



Education

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Fall 2023 TA Orientation



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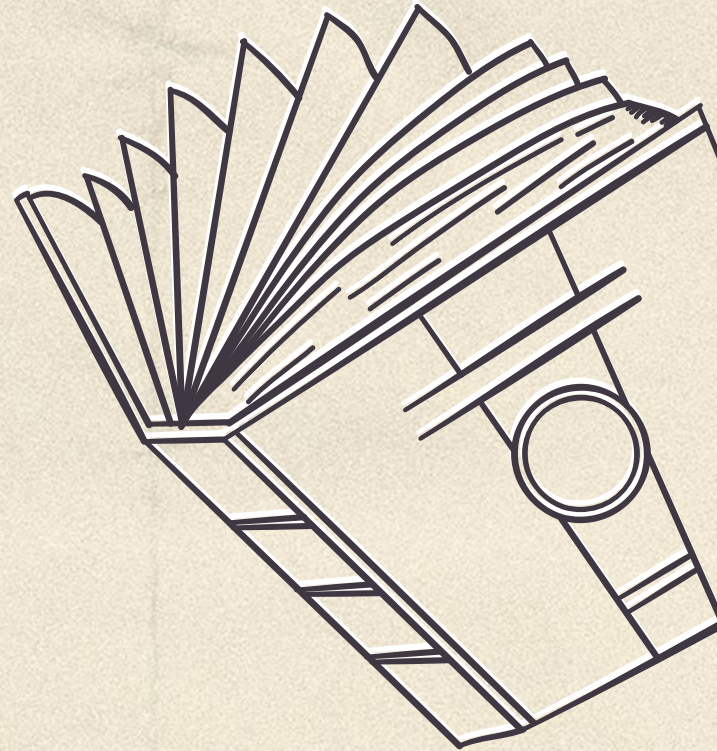
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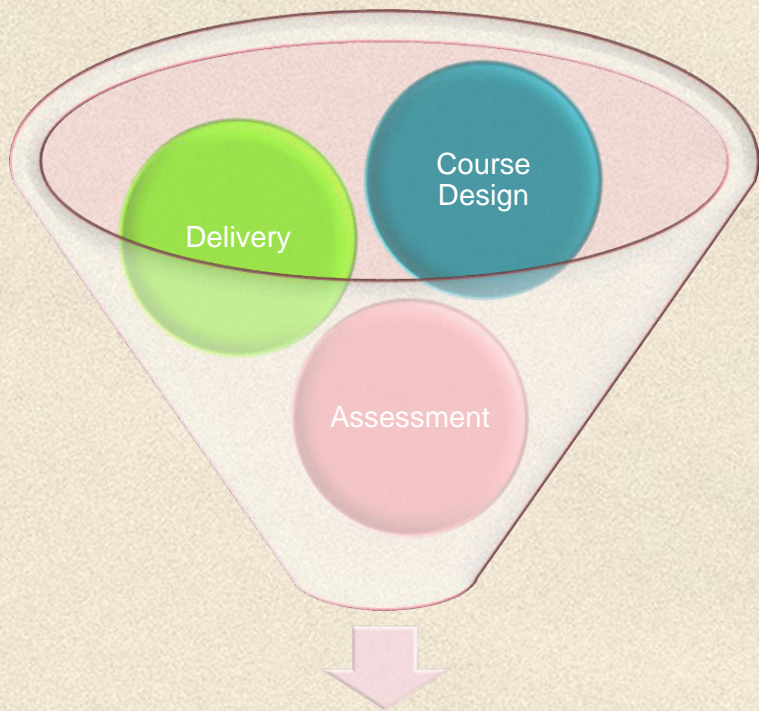
01

Positionality

Where one is located in relation to their various social identities

Positionality

- Where one is located in relation to their various social identities
 - Examples: gender, race/ethnicity, class, ability, geographic locations ...
- Combination and intersections shape how we understand and engage with the world, including knowledge, perspectives, and teaching practices
- As individuals and educators, we occupy multiple identities that are
 - Fluid and dialogical in nature,
 - Contextually situated,
 - And continuously reflected and reproduced.
- Your positionality influences all aspects of your course design, delivery, and assessment, including what is content, how it is taught, and what is evaluated and how.



Positionality

Example



Positionality Activity Prompts

- What social identities – ability, age, gender, nationality, race, religion, sexual orientation, social class, and so on – do I identify with? And how significant is each identity to how I teach?
- What roles—child, friend, parent, significant other, artist, researcher, counselor, and so on—do I have? How do these roles impact my identity and related actions as an educator?
- What beliefs, values, and characteristics do I have? And how do they impact my identity and related actions as an educator?

02

Pedagogy

The study of optimal frameworks and techniques for teaching and learning and their execution



Pedagogy

- The study of optimal frameworks and techniques for teaching and learning and their execution
 - Formed by an educator's teaching philosophy and concerns the interplay between culture and different ways of learning
 - A statement of **teaching philosophy** is typically a 1- or 2-page document written in first person in which you reflect on what teaching means to you.
- Purpose of Teaching Philosophy:
 - Foster reflection on teaching and learning
 - Demonstrate improvement in teaching practices
 - Demonstrate plans for professional growth and development
 - Make connections among teaching, learning, and assessment.

Future Professoriate Program

Graduate students in participating departments are eligible to join Syracuse University's Future Professoriate Program, a structured professional development experience for aspiring faculty. The FPP provides students with the experience, confidence and documented performance they need to excel as teachers and scholars in higher education. We produce candidates who not only get jobs, but quickly become indispensable to the departments, colleges, and

In this Section

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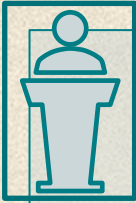
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[Enrolling in the FPP](#)

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[Future Professoriate Program \(FPP\)
Annual Conference](#)

Pedagogy Reflective Activity



How is teaching related to your career goal?



What knowledge, skills, or values do you want your students to develop as a result of taking your course?



What type of teaching and learning environment do you attempt to create?



What types of teaching strategies do you use to foster student learning? And how do you select strategies and techniques?



How might your identities, experiences, and talents impact your pedagogy?



03

Power

Power



Educators have the power to affect learners' lives and guide the paths of their future.



The power of the educator is innate because of the evaluative nature that creates hierarchy.



The power of an effective educator is to cultivate esteem, confidence, and worth in learners and to lay foundation for meaningful relationships, sense-making, and navigation through difficulties.



Power Reflective Activity

What kinds of power do educators have in the teaching process? What roles do they play?

A diagram of a piece of lined paper with a torn top-right corner, used for a reflective activity. The paper is yellow and has five horizontal lines. It is framed by a black border. Three lines point from the text blocks to the paper: one to the left margin, one to the top-right corner, and one to the bottom margin.

How do you view power in the student-teacher relationship?

What behaviors are acceptable to you in the student-teacher interactions?
What is not acceptable?

Power

Power is also connected to privilege.

An unearned benefit, advantage, favor, or right that a person receives by nature of their identities.

Learning about power dynamics in education and society at large helps raise awareness of the impact that one might have on another and systemic privilege and oppression.

Reflecting on the power of the educator and the student is one step toward honoring diversity and inclusion in the classroom.



WHEEL OF POWER/PRIVILEGE

Use the wheel of power/privilege to engage in your understanding of power and privilege and how it might influence your teaching.



Adapted from ccrweb.ca

@sylviaaduckworth

Power Reflective Activity

What culture(s) do your expectations for students and the learning environment represent?

What might you do when your students bring different cultural experiences into the classroom?



04

Place

Location in space, time, and history





WEEK 28 JULY 2018

MONDAY 9

TUESDAY 10

WEDNESDAY 11

THURSDAY 12

FRIDAY 13 ●

SATURDAY 14

NOTES

JULY

M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	

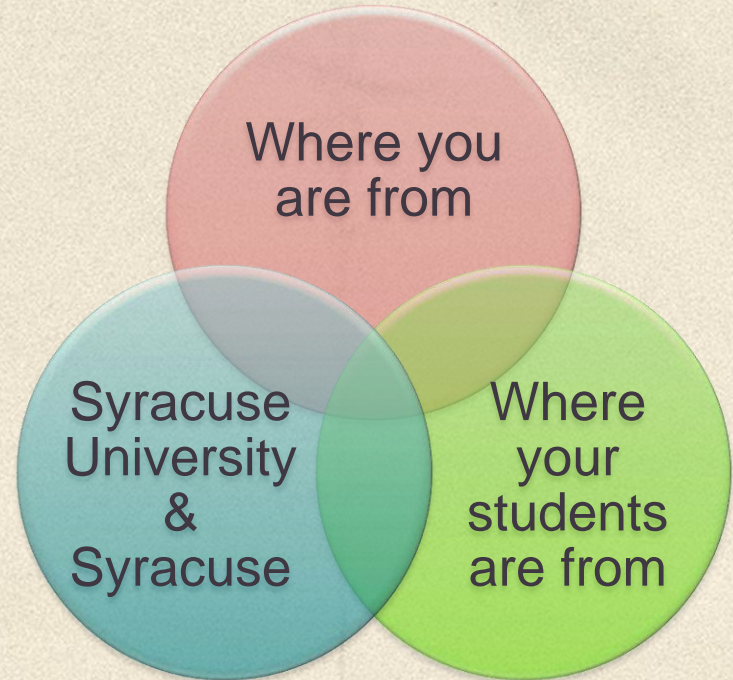
A place has its history.

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...d by English
...that valiant
...Francis Drake
...an and second
...ellman, master

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of the world, containing
almost the third part of the
Globe is yet unknowne certayne
rather shewe, there is a land
then discover either Land
people, or Commodities &c

Place

- Location in space, time, and history
- Influenced by past and current social, cultural, and political conditions
- The concept of place is important in education and teaching for self-awareness and effective teaching.
- Our backgrounds and knowledge influence the ways we experience a place, which impacts the ways of us interacting with each other.



Self-Paced Study of Places and Concepts

Syracuse University

Undergrad and Grad Population

Syracuse

Segregation

Desegregation & Intergration

Underground Railroad , Highway Building



How does your
positionality and
teaching philosophy
influence your
understanding of
places?

In what ways does
your understanding of
the places from which
you speak and teach
impact your teaching?

Thanks

Do you have any questions?

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CREDITS:

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