

Discussion Facilitation Guidelines & Sign-Up Sheet

Facilitating discussions around readings can create complex spaces of intimacy, curiosity, exploration, and community. Your facilitation of class discussion will be an intensive extension and application of many of the discussions we've had throughout this semester related to education and society.

The purpose of your facilitation is to develop your skills in guiding a productive and engaging discussion. By leading the class through thoughtful conversation and analysis, you will enhance your ability to critically engage with literature and foster meaningful interactions among peers. You'll also have the opportunity to not only deepen your understanding of your selected reading but also enhance your communication, leadership, and critical thinking skills as you guide your peers through a rich and engaging discussion.

Below you will find detailed guidelines that will help you prepare for the facilitation. Remember, you will be leading class discussion for about an hour (with the support of your instructor, of course).

Step 1: Topic Selection. You will need to sign-up for a weekly topic and a reading for that topic. Topics and readings are located on our syllabus. While you will individually sign up, you will be working together as a group when it comes to the actual facilitation. Each group will be responsible for facilitating a cohesive and unified discussion on all of the readings nested within that topic. So basically, it's a group facilitation with individual components.

Step 2: Reading for Facilitation. As you each read the text(s) you've selected, make sure to take notes on key themes within and between the readings. Keep the overall topic in mind! Each reading is connected to one another and the larger topic it's nested within. Those key themes will help you develop the discussion points or questions that will help you guide the conversation amongst your peers.

Step 3: Preparing for Facilitation. Each individual in the group is responsible for providing a brief overview of the main points of their reading (2-3 takeaways) AND contributing 1 open-ended discussion question that you will pose to the class. The open-ended question should draw from the topic and the readings but not be restricted to the text. These questions function as discussion points and so they should be open-ended and designed to encourage critical thinking and exploration. At this stage, it will be incredibly advantageous for you to meet with your group members to think about how your facilitation will be structured!

Step 3: The Facilitation! During your facilitation, embrace the role of a guide rather than an authority. Your goal is to facilitate the discussion, not dictate interpretations: which can sometimes be challenging!

Introduction: Introduce yourselves, the topic, and your readings! Make sure your facilitation includes 2-3 key takeaways from each reading and 1 discussion questions per facilitator! You can have these questions at the end of the overall facilitation, or after each

reading (the latter usually works out better). And keep in mind, this is a loose structure and guide! While you have to include takeaways and questions, you're not limited to those things! You can bring in personal experiences, games, media, whatever you think might be engaging and relevant!

Step 4: Post-Facilitation Reflection. One week after facilitating, each facilitator must submit a two-page reflective essay on their experience as a facilitator. Discuss:

- What went well during the facilitation, and why?
- Were there any challenges you encountered, and how did you address them?
- What strategies would you use differently in future facilitations?
- What is the distinction between being a facilitator and being a discussant? Do you think it requires a different engagement with the material?

There will be a folder on Brightspace for you to submit both the facilitation and the reflection.

The reflection will constitute 5% of the grade for this project. The facilitation itself will be worth 15% of the final grade. Together, that will equal 20% of your final grade.

Hi there!

Sign-Up Sheet

Please sign-up for a reading below. Be sure to share contact information so your groupmates can reach out to you to coordinate efforts.

10/22/2025

Topic: The Role(s) of Teachers & Teaching

Readings:

- ❖ [“Engaged Pedagogy,” *Teaching to Transgress*, bell hooks \(1994\) \(B\)](#)
 - [Facilitator:](#)
- ❖ [“Becoming an Educator in the Age of Banned Books,” *neaToday*, Jelinda Montes \(2024\)](#)
 - [Facilitator:](#)
- ❖ *We Want to Do More Than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom*, Bettina Love (2021) (B)
 - [Facilitator:](#)

10/29/2025

Topic: The Role(s) of Students and Parents

Readings:

- ❖ “Beyond the Schoolyard: The Role of Parenting Logics, Financial Resources, and Social Institutions in the Social Class Gap in Structured Activity Participation,” Ballantine and Spade #30 (B)
 - [Facilitator:](#) Karen Gamez
- ❖ [“Let’s Talk Parental Engagement in Schools: Parental Engagement as a Social Construct,” *Everyday Sociology*, Alyssa Lyons \(2024\)](#)
 - [Facilitator:](#) Aidan Perez

11/5/2025

Topic: The Relationship between Schooling and Inequality, Part I: Social Class

Readings:

- ❖ [“Education Gap Between the Rich and the Poor is Growing Wider,” *The New York Times*, Eduardo Porter \(2015\)](#)
 - [Facilitator:](#) Vanessa Cruz Segundo
- ❖ *Unequal Childhoods: Class, Race, and Family Life*, Annette Laureau (2003) (B)
 - [Facilitator:](#) Ryan Amaro

11/17/2025	Topic: The Relationship between Schooling and Inequality, Part II: Race <u>Readings:</u> ❖ Reconsidering Police in Schools, <i>Contexts</i>, Ryan King and Marc Schindler (2021) ➤ Facilitator: Keven Tejada ❖ “Mass incarceration and the school-to-prison pipeline: the intergenerational transmission of criminalization,” Emma Tynan and Mark Warren (2025) (B) ➤ Facilitator: Alejandro Herrera: alejandroh6503@gmail.com ❖ “Confronting and Addressing K-12 Segregation in New York City Schools,” <i>PBS Thirteen</i>, Christopher Bonastia (2023) ➤ Facilitator: Angelo Ocelotl ❖ New York City public school student detained by ICE in the Bronx, <i>ABC News</i> (2025) ➤ Facilitator: Elizabeth Gomez
11/19/2025 & 11/24/2025	Topic: The Relationship Between Schooling and Inequality, Part III: Gender & Sexuality <u>Readings:</u> ❖ “Does Everyone Have a Gender?,” <i>Contexts</i>, Canton Winer (2025) ➤ Facilitator: Ariana Mendoza (ARIANA.MENDOZA@lc.cuny.edu) ❖ Ballantine and Spade #6: “Chilly Classrooms for Female Undergraduate Students: A Question of Method?” (B) ➤ Facilitator: Manuel Boya ➤ manuel.boya@lc.cuny.edu ❖ “Who Speaks and Who Listens: Revisiting the Chilly Climate in College Classrooms,” Jennifer J. Lee and Janice M. McCabe (2021) ➤ Facilitator: Veronica Fermin ❖ The GLSEN National Climate Survey (only read pgs. 5-11) (2021) ➤ Facilitator: Jatnna Gonzalez JATNNA.GONZALEZGUZMAN@lc.cuny.edu ❖ “Teaching the Fight for Queer Liberation,” <i>Rethinking Schools</i>, Nick Palazzolo (2024) ➤ Facilitator: Mikeyla Preddie

11/26/2025	Topic: The Relationship Between Schooling and Inequality, Part IV: Disability Readings: ❖ “What Was School Like for Students With Disabilities Before IDEA?,” <i>neatoday</i>, Halie Walker (2025) ➤ Facilitator: Jay Marte ❖ “New Study Shows Racial, Gender Discrepancies in Special Education Services,” <i>NYU Steinhardt News</i> (2022) ➤ Facilitator: Yureysi Montes ❖ “Rethinking the Inclusive Classroom,” <i>Rethinking Schools</i>, Melissa Winchell, Karen Alves, and Emily Messina ➤ Facilitator: Gabriel Flores
12/1/2025 & 12/3/2025	Topic: The Landscape of Higher Education Readings: ❖ ““Am I overreacting?” Understanding and Combating Microaggressions,” <i>Higher Education Today</i>, Jennifer Crandall and Gina A. Garcia (2016) ➤ Facilitator: Britney Johnson ❖ “The Long, Ugly History of Racism at American Universities,” <i>The New Republic</i>, Leslie Harris (2015) ➤ Facilitator: Gabriel Flores ❖ “As Trump Attacks Universities, Some Are Agreeing to Negotiate,” <i>The New York Times</i>, Alan Blinder (2025) ➤ Facilitator: Emmanuel Urena ❖ “I have to play the game to get what I want’: deconstructing social mobility through the lived experiences of women of color in higher education,” Alyssa Lyons (2025) (B) ➤ Facilitator: Gabrielle Hayes
12/10/2025	Topic: Futurisms: (Re)imagining the Future of Education Readings: ❖ “Afropessimism for Us in Education: In Fugitivity, through Fuckery and with Funk” in <i>The Future is Black: Afropessimism, Fugitivity, and Racial Hope in Education</i>, Ashley N. Woodson (2021) (B) ➤ Facilitator: Selorm Claudia Aklamanu-Tetteh ❖ “Liberation is the Purpose of Education,” <i>Medium</i>, Steve Wright (2021)

	➤ Facilitator: Tyra Randolph
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