

WELCOME

SEPTEMBER 19, 2022

MASTER CLASS

USC ROSSIER SCHOOL OF EDUCATION

TEACHING AND LEARNING TO ADVANCE THE NEEDS AND INTERESTS OF HUMANITY

Education can be a resource for addressing the world's biggest challenges. How might teaching and learning need to evolve to meet the moment?



PEDRO A. NOGUERA

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Distinguished Professor of Education



MARY HELEN IMMORDINO - YANG

Professor of Education, Professor of
Psychology & Neuroscience



WHY A MASTER CLASS?

- To bring Rossier students, faculty and staff together to discuss topics that transcend our areas of specialization
- To stimulate discussion on topics that are central to the Rossier mission with the goal of provoking innovation and new opportunities for collaboration
- To create opportunities for direct engagement and community building



EDUCATING WOMEN AND GIRLS REDUCES POVERTY





EDUCATION CAN REDUCE CRIME AND RECIDIVISM





EDUCATION WAS KEY TO FREEDOM





**EDUCATION IS
IMPLICATED IN MANY OF
THE WORLD'S PROBLEMS.**

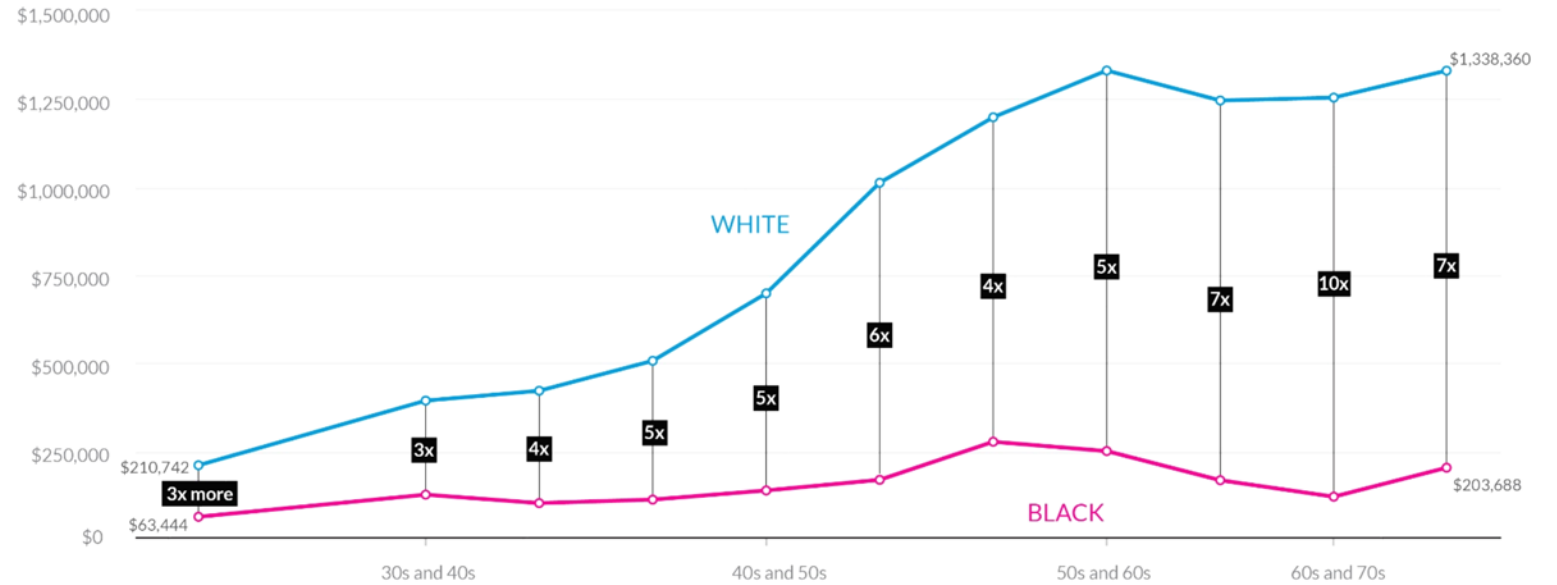
IS IT ALSO A POTENTIAL SOLUTION?



RACIAL INEQUALITY IN WEALTH IS GROWING



Average Family Wealth for Those Born 1943–51 by Race



Source: Urban Institute calculations from Survey of Consumer Finances 1983–2016.
 Notes: 2016 dollars. Hispanic sample size too small to show. Age is defined as the age of the household head. In 2016, these people were ages 65–73; in 1983, they were ages 32–40.

URBAN INSTITUTE

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IS GLOBAL WARMING AN EDUCATIONAL CHALLENGE?



POLITICAL POLARIZATION AND VIOLENCE IS INCREASING



THE GLOBAL REFUGEE CRISIS WILL INCREASE IN THE YEARS AHEAD





CORONAVIRUS PANDEMIC

THIS WON'T BE THE LAST PANDEMIC!



The complex array of problems we face generates feelings of powerlessness, hopelessness, selfishness and despair about the future.

Human progress has always been contingent on altruism, critical thinking, problem solving and creativity.

CAN EDUCATION CULTIVATE THESE ATTRIBUTES?



- **How have broader social issues influenced your education?**
- **What have been your most powerful educational experiences?**
 - **What made them powerful, inspiring or transformative?**



BRAZILIAN EDUCATOR: PAULO FREIRE



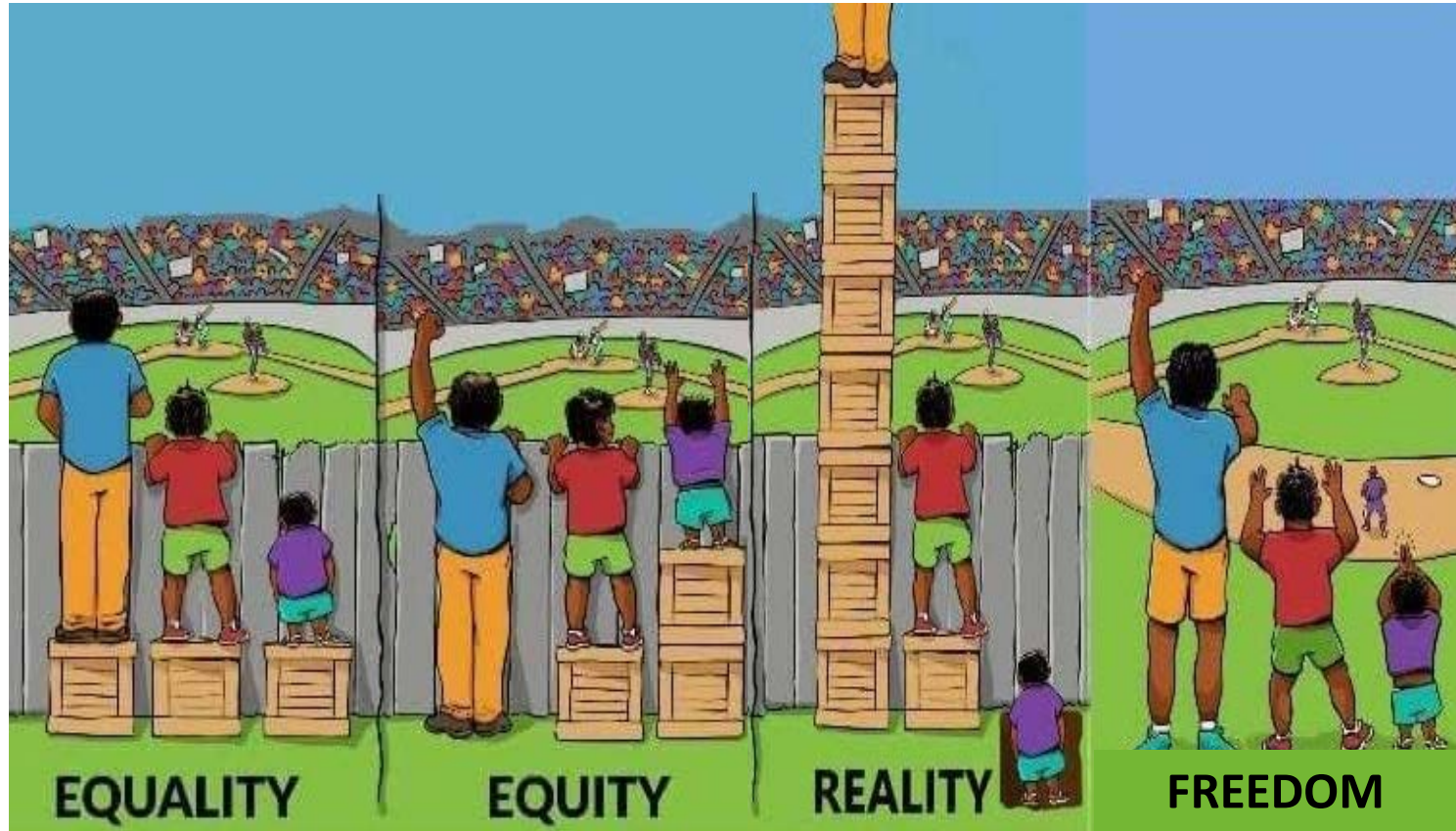


Freire's influence

- *There's no such thing as neutral education. Education either functions as an instrument to bring about conformity or freedom.*
- *The more students work at storing the deposits entrusted to them, the less they develop the critical consciousness which would result from their intervention in the world as transformers of that world. The more completely they accept the passive role imposed on them, the more they tend simply to adapt to the world as it is and to the fragmented view of reality deposited in them.*
- *Pedagogy of the Oppressed*



Equality vs. Equity





Our Mission

The mission of the USC Rossier School of Education is to prepare students to *advance* educational equity. We do this through our *teaching, service and research*. We work through a variety of means to *enrich learning opportunities, improve academic and life outcomes, particularly for historically marginalized students, and to advocate for policies that further equity*. We teach our students to value and respect the cultural context of the communities in which they work and to contribute to creating and maintaining a respectful and supportive intellectual community at Rossier. We cultivate an environment that encourages critical, creative and innovative thinking, and together we strive to solve the most intractable educational and social problems facing society.



Reflection



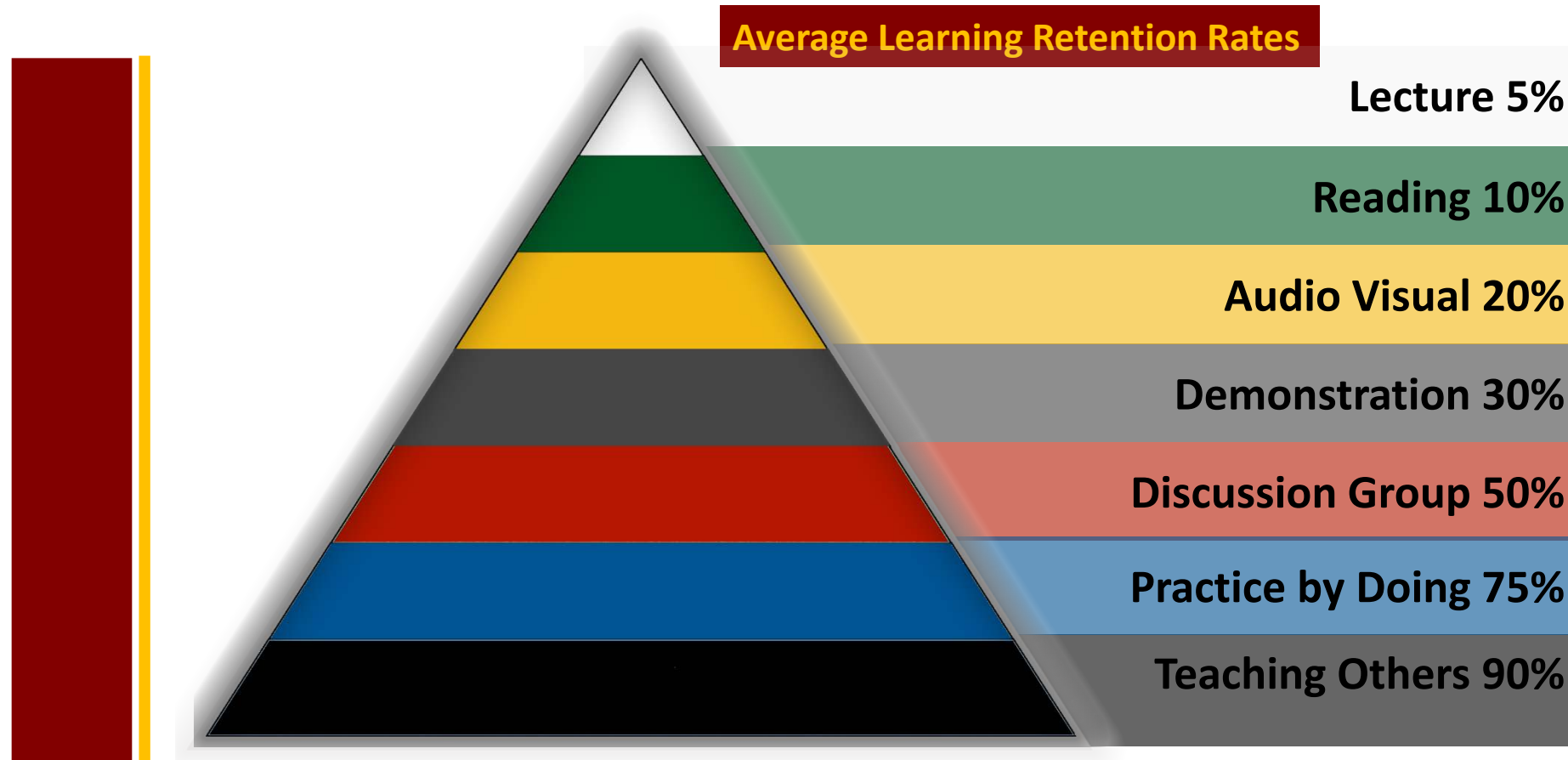
- **Does our teaching further our mission?**
- **How effective are we in preparing our students to confront the challenges facing our field and society?**



Freire: Banking Education

- The teacher teaches and the students are taught;
- The teacher knows and the students know nothing;
- The teacher thinks and the students are thought about;
- The teacher talks and the students listen;
- The teacher disciplines and the students are disciplined;
- The teacher chooses and enforces his choice, and the students comply;
- The teacher acts and the students have the illusion of acting through the action of the teacher;
- The teacher chooses the program content, and the students (who were not consulted) adapt to it;
- The teacher confuses the authority of knowledge with his or her own professional authority, which she and he sets in opposition to the freedom of the students;

The Learning Pyramid



“Tell me and I will forget. Teach me, and I will remember. Involve me, and I will learn.”



- **Does our teaching advance our mission?**
- **How do we create an environment where our students feel challenged and supported, and where respectful debate and critical analysis are encouraged?**

THANK YOU!

CLASS 2 MONDAY, OCTOBER 10

USC Rossier

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CLASS 1 MONDAY, SEPTEMBER 19

CLASS 2 MONDAY, OCTOBER 10

CLASS 3 MONDAY, OCTOBER 24

CLASS 4 MONDAY, NOVEMBER 14

CLASS 5 MONDAY, NOVEMBER 28

🕒 4:00 PM – 5:00 PM PT

BRAIN AND CREATIVITY INSTITUTE (BCI)

CAMMILLERI HALL (UPC CAMPUS)

3620A McClintock Avenue, Los Angeles, CA 90089

\$20.00 parking is available at the Downey Way Structure on Vermont Avenue and 36th Place

USC Rossier
School of Education

RSVP for class #1 by September 15 at bit.ly/RossierMC1Fall22

Seating for this event will be first come, first serve with RSVP