AS AUTHORITY FIGURE ARE OFTEN UNAWARE OF THEIR RE-POSITIONING
- CALLING TEACHERS’ ATTENTION TO POSITIONING = CREATION OF STUDENT AGENTIC MOVEMENT
- MORE DISCLOSIVE INSTANCES THAT REMAINED UNCHALLENGED BY THE TEACHER LED TO SELF-IDENTIFYING AS “GOOD AT ENGLISH” EVEN WHEN SCORES ASSIGNMENTS REFLECTED OPPOSITE
- STUDENTS WOULD POSITIONS OF “CORRECT” KNOWLEDGE WERE UNCHALLENGED BY THEIR PEERS SCORED AS LESS EMPOWERED THAN THOSE WHOSE POSITIONS OF “CORRECT” KNOWLEDGE WERE CHALLENGED AT LEAST FIVE TIMES OR MORE WITHIN THE WEEKEND UNIT OF STUDY

RESEARCH QUESTIONS

1. WHAT ENHANCES OR DIMINISHES CLASSROOM LEARNING EXPERIENCES FOR MARGINALIZED STUDENTS?
2. WHEN ARE STUDENTS POSITIONED DIFFERENTIALLY THAN THEY ARE TYPICALLY POSITIONED IN THEIR COMMUNITIES OUTSIDE OF THE LEARNING ENVIRONMENT OR BY THEMSELVES, HOW IS THE LEARNING EXPERIENCE MARGINALIZED?
3. WHAT IF ANY, EFFECTS OF STUDENTS’ IDENTITIES ACT AS A MARGINALIZING FORCE?

CONCLUSION

THE UNITED STATES OF AMERICA, AT THE MOMENT, IS FALLING WITH CONSISTENCY, FROM THE THREE MORMON MOVEMENT TO THE ARMS/ASCENSION COMPASS, ACROSS THE COUNTRY, PEOPLE ARE SPINNING OUT AND THEY ARE SAYING WE ARE TIED TO THE MARGINALIZATION AND THE OPPRESSION. WHAT ESPECIALLY, THE POOR SOUL, "HE IS A POET OF APOSTASY, A POET WHO SPEAKS FOR THOSE WHO HAVEN’T HAD AN OPPORTUNITY TO SPEAK FOR THEMSELVES." THROUGHOUT THE WORK, I HOPE TO TEACH THIS SENTIMENT OF SHARING THE LEARNERS OF THE INTEGRAL ARTS AS STUDENTS ARE SHARED AND HOW THEY IMPACT ON STUDENT LEARNING BOTH POSITIVELY AND MARGINALIZED. LEARNING IDENTITY POLITICS WHERE THEY LIVE IN THE PUBLIC SPHERE ALLOWED ME TO CAPTURE THE MARGINALIZING EXPERIENCE OF LEARNER IN THEIR ENVIRONMENT.