

DECENTERING THE BOOK(ROOM) AND (RE)CENTERING
STUDENTS' INTEREST IN CONTEMPORARY ISSUES:
THEORIES, QUESTIONS, AND RELEVANCE

CONSALVO, COVINO, AND CHASE
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FITCHBURG STATE UNIVERSITY - DEVELOPMENT DAY - 5/18/21

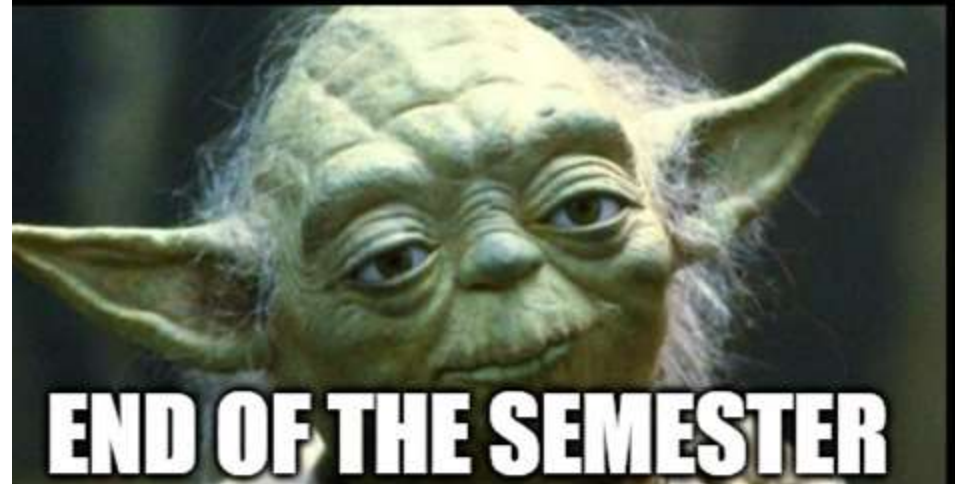
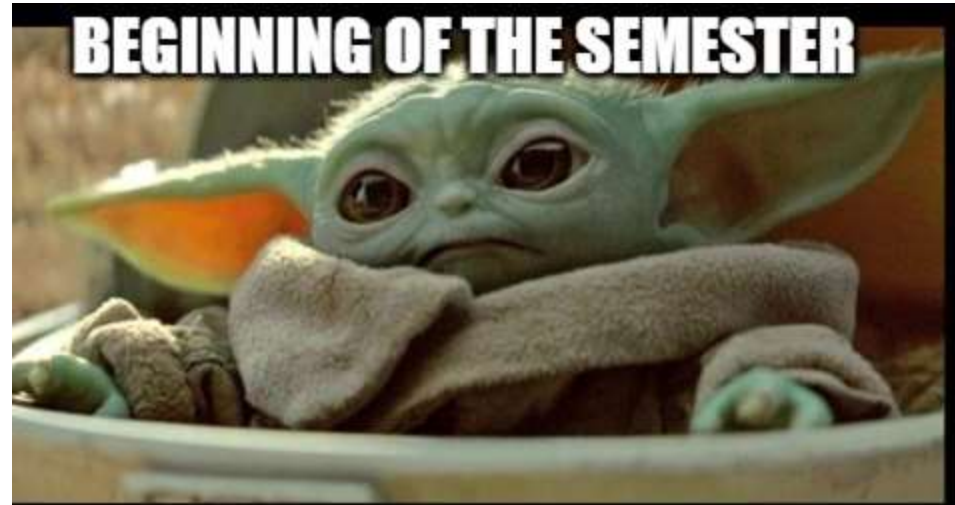
AGENDA

1. INTRODUCTION
2. OPENING SCENARIO
3. UNDERSTANDING NEW TEACHERS' IDENTITY
4. PURPOSE
5. PROCESS
6. CONCLUSION AND REFLECTION

INTRODUCTION

WHO AM I?

WHY SHOULD YOU LISTEN TO ME,
ANYWAY?



OPENING SCENARIO



UNDERSTANDING NEW TEACHERS' IDENTITY



NEW TEACHERS ARE VULNERABLE -
THEY MAY STILL FEEL CAUGHT
BETWEEN THEIR IDENTITY AS A
STUDENT AND THEIR IDENTITY AS A
TEACHER.

UNDERSTANDING NEW TEACHERS' IDENTITY

CLASSROOMS, FILLED WITH STUDENTS' UNIQUE VOICES AND EXPERIENCES, ARE MORE DIVERSE THAN EVER BEFORE...



PURPOSE



PURPOSE

HERE, WE OFFER A PATHWAY TOWARD
OPENING UP SPACES FOR THOSE
TEACHERS TO FIND NEW WAYS TO
WORK WITH LITERATURE.



PROCESS

1. REVIEW CHOICES AVAILABLE IN THE BOOKROOM. SELECT ONE.
2. RECALL A VARIETY OF LITERARY THEORIES. SELECT ONE THAT ALIGNS WITH THE BOOK CHOSEN.
3. DRAW FROM THE SELECTED LITERARY THEORY AND DEVELOP OPEN-ENDED, GENERATIVE QUESTIONS THAT CAN APPLY TO THE THEORY, THE BOOK, AND BACK TO STUDENTS' OWN LIVES.
4. TEACH THE LITERARY THEORY TO STUDENTS, AND EXPLORE REAL-LIFE EXAMPLES.
5. READ THE TEXT, AND CONSIDER AND ADDRESS THE ESSENTIAL QUESTIONS IN LIGHT OF THE THEORY.
6. REFLECT: IN A RECURSIVE MANNER, CONSIDER WHETHER AND HOW THE "LOOKING THROUGH THE LENS" INFORMS UNDERSTANDINGS OF SELF, TEXTS, AND THE WORLD.

PROCESS

IN THE ARTICLE, WE EXPLORE USING GENDER THEORY TO INTERROGATE AND UNPACK THE GENDERED PERFORMANCES OF MASCULINITY, INCLUDING TOXIC MASCULINITY, IN GOLDING'S *LORD OF THE FLIES*.



CONCLUSION AND REFLECTION



THE PROCESS WE PROPOSE IN THE ARTICLE PRESENTS TEACHERS WITH ANOTHER WAY FORWARD WHEN FACED WITH THE TIRED PILES OF DOG-EARED BOOKS.

CONCLUSION AND REFLECTION

WHAT IS TEACHING IF NOT THE CHANCE TO HELP STUDENTS CONNECT WITH TEXTS IN WAYS THAT DISQUIET THE STATUS QUO AND INSPIRE CRITICAL THINKING?

