

Donna Davis- M7: Mini-Analysis, Blended learning

Florence R. Sullivan (2020), in her article, which is a response to the 2019 work of Philipsen et al. about educational technology, research, and development from a critical pedagogy perspective, noted:

Moreover, teachers' voices should become more prominent in the development of TPD for OBL, such that their rights and expertise are respected. And while teachers' autonomy has become increasingly circumscribed in the classroom due to neoliberal reform movements (Ravitch 2010), they are still highly influential actors in the lives of children. TPD for OBL should assist teachers in critically analyzing the new medium, and how it can be used to either support equity or reproduce the status quo.

Sullivan argues in the article that the review written by Philipsen lacks a critical perspective. As a result, the utility of the review is limited. Sullivan further suggests that Teacher Professional Development for Online Blended Learning perpetuates inequities. Sullivan believes that the voices of those who experience these inequities should be prominent in developing TPD.

The author argues that our collective response to the COVID-19 pandemic may have resulted in educational inequities, which gives more information in the "application of the comprehensive framework" section of the article.

Sullivan argues that adopting a critical pedagogy perspective requires individuals to reflect on their role and reconsider their identity, including their perception of the teacher's role. However, the author notes that this process can challenge one's fundamental beliefs and may require a lifelong commitment to undertake. In other words, the author emphasizes that adopting a critical pedagogy perspective is a lifelong commitment. It is a development, and one must be willing to reflect and examine their assumptions and biases critically.

I think Sullivan is worried about how to implement critical pedagogy effectively. The article aims to prompt readers to question their application of critical pedagogy by discussing the absence of a critical perspective in another article. Implementing critical pedagogy can be a complex and long-term process rather than a quick fix for social problems. The shift to blended and online learning during the pandemic has highlighted the challenges of applying critical pedagogy, as these approaches require careful consideration and planning to ensure that everybody, including teachers, receives educational equity.

The paragraph above drew my attention because Sullivan provides suggestions on applying critical pedagogy to developing TPD for OBL. These suggestions are noteworthy; without this section, the entire article might have been incomplete or difficult to understand. The paragraph that particularly caught my interest is from this section.

Link to the article:

<https://www.libproxy.uwyo.edu/login?url=https://www.proquest.com/scholarly-journals/critical-pedagogy-teacher-professional/docview/2505578643/se-2?accountid=14793>