Our schooling experiences ...

EDCP 569 DAY 3: WEDNESDAY SEPTEMBER 23, 2020

Access

1. Insert the link (see chat on the website)
2. Enter the password: banksy
3. Click ‘Unlock’
- **CHECK IN**
  - Send # of the image you chose for Q.1 of Clarke (2020)
  - Course outline? ... course website?
  - Break
  - Readings: Clarke (2020), 1st Read, 1st Question
  - For next day: Brand (2019) – Summary charts
    Clarke (2020), 3rd Read, 3rd Question}
In the Chat

Please send me the number of the image (a # from 1-162) that you chose in response to Question #1 of your first reading of the Clarke (2020) photo essay.

Question #1: Choose a photo from the essay that you would like to talk about and be prepared to share it with the class.
In thinking about the Hayhoe reading:

a) What are one or two things that you learned?

b) What are one or two things that you would like to know more about?

BREAKOUT GROUPS:

Daisy Group
Lisa Edwardson
Jiewei Chen (Jamie)
Kieran Forde
Yan Yiwen (Scarlett)

Lily Group
Megan Ryan
Fang Fang
Lindsay Cunningham
(Sigfried Ong)

Orchid Group
Megan Kiley
Nicole Anderson
Solmaz Mousavi
Tien Pham

Lupine Group
Blessing Onuigbo
Alan Lee
Lin Li
Chad West
SUMMARY: SINGLE-CONTEXT STUDIES VS. MULTIPLE-CONTEXT STUDIES

Research #1 in Context #1
THIS IS A SNAKE

Research #2 in Context #2
THIS IS A WALL

Research #3 in Context #3
THIS IS A CAVE

SUMMARY: SINGLE-CONTEXT STUDIES VS. MULTIPLE-CONTEXT STUDIES

THIS IS A SNAKE

THIS IS A LEAF

THIS IS A WALL

THIS IS A BRANCH

THIS IS A TREE

THIS IS A CAVE

THIS IS AN ELEPHANT
SUMMARY: SINGLE-CONTEXT STUDIES VS. MULTIPLE-CONTEXT STUDIES

• Perspectives generated through a multiple-context study allows for the identification of issues that might otherwise remain hidden or normalized from perspectives generated through a single-context study.

• Comparative or across-context studies provide the opportunity to ‘make the strange familiar and the familiar strange’ in ways that are not possible from within-context studies.

• Alexander (2001) suggests that comparisons between contexts “reveal alongside each jurisdiction’s unique mix of values, ideas and practices, powerful continuities that transcend time and space” (p. 507). Or, put another way, the former highlights what is distinctive about a particular context, while the latter highlights what is common across contexts.

• It is the juxtaposition of these two--what is distinctive and what is common--that is instructive for teaching and learning wherever it might occur. Comparative analyses provide the opportunity to learn about ourselves by learning about others.
1. Choose a photo from the essay that you would like to talk about and be prepared to share it with the class.

2. If you had the chance to speak to an individual from one of the photos, who would it be and what would you want to say?