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WEBVTT

1

00:00:42.420 --> 00:00:48.360

Dan Krutka (Krut-kuh): Michael so we bring different perspectives to this podcast you are still a classroom teacher.

2

00:00:48.690 --> 00:00:49.260

michael milton (he/him): that's true.

3

00:00:49.500 --> 00:01:00.180

Dan Krutka (Krut-kuh): yeah and i'm we're been working in teacher education at the university level for almost a decade feeling very I can't believe how how quickly the time has passed.

4

00:01:00.480 --> 00:01:04.800

michael milton (he/him): And you're almost apart you're going to be department head for a little bit at least you know.

5

00:01:05.400 --> 00:01:11.100

Dan Krutka (Krut-kuh): yeah that's about to happen that's a whole nother new map to have like a couple episodes where everyone just tells me how to do that job.

6

00:01:12.240 --> 00:01:18.900

Dan Krutka (Krut-kuh): But yeah yeah i'm going to be our interim department chair in my my department for this upcoming year.

7

00:01:19.200 --> 00:01:24.810

michael milton (he/him): i'm glad you're not acting department chair i'm glad you're interim because I don't like the idea of like you just acting it.

8

00:01:25.110 --> 00:01:27.240

Dan Krutka (Krut-kuh): Right I can't be my real self than right it's just.

9

00:01:27.270 --> 00:01:27.750

michael milton (he/him): yeah I.

10

00:01:27.870 --> 00:01:29.550

michael milton (he/him): was putting on yeah exactly.

11

00:01:30.120 --> 00:01:35.370

Dan Krutka (Krut-kuh): Well, that you know hey erving goffman maybe that's all we're really doing is we're all just actors and apply.

12

00:01:35.580 --> 00:01:51.480

Dan Krutka (Krut-kuh): hmm, but I think one thing that we do in our job is we do research right that's part of getting your PhD is, you have to do research projects and then part of working in a research institution is, you have to continue to do research.

13

00:01:52.530 --> 00:02:03.690

Dan Krutka (Krut-kuh): And I think one of the big critiques of the work we do is that it's too often disconnected from the concerns of classroom teachers and maybe the concerns immediately of students, too.

14

00:02:05.430 --> 00:02:20.220

Dan Krutka (Krut-kuh): And so I guess my question for you is to turn it back around as a classroom teacher, what kind of research, do you think we need more of in social studies to be better social studies, teachers and to help our social studies learners.

15

00:02:21.630 --> 00:02:22.110

michael milton (he/him): So.

16

00:02:22.260 --> 00:02:23.310

michael milton (he/him): I think that.

17

00:02:23.550 --> 00:02:27.750

michael milton (he/him): So you're obviously you're aware, but the past couple years have been really.

18

00:02:29.160 --> 00:02:33.570

michael milton (he/him): Tough for teachers in general, and also with kind of like the.

19

00:02:35.340 --> 00:02:48.630

michael milton (he/him): What it seems to be like what we've been talking about government kind of breaking down like you know these truths that we've been talking about for so long and been so like trying to first of all like, how do we.

20

00:02:50.280 --> 00:02:55.260

michael milton (he/him): connect with students who have kind of gone through this pandemic and you know have kind of.

21

00:02:56.370 --> 00:02:58.200

michael milton (he/him): drifted away a little bit with.

22

00:02:59.340 --> 00:03:15.060

michael milton (he/him): With you know being on zoom and we, I mean we had some issues kind of like reintegrating that, and so I feel like that's kind of an interesting place kind of like how you know classroom teachers can can better engage in in keep our students with us, but also like.

23

00:03:16.110 --> 00:03:28.170

michael milton (he/him): I feel like more discussion about like really figuring how we teach government, how we teach civics particularly with like in the wake of like January six like we're still kind of dealing with.

24

00:03:28.200 --> 00:03:37.350

michael milton (he/him): followed and like what is right and so that's the type of stuff they'd like you know going into the school year that's kind of on my mind as i'm going to teach us one again.

25

00:03:38.430 --> 00:03:45.810

michael milton (he/him): us one is kind of like really foundational stuff foundational us in so that's tip stuff that i've been thinking about lately.

26

00:03:46.860 --> 00:03:56.610

Dan Krutka (Krut-kuh): yeah and like I think off the top of my head, that there is some stuff being done around that if I don't know if it's the type of research that that teachers would want to.

27

00:03:57.000 --> 00:04:03.600

Dan Krutka (Krut-kuh): Maybe look at or maybe a department looks at and thinks about how can we do this, I know wayne's your now had a book on the.

28

00:04:03.630 --> 00:04:05.280

Dan Krutka (Krut-kuh): panic and social studies.

29

00:04:06.750 --> 00:04:14.730

Dan Krutka (Krut-kuh): And I know you know even in my own research, this is now I research broadly not necessarily always a study where i'm going into a classroom i've been trying to figure out.

30

00:04:15.210 --> 00:04:23.610

Dan Krutka (Krut-kuh): ways to you know do like critical inquiry that doesn't play into some of the two side isms that are becoming worse and worse, I think.

31

00:04:23.670 --> 00:04:25.110

Dan Krutka (Krut-kuh): In some ways right like.

32

00:04:25.410 --> 00:04:32.910

Dan Krutka (Krut-kuh): That we're giving voice to you know hate groups or randomizing them, you know and having Presidents like legitimising them.

33

00:04:33.360 --> 00:04:43.380

Dan Krutka (Krut-kuh): And so I tried to wrestle with some of that, but again I don't know if it's still the exact type of stuff teachers want I think some people are trying, but it's kind of hard to know.

34

00:04:45.510 --> 00:04:46.350

michael milton (he/him): If I feel.

35

00:04:47.400 --> 00:05:00.780

michael milton (he/him): Again it's been such a tough tough couple years like things that I like i've done for for for a while, like ways that i've taught just it doesn't seem to engage the way that it used to be, maybe that's partially me.

36

00:05:01.080 --> 00:05:02.610

michael milton (he/him): It definitely is partially me i'm like.

37

00:05:03.690 --> 00:05:05.430

michael milton (he/him): Like you know i'm aging I guess.

38

00:05:05.700 --> 00:05:13.170

michael milton (he/him): In so like my maybe like you know the the project based stuff that i've been doing it just totally doesn't doesn't fit in so i've been kind of shifting.

39

00:05:13.440 --> 00:05:19.140

michael milton (he/him): I don't know I just like to know more of the the lay of the land and how to engage students.

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00:05:19.680 --> 00:05:21.990

michael milton (he/him): again after kind of going through what.

41

00:05:23.520 --> 00:05:27.900

michael milton (he/him): yeah these past couple years that's that's what I would like.

42

00:05:28.290 --> 00:05:42.780

Dan Krutka (Krut-kuh): You know just just talking kind of makes me want to do a study, where I just sit down with with classroom teachers and talk through what it's been like you know, during the pandemic, you know with the the more attention to the systemic racism happening.

43

00:05:43.050 --> 00:05:50.160

Dan Krutka (Krut-kuh): With climate change and every day feeling, as I talk as I just returned back to Texas and 112 degree high today.

44

00:05:51.090 --> 00:05:53.400

Dan Krutka (Krut-kuh): Yes, you know yeah yeah it's not good.

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00:05:54.060 --> 00:05:58.950

Dan Krutka (Krut-kuh): And you know talk to teachers how they're doing and then talk to their students about how they're doing right, I think.

46

00:05:59.040 --> 00:06:06.900

Dan Krutka (Krut-kuh): Listening to those two groups for that'd be a great like do some case studies of different teachers and students to figure out like what these last few years have been like and what has changed.

47

00:06:07.200 --> 00:06:14.280

Dan Krutka (Krut-kuh): Because I haven't been in the classroom for a decade now, and so like I need to reengage maybe so that's maybe the study I need to do.

48

00:06:15.030 --> 00:06:16.140

michael milton (he/him): Interesting given since.

49

00:06:16.140 --> 00:06:23.010

Dan Krutka (Krut-kuh): 2012 2011 2011 2011 over 10 years as the last year in the class if he doesn't feel real.

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00:06:24.570 --> 00:06:29.100

Dan Krutka (Krut-kuh): But I do get in classrooms a lot as much as possible, I go guest teacher a lot with with students and.

51

00:06:29.130 --> 00:06:29.430

michael milton (he/him): With the.

52

00:06:29.580 --> 00:06:30.210

michael milton (he/him): Right right.

53

00:06:30.720 --> 00:06:39.690

Dan Krutka (Krut-kuh): So I think what we need to do is maybe get a broader idea of what is happening in social studies, research, almost like kind of like a state of social studies teacher education.

54

00:06:39.690 --> 00:06:46.590

Dan Krutka (Krut-kuh): Research right, you know, to see that and that'll help both researchers and teachers to figure out, you know what really are we doing here.

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00:06:47.910 --> 00:06:51.060

michael milton (he/him): that's great that's great yeah there's a song from.

56

00:06:51.210 --> 00:06:51.960

nevermind.

57

00:06:53.760 --> 00:06:56.760

Dan Krutka (Krut-kuh): Steve we're not we we've been talking a long time about having our musical.

58

00:06:56.760 --> 00:06:58.260

Dan Krutka (Krut-kuh): episode we haven't put it together.

59

00:06:59.520 --> 00:07:02.910

Dan Krutka (Krut-kuh): So with we'll see check back for a later episode, but.

60

00:07:04.230 --> 00:07:13.350

Dan Krutka (Krut-kuh): To move us forward, we are very excited to be welcoming in a researcher is going to talk about research with us lightning Jay welcome to the podcast.

61

00:07:14.100 --> 00:07:20.970

Lightning Jay: thanks for having me i've been listening to a lot of episodes divisions bed and it's really exciting to be on with you.

62

00:07:22.080 --> 00:07:22.620

michael milton (he/him): Thank you.

63

00:07:23.280 --> 00:07:39.270

Lightning Jay: yeah you've done a lot to help me understand what's going on in this field, and so this is a you know, an opportunity for me to give back, I guess, this is my This is my community service element where i've saved so much time reading articles, but, listening to you all break them down.

64

00:07:39.270 --> 00:07:39.540

Dan Krutka (Krut-kuh): Nice.

65

00:07:39.660 --> 00:07:44.130

Lightning Jay: and, hopefully, I can save someone else the time of having to drudge through my prose.

66

00:07:45.180 --> 00:07:48.090

Lightning Jay: Some of those ideas out a little bit clearer and a little bit crisper.

67

00:07:48.660 --> 00:07:51.360

Dan Krutka (Krut-kuh): visions of education you'll never have to read the articles again.

68

00:07:53.100 --> 00:07:53.970

Lightning Jay: The entire reading.

69

00:07:54.270 --> 00:08:03.870

Dan Krutka (Krut-kuh): We appreciate it, and we always tell everyone it's our favorite professional development, we get to learn and every episode so lightning, can you tell us a little bit about yourself and your background in education.

70

00:08:04.710 --> 00:08:17.880

Lightning Jay: yeah so I was a classroom teacher for seven years in brooklyn and minneapolis and when I came into the I started teaching, it was 2009 it was the height of one particular.

71

00:08:18.420 --> 00:08:34.140

Lightning Jay: Education reform movement and I had a sense that teaching would be a way to embody some of these social justice ideas that I thought were important, but I also knew that I didn't really know how to teach and I didn't really know what I was doing so.

72

00:08:35.160 --> 00:08:37.890

Lightning Jay: I was excited to work at an organization.

73

00:08:39.240 --> 00:08:47.430

Lightning Jay: charter organization, because they had an idea of what teaching ought to be, and as a 21 year old that's what I wanted, I wanted to know what to do.

74

00:08:48.030 --> 00:08:59.880

Lightning Jay: How to be helpful and what I found was that there was a really concrete and articulated vision of what a classroom should look like or feel like and.

75

00:09:01.170 --> 00:09:05.850

Lightning Jay: At least at the time I was working there, there was not a concrete vision of what social studies should look like.

76

00:09:06.240 --> 00:09:19.680

Lightning Jay: Or what social studies would have means to learn social studies, I was the only social studies teacher in my building and I was given a stack of historical fiction until to read that with my fifth and sixth graders they were of course all.

77

00:09:20.700 --> 00:09:33.120

Lightning Jay: Historical fiction novels written by white authors most, all of which featured white protagonists and, as I was reading these with my fifth graders in brownsville brooklyn.

78

00:09:34.380 --> 00:09:41.970

Lightning Jay: I hadn't sense that maybe there was there was a little bit more on that social studies could and should be, and so that was that was the starting point of.

79

00:09:42.720 --> 00:09:52.800

Lightning Jay: would have really been to in during questions, for me, which is what does it mean to really learn social studies and how do we help teachers do that.

80

00:09:53.580 --> 00:10:02.670

Lightning Jay: As a teacher very, very deeply felt that I needed to know what to do and I needed help and and I think that that's something that.

81

00:10:03.030 --> 00:10:09.300

Lightning Jay: Our profession as researchers and as teacher, educators and as people who have been in the classroom is very invested in.

82

00:10:09.720 --> 00:10:19.200

Lightning Jay: But i'm I think there's still room for us to grow and to do that a lot better than the than we currently do that and that's what I hear in your intro here, Michael asking for.

83

00:10:20.100 --> 00:10:26.940

Lightning Jay: For a shifting paradigm of how to engage and re engage as time changes, and so I think that there's.

84

00:10:27.240 --> 00:10:40.320

Lightning Jay: You it doesn't take a lot of talking to any teacher, to know that there's this desire for how do we, how do we do what we should do and how do we do it better so that's really the space that I try to locate myself and social studies learning and teacher education.

85

00:10:42.270 --> 00:10:50.040

Dan Krutka (Krut-kuh): that's really good I remember feeling that exact poll that same poll like to understand what we should be doing, especially when I was tasked for the first time with teaching methods course.

86

00:10:50.340 --> 00:10:55.080

Dan Krutka (Krut-kuh): You know, social studies methods course were for people who wanted to be socially as teachers and like what do I teach them.

87

00:10:55.500 --> 00:11:04.110

Dan Krutka (Krut-kuh): about social studies teaching and it's interesting being on the teacher education side because you do see that there's people who put in a tremendous amount of work to figure things out.

88

00:11:04.380 --> 00:11:10.410

Dan Krutka (Krut-kuh): But I think, bringing it all together is still really a challenge for everyone right like, how do you actually take.

89

00:11:10.920 --> 00:11:18.030

Dan Krutka (Krut-kuh): Many of these great ideas that sometimes have been around for a long time and and implement them it's not always that we need some new idea right sometimes they're out there.

90

00:11:19.560 --> 00:11:26.550

Dan Krutka (Krut-kuh): Michael, what do you think, can we go, we go just jump into question, too, I think we have a lot to discuss there sorry zach zach our editor.

91

00:11:27.930 --> 00:11:31.500

michael milton (he/him): I keep trying not to quote the state of the art by Steve from.

92

00:11:31.770 --> 00:11:38.490

michael milton (he/him): Stephen sondeheim but like you're piecing it together that's like it's the same friggin song that I didn't quote earlier.

93

00:11:39.570 --> 00:11:40.770

Lightning Jay: We should do more sometime.

94

00:11:42.180 --> 00:11:47.490

Lightning Jay: You know when you're when you're a researcher you set with a capital R you'll never forget.

95

00:11:49.440 --> 00:11:51.540

Lightning Jay: That said, story might not translate so well here.

96

00:11:51.960 --> 00:11:55.920

Dan Krutka (Krut-kuh): That I don't know well, we haven't done it yet, but what do we do we.

97

00:11:56.040 --> 00:11:57.240

michael milton (he/him): Oh yeah we got a question for.

98

00:11:57.660 --> 00:11:59.070

Dan Krutka (Krut-kuh): You do you want to do it, or you want me to do it.

99

00:11:59.460 --> 00:12:00.630

michael milton (he/him): Oh uh.

100

00:12:01.770 --> 00:12:03.060

michael milton (he/him): I can do it, I got it.

101

00:12:03.420 --> 00:12:03.870

michael milton (he/him): I got it.

102

00:12:05.340 --> 00:12:13.590

michael milton (he/him): So lightning day you're here, because you actually wrote an article on there was recently published in we hold on you got to what's the name of the.

103

00:12:14.820 --> 00:12:17.190

Dan Krutka (Krut-kuh): theory and research and social education it's on the show notes.

104

00:12:18.270 --> 00:12:18.480

michael milton (he/him): Okay.

105

00:12:18.540 --> 00:12:19.650

Dan Krutka (Krut-kuh): I before right for the title.

106

00:12:21.150 --> 00:12:22.650

michael milton (he/him): Okay, so I don't have the show notes.

107

00:12:24.450 --> 00:12:26.610

Lightning Jay: Doing santana just assassins.

108

00:12:26.640 --> 00:12:27.270

Dan Krutka (Krut-kuh): it's in the chat.

109

00:12:27.540 --> 00:12:29.550

michael milton (he/him): I haven't seen that is it good.

110

00:12:29.610 --> 00:12:30.030

michael milton (he/him): Like I.

111

00:12:30.420 --> 00:12:35.220

Lightning Jay: it's good but yeah but it's a it's on time doing social studies, why.

112

00:12:35.250 --> 00:12:38.640

Lightning Jay: Why is it that we keep shooting our Presidents that's a musical.

113

00:12:39.060 --> 00:12:40.020

michael milton (he/him): that's that's off.

114

00:12:40.410 --> 00:12:40.680

Lightning Jay: yeah.

115

00:12:41.460 --> 00:12:43.920

Dan Krutka (Krut-kuh): I do wait this just came out or.

116

00:12:44.190 --> 00:12:45.360

michael milton (he/him): The assassins no.

117

00:12:46.770 --> 00:12:48.570

Lightning Jay: I don't know just did a revival of it.

118

00:12:49.170 --> 00:12:53.040

Lightning Jay: Where did you see it in New York, it was it's off Broadway.

119

00:12:53.340 --> 00:12:54.990

michael milton (he/him): yeah oh man.

120

00:12:55.470 --> 00:12:56.700

Lightning Jay: Oh did.

121

00:12:58.110 --> 00:13:01.110

Lightning Jay: This look good edited out with my brother in law got to play.

122

00:13:05.760 --> 00:13:08.640

Lightning Jay: i'm incredibly like I was named the man who shot Kennedy.

123

00:13:10.650 --> 00:13:12.180

Lightning Jay: So yeah.

124

00:13:13.320 --> 00:13:14.010

Lightning Jay: It was fun to see.

125

00:13:14.070 --> 00:13:14.370

Lightning Jay: This one.

126

00:13:14.460 --> 00:13:15.150

Dan Krutka (Krut-kuh): Yes, I.

127

00:13:15.210 --> 00:13:22.800

Dan Krutka (Krut-kuh): You would think i'd remember that since i'm you know, like just write down the road from the JFK museum that talks all about it i'm also blinky to what's that guy's name.

128

00:13:23.310 --> 00:13:24.090

michael milton (he/him): it's not john.

129

00:13:24.330 --> 00:13:27.360

Dan Krutka (Krut-kuh): booth know it's three names, though it is correct your current.

130

00:13:28.470 --> 00:13:30.540

Lightning Jay: What is wrong three social studies teachers.

131

00:13:33.750 --> 00:13:34.650

michael milton (he/him): teach us to.

132

00:13:35.100 --> 00:13:35.760

Dan Krutka (Krut-kuh): yeah yeah.

133

00:13:35.850 --> 00:13:37.950

Dan Krutka (Krut-kuh): Okay, so Michael do you have do you have that pulled up.

134

00:13:38.700 --> 00:13:39.450

michael milton (he/him): Sorry, no.

135

00:13:39.510 --> 00:13:41.820

Dan Krutka (Krut-kuh): No you're good you're good Harvey Oswald was Lee.

136

00:13:42.540 --> 00:13:44.940

Dan Krutka (Krut-kuh): Harvey Oswald okay all right, Michael.

137

00:13:45.330 --> 00:13:45.660

michael milton (he/him): All right.

138

00:13:46.560 --> 00:13:54.120

michael milton (he/him): So, ladies yeah you're on today, because you were recently published in theory and research and social education.

139

00:13:54.750 --> 00:14:06.870

michael milton (he/him): With the article entitled the disciplinary and critical divide and social studies teacher education, research, review of literature from 2009 to 2019 first of all congratulations that's no easy feat.

140

00:14:08.790 --> 00:14:12.930

michael milton (he/him): Secondly, a really good saying 2009 or people still saying.

141

00:14:12.960 --> 00:14:17.100

Dan Krutka (Krut-kuh): 2009 29 right.

142

00:14:17.580 --> 00:14:21.930

Lightning Jay: to adjudicate than the odds for you that's a that's that's between you and your.

143

00:14:23.100 --> 00:14:27.150

michael milton (he/him): Do you mind telling us a little bit about your little Would you mind telling us about your recent.

144

00:14:28.350 --> 00:14:37.260

Lightning Jay: yeah absolutely so perhaps it's me it and I have a tape but I went to Grad school and had kind of those same impulses that I had as a teacher like okay so great.

145

00:14:37.740 --> 00:14:42.210

Lightning Jay: How do we do this and what's what's the right way to do it and tell me what to do.

146

00:14:43.200 --> 00:14:57.780

Lightning Jay: And I found that that's not what's happening within social studies teacher education, research and, as I looked back for the past 30 years since since 1991 the phrase that every single review of social studies teacher ED.

147

00:15:00.360 --> 00:15:05.910

Lightning Jay: My try that again because I just got tangled that's all right apologies to zach so i'm going to go go started it.

148

00:15:08.550 --> 00:15:18.450

Lightning Jay: Yet, so this piece came to come to have a really me holding the same naivete did I had as a classroom teacher that I brought with me to graduate school because when I got to graduate school I showed up with the same energy of.

149

00:15:18.900 --> 00:15:24.360

Lightning Jay: All right, tell me what do we do, how do we prepare social studies teacher, educators and the more that I read the research.

150

00:15:25.560 --> 00:15:36.900

Lightning Jay: The harder became to answer that question when I look back if you go back to 1991 Susan other right to review of the field and she calls the field particular respect and and systematic.

151

00:15:37.380 --> 00:15:46.620

Lightning Jay: And now, for over 30 years every time, someone has written about social studies teacher education they use that same phrase, it is particularly realistic and systematic what they mean.

152

00:15:47.280 --> 00:15:54.450

Lightning Jay: Is that we have all of these case studies we've got so many case studies anyone could find an example of a good way to teach.

153

00:15:55.290 --> 00:16:08.670

Lightning Jay: This specific topic or a good way to teach in this very specific setting but we don't have as a conversation that unifies those ideas teacher education in general and social studies teacher education, even more so existence silos.

154

00:16:09.720 --> 00:16:17.430

Lightning Jay: That makes the field appear on systematic, but as I began to read the literature and, as I engaged in this in this research project of the last decade.

155

00:16:17.910 --> 00:16:31.710

Lightning Jay: I became less convinced that what we're doing is and systematic, even if it was on systematic surely 30 years is enough time to begin to address that so so I was able to draw on Thomas philosophies.

156

00:16:34.080 --> 00:16:45.570

Lightning Jay: framework for understanding the various aims within social studies and he argues it historically social studies, has had three different strands there are some folks who want to do what he calls traditional social studies.

157

00:16:46.050 --> 00:16:49.470

Lightning Jay: Some folks who want to do disciplinary and some folks who want to do.

158

00:16:49.830 --> 00:17:00.150

Lightning Jay: progressive social studies and the distinction he makes is that traditional social studies is really focused on the transfer of knowledge there's some facts that are important i'm going to get it from my brain to the students brain.

159

00:17:01.140 --> 00:17:16.140

Lightning Jay: Disciplinary folks really focus on engaging students in thinking like historians or thinking like economists are thinking like sociologists what have you and then, finally, the progressive strand is about the application of social studies to students actual live two worlds.

160

00:17:17.640 --> 00:17:33.330

Lightning Jay: I would argue, I take this framework up but I argued that within the last decade critical is a more specific descriptor the progressives but it's still the same kind of framework that I think that critical frame in social studies, research is focused on.

161

00:17:34.560 --> 00:17:40.980

Lightning Jay: On action within the world and, in particular, and understanding differential power dynamics that are necessary for engaging in.

162

00:17:41.850 --> 00:17:55.200

Lightning Jay: In change, so I took those three Strand and looked at what's happening within the social studies, research and over the past decade, I was able to pull out 1012 1212 articles.

163

00:17:55.380 --> 00:17:57.210

Lightning Jay: Well filters to.

164

00:17:57.540 --> 00:18:00.570

Lightning Jay: To cut out redundancies or things that were you know.

165

00:18:01.650 --> 00:18:13.140

Lightning Jay: there's actually a lot of really good research being published in Turkey, but I don't think it was particularly relevant to the United States, so, so I put some filters on and I ended up with 227 articles and then I.

166

00:18:14.640 --> 00:18:17.910

Dan Krutka (Krut-kuh): Did one of your filters for redundancy just eliminate all my article.

167

00:18:18.120 --> 00:18:18.630

redundant.

168

00:18:21.660 --> 00:18:26.010

Lightning Jay: tactics that was that was, I think one of my filters was no cars.

169

00:18:27.330 --> 00:18:28.080

Lightning Jay: So.

170

00:18:30.300 --> 00:18:31.140

Lightning Jay: Not quite not quite.

171

00:18:31.470 --> 00:18:32.610

Lightning Jay: But that's like that's like.

172

00:18:33.360 --> 00:18:36.510

Dan Krutka (Krut-kuh): The know homers club on the Simpsons That was a great episode.

173

00:18:37.710 --> 00:18:40.950

Dan Krutka (Krut-kuh): They could have one Homer they just didn't have homework so Homer Simpson couldn't go.

174

00:18:41.700 --> 00:18:43.320

Lightning Jay: I think that's important to just have one.

175

00:18:43.710 --> 00:18:55.140

Lightning Jay: So maybe you slip through the filter will have to have to double check um no I was trying to understand what was going on and I ended up with with a after further scrutiny.

176

00:18:56.160 --> 00:19:08.490

Lightning Jay: What I found was that this is in fact not an and systematic field but we're really talking about a bias systematic feel that they're really, from my perspective, there are two kinds of social studies, research that are.

177

00:19:08.880 --> 00:19:17.970

Lightning Jay: Taking up most of the space and that's that's critical and the disciplinary work of the articles that I ended up coding 38% of them were critical studies.

178

00:19:18.690 --> 00:19:22.680

Lightning Jay: And 28% were disciplinary studies so that's that's the significant.

179

00:19:23.550 --> 00:19:33.480

Lightning Jay: majority of the work, so what we're seeing is not just noise it's not just social studies teacher educators hanging out in their own room and not paying attention to the field but there's actually two distinct.

180

00:19:34.350 --> 00:19:43.890

Lightning Jay: ways of thinking about social studies that are both forming their own camps, and I think we haven't acknowledged the relationship between those and the way in which.

181

00:19:44.460 --> 00:19:55.920

Lightning Jay: they're pursuing similar requests similar using similar methods to pursue different questions it when I look at them, I saw that they are actually similar methods were using.

182

00:19:57.090 --> 00:20:06.900

Lightning Jay: A whole lot of self studies it's mostly teacher educators talking about what they do in their room we're seeing a whole lot of interviews we're seeing a whole lot of.

183

00:20:08.040 --> 00:20:12.810

Lightning Jay: Focus groups or looking at the student work so we're kind of looking at using the same tools to look.

184

00:20:13.320 --> 00:20:16.890

Lightning Jay: And and there's and I was heartened to see I was happy to see that there was a fair amount of.

185

00:20:17.250 --> 00:20:25.110

Lightning Jay: developmental design, about half the studies you some sort of either pre or post measure or some sort of kind of narrative structure to describe how.

186

00:20:26.010 --> 00:20:37.950

Lightning Jay: novice teachers were actually learning, but although the we're using similar materials and similar forms of investigation, we are actually focused on different elements of teaching.

187

00:20:38.550 --> 00:20:49.620

Lightning Jay: folks who are taking a critical look at social studies are much more likely to focus on the pre service teachers reasoning, so the thinking that goes on within teachers.

188

00:20:50.610 --> 00:21:00.540

Lightning Jay: folks that are focused on a disciplinary approach to teaching are actually more likely they are to focus on enactments or what pre service teachers are actually able to do.

189

00:21:01.140 --> 00:21:08.670

Lightning Jay: With children were able to do in terms of lesson design and the disciplinary folks are more likely to look at what the teacher educator does.

190

00:21:09.660 --> 00:21:14.580

Lightning Jay: That influence those things so so we end up, seeing that there are like different theories of.

191

00:21:14.940 --> 00:21:19.890

Lightning Jay: of teacher learning or maybe even theories of teaching that are at work here, where the critical folks.

192

00:21:20.220 --> 00:21:27.870

Lightning Jay: Really focused on how do you get a social studies teacher to think in a particular way and to hold particular beliefs and values.

193

00:21:28.410 --> 00:21:41.880

Lightning Jay: where's the disciplinary folks are more likely to see to say what does the teacher educator do and what authors to do and and what How does that come to life with students, I think those are different questions I think they're both important.

194

00:21:42.900 --> 00:21:52.050

Lightning Jay: But when I look at who is publishing these, and I see that they were out of new 139 articles that I quoted, I found three.

195

00:21:53.610 --> 00:21:56.250

Lightning Jay: That were they utilize both perspectives.

196

00:21:56.940 --> 00:22:02.070

Lightning Jay: So 136 of these articles, the really substantial majority.

197

00:22:02.580 --> 00:22:04.620

Lightning Jay: Are folks operating in one lane.

198

00:22:05.850 --> 00:22:10.860

Lightning Jay: And if you look at folks at by bibliography you see that they people generally stay in their lane.

199

00:22:11.520 --> 00:22:20.880

Lightning Jay: there's given that we're using the same methods we're all doing interviews for all assigning lesson plans there's really nothing that would prohibit me from.

200

00:22:21.870 --> 00:22:30.960

Lightning Jay: You know, taking a disciplinary look at it does this lesson plan help a student think display merrily and does the same lesson plan help a student understand the power relations.

201

00:22:31.980 --> 00:22:38.220

Lightning Jay: Of the of the local government there's no reason I can't ask both of those questions in the same interview but folks don't.

202

00:22:40.050 --> 00:22:41.730

Lightning Jay: So I yeah go ahead.

203

00:22:42.750 --> 00:22:54.630

Dan Krutka (Krut-kuh): No you're good you're good no problem um so it's interesting admit this is reminded me a lot of Stephen Thornton's book I don't know if you've read that social studies that matters is, I think the title will get in the show notes.

204

00:22:55.140 --> 00:23:02.700

Dan Krutka (Krut-kuh): And he kind of points out right these kind of two paradigms and, of course, you could break these things down further, but he says, you know there's kind of two visions for social studies one.

205

00:23:03.090 --> 00:23:13.710

Dan Krutka (Krut-kuh): Is kind of more of a disciplinary vision right like people who are really interested in and thinking through history thinking through economics thinking through geography thinking through political science.

206

00:23:14.070 --> 00:23:21.270

Dan Krutka (Krut-kuh): These these kinds of different fields to develop knowledge and the hope is that doing that education will result in people who are.

207

00:23:21.570 --> 00:23:28.110

Dan Krutka (Krut-kuh): Better deeper thinkers and can affect their world better the other field is like more directly concerned with like.

208

00:23:28.560 --> 00:23:39.810

Dan Krutka (Krut-kuh): This democratic view of kind of social education right where we're going to, we have to more directly address the social problems of our world and help students to wrestle with those.

209

00:23:40.170 --> 00:23:51.810

Dan Krutka (Krut-kuh): And so it makes sense to me that one is it's you know, like thinking about historical thinking there's all these methods that have been developed over a long time for helping students think historically, so it makes sense to me.

210

00:23:52.140 --> 00:24:02.250

Dan Krutka (Krut-kuh): That that would be you would do enactments to to test and kind of understand better how students do that, but for the people who are more concerned, maybe even with what we teach right.

211

00:24:03.450 --> 00:24:12.510

Dan Krutka (Krut-kuh): Or you know more concerned with you know how students can learn to think through these problems where our teacher candidates are coming into the field.

212

00:24:12.930 --> 00:24:20.970

Dan Krutka (Krut-kuh): That kind of makes sense, a little bit so i'm not surprised, it is surprising, only three dealt because it doesn't seem like these are contradictory either.

213

00:24:22.920 --> 00:24:29.460

Dan Krutka (Krut-kuh): Can I ask you a question, how do you think the inquiry stuff fits with this, because that to me the in the sea three inquiry approach.

214

00:24:29.700 --> 00:24:38.190

Dan Krutka (Krut-kuh): was kind of almost meant to meld these right, it was meant to bring these together, because you get big compelling questions, but you can still do disciplinary work within that.

215

00:24:38.490 --> 00:24:49.590

Dan Krutka (Krut-kuh): Right, I think it's supposed to be set up, if you do an inquiry design model, you know unit that it allows for both big questions and disciplinary work but we're not seeing people take it up in that way.

216

00:24:53.130 --> 00:25:01.380

Lightning Jay: So a couple of those are a series of great observations and great questions what I see when I look at this literature is a gap.

217

00:25:02.220 --> 00:25:11.910

Lightning Jay: And I think that there are two ways to think about what we do with a gap we've got disciplinary folks over here and critical folks, on the other side and there's one instinct, which is to say, build a bridge between the two.

218

00:25:12.330 --> 00:25:21.210

Lightning Jay: And I think that that's what the impetus of the see three years is to say, well they're not really so to staying let's find the middle ground let's connect them, and I think that um.

219

00:25:21.630 --> 00:25:28.860

Lightning Jay: The recent article in trec bye bye Santiago and there's no no does a really beautiful job of building a.

220

00:25:31.080 --> 00:25:36.750

Lightning Jay: conceptual a theoretical argument for the ways in which increase should serve both of those ends.

221

00:25:39.030 --> 00:25:48.570

Lightning Jay: A second response, though, and the one that i'm more drawn to right now is let's actually go down into the Canyon let's look at the the shape of these different sides of the chasm and understand.

222

00:25:48.840 --> 00:25:55.560

Lightning Jay: Each of these camps in their in their fullness because I think that neither campus actually complete right now, and I think that that's part of the problem.

223

00:25:56.580 --> 00:26:04.410

Lightning Jay: With taking the word inquiry inquiry is used in about 90% of the studies, everyone is talking about inquiry.

224

00:26:05.790 --> 00:26:09.210

Lightning Jay: But it's almost always modified, but the critical folks saying, well, we made critical.

225

00:26:09.660 --> 00:26:18.810

Lightning Jay: inquiry and the disciplinary folks go in and say, well, we mean disciplinary angry or historical angrier and so so even though increase sounds like something we all agree on.

226

00:26:19.290 --> 00:26:29.520

Lightning Jay: The fact that we keep editing it actually isn't as a signal we're we're thinking about inquiry itself so i'm not sure that that bridge is stable enough to build a connection.

227

00:26:30.630 --> 00:26:34.500

Lightning Jay: What I think that teacher educators have gotten really good at is bringing.

228

00:26:35.790 --> 00:26:42.900

Lightning Jay: New teachers up to where they think the starting line is critical folks, I think, believe that the starting line is.

229

00:26:43.410 --> 00:26:54.150

Lightning Jay: teacher educator new teachers beliefs, about the world about social justice, about students about themselves and they've gotten really good at the starting line they're changing teachers beliefs.

230

00:26:55.380 --> 00:26:58.200

Lightning Jay: Disciplinary folks I think as i've been as bad as literature.

231

00:26:58.830 --> 00:27:07.290

Lightning Jay: i'm actually believe that it's the practices that are the starting line you start by getting students into inquiry and you start by student and getting students to do this work and what you.

232

00:27:07.530 --> 00:27:11.100

Lightning Jay: What you think about history or how it applies to the present grows out of that.

233

00:27:11.850 --> 00:27:20.760

Lightning Jay: I think both camps have gotten really good at bringing folks up to the starting line and I don't think anyone's really gotten to the end, so I don't really see any disciplinary work.

234

00:27:21.240 --> 00:27:29.400

Lightning Jay: That shows us that, if we get students to engage in scrutiny about texts that it actually makes them more skeptical.

235

00:27:29.880 --> 00:27:37.260

Lightning Jay: readers of the news that if we engage in a richest Oracle question about reconstruction that it makes us better able to understand.

236

00:27:38.160 --> 00:27:53.490

Lightning Jay: of Ireland attempt to overthrow the government today and on the on the flip side I don't see enough critical work that is say that it's showing that if teacher, not as teachers, really, really want to be anti racist that they are actually better at.

237

00:27:54.660 --> 00:28:05.310

Lightning Jay: Engaging in anti racist work that they are able to actually take these beliefs into practice and that those practices, then manifest in student learning and I think that by seeing the field as messy.

238

00:28:06.390 --> 00:28:18.570

Lightning Jay: Or, as seeing the field, the field is messy we relieve ourselves have the responsibility to finish our work by saying that bias repeatedly establishing this beachhead.

239

00:28:19.530 --> 00:28:23.880

Lightning Jay: Over and over again and we're actually repeating the work of scholars before us.

240

00:28:24.720 --> 00:28:34.140

Lightning Jay: But by seeing the world as it seemed it seemed divisions that exists within the field we take on an obligation to complete the work and i'd like to see more scholarship that either.

241

00:28:34.560 --> 00:28:48.720

Lightning Jay: traces the the focuses on completing the work within those strands so so focuses on critical work that men manifests in student learning or focuses on disciplinary work that makes it different for contemporary citizenship.

242

00:28:50.370 --> 00:28:57.210

Lightning Jay: Or, I would like to see work that sits in one classroom that sits in multiple classrooms and compares.

243

00:28:57.660 --> 00:29:04.590

Lightning Jay: How, as if someone is really good at bringing a student in and bring novice teachers to the starting line for disciplinary work.

244

00:29:05.160 --> 00:29:14.490

Lightning Jay: That teacher educator I think should be very interested in what critical folks are doing and critical folks, I think, have a lot to learn from disciplinary work, work, but I don't see.

245

00:29:14.910 --> 00:29:21.570

Lightning Jay: comparative studies happening I don't see us sitting in multiple classrooms we continually getting better at the one thing that we do.

246

00:29:22.230 --> 00:29:32.280

Lightning Jay: without seeing what other folks are doing particularly folks who think differently, and I think that this is a problem, both for the our capacity to prepare effective novice teachers.

247

00:29:32.820 --> 00:29:41.550

Lightning Jay: But I think it's also a problem for us to that undermines our ability to speak with one voice in this moment when the social studies are under attack.

248

00:29:42.060 --> 00:29:47.820

Lightning Jay: So I think that we need to engage in comparative work, not to, not to say that we're all doing the same project.

249

00:29:48.390 --> 00:29:57.390

Lightning Jay: But to make sure that we continue to understand one another's project and that because, and then, when we are under attack from outside and when our teachers are not safe and what our students are not said.

250

00:29:58.080 --> 00:30:05.280

Lightning Jay: That we are able to speak about work that we do about work that our colleagues about the entire field with.

251

00:30:06.390 --> 00:30:09.960

Lightning Jay: A boisterous and grounded and knowledgeable voice.

252

00:30:12.570 --> 00:30:15.780

michael milton (he/him): But until then we're just particularly rustic and.

253

00:30:15.870 --> 00:30:17.040

michael milton (he/him): And system systematic.

254

00:30:19.020 --> 00:30:23.700

Lightning Jay: Systematic and I think that that we when we understand that there are two systems.

255

00:30:24.360 --> 00:30:27.930

Lightning Jay: We have the option availability of being on particular so.

256

00:30:28.710 --> 00:30:44.130

Lightning Jay: I think we have continued to stay in and hone out these grooves and what's interesting to me it's also the both the disciplinary work and the critical work described themselves and being in opposition to traditional work there's so much we're not doing just transfer of.

257

00:30:44.130 --> 00:30:44.460

knowledge.

258

00:30:45.960 --> 00:30:49.680

Lightning Jay: But no one or not, no one, but very few people are actually publishing traditional work.

259

00:30:49.950 --> 00:30:52.410

Lightning Jay: we're arguing with people who are publishing anymore.

260

00:30:52.740 --> 00:30:53.310

Dan Krutka (Krut-kuh): it's a.

261

00:30:53.520 --> 00:30:54.030

Dan Krutka (Krut-kuh): it's a.

262

00:30:54.960 --> 00:30:57.540

Lightning Jay: If you go into the classrooms most people.

263

00:30:57.600 --> 00:30:59.790

Lightning Jay: are still doing the traditional work, so the reason.

264

00:31:00.450 --> 00:31:09.660

Lightning Jay: is having this argument with the wrong interlocutor there's no other scholar to argue with the people who are really advocating traditional work.

265

00:31:10.440 --> 00:31:21.510

Lightning Jay: Are demagogues in political spaces not people in academic spaces so we're having academic discourse with people who aren't there, which is distracting us from having the political.

266

00:31:21.510 --> 00:31:22.950

Lightning Jay: discourse, we need to be a part of.

267

00:31:23.700 --> 00:31:33.420

Lightning Jay: And I think teachers are kind of left out, I don't see enough that I mean that's a big question is like, how can we, how can we get this work to transfer out of our discourse into the work of teachers.

268

00:31:34.770 --> 00:31:42.300

Dan Krutka (Krut-kuh): yeah and that's my pet peeve kind of sometimes as a reviewer to is when we use traditional work which no one's really arguing for in the field.

269

00:31:42.510 --> 00:31:50.070

Dan Krutka (Krut-kuh): As a straw straw man for our own work right we're like you should do the thing i'm advocating, because this is bad, but no one's arguing for that anymore.

270

00:31:50.280 --> 00:31:54.990

Dan Krutka (Krut-kuh): Sorry that's just my thing i'm like you know we have to and The thing is, is once you get rid of the strongman, then you realize.

271

00:31:55.230 --> 00:32:03.480

Dan Krutka (Krut-kuh): Your work has to stand on its own merits right like what it actually does or what you can show it doesn't just get into the nuances of it, there was something else you said.

272

00:32:03.510 --> 00:32:04.560

michael milton (he/him): I would you keep.

273

00:32:04.710 --> 00:32:06.480

michael milton (he/him): A pet peeve like.

274

00:32:06.540 --> 00:32:09.420

michael milton (he/him): I just don't like it peeves you just don't take the pet.

275

00:32:10.200 --> 00:32:14.910

Dan Krutka (Krut-kuh): yeah I don't know actually don't I don't know where that phrase comes from at all it's very.

276

00:32:14.940 --> 00:32:18.240

michael milton (he/him): Strange don't need to have a pet particularly one the budget.

277

00:32:18.900 --> 00:32:19.620

michael milton (he/him): But I wanted.

278

00:32:20.100 --> 00:32:20.430

Dan Krutka (Krut-kuh): I wanted.

279

00:32:21.420 --> 00:32:23.250

Lightning Jay: us to think about all the wild piece.

280

00:32:23.310 --> 00:32:25.380

Lightning Jay: like these are the pieces of content and.

281

00:32:25.980 --> 00:32:28.740

Lightning Jay: much safer you don't it's better to have a pet one.

282

00:32:31.230 --> 00:32:32.130

Dan Krutka (Krut-kuh): domesticated p.

283

00:32:33.630 --> 00:32:42.000

Dan Krutka (Krut-kuh): Well, so two things one i'm deeply considering getting across my chest tattooed part particular aesthetic and non systematic.

284

00:32:43.050 --> 00:32:49.680

Dan Krutka (Krut-kuh): or just put that on my tombstone if I you know if you if you have the opportunity, when I pass I think that's a wonderful phrase.

285

00:32:51.210 --> 00:32:58.980

Dan Krutka (Krut-kuh): So one other thing you said, is the nature of the studies and I think one critique about our field is that we need to be in classrooms more with classroom teachers.

286

00:32:59.160 --> 00:33:08.310

Dan Krutka (Krut-kuh): Right and because then maybe somebody would actually we could do this study and talk to people doing the traditional teaching more traditional teaching and ask them why tell me why you're doing this right, we can understand it better.

287

00:33:09.660 --> 00:33:20.370

Dan Krutka (Krut-kuh): And, and maybe that's an important line of research that's that's missing, but you said a lot there's a lot of self studies, you said there's a lot of people studying work in their own classrooms.

288

00:33:20.880 --> 00:33:29.100

Dan Krutka (Krut-kuh): I can partially say that I know it's because I have a lot of trouble with districts not cooperating right they make it very hard to do.

289

00:33:29.730 --> 00:33:40.770

Dan Krutka (Krut-kuh): Research is that is is, do you think that's is there any indication why we're getting those studies, because I think we all know that we need to be in K 12 classrooms more if possible.

290

00:33:42.330 --> 00:33:46.410

Lightning Jay: I think it's very understandable and I do want to say that i'm speaking with.

291

00:33:46.980 --> 00:33:53.100

Lightning Jay: animation and passion, because I have a lot of hope for the field, because I, I think that the work that we do is really important.

292

00:33:53.520 --> 00:34:05.940

Lightning Jay: And the best part of writing this study for me was getting to sit down and read over 100 articles and there are so many good ones there's so many people who are doing really good work and i'm animated partially by the fear that.

293

00:34:07.170 --> 00:34:13.860

Lightning Jay: The good work isn't being seen and isn't being spread so engage in this with with deep admiration for the social studies teachers.

294

00:34:14.400 --> 00:34:21.450

Lightning Jay: In the social studies teacher educators, I think our work is necessary, and I think that we're underfunded, and I think that, if you look relative to.

295

00:34:22.170 --> 00:34:35.100

Lightning Jay: You know, to the math and science literature on teacher education there's evidence that that they have more funding they have more opportunity to to connect with districts that are prioritizing their subject area.

296

00:34:35.730 --> 00:34:43.260

Lightning Jay: And I think that they also, and this is probably where i'll get in trouble with my with my math and science, colleagues, I think that they also operate with.

297

00:34:43.770 --> 00:34:57.450

Lightning Jay: A greater degree of certainty, perhaps too much certainty about what the right answer, or what learning or looks like within their subject, and I think it's actually partially to I think the credit of social studies teacher educators, that we don't engage.

298

00:34:58.800 --> 00:35:09.210

Lightning Jay: In this work from an assumption that we possess knowledge, but actually that we are continually be investigating what does it mean to be critical today and that's again what I heard from you, Michael and the opening is.

299

00:35:09.780 --> 00:35:11.520

Lightning Jay: you're not wandering into the.

300

00:35:11.520 --> 00:35:17.970

Lightning Jay: classroom for the first time, but you are reevaluating the standards of what it means to learn well.

301

00:35:18.750 --> 00:35:28.440

Lightning Jay: In this context, and in this life, so I think that that's maybe that's partially the nature of the social studies teacher what at least the nature of the social studies, so I do think that these questions are valuable I want them to be asked.

302

00:35:28.950 --> 00:35:38.100

Lightning Jay: But I also want them to be asked in ways that are cumulative and we said, are mutually legible in ways that enable us to ask them and move forward.

303

00:35:39.240 --> 00:35:46.620

Dan Krutka (Krut-kuh): yeah I agree these math and science teachers are two particular in systematic honestly, they need to be a little less less so.

304

00:35:47.280 --> 00:36:04.020

Dan Krutka (Krut-kuh): it's there's a famous quote out there and it my mind says it's doing but that could just be reverting back to there's many doing quotes floating around that you know education researchers are like the one group that start their career and finish it working on the exact same problem.

305

00:36:05.670 --> 00:36:06.090

Dan Krutka (Krut-kuh): I think.

306

00:36:06.300 --> 00:36:18.960

Dan Krutka (Krut-kuh): The nature of how we can build on research, which of course we're supposed to do in our literature reviews right review what's been done before, and try to figure

out what can we add to or help to understand better or in different ways, the work that's been done.

307

00:36:19.200 --> 00:36:20.250

Dan Krutka (Krut-kuh): So this is think.

308

00:36:20.250 --> 00:36:24.210

michael milton (he/him): that's actually not doing, but his brothers huey and louie.

309

00:36:26.070 --> 00:36:30.090

Dan Krutka (Krut-kuh): You always have to ask which to do it right melville or john to.

310

00:36:31.770 --> 00:36:32.670

michael milton (he/him): I was thinking that.

311

00:36:32.820 --> 00:36:34.830

michael milton (he/him): Do that you're nervous yeah duck tales.

312

00:36:34.980 --> 00:36:35.460

Yes.

313

00:36:37.140 --> 00:36:39.210

Dan Krutka (Krut-kuh): Yes, the ducks can be friends with our pet peeves.

314

00:36:40.620 --> 00:36:45.690

Dan Krutka (Krut-kuh): And so what I first thing I hope everyone sites, this article I think it's.

315

00:36:46.050 --> 00:36:53.460

Dan Krutka (Krut-kuh): Really, an important article for situated our work and figuring out how it's fitting in the field and that allowing us to think a little bit about where our project.

316

00:36:53.880 --> 00:37:04.110

Dan Krutka (Krut-kuh): You know what our projects are doing right, and I think that's really important so that we're not just a bunch of social studies studies we're a social studies field right, that is, is trying to do something.

317

00:37:05.550 --> 00:37:12.990

Dan Krutka (Krut-kuh): What what advice, do you have for classroom teachers for researchers for all of our field to going forward.

318

00:37:15.420 --> 00:37:16.200

Lightning Jay: Well, I think that.

319

00:37:16.380 --> 00:37:28.410

Lightning Jay: For classroom teachers, I think it starts by understanding that there are multiple options here and situated yourself in relation to those options, so I think I would have been.

320

00:37:29.100 --> 00:37:40.800

Lightning Jay: helped as a teacher, if I understood that this workshop is giving me a disciplinary approach, and I should think about how I can make that connect to the present because that's not something that the discipline disciplinary.

321

00:37:42.090 --> 00:37:44.070

Lightning Jay: literature is necessarily ready to do.

322

00:37:45.240 --> 00:37:49.620

Lightning Jay: I think that for educators, it goes back to what you're saying about being a field.

323

00:37:49.980 --> 00:37:59.820

Lightning Jay: and understanding how we're in communication with other with others and situate ourselves to people who are outside of our camp, I think a lot of literature reviews work to take us.

324

00:38:00.480 --> 00:38:10.740

Lightning Jay: In conversation with a really small number of other scholars and I think just a little bit of extra work to situate it to the state of the field, I think we've increased the legibility and also.

325

00:38:12.000 --> 00:38:19.920

Lightning Jay: You know I write this to hold myself accountable to doing research that's going to be meaningful and it's going to be rigorous and wide ranging.

326

00:38:24.420 --> 00:38:28.620

michael milton (he/him): It would also be very helpful if I mean if teacher educators.

327

00:38:29.850 --> 00:38:31.830

michael milton (he/him): ever want to come down to the schools to do PD.

328

00:38:33.240 --> 00:38:34.470

michael milton (he/him): And just.

329

00:38:35.580 --> 00:38:36.330

Dan Krutka (Krut-kuh): i'll do Michael.

330

00:38:37.140 --> 00:38:37.710

michael milton (he/him): Do you really.

331

00:38:38.220 --> 00:38:38.700

yeah.

332

00:38:41.340 --> 00:38:45.360

Dan Krutka (Krut-kuh): I do too I love working with teachers, I actually always jump at the opportunity whenever I get to.

333

00:38:47.160 --> 00:38:51.990

Lightning Jay: And we've seen, I think, in others in other studies, I was just listening to your talk with.

334

00:38:52.020 --> 00:38:52.980

Lightning Jay: kilian Stevens.

335

00:38:53.520 --> 00:39:03.810

Lightning Jay: But when teachers are able to identify their own perspectives they're able to deepen their practice, she was working with feminist teachers who, when they understood themselves as feminists were able to go further.

336

00:39:04.230 --> 00:39:20.310

Lightning Jay: And I think that the language, I think that that's true of scholars also do we need to situate ourselves in relationship I think that's something that we can give to teachers are encoded encoded with teachers is how how we can understand ourselves and it's the world of social studies.

337

00:39:22.800 --> 00:39:28.800

Dan Krutka (Krut-kuh): yeah and I can say, I really do love being with teachers and I think that's a really important part of the work we do and.

338

00:39:28.950 --> 00:39:35.550

Dan Krutka (Krut-kuh): I always go in knowing I have so much to learn from them oftentimes i'm asked to come present on something particular that i've been working on one thing that's different between.

339

00:39:35.880 --> 00:39:42.750

Dan Krutka (Krut-kuh): teacher educator researchers and teachers is that we get to just focus in on something more specific and spend a lot of time with it.

340

00:39:43.110 --> 00:39:49.680

Dan Krutka (Krut-kuh): But I know I went in and I've been doing a lot of work, about how we teach about technology and our relationships with technology, how we do that in different areas.

341

00:39:50.160 --> 00:39:59.370

Dan Krutka (Krut-kuh): And I ended up blocking out and partnering with a teacher to do lessons and when I went into their classroom I it was so great, you know I came out with just like kind of refreshed.

342

00:40:00.030 --> 00:40:07.680

Dan Krutka (Krut-kuh): Like reminders about all the little things teachers do right throughout the day that are really important and parts of the work right.

343

00:40:08.250 --> 00:40:17.400

Dan Krutka (Krut-kuh): it's relational it's you know organizational it's all of these things that happened and teachers just have these like wide ranging skill sets that I think are integral so.

344

00:40:18.420 --> 00:40:19.950

Dan Krutka (Krut-kuh): there's a lot there's a lot to learn.

345

00:40:20.550 --> 00:40:29.280

Lightning Jay: yeah that did the work that I just did was focused on pre service teacher education but I don't think I could have done this study on professional development.

346

00:40:29.820 --> 00:40:42.930

Lightning Jay: Because it really is not a social studies body of literature on professional development, what we what I see researchers do is they go and they find great teachers and then I think the main thing name, what makes them great.

347

00:40:44.220 --> 00:40:50.850

Lightning Jay: But they don't see that get distilled for teachers who are passed their second or third year, and so we are.

348

00:40:51.330 --> 00:41:01.980

Lightning Jay: missing a really critical resource, because we had this question of like what do we do with pre service teachers that actually makes a difference later in their career that joins the thinking and the doing of social studies teaching.

349

00:41:02.730 --> 00:41:06.120

Lightning Jay: And we've identified teachers who can do that, but I don't see how we continue.

350

00:41:06.960 --> 00:41:21.990

Lightning Jay: At least scholarship that shows how are we are continuing to encourage that growth fifth and sixth and 15th year in the classroom, so I think that's a huge place of a future work where we can be learners and we can also be Catholic in our influences.

351

00:41:26.550 --> 00:41:35.550

michael milton (he/him): Well, lighting Jay Thank you so much for chatting with us today, oh wait a second i'm gonna do this is your sorry lady J is there anything else that you want to hit upon.

352

00:41:37.740 --> 00:41:38.070

Lightning Jay: know.

353

00:41:39.180 --> 00:41:39.330

Lightning Jay: You.

354

00:41:39.840 --> 00:41:43.470

michael milton (he/him): want to hit on less of your time Oh, you did really good just so like this is really great.

355

00:41:45.180 --> 00:41:46.620

Lightning Jay: So it felt a little ratty but.

356

00:41:46.770 --> 00:41:47.580

michael milton (he/him): No, no, no.

357

00:41:47.820 --> 00:41:50.700

Dan Krutka (Krut-kuh): No, not I thought you did a great job of summarizing your work, but.

358

00:41:50.820 --> 00:41:52.590

Dan Krutka (Krut-kuh): Here let's let's finish this part and then we'll chat.

359

00:41:52.890 --> 00:41:59.760

michael milton (he/him): Alright London Jay Thank you so much for spending the time with us joining us today and for listening to our podcasts We appreciate it.

360

00:42:01.560 --> 00:42:06.210

Lightning Jay: But my pleasure and i'm really excited to hear what my voice sounds like when I download it.

361

00:42:08.040 --> 00:42:19.620

Dan Krutka (Krut-kuh): it's always it's always kind of a weird thing, but I tell so many of our guests that's it, you know it um, let me start that over I don't know where I was going actually i'll just leave that I don't need to say i'm gonna go straight to my question sorry is that.

362

00:42:21.960 --> 00:42:25.140

Dan Krutka (Krut-kuh): A lightning where can our listeners find you and your work online.

363

00:42:26.100 --> 00:42:33.390

Lightning Jay: Honestly, I think the best place it's just Twitter right now i'm just letting J there, but I do have to underscores between lightning and J.

364

00:42:34.080 --> 00:42:45.780

Lightning Jay: So we'll see how good their algorithm is, if you try to find me we get the work is the work is ongoing and hopefully there'll be a lot more opportunities to for meeting, learn and for me to engage with folks as we go forward.

365

00:42:46.470 --> 00:42:56.220

Dan Krutka (Krut-kuh): And we'll be sure to get that Twitter handle in our show notes and including all of the stuff we've talked about so thank you so much for joining us today, and we certainly hope to continue the discussion on Twitter.

366

00:42:56.910 --> 00:43:02.700

Dan Krutka (Krut-kuh): In our professional development sessions and all the other places where we can talk with and about the work you're doing.

367

00:43:04.680 --> 00:43:05.190

Dan Krutka (Krut-kuh): alright.

368

00:43:05.550 --> 00:43:14.520

michael milton (he/him): So i'm at the visions of education podcast we're all about sharing the learning if you're doing something fun or creative in education or you just want to chat.

369

00:43:15.180 --> 00:43:27.690

michael milton (he/him): me about the episode, maybe about whatever we're here we're had visions of add around the Twitter and if you haven't already subscribed divisions event on apple podcast stitcher spotify Google play and really anywhere you want us to be.

370

00:43:29.430 --> 00:43:31.680

Dan Krutka (Krut-kuh): Always quite the promise wherever you want to send.

371

00:43:33.330 --> 00:43:39.570

Dan Krutka (Krut-kuh): hey and if you write us a five star review will read it on the air and if you can't think of of what text to put in your five star review.

372

00:43:40.080 --> 00:43:47.760

Dan Krutka (Krut-kuh): I think you can just go with particular a stick and and systematic just put on in there and we would like to thank zach sites have wiley high school and university.

373

00:43:47.970 --> 00:43:52.770

Dan Krutka (Krut-kuh): Texas, for his editing skills, you can find me on Twitter i'm at Dan Kafka.

374

00:43:53.400 --> 00:43:54.930

michael milton (he/him): And i'm at 42 think deep.

375

00:43:55.350 --> 00:43:58.260

Dan Krutka (Krut-kuh): until next time, this is the visions of education podcast.

376

00:43:58.740 --> 00:43:59.700

michael milton (he/him): signing off.