Funds of Identity, Critical Pedagogy, and Project-based Learning

Project is in part based on Esteban-Guitart et al., 2020; Reflection rubric based on Kember et al., 2008

Introduction

In this project, we will develop a project-based learning unit using an assets-based approach. We will begin by reflecting on our own funds of identity. Then, we will connect our funds of identity to the topics explored in this course. Next, we will design project-based units on a course-related topic for a peer (based on their funds of identity) and reflect on the experience.

Your final product will be a URL to a webpage that contains each part of the product. If you have not yet created a personal web portfolio, you may share your work through another online tool such as Google Slides.

Your project will be evaluated on

Phases

1. Explore Your Funds of Identity

Reflect on your funds of identity. Consider what is most important and significant to you and how you define yourself. It might include people, institutions, objects, activities, hobbies, knowledge, interests, spaces, or places.

Create a representation of your funds of identity. You can use any format—collage, drawing, video, diorama, poem, song, etc. Find more ideas and resources on this Wakelet.

Write a brief (1 paragraph) artist's statement about your piece.

2. Connect Your Funds of Identity to Course Content

Consider the content of this course that we have explored so far. What content, topic, and/or competence can you connect to your funds of identity?

Once you choose the topic, create some representation of your connection to this topic using any format you choose.

Write a brief (1 paragraph) artist's statement about your piece.

3. Create an authentic PBL unit design for a peer.

First, be sure you have listened to the podcast: Cult of Pedagogy: How To Create a Project-Based Learning Lesson. We will be using a similar model to develop our units.

Normally, you would consider the funds of identity of those you are teaching in selecting topics and projects. To simulate this process, you will create a PBL unit design for a peer in the course.

Do the following:

- Review the funds of identity products (steps 1 and 2) of your partner. You may also ask them specific questions to learn more about them.
- Choose an age for your "learner". Although the learner you are designing for is based on your partner, you may pretend your partner is a different age (anywhere from 4 – 100 years old!). Assume your learner does not know anything about the topic of the project.
- Select a topic for your unit. It may be the topic your partner identified in step 2; however, you may want to make some changes or choose a more specific topic. Use your best judgment.
- Use Backwards Design to create a project-based learning unit on the topic:
  - **Describe characteristics of the learner**, including the connection between the topic/project and their funds and identity
  - **Articulate learning outcomes**
  - **Describe a project** that will help learners meet those outcomes in an engaging and creative manner
  - **Create a basic overview** of the steps that will support learners in completing the project

  Make sure to design a project that will support *critical pedagogy praxis*, including encouraging your learner to:

  1. Name the issue at hand
  2. Critically reflect on the issue from multiple perspectives
  3. Take meaningful action to impact the issue

4. Review your partner's project designed for you

First, share your project with your partner

Then, review your partner's project designed for YOU and write a 2-3 paragraph reflection addressing the following:

- How well do you feel your partner understood you and your funds of identity?
- Does the topic and project seem relevant to you (given the age it is designed for)?
- How do you think you would respond to being assigned the project? Would it be exciting, boring, intriguing?

Finally, share your reflection with your partner.

5. Final Reflection

Consider this project as a whole, as well as other content from the course. Reflect on your own learning, focusing on **connections** among**:**

- Your understandings (before the course and now) and what has or hasn't changed
- Your personal experiences
- Course theories and concepts, particularly Critical Pedagogy and Culturally Responsive Pedagogy

Your reflection could be a written essay or paper (about 4 pages double spaced) or another format such as a collage, art, video, podcast, etc. If you choose something more abstract like a collage, please include an artist's statement that explains your work.

Regardless of the format, your reflection should **demonstrate significant reflection and refinement**. In particular, videos or audio recordings should be scripted and edited (avoid informal or unclear talk about your experience).

Final Product

Your final product will be **a page on your web portfolio**. If you do not have a web portfolio (you should make one, but...) you may use a tool such as Google Slides. The webpage (or pages) should include:

1. Your funds of identity representation and artist's statement
2. A representation of your topic
3. Your PBL unit including:
    a. Age and description of learners
    b. Learning outcomes
    c. Project description
    d. Brief overview of each lesson or activity that is part of the unit
    e. Rubric or other tool for evaluating whether the students have met the learning outcomes.
4. Reflection on your peer's unit
5. Final Reflection

References

Esteban-Guitart, M., Monreal-Bosch, P., Palma, M., & González-Ceballos, I. (2020). Sustaining students' identities within the context of participatory culture. Designing, implementing and evaluating an interactive learning activity. *Sustainability: Science Practice and Policy*, *12*(12), 4870. https://www.mdpi.com/743246

Kember, D., McKay, J., Sinclair, K., Kam, F., & Wong, Y. (2008). A four-category scheme for coding and assessing the level of reflection in written work. *Assessment & Evaluation in Higher Education, 33*(4), 369-379.

Assessment

Your project will be evaluated using the following criteria.

	Points Possible	0 Cannot evaluate (missing or inaccessible)	1 Beginning (does not meet expectations)	2 Progressing (partially meets expectations)	3 Competent (meets expectations)	4 Advanced (exceeds expectations)
Phase 1: Funds of Identity						
Media Format Selection	5	Missing or inaccessible	A media form is selected but doesn't support the content.	The choice of media supports limited expression of the content.	The choice of media allows full expression of the content.	The choice of media enhances the expression of the content.
Reflection: Personal/Developmental (based on Kember et al., 2008)	20	Missing or inaccessible	No evidence of insights about self.	Limited/superficial insight about self.	Articulates new understanding/insights about self.	Articulates transformation of perspective of self.
Phase 2: Connecting Identity to Content						
Media Format Selection	5	Missing or inaccessible	A media form is selected but doesn't support the content.	The choice of media supports limited expression of the content.	The choice of media allows full expression of the content.	The choice of media enhances the expression of the content.
Reflection: Connection to Academic Concepts	20	Missing or inaccessible	Connections are not drawn between personal funds of identity and class content (concepts/theories)	Connects personal funds of identity with class content (concepts/theories) but remains superficial or abstract	Demonstrates clear connections between personal funds of identity and class content (concepts/theories)	Demonstrates superior connection between personal funds of identity and class content (concepts/theories)
Phase 3: PBL Unit						

Description of learner characteristics	10	Missing or inaccessible	Superficial description of learner characteristics.	Moderate level of description of learner characteristics.	Detailed description of learner characteristics.	Detailed description of learner characteristics that illustrates insight into the connection between identity and learning.
Appropriate learning outcomes	10	Missing or inaccessible	Unclear learning outcomes.	Learning outcomes are written clearly.	Learning outcomes are written clearly and appropriate for the learner characteristics.	Learning outcomes are clearly written and appropriate. They illustrate careful consideration of appropriateness for particular learners.
Project: Supports praxis (name, critical reflection, meaningful action)	10	Missing or inaccessible	Does not support learners in praxis	Supports learners in one area of praxis (naming, critical reflection, or meaningful action)	Supports learners in two areas of praxis	Supports learners in all three areas of praxis.
Project: Builds on learner's funds of identity	10	Missing or inaccessible	No connection between concepts, project, and funds of identity	Minimal connection between concepts, project, and funds of identity	Clear connection between concepts, project, and funds of identity.	Clear connection between concepts, project, and funds of identity. Connection enhances curricular unit.
Project: Supports engagement and creativity	10	Missing or inaccessible	No opportunities for learner engagement and creativity.	Minimal opportunities for learner	Appropriate opportunities for	Project provides rich opportunities for learner

				engagement and creativity.	learner engagement and creativity	engagement and creativity; unit design shows significant originality
Unit outline is appropriate	10	Missing or inaccessible	Unit outline is unclear or superficial.	Unit outline is limited.	Unit outline is complete and clear.	Unit outline is complete, clear, and illustrates advanced understanding of instructional planning.
Phase 4: Partner Reflection						
Reflection on partner's project:	10	Missing or inaccessible	Superficial reflection	Clearly written reflection that provides some insight and feedback for your partner.	Clearly written reflection that provides useful insight and feedback for your partner.	Clearly written reflection that provides exemplary insight and feedback for your partner.
Phase 5: Final Reflection						
Reflection on Knowledge	25	Missing or inaccessible	Automatic/superficial responses with little conscious/deliberate thought or reference to existing knowledge; responses are offered without attempting to understand them	Makes use of existing knowledge without an attempt to evaluate/appraise knowledge; demonstrates understanding but does not relate to other experiences or personal reaction	Active and careful consideration of existing knowledge and articulates new understanding of knowledge as a result of experience	Critically reviews existing knowledge, questions assumptions, and articulates new perspectives as a result of experience
Reflection on Academic Concepts	25	Missing or inaccessible	Connections are not drawn between	Connects experience with	Demonstrates clear connections between	Demonstrates superior

			experience and class content (concepts/theories)	class content (concepts/theories) but remains superficial or abstract	experience and class content (concepts/theories)	connection between experience and class content (concepts/theories)
Reflection: Evidence of Development	25	Missing or inaccessible	No evidence of insights about self or particular issue/concept/ problem as a result of experience about self	Limited/superficial insight about self or particular issue/concept/ problem as a result of experience	Articulates new understanding/insights about self or particular issue/concept/ problem as a result of experience	Articulates transformation of their perspective of themselves or about a particular issue/concept/ problem as a result of experience
Reflection demonstrates an understanding of critical pedagogy	25	Missing or inaccessible	No evidence of understanding critical pedagogy.	Minimal evidence of understanding critical pedagogy.	Clear evidence of understanding critical pedagogy.	Exemplary evidence of understanding critical pedagogy; demonstrates original interpretations of central ideas of critical pedagogy.
Reflection demonstrates an understanding of culturally sustaining pedagogy	25	Missing or inaccessible	No evidence of understanding culturally sustaining pedagogy	Minimal evidence of understanding culturally sustaining pedagogy	Clear evidence of understanding culturally sustaining pedagogy	Exemplary evidence of understanding culturally sustaining pedagogy; demonstrates original interpretations of central ideas of

					culturally sustaining pedagogy.
Final Product					
Product is accessible	5	Missing or inaccessible		Unable to access some parts of product		Product is fully accessible.
Pieces are organized in a clear and logical manner.	10	Missing or inaccessible	Final product lacks organization and coherence	Final product is somewhat organized	Final product is organized clearly	Final product is organized clearly; organization enhances communication