



# PURSUING THE DREAM

A Scholarship of Teaching and Learning Research Project

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# OVERVIEW OF PROPOSED RESEARCH

This Scholarship of Teaching and Learning research focuses on a new course developed for second-year university students who will be engaged with young people in the Oshkosh Area School District to support the district's Growing Readers program of literacy development.

Key questions guiding this research are: How does one-on-one literacy work with these two groups with structured writing prompts 1) impact undergraduates' perspectives on diverse learners and communities, 2) impact diverse school children's literacy development as well as their views on university students and higher education as a possibility, and 3) impact teachers' professional preparation.

Pre- and post-surveys and undergraduate student writing will be collected and analyzed, and interviews will be conducted in order to create three case studies.

# PREPARING PRESERVICE TEACHERS WITH CULTURALLY RELEVANT PEDAGOGY

*(Culturally relevant pedagogy) is not just endorsing or validating the culture kids come with; its giving them access to at least one other culture, so they leave school at least biculturally competent.*

*- Gloria Ladson-Billings*

# PRE-SERVICE TEACHERS IN SCHOOL AND COMMUNITY SETTINGS: TOWARDS A CULTURALLY RELEVANT PERSPECTIVE

Research on high impact practices found that preservice teachers valued the importance of applied learning, collaborative assignments, understanding diverse points of view (Rodriguez & Koubek, 2019).

There can be strong benefits to having minimally trained tutors work in a structured reading and writing program with elementary students (Lindo, Weiser, Cheatham & Allor, 2018).

Research has found the value for preservice teachers writing with others in community service learning settings (He & Prater, 2014).

There are successful ways of integrating and examining the impact of culturally relevant pedagogy in the interactions between preservice teachers and lower income, culturally diverse students in schools (Morton & Bennett, 2010; Scott & Vinegas, 2019).

# TIMELINE: COURSE DEVELOPMENT

- Summer 2021: Drafting of the new course, **Pursuing the Dream: Dialogues of Culture, Language and Identity**, with input from WTFS and UW Oshkosh Undergraduate Studies Program.
- Course is created as Quest III elective for sophomores. Quest III involves a community engagement experience.
- Course is developed as both an Explore Society and an Ethnic Studies course within the University Studies Program.
- Fall 2021-Early Spring 2022: Course is approved through all levels of governance.



# TIMELINE: DATA COLLECTION

- February 2023: Pursuing the Dream offered for first time to 50 UW Oshkosh students. Pre-survey given to students.
- February-April, 2023: Students engaged in community learning experiences at area elementary and middle schools, and one-on-one reading/writing relationships developed with students in Oshkosh Area School District. Participant observation and fieldnotes in university and school classrooms. Student journals and written work samples collected.
- May 2023: post-survey given to students. Request for 3-5 students to volunteer for interviews (following accepted protocols).
- May-June 2023: Interviews conducted and transcribed.
- June-July 2023: Analysis of data and initial drafts of research.
- August-September 2023: Final draft of research manuscript sent for publication.



# DRAFT INTERVIEW QUESTIONNAIRE

- General information: Name, Age, City of Residence (pseudonyms used in any written report)
- Tell about the place where you were born or where you grew up. Demographically, how was your community and school? What do you remember about your schooling experiences as well as the other children who went to school with you?
- Tell about your family and community relationships when you were growing up. Do you have special memories you connect with certain people who influenced your youth?
- What were some things you learned through course readings and discussions that impacted how you view schooling for diverse students?
- Describe your school buddy. What are some similarities and differences that this person has with you (socioeconomics, culture, language, ethnicity, interests, etcetera)?
- What impacted you most about your dialogues, reading and writing activities with your school district buddy? How would you describe your relationship as it developed?
- Were there moments where you made particular connections with your buddy?
- What are your biggest takeaways from working with your public school buddy? How is it impacting you and your thinking now? How do you see it impacting your general views of schooling and opportunities for higher education?



# REFERENCES

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