

Teachers ' Narratives for the Liberation of the Identity of the Oppressor Teacher

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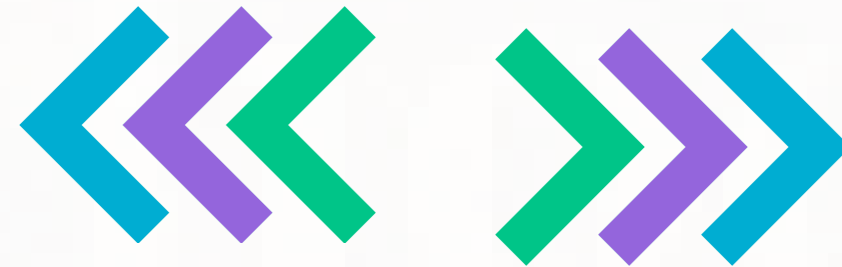
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PRELIMINARY CONTEXT:

Doctoral Thesis

Biographical - Narrative perspective

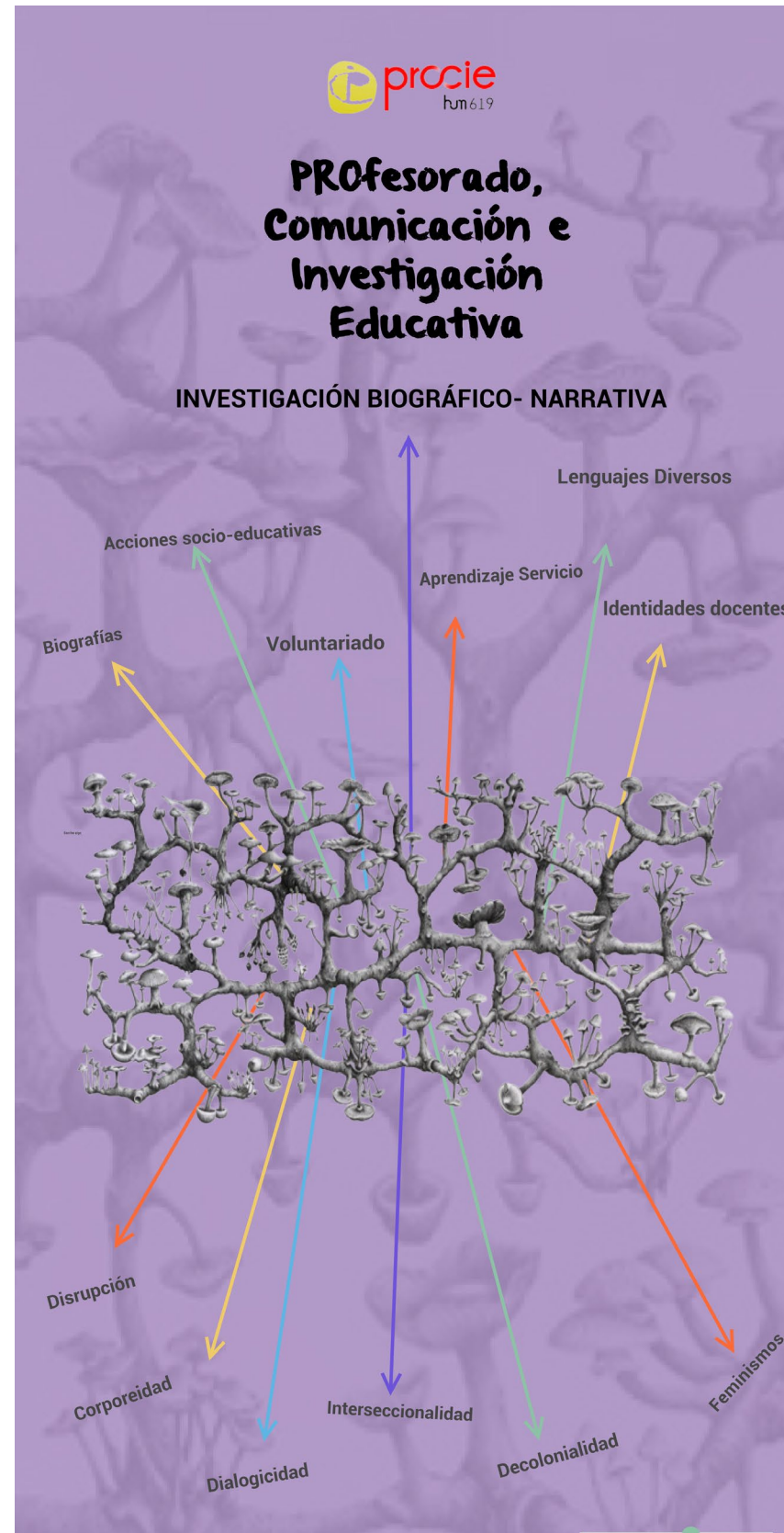


Critical pedagogy

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- 1) Critical Pedagogy + biographical-narrative perspective as a research strategy = ...
- 2) Critical Pedagogy + biographical-narrative perspective as a teaching-learning strategy = ... (This paper focuses on this one)

PRELIMINARY CONTEXT:



Studentsschoostory---shared in a smallgroup--freeformat exhibition--endswith a learningandselfassessmentstory (Rivas y Leite2013)

It is very common to portray teachers as bossy, authoritarian and even oppressive person.

Teaching Experience

Subject :
Educational Organization
Degree: pedagogy
60 students and 4 researchers.

The study we are presenting shows an experience in which the teacher shares with the students a class diary that **is mostly composed of personal reflective processes** that happen during the subject.

FUNDAMENTAL PRINCIPLES

Departure from the idea that the oppressor role is adopted, but can also be received, so its existence depends on both sides

oppressors and oppressed

Freire, 1970)

Humanize the figure of the teacher in order to create an atmosphere of trust where there is no fear of conflict.

Conflict - opportunity - critical thinking

bell hooks
(2022),

Methodology

This is qualitative research, as it is a situated activity that situates the observer in the world.

(Denzin and Lincoln, 2008: 4).

We adopted a narrative perspective whose specific object of study are the narratives of people participating in theoretical-practical and contextualized think tanks on ways of acting and making sense of the world

Clandinin, Pushor and Orr, 2007; Corona and Kaltmeier, 2012;
Chase, 2015; Denzin and Lincoln, 2015).

Instruments

- Researcher and teacher diary.
- Focus group.
- Learning and self -assessment story.

some words from the students...

“One of the things I would like to highlight about the course is the teacher's diary, this has been very good for me to find and to follow it, to feel part of it and to feel close to the teacher, to know how he/she feels and to become one of us and not as the only one who has the knowledge. We all learnt from each other by sharing our experiences.”

“Thanks to the diaries we were able to know how the teacher felt at each moment and we were able to talk about it freely. I think this is something that not many teachers do and should be done, which is to have a little more of a relationship with the students and tell them about their experiences, as this creates a very important bond.”

“...Or the conversations with the teacher about his diary or the things that have made him feel in some ways in the classroom and, of course, communicating how we feel about it, He has been concerned about being listened to but above all about listening, even if in some situations there has been a clash of opinions between pupil and teacher, but in my opinion this is the most normal thing in the world and what should really happen in all classrooms in order to find the middle ground for everyone to feel good in the classroom.”

Conclusions, Expected Outcomes or Findings

The evidence shows that due to the use of the diary, it has been possible to generate an atmosphere of trust between students and teachers that has gradually diluted the portrait of the oppressive teacher, overcoming tensions in this regard during the evaluation period.

Most of the students highlight that the use of the diary has helped them to reinforce and better understand what was given in class, and as a record of information for when they did not understand something or could not attend class.

The teaching staff note that most of the students' self-assessment accounts contain comments and reflections on the use of the teacher's diary.

Some students appreciated knowing what goes through the teacher's minds, seeing it as an example for when they become a teacher.

A student speaking on behalf of the class, said that they had achieved a greater degree of trust with the teacher who shared the diary than with other teachers of other subjects, the close language of the diary and the teacher's display of feelings helped to achieve this.

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