

WASC ARC, San Diego 17 April 2008
"Critical Pedagogy, Student Self-Reflexivity, and Sense-Making Methodology"
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Selected Web Resources

Higgins web site: www.mediaprof.org
("Voices from Turkish Cyprus," Menlo College student projects, "links" -- to digital storytelling.)

"Voices From Turkish Cyprus" www.tcvoices.org
Oral Histories: <http://www.mediaprof.org/tcvoices/interview.html>

Menlo College Student Projects: Digital Storytelling
<http://menlotv.blip.tv> MCTv: Menlo College TV channel 1: Digital Storytelling
(previous: <http://www.mediaprof.org> – "student projects" includes explanation of digital storytelling)

Digital Storytelling

Center for Digital Storytelling www.storycenter.org
Silence Speaks project www.silencespeaks.org
South Africa Digital Stories: www.engenderhealth.org/ia/wwwm/wwwmds.html
(EngenderHealth's "Men as Partners" (MAP) initiative with The Center for Digital
Storytelling -- "Silence Speaks" project)
KQED TV's Digital Storytelling Initiative www.dsi.kqed.org

Selected Print Resources

Freire, Paulo. 1970b. *Pedagogy of the Oppressed*. Trans. Myra Bergman Ramos. New York: Continuum, 1989.
hooks, bell. 1994. *Teaching to Transgress: Education as the Practice of Freedom*. New York: Routledge.
Giroux, Henry A. 2005. *Border Crossings, Second Edition: Cultural Workers and the Politics of Education*. New York: Routledge.
Easthope, Anthony, and Kate McGowan, eds. 2004. *A Critical and Cultural Theory Reader 2nd ed.* Toronto: U of Toronto.
Dervin, Brenda and Lois Foreman-Wernet (with E. Lauterbach), eds. 2003. *Sense-Making Methodology Reader: Selected Writings of Brenda Dervin*. Cresskill, NJ: Hampton Press.
Lambert, Joe. 2006. *Digital Storytelling: Capturing Lives, Creating Community 2nd ed.* Berkeley, CA: Digital Diner Press.
Higgins, John W. 1997. "Paulo Freire and Social Transformation." *Peace Review* 9.4: 571-577.
Higgins, John W. 2007. "'Free Speech' and U.S. Public Access Producers." *Community Media: International Perspectives*. Ed. Linda K. Fuller. New York: Palgrave Macmillan. 185-196.

Student Self-Reflexive Questions

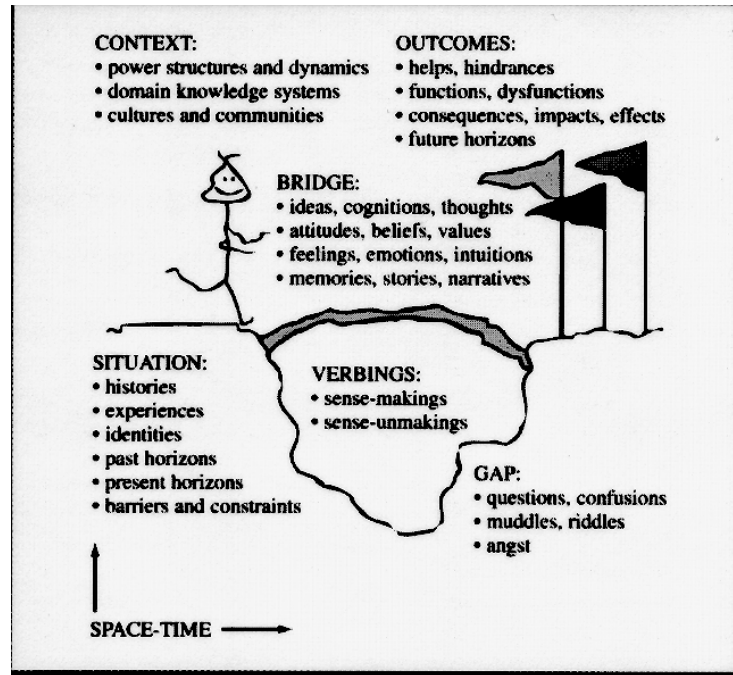
- 1a. The best of what I have achieved in this course (what I am most proud of) is:
- 1b. What leads me to this response is:

- 2a. One idea or concept from this course that I found invigorating / stimulating / exciting / useful is:
- 2b. What about this concept or idea led me to find it invigorating / stimulating / exciting / useful is:

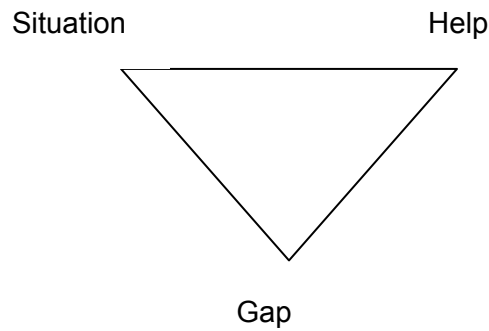
- 3a. One idea or concept from this course that I have struggled with is:
- 3b. How I resolved this struggle / am resolving this struggle is:

- 4a. Something I learned from this course that I would consider a "lesson for life" is:
- 4b. How I arrived at this conclusion was:

The Sense-Making Metaphor



The Sense-Making Methodology Triangle



Sample Reflexive Questions, Using Sense-Making Methodology

What happened that brought you here?
 What question are you trying to answer?
 What help would you like?
 If I was able to help, what would you do with it?

Possible Reflexive Questions:

What helped?
 What hindered?
 What are the barriers?
 What do you conclude?
 What emotions/feelings relate?
 What would help?
 What things need to be discussed here that aren't being discussed?
 Whose voice needs to be heard that isn't being heard?

Focusing on a Moment of Information Sought:

What question did you have?
 What led to the question?
 How did it connect with your life?
 How did it connect to authority/power/history?
 Did you get an answer?
 Did the answer help and/or hinder?
 How?
 Was the answer complete?
 What leads you to say that?

“Voices From Turkish Cyprus” Oral Histories: “Leyla’s Story” (1996)

Q. How was your relationship with your Greek neighbors?

We lived together without any problem. They were good also. We hadn't been harmed by them. We didn't do any harm to them, and they didn't do any to us. After soldiers from Greece came to the island, they attacked our village. Then we were collected in the school of our village. We all stayed in the school.

Then, after we came back to our houses, the soldiers of Greece had broken the locks and destroyed our houses. They took all the things in our houses and stole our furniture. Then we went to the school again, and we stayed in there a very long time. Then we left from there and we were sent to the village called Evdim. The war all also started in Evdim. We lived through some very bad things there. Then the Greek soldiers left the village and we stayed there in Evdim.

Q. Did your Greek neighbors or your villagers attack you?

No, no, they didn't attack us. The soldiers who came from Greece attacked us. The soldiers wanted to kill us. But our village's administrator didn't let them kill us. He said: "If you do anything to or if you even touch my Turks, you have to kill me first. No one will even touch our Turkish villagers." And because of that only a few people had been killed.

Q: Were they in your village?

Yes.

Q: Were they Turkish?

Yes.

Q: Did your villagers do this, or the soldiers of Greece?

No, the soldiers of Greece did.

Q. In which year did this events happen?

It was in 1963. We were living together with our Greek villagers in peace. They also thought the same of us. No bad things happened between us, but when the soldiers of Greece came, everything was destroyed. Some of us were killed.

Then they left our village, we went to Evdim, then we came back to our village Malya again. We moved to North Cyprus, and we are still living in here in peace.

DEMOGRAPHICS Occupation (or life's work): Housewife. Age: 73. Sex: Female. Nationality: Turkish Cypriot. Where now lives (country and city/town/village): Adinkoy, near Guzelyurt.

Where lived during the events described during the interview: During the war she stayed in Malya and Evdim villages, in the South.

What was the occupation (or life's work) of the main income earner in the household when growing up: Farmer.

This interview was conducted by Faika. 2 June 1996.

Student Reflexivity Re: Voices From Turkish Cyprus Oral Histories (1996)

Rose, 67 year old retired teacher, describing the death of cousin:

"It was the worst event that I have experienced throughout my life. Even today from time to time I wake up screaming, because I had a dream where I was an officer, and later I saw my death".

Student's Self-Reflexive Response (Damla):

"When I talked to Rose sometimes I looked his face and I saw that he was crying and his eyes were wide. When he explained this war he was excited. I think the basic reason of this was that he felt that he was not in his home, but that he was in the war again. I think I am very lucky because I did not live during this war. Before the interview I didn't know all of these terrible events but now I know and I think we are a very lucky generation." (Damla, 1)

Student Self-Reflexive Responses, End of Term (Eastern Mediterranean University 1995)

Minnoş

"I love my department and my instructors. Although my department seems to be very hard from the outside, by the help at an instructors and good attitudes to us, we can succeed in our courses. They show us to trust ourselves and to do something by ourselves. By the help of the homeworks, we can create something and have a modern education without using Turkish Traditional Education System."
(Minnoş, 143 12/95)

When describing a time when Minnoş thought she did poorly on a quiz:

"And none of my answers was correct but I get points from it. I ask the reason and he said that 'you maybe disagree with me' This is so surprising for me."

Student Self-Reflexive Responses, End of Term (Menlo College 2006)

1a. The best of what I have achieved in this course (what I am most proud of) is:

1b. What leads me to this response is:

2a. One idea or concept from this course that I found invigorating / stimulating / exciting / useful is:

2b. What about this concept or idea led me to find it invigorating / stimulating / exciting / useful is:

3a. One idea or concept from this course that I have struggled with is:

3b. How I resolved this struggle / am resolving this struggle is:

4a. Something I learned from this course that I would consider a "lesson for life" is:

4b. How I arrived at this conclusion was:

Kia

1a. *"I'm proud that it made me study more than the other classes have done. It got me much smarter about studying and I have to have more effort in studying for a test or quiz. I'm proud that I just might pass this course maybe."*

1b. *"Because I'm proud that I have to do extra thinking and work. Because my test of "F"s or "D" that I want to work harder and its making me study more."*

Joran

2a./2b. *"To interview my grandmother about media back in the days. . . . I usually never talk to my family that much – so this gave me a good opportunity to do so."*

Digital Storytelling, Student Self-Reflexive Responses, End of Term (Menlo College 2006)

Kekoa

1a./1b. *". . . how I could overcome the personal barriers that I had put up against myself to produce my final cut of my digital story."* [description of how he recovered from struggles that included uncompleted and late assignments earlier in the semester. His later focus led to] *". . . a rough cut [edit that] even surprised some of my peers in the class."*

Renee

4a./4b. *"I had to learn to trust them to do their work and the same for them for me."*

Greg

4a./4b. *"If I didn't know how to work a certain program, I could ask one of my friends that was in the class how to do or work certain functions in the program. The same can be done the other way. People can ask me for help if they don't know ho to work a certain program. . . . I was excited to work with these kids to make this experience worth it and help gain some team work and charisma skills while at it."*