



Utilizing Cogenerative Dialogue as a Critical Pedagogical Tool

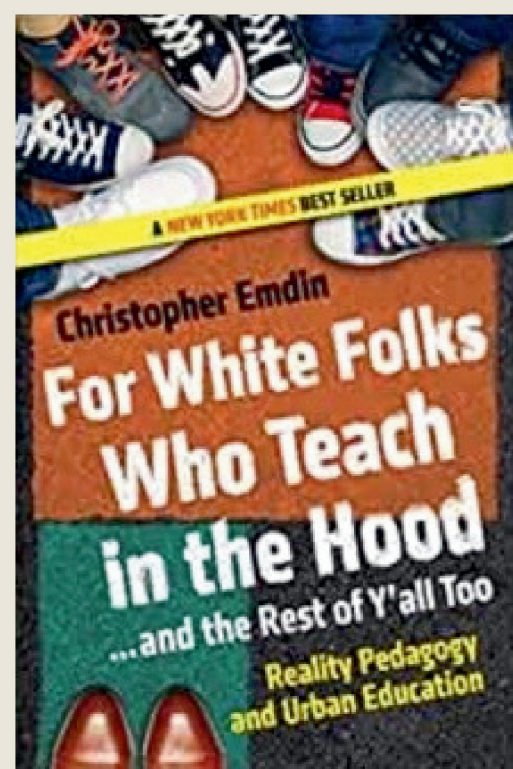
Allison Segarra Hansen
Assistant Professor of Education

RESEARCH QUESTION

How do we ensure equity for pre-service teachers with marginalized identities in a community engaged teacher preparation course using cogenerative dialogue?

What is Cogenerative Dialogue?

Cogenerative dialogue or cogen is a small group collaborative discussion in which students provide feedback and propose changes or offer new ideas for the classroom (Emdin, 2016).



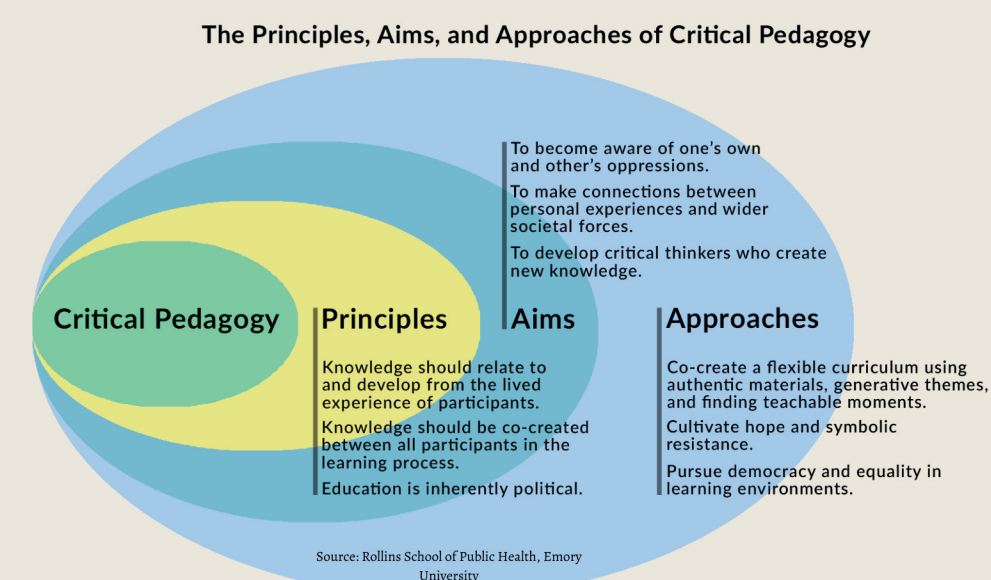
Goals of Cogenerative Dialogue

Goals of Cogenerative Dialogues

1. Gain deeper understanding of students and their experiences
2. Improve pedagogical practices
3. Improve relationships between students and educators
4. Improve course culture, overall culture
5. Enhance equity

Based on source:

<https://resources.finalsite.net/images/v1701292442/sdcoenet/eycx5kxexcibism3w4wxst/7CogenerativeDialogueProtocolandPlanningGuide.pdf>



Theoretical Framework: Critical Pedagogy

Selected Principles from Darder (2005)

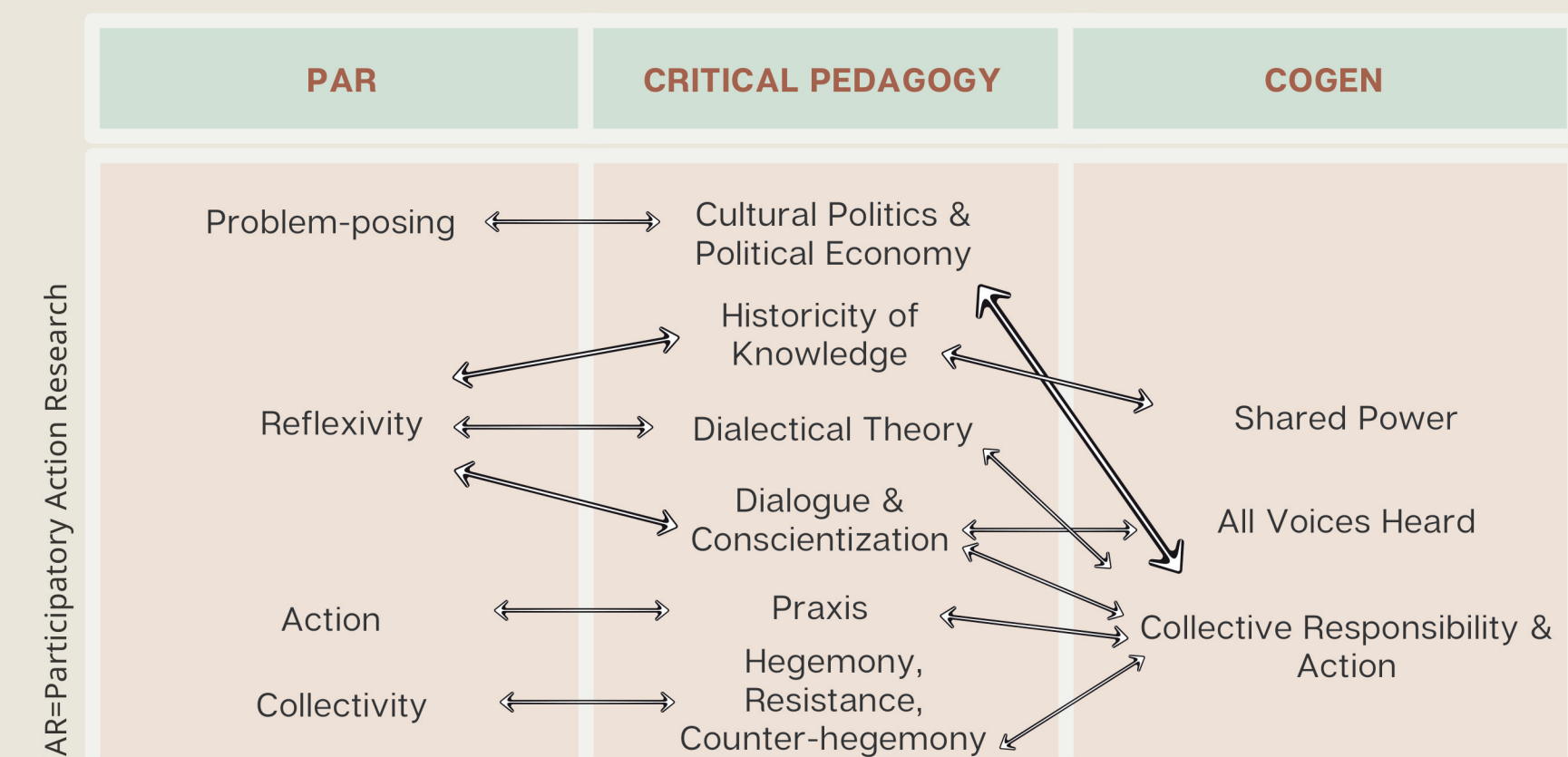
- **HISTORICITY OF KNOWLEDGE**
 - STUDENTS ENGAGED IN CP SEE THEIR PLACE IN HISTORY AND THEMSELVES AS HISTORY-MAKERS, FUTURE-TAKERS
- **IDEOLOGY & CRITIQUE**
 - DEEPEN UNDERSTANDING OF SELF
 - PERSPECTIVE TAKING
- **DIALOGUE & CONSCIENTIZATION**
 - SELF-EXAMINATION OF BIASES AND INFLUENCES
 - AN "EMANCIPATORY EDUCATIONAL STRATEGY" (P.117)

Cogen as Critical Pedagogy

"Cogen is part of the process of critical pedagogy" (Tobin, 2014, p. 182).

- Allows students to interrogate classroom policies, procedures, and pedagogy that may be replicating societal forms of oppression.
- Interrupts the process of assimilation which normally occurs in schools by allowing student voices to become present within pedagogy.
- Allows students to explore their **historicity of knowledge** by giving them a space to reflect on personal and shared experiences and how they interact with and can inform the instructional setting.
- Students can learn how their diverse perspectives and experiences interconnect with those of their peers.
- Students experience **counter-hegemony** as they can share power with their peers as well as the teacher.
- Student voices are privileged and viewed as integral to the teaching and learning process.
- Cogens = **praxis** due to their focus on action especially when utilized to ensure the educational environment is equitable.

CRITICAL CONNECTIONS



Principles of Critical Pedagogy (Darder, 2005)

Structure

1. Identify what you want to explore with your students and develop focal question(s).
2. Identify and invite students (diverse learning profiles).
3. Schedule a time outside of class.
4. Position students in circle to dialogue.
5. Share norms.
6. Dialogue.
7. Agree upon cogenerated action steps.
8. Take collective action!



Cogen Norms

- All voices heard
- Collective responsibility
- Collective action
- Shared power

Cogen as Critical Pedagogy

The cogen can be conceptualized as a space in which students can deconstruct and construct knowledge, share cultural commonalities and differences, build community, and play an active role in the transformation of teaching and learning (Beltramo, 2021; Stith & Roth, 2008).

Data Analysis

- Inductive analysis
- In-vivo & descriptive coding
- 6 major themes, 2 most salient
 - **Discrimination & Oppression**
 - **Complex Identities**
- Quote selection

Student co-researchers...

- Reviewed transcripts, codes, themes, quotes
- Member-checked
- Affirmed the themes
- Analyzed & categorized quotes

The representative data or "main ideas" (co-researcher S) analyzed through the selected principles of critical pedagogy (Darder, 2005):

- **Historicity of Knowledge**
- **Ideology & Critique**
- **Dialogue & Conscientization**

Selected Findings: Student S



In the cogenerative dialogue, S raised another instance of **discrimination** against Native Americans, deeming it a valuable topic for further dialogue in the course. She used the space created by the cogenerative dialogue as a space for **sharing knowledge** in the name of social justice. S made it clear that she wanted her peers to know that Native Americans are still here, they have a rich cultural and spiritual tradition and they are still facing discrimination.

Theme: Discrimination & Oppression

"The Miami Nation are really like passionate about what they have to say... and how they tried to get or receive just like some kind of treaty, so they would be able to have like ownership, over just a piece of their land...And they just needed that kind of validation in the document, and they never got it. And still in 2020 to the Miami Nation doesn't have it."

Critical Pedagogy Principle: Historicity of Knowledge

Course Implications

- Added guest speakers
- Student moderator for guest speaker
- Student guest speakers
- Student module creation
- Student lectures
- Choices added to assignments
- Increased community circles



Cogen Planning Template



Cross-curricular Implications

Historicity of Knowledge

- Create opportunities for students to explore their funds of knowledge (Moll et al., 1992).
- Cultivate space for them to share their histories.

Ideology & Critique

- Define, describe and provide examples of ideologies.
- Build in and model reflexive practices.

Dialogue & Conscientization

- Plan for dialogue and shared power.
- Connect ideology and critique.
- Scaffold over time as relationships are built.