



Feminist Pedagogy for Teaching Online

Feminist Pedagogy in Teacher Education

Lesson Plan

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In this lesson, Feminist pedagogy is promoted through six tenets: teacher-student relationship, student voice, empowerment, sense of community, respect for diversity, and deconstruction of traditional views. In this lesson, the teacher-student relationship is democratic. Respect for personal experiences is present all undertakings leading to empowered learners. Through a solid sense of community and collaboration, students scaffold their learning providing multiple truths and enhanced understanding. Last, the structure and content of the activities challenge traditional views and practices. The activities below can be customized to fit any content. Modeling feminist pedagogical approach in classroom teaching is the first step towards implementation.

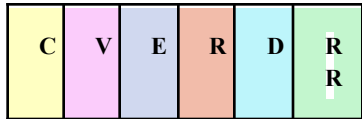


FEMINIST PEDAGOGICAL ELEMENTS	C V R E D RR C= Community, V=Voice, R= Respect for diversity of personal experience, E = Empowerment, D=Deconstructing the traditional, RR = Reforming the relationship between student and teacher
OBJECTIVES	At the end of the session, students should 1. Identify key elements of transactional distance. 2. Collaborate to implement transactional distance theory into lesson planning.
TOPIC	Moore's Transactional Distance
RESOURCES	· Making the Connection: Moore's Theory of Transactional Distance and Its Relevance to the Use of a Virtual Classroom in Postgraduate Online Teacher Education JRTE Vol. 43, No. 3, pp. 187–209 ©2011 ISTE iste.org. Retrieved from https://files.eric.ed.gov/fulltext/EJ918904.pdf · Moore, M. "Theory of transactional distance." Keegan, D., ed. "Theoretical Principles of Distance Education (1997), Routledge, pp. 22-38. Retrieved from http://www.c3l.uni-oldenburg.de/cde/found/moore93.pdf · PowerPoint



WARM-UP	<i>Transactional Distance Survey:</i> <i>The purpose of this activity is to tap into students’ prior knowledge and get them to think about elements of Transactional Distance in the classroom.</i> A survey is prepared using Google Forms. In-service teachers answer questions about the elements of Transactional Distance in the classes they teach. This permits immediate sharing of results. The results are discussed live. The teacher presents open-ended questions providing opportunities to think critically about the interaction of these three elements in the classroom.	<table><tr><td>C</td><td>V</td><td>R</td><td>E</td></tr></table> Students (teachers from all backgrounds, years of experience, and philosophies) share their voices and communicate experiences establishing a sense of community. The teacher is a facilitator empowering students and ensuring that their opinions are heard.	C	V	R	E		
C	V	R	E					
PRESENTATION	<i>Transactional Distance PowerPoint:</i> <i>The purpose of this activity is to provide foundation knowledge about Transactional Distance while engaging in an active process of thinking and linking the content to real life.</i> This PowerPoint presentation is led by the teacher. Short interactive questions are embedded in the presentation allowing students to link to prior knowledge, build on new knowledge, and reinforce concepts discussed. Multiple online tools are used	<table><tr><td>C</td><td>V</td><td>R</td><td>E</td><td>D</td><td>R</td></tr></table> The teacher establishes a sense of community by seeking student feedback throughout the presentation. Students’ voices are heard, their feedback is integrated into the discussion deconstructing pedagogical views and	C	V	R	E	D	R
C	V	R	E	D	R			



	for that purpose: Answer Garden , Nearpod , and Paddlet .	creating a strong teacher-student relationship.
GUIDED PRACTICE	<i>Transactional Distance Lesson Plan Analysis:</i> <i>The purpose of this activity is to reinforce and build on the concepts attained from the PowerPoint presentation and classroom discussion in a safe, communicative, and supportive environment.</i> A sample lesson plan using a Google document is shared with the groups. Google documents promote collaboration. Students work in preassigned groups based on subject of interest (TEAMS Channels). The groups identify and discuss elements of transactional distance in this lesson. The group representative monitors the group discussion and ensures equal opportunity for feedback.	 Sense of community promotes social learning as a mean of experiential learning replacing the lecture. Students collaborate and empower one another providing feedback and contributing to overall learning. Students' voices play a crucial role in the learning process, students' opinions count. The teacher joins the group discussion and participate in the discussion asking questions that engage students in deeper learning, reinforcing a robust student-teacher relationship.



INDEPENDENT WORK	<i>Construct Interactive Lesson Plan:</i> <i>The purpose of this activity is to provide opportunity to equally divide and contribute to group work and socially construct knowledge utilizing higher order thinking skills and co-create knowledge in a communal supportive environment.</i> Group members are asked to develop a 50-minute lesson plan applying the knowledge acquired. Group members select a topic for a lesson, discuss and select various tasks to complete. The group representative monitors and ensures equal distribution of the tasks. The information is gathered and typed using a Google document allowing students to work simultaneously. The teacher joins the group's channel to guide and facilitate. Once the lesson is completed, the group representative will debrief and post the lesson on the discussion forum.	<table><tr><td>C</td><td>V</td><td>E</td><td>R</td><td>D</td><td>R</td></tr></table> Students are empowered to co-create knowledge in their community. This part of the lesson challenges traditional pedagogical methodologies. Information is not dispersed by the teacher; all students are contributors of knowledge. In such an environment the teacher-student relationship is leveled. Both are information seekers. Students are autonomous and independent in seeking knowledge.	C	V	E	R	D	R
C	V	E	R	D	R			



REFLECTION	<i>Feedback Forum:</i> <i>The purpose of this activity is to provide students the opportunity to engage in reflective practice. Students will reflect and respond on the feedback received.</i> In this last activity, students are assigned to review and evaluate other group’s lesson using a detailed rubric. Individual students post their responses onto the forum and lesson creators are asked to reply to the critique. Guidelines are provided for positive communication and constructive criticism.	<table><tr><td>V</td><td>E</td><td>R</td><td>D</td></tr></table> Students’ voices are heard and empowered through deconstructing the traditional and embracing new perspectives through a process of self-reflection examining own learning, other assumptions, biases. and positionality.	V	E	R	D
V	E	R	D			