

3-2022

Education on Boyer 4th Newsletter - March 2022

Tina Keller

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Sharpening Intellect | Deepening Christian Faith | Inspiring Action

Messiah University is a Christian university of the liberal and applied arts and sciences. Our mission is to educate men and women toward maturity of intellect, character and Christian faith in preparation for lives of service, leadership and reconciliation in church and society.

EDUCATION ON Boyer 4th

The campus newsletter of the Messiah University Education Department

Issue 16 | March 2022

PAMLE
CONFERENCE

UPCOMING
EDUCATION
HONORS
PRESENT-
ATIONS

DEVELOPING A
“TRANSGRESSIVE
TEACHING”
PEDAGOGY



In Every Issue

MESSAGE FROM THE CHAIR, STUDENTS IN THE DEPARTMENT, TECHNOLOGY CORNER, PHOTOS FROM THE FIELD, PROFESSOR SPOTLIGHT, ALUMNI ADVICE, DEVOTIONAL, UPCOMING EVENTS



MESSAGE FROM THE CHAIR

DR. TINA KELLER

March 2022

Morning Prayer

St. Patrick of Ireland (fifth century)

The Prayer of Saint Patrick

I arise today
Through the strength of heaven;
Light of the sun,
Splendor of fire,
Speed of lightning,
Swiftness of the wind,
Depth of the sea,
Stability of the earth,
Firmness of the rock.

I arise today
Through God's strength to pilot me;
God's might to uphold me,
God's wisdom to guide me,
God's eye to look before me,
God's ear to hear me,
God's word to speak for me,
God's hand to guard me,....

Christ with me, Christ before me, Christ behind me,
Christ in me, Christ beneath me, Christ above me,
Christ on my right, Christ on my left,
Christ when I lie down, Christ when I sit down,
Christ in the heart of every man who thinks of me,
Christ in the mouth of every man who speaks of me,
Christ in the eye that sees me,
Christ in the ear that hears me.

I arise today
Through a mighty strength, the invocation of the Trinity,
Through a belief in the Threeness,
Through a confession of the Oneness
Of the Creator of creation.

Last March, in the midst of Covid and a grey cold winter morning, Professor John Bechtold, chair of the Psychology department, shared this prayer with our leadership team. Department chairs from across campus sat in a meeting room ready to tackle an agenda with filled problems to solve and difficult decisions to make. As Dr. Bechtold began the devotional, he read the words of this prayer that is attributed to Saint Patrick. I felt a hush of silence in the fill the space. There was a stillness in that circle as we listened to him read. This prayer from the fifth century filled the room with a calming peace. To me, this prayer made it all the more evident that we are reliant on God and his power to make it through this life. We can only arise through his strength. It is in this relationship that we find the words to speak, and the wisdom to move forward. Due to this relationship we are never alone! Christ is with us, all around us surrounding us with his presence. We only need to take the moment to realize it. After that devotional, I kept the prayer in my agenda and read it throughout last year. Each time, the rhythm and repetition helped me feel grounded in the care and love of God. I hope that it might do the same for you.



[Listen to this prayer](#)

On the Cover:

Students in Dr. Hazen's Social Studies Methods class displayed their Project Based Learning Activity where the students used PBL to design and develop a board game to teach Economics.

DEVOTIONAL

A MONTHLY DEVOTION WRITTEN BY MESSIAH UNIVERSITY EDUCATION STUDENTS.

"FOR CONSIDER YOUR CALLING, BROTHERS: NOT MANY OF YOU WERE WISE ACCORDING TO WORLDLY STANDARDS, NOT MANY WERE POWERFUL, NOT MANY WERE OF NOBLE BIRTH. BUT GOD CHOSE WHAT IS FOOLISH IN THE WORLD TO SHAME THE WISE; GOD CHOSE WHAT IS WEAK IN THE WORLD TO SHAME THE STRONG"
1 CORINTHIANS 1:26-27

DEALING WITH PRESSURE

Written by Hope Flack

Many college athletes struggle with the constant pressure to perform well or to be perfect within their sport. Many athletes get caught up in seeking affirmation and identity through their performance, so when things do not go their way, they get discouraged. For example, in the first few months of pre-season, athletes work each and every day to prove they are worthy of a starting spot. During pre-season, athletes spend hours running sprints, lifting in the weight room, practicing specific moves and skills, and trying to earn that spot.

All of that work leads to the moment on game day when the coach announces who is starting on the field, and who is starting on the bench. Making the cut is a long process that requires hard work, focus, and countless hours of training. To win a starting spot on the roster, you have to earn it.

But that's just the beginning. Once an athlete earns a starting spot, the work is not over. Athletes must constantly work to keep improving in order to keep their starting position and not lose their spot. The demands are never ending. If success within athletics is all you have to hope for in life, then an injury could be devastating, and each day would be overwhelming.

Fortunately, athletics are not the end goal for those of you that are Christ followers. You do not have to worry about being good enough. On God's team, there is only one true person worthy of a starting position: Jesus Christ. Jesus performed His life flawlessly and perfectly, living a life of selfless service and love. He then chose to give up his starting spot, dying on the cross, so that we as Christians could be a part of the team too. Because Christ rose again and triumphed over death, each and every Christian already has a starting position on God's line-up, one that they can never lose.




Special Education Choices

at Messiah University

Serving the Least of These Matthew 25:40

There are **THREE** ways to pursue Special Education at Messiah University! For full details please see the webpages for each option.



To earn teaching certification in BOTH Special Education and Early Childhood Education, choose the major in


Education with Dual Certification in PreK-4th and Special Education PreK-12th

Field placements across grade ranges, regular, and special education

Student teach in Special Education, Special Education Internship

<https://www.messiah.edu/education-major-with-dual-teaching-certification-in-grades-prek-4-and-special-education-prek-8-pennsylvania>

Good option for flexible choices in teaching career, preparing to serve children with disabilities in regular or special education settings.



To earn teaching certification in ONLY Special Education choose the major in


Special Education N-12 with Teaching Certification PreK-12th

Field placements across grade ranges, regular, and special education

Student teach in Special Education, Special Education Internship

<https://www.messiah.edu/special-education-grades-n-12-with-teaching-certification-in-grades-prek-12>

Good option for teaching specializing in high school special education, or more severe disabilities, or for careers in agencies or hospital early intervention, etc.



If interested in serving individuals with disabilities without teaching certification in special education, you might enjoy the

Minor in Special Education

Develop expertise from 18-21 credits of study, with no field placement requirements

<https://www.messiah.edu/special-education-minor-pennsylvania>

Good option for preparing to teach regular education with expertise in serving children with disabilities, or for disability-related work through agencies or government.



Messiah University also offers a minor in **Speech and Language Pathology**.



Messiah University also offers a minor in **Disability and Family Wellness**.

Declaring a major or minor at Messiah University is easy! Complete an on-line form at:

https://www.messiah.edu/info/23421/forms_f
[or current students/4140/update_majormin](https://www.messiah.edu/info/23421/forms_f)
[orconcert](https://www.messiah.edu/info/23421/forms_f)

Who can help me decide?

See Dr. Melinda Burchard, Coordinator of Special Education, mburchard@messiah.edu, your academic advisor, or anyone in the Career and Professional Development Center.



THORNBIRD
2015
SHORT FILM

PAPER TURTLE
2010
SHORT FILM

SPEND THE DAY WITH
* **JONATHAN STUTZMAN ('09) AND HEATHER FOX** *

March 21, 2022

Jonathan Stutzman (COMM Dept. film alum) is an award-winning filmmaker and children's book author. Artist Heather Fox, Stutzman's wife, often illustrates his popular picture books.

Using Children's Books in the Classroom Workshop
11:15 am-12:15 pm, Parmer Cinema

Storytelling Through Film Luncheon (Invitation only)
12:30-1:30 pm, HC 113

Path to Publishing Workshop
3:30-4:30 pm, Parmer Cinema

Public Reading by Jonathan Stutzman and Heather Fox
7:00-8:00 pm, Boyer 131
Reception afterward, Howe Atrium

* Sponsored by the Departments of Communication; Education; Language, Literature, and Writing; and the School of Arts, Culture, and Society *

EAMU

February Events



Fall in Love
with EAMU



First Year
Teacher
Panel



Apply to be an EAMU officer!
Are you a current freshman or sophomore?
Are you looking for a leadership position
that serves education students?
Email eamu@messiah.edu for more
information and the application form.



PAMLE

For the second year in row, Messiah University Middle Level students presented their research at the Pennsylvania Association of Middle Level Educators (PAMLE) state Conference in State College, PA. This year Emily Stanley presented on Graphic Organizers in the Middle Level English and Math Classrooms, Julia Sowers presented on Manipulatives and the CRA model and Makerspace in Middle Level Instruction and Connor Coggins presented on teaching methods for Middle Level students with Dyslexia. They all did such a wonderful job! -Dr. Hazen



TRENDS IN THE FIELD

DR. BEV GOODLING

EARLY CARE AND EDUCATION IN THE NEWS:



DR. GOODLING

THE TENNESSEE PRE-K DEBATE

The outcome of a well-designed longitudinal study from Vanderbilt University recently made waves in the Pre-K community. The study included 2,990 low-income children in Tennessee who applied to free, public prekindergarten programs. One group of the experimental study was admitted to the public prekindergarten program by lottery, the other group was rejected. The authors of the study followed both groups of children through sixth grade. Initially, the children who attended Pre-K scored higher on kindergarten readiness tests however, by third grade their test scores were lower. By sixth grade, the authors reported the Pre-K group scored lower in math, science and reading, as well as being more likely to be enrolled in special education and experienced more behavior problems in school.

These findings go against earlier studies which indicate positive long-term returns on PreK investment, including [Boston's Universal Preschool](#) and the widely quoted [Perry Preschool Project](#). Early childhood experts are asking, why the discrepancy?

Dale Farran, one of the authors of the study, believes this discrepancy has to do with the structured, academic approach to PreK found in the Tennessee public program. More time was spent with children being drilled with flashcards and worksheets, compared to open-ended activities, and the opportunity for choice provided in play-based preschool programs. Farran believes the children in the structured program were not given basic opportunities to develop intrinsic self-regulation, which is a hallmark of developmentally appropriate, play-based programs. Read more here: <https://www.npr.org/2022/02/10/1079406041/researcher-says-rethink-prek-preschool-prekindergarten>

With Universal PreK in the news, this is certainly a topic of interest for future early childhood educators!

PRE-K NEWS IN THE CAPITAL REGION

The Milton Hershey Schools, Hershey, PA are in the process of adding an early care and education school for children ages birth-5, [The Catherine Hershey Schools for Early Learning](#), located in Hershey, PA. This school is free for children of families in financial and social need. The plan is to build 5 additional schools across Pennsylvania. I encourage Messiah University PreK-4 students interested in teaching at the PreK level to keep this program in mind as a future employment opportunity.



PROFESSOR STANLEY

PROFESSOR SPOTLIGHT

Office: Boyer 420 Email: astanley@messiah.edu

EDUCATIONAL BACKGROUND

Arcadia University, B.A., Psychology
Rowan University, M.A., School Psychology
Rowan University, Education
Specialist School Psychology

CLASSES I TEACH

Psychological Testing

WHAT I DO FOR FUN

On the weekends, I enjoy reading and spending time with my family. My boys are involved in several sports which takes up a lot of our family time. I also have a dog who enjoys many walks each day.

SERVICE

Off campus my main area of service is with the Highmark Caring Place. I volunteer as a group facilitator in different settings, preschool children through adult. The Caring Place is a fantastic organization focused on helping children who are grieving the loss of a loved one.

WHY DID I BECOME A PROFESSOR?

I came to be a professor at Messiah somewhat by chance. A friend and former colleague had recently started her career at Messiah and asked if I would be interested in filling an adjunct position. When I started I was under the impression it would be a one or two semester opportunity, but have been thrilled to have the opportunity to continue for several years.

FAVORITE SCRIPTURE VERSE AND WHY

Proverbs 22:6 “Start children off on the way they should go, and when they are old they will not turn from it.” This is my favorite because it applies to all aspects of my life including my family and my career.

FAVORITE TEACHING MOMENT

Hearing the experiences of our soon to be teachers and having them connect something they have learned in class with an event from their student teaching or practicum

WHAT I LOVE MOST ABOUT MESSIAH

The community feeling

HOW DID I BECOME INTERESTED IN MY FIELD?

Almost by accident! When I was a senior in college, I worked in a group home setting. One of my coworkers was reading a textbook and I inquired about the topic. She was in the school psychology graduate program and gave me insight about what she was learning. I went home and researched her school then applied.

IF I WASN'T A PROFESSOR I WOULD BE...

I honestly cannot see myself in a career other than education. Any interest inventory I have ever taken has recommended a helping profession. If I had not pursued education in some way, I may have followed in my grandmother's footsteps and pursued a career in family law.

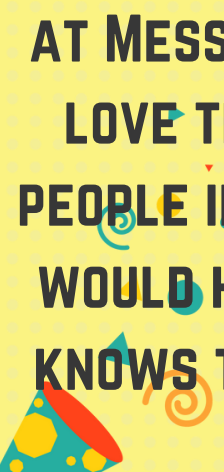


Congratulations Mireliz Bermudez



Student Body Vice President-Elect

“I AM SO EXCITED TO BE USHERING IN A NEW ERA OF CHANGE AT MESSIAH WITH MY RUNNING MATE PAULINE DEUTCHEU. I LOVE THAT I HAVE THE ABILITY TO REPRESENT SO MANY PEOPLE IN MY POSITION. IT IS A UNIQUE OPPORTUNITY THAT I WOULD HAVE NEVER IMAGINED TO BE IN. I HOPE EVERYONE KNOWS THAT I AM OPEN TO ANY IDEAS OR CONCERNS THEY MAY HAVE.” ~ MIRELIZ BERMUDEZ



NATIONAL SCHOLARSHIPS AND FELLOWSHIPS

EXPLORE. LEARN. GROW.

(and have someone else pay for it)

For Humanities and Social Science Students:

Tuesday, March 15th in Boyer 131 from 4:30-5:30 pm

For STEM Students:

Tuesday, March 22nd in Kline 120 from 4:30-5:30 pm

**Fulbright US Student Program
Marshall Scholarship
Boren Scholarship**

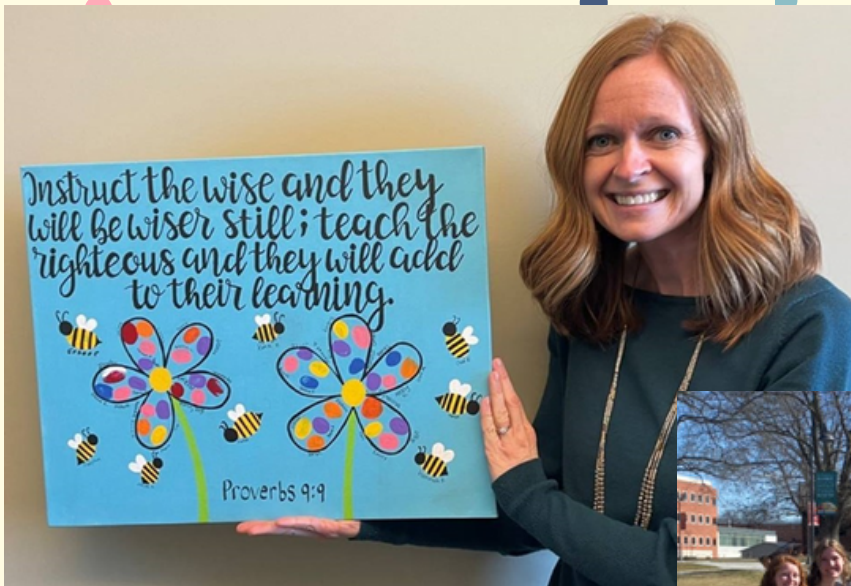
**Critical Language Scholarship
Goldwater Scholarship
Carnegie Fellowship**

**IBM PhD Fellowships
National Physical Science Consortium**

Learn about the application process for these programs and many more that help fund study, research, and travel.

Most applications suited for Sophomores and Juniors





WELCOME PROFESSOR DAVIS!

As an office-warming gift for Professor Davis, the juniors in EDUC 302: Literacy: Climate, Curriculum, and Instruction II created a painting incorporating all of the students' thumbprints. Using supplies purchased by Dr. Burchard, Sarah Albin painted a garden scene and I found out Professor Davis' favorite Bible verse related to education. Both sections of classes then gathered together to present her with our gift. We hope this painting serves as a reminder of how much we appreciate having her as a professor and helps her remember our cohort for many years to come! -Melissa Johnson

PLEASE JOIN US AS MESSIAH UNIVERSITY
EDUCATION DEPARTMENT PRESENTS TWO
HONORS PROJECTS

STEAM and Collaborative Education

APRIL 21, 2022 | 6PM to 8PM
Parmer Cinema- Boyer 137



Reserve Tickets here:
<https://www.eventbrite.com/e/224662791457>

PRESENTATIONS BY:



PAIGE HORNE

Exploring STEAM in the
Elementary Classroom: K-5
Resources for Teachers and
Parents

MAKERSPACES: Building and
Supporting Collaboration,
Creativity, and Self-
Motivation Among Middle
Level Students



JULIA SOWERS

EXPERIENCE EDUCATION @Messiah

Join the Department of Education for an
exclusive overnight visit experience

April 21-22, 2022



 MESSIAH
UNIVERSITY

You're invited to experience campus life
through this **exclusive overnight visit just
for accepted education students!**

While on campus, you'll have the opportunity to:

- **Chat** with education faculty
- **Attend Powerhouse**, Messiah's popular student-led weekly worship
- **Connect** with fellow admitted students and current students
- **Visit** classes and tour campus
- **Spend the night** in a residence hall with an education student

Please RSVP by **April 14, 2022**.

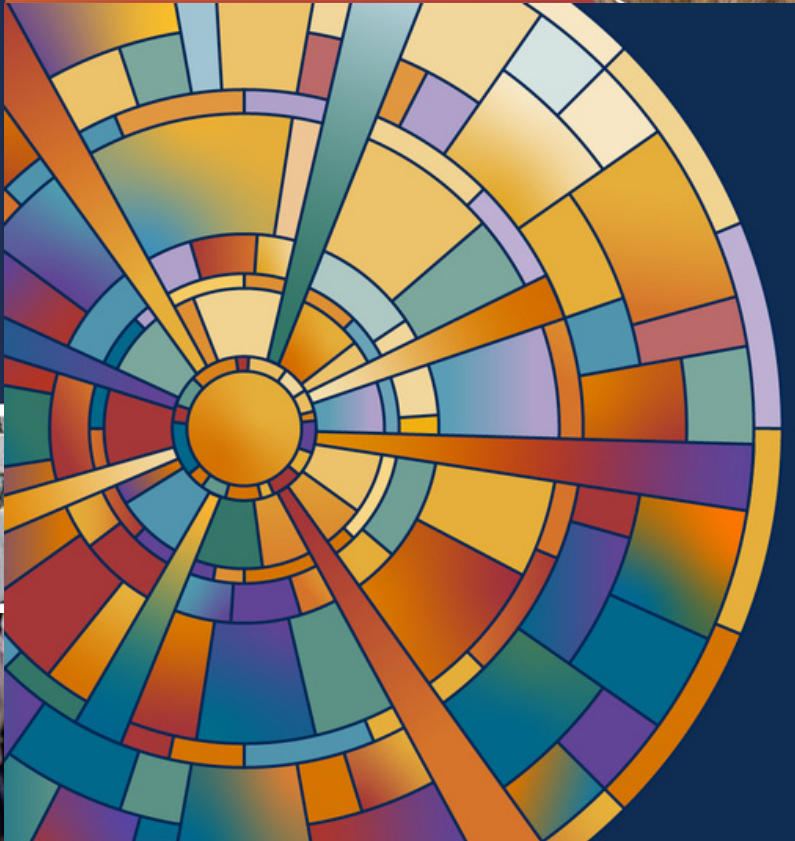
**All overnight hosts are up to date on their COVID-19 vaccination. Overnight guests are expected to adhere to Messiah University's community guidelines and must provide proof of vaccination or a negative PCR test prior to their arrival on campus.*



To learn more and register, go to
messiah.edu/educationovernight.

“ At my overnight visit, I felt like I had known my host and her friend group for years. **Messiah's community is really special, and you can tell pretty quickly.**”

— Sarah Davis '22, education with dual teaching certification in grades preK-4 and special education preK-12



Sign Language Club

Have you always wanted to learn American Sign Language? Did you take ASL in high school and hope to further develop your skills? If so, Messiah's ASL Club is the place for you! We are a student-run club that seeks to teach American Sign Language to Messiah students and educate our community about Deaf culture. Our meetings consist of a vocabulary lesson, discussion questions and a short story based on the week's vocabulary, and a segment on Deaf culture. Our club is a great fit for Education majors because knowing American Sign Language is such an invaluable skill for teachers to bring into the classroom.

New members are always welcome, we meet on Wednesday nights via Zoom! Our Beginners section for students who are just starting to learn ASL meets at 7:30 and our Intermediates section for students who are continuing their ASL education meets at 8:30. To join our distribution list, please email us at signlanguageclub@messiah.edu.



Check out our new introductory video made by our leadership team!
<https://youtu.be/7gWYYTr-bqc>

"I believe that all educators should have a basic knowledge of American Sign Language before entering the classroom. Whether you encounter a Deaf student in a mainstream classroom, communicate with your special education students using ASL, or incorporate sign language as a classroom management technique, ASL is an invaluable tool to have as a teacher. I love teaching the Intermediates section of Messiah's ASL club because I have an opportunity to share a language I love with my peers and gain teaching experience!"

- Melissa Johnson, Sophomore, Education Dual Certification PreK-4, Special Ed N-12



"I love Messiah's ASL club because I get to practice signing and learning about Deaf Culture. I work at a daycare during the summers and we teach our babies baby sign because it's very beneficial to helping them build their communication skills, so it's great to be able to expand my ASL vocabulary during the school year."

- Elizabeth Cullens, First Year, Education Certification PreK-4

"I love being in Messiah's ASL Club because I love learning the beautiful language, but also because it is really awesome to learn about Deaf culture as well. The more we can know and understand about other cultures, the better we as teachers can prepare our students to live in a multicultural world."

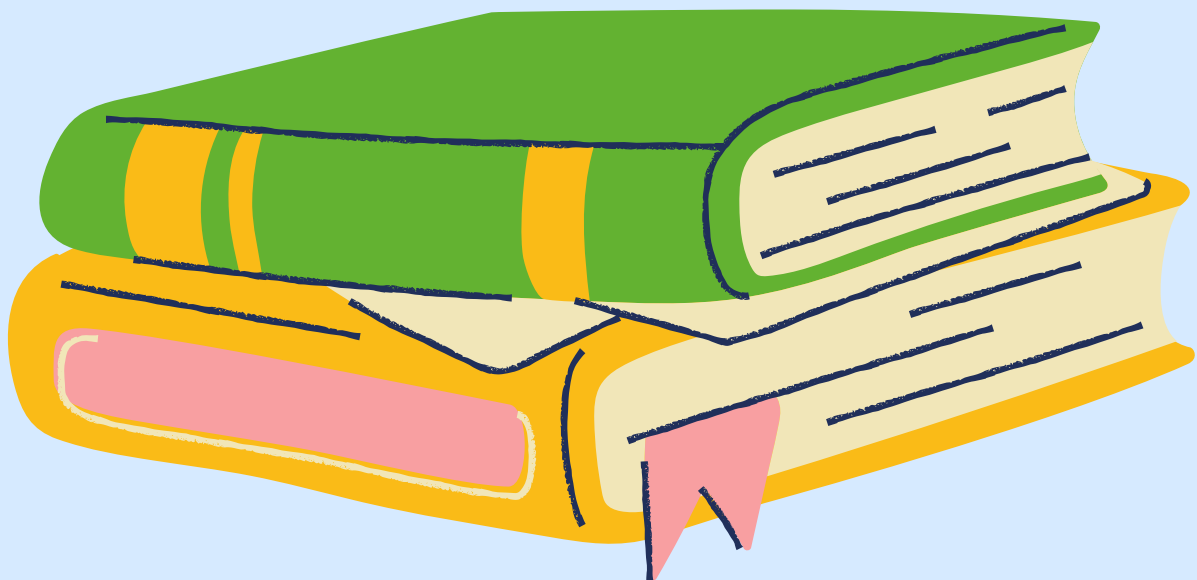
- Maria Stoltzfus, Sophomore, Math with Teaching Certification

Check Out This Children's Book!



Reviewed By: Sarah Albin

Learn how to protect the planet, while enjoying the beautiful illustrations and learning about the Anishinaabe people! I found this book at Messiah University's library. I chose this myth because it talks about the importance of water and how it helps the environment. I really loved that this book is educating readers on how to protect the environment. My first impressions were, the book looked very new, the girl on the front cover reminded me of Moana, the book looked like it had community values as there were a bunch of people holding hands on the cover, and the illustrations are very beautiful. In this book it discusses the story of the Anishinaabe people and what they fear, which is the "black snake" that is coming to destroy their land. The "black snake" in the story is actually a pipeline that is running through their land and leaking oil. This book is considered a myth because it discusses the history of a people and it explains a mostly natural phenomenon, but portrays it as a supernatural being. Carrie Kingsley from Common Sense Media says "Simple, powerful words and vibrant images take urgency of the protest movements on Indigenous land across North America and pour that energy onto the pages of this beautiful, inspiring book" ([commonsensemedia.org](https://www.common Sense Media.org)). The illustrator, Goade, was the first Native American to win the Caldecott award for this book!





Dr. Fisler, Dean of the Graduate School, participated in the 100 day dress challenge. For this challenge, she wore the same dress for 100 days in a row. To learn more, check out [#100daydresschallenge](#). As you can see from the photos, she inspired all of us, from colleagues to students, and even her son joined her over the past few months.



EDUCATION DEPARTMENT HONORS PROJECTS

Teaching Multilingual Learners

Supporting ELLs in General Ed Classrooms

Mikayla Frederick

Teachers have more ELLs than ever in their classes! My presentation discusses how teachers can best support them and provides a tool to connect them with the best resources for their needs.



Translanguaging in the Classroom

Sarah Davis

Learn about the pros and cons of letting students use their full language repertoire within the classroom, and get resources to do so in your classroom!



April 8th

in Boyer 131

from 5:00-6:30pm

Advised by: Dr. Tina Keller



PROFESSOR CLARK

PROFESSOR SPOTLIGHT

Office: Boyer 420 Email: jclark@messiah.edu

EDUCATIONAL BACKGROUND

M. Ed., Pennsylvania State University, 2009
Teaching and Curriculum, Certificate in Autism

B.S. Lock Haven University, 2005
Special Education, Minor in Early Childhood Education

CLASSES I TEACH

EDSP 207: Intro. to Special Education

CURRENT FAVORITES

Summertime, the beach, mid century everything, traveling to new places, coffee (always coffee), swimming, remodeling and shopping for the latest trends.

WHAT I DO ON THE WEEKENDS

You can find me coaching and cheering on my children at all of their various sporting events. I can also be found shopping, traveling, enjoying a new restaurant and renovating as well as decorating my mid-century home. I am a huge fan of all things mid-century so I am often on the hunt to find new pieces to incorporate that aesthetic into my home and life.

FAVORITE SCRIPTURE VERSE AND WHY

One of my favorite passages is from 1 Samuel 16:7. “For the Lord does not see as man sees; for man looks at the outward appearance, but the Lord looks at the heart.” This verse has always resonated with me. It is a good reminder to look at the inner good in people rather than focusing on superficial characteristics. I have learned that getting to know someone and seeing the good in that person is what really matters.

WHAT I LOVE MOST ABOUT MESSIAH

I love many things about Messiah. One of the top being, the sense of community that exists here. Messiah is a welcoming and diverse community of people who care for one another and act selflessly. The students that I have come to know have genuinely been kind, dedicated and hard-working. Truly, the quality of the student body makes Messiah a very special place.

FAVORITE VACATION MEMORY

One of my favorite vacation memories was a family trip to Key West. The entire trip was filled with non-stop adventures. From the roaming roosters calling first thing in the morning, to an unplanned emergency trip to the ER at night, we just about did it all. Thankfully, everyone was fine after that quick pit stop! While there, we visited several beaches, toured Key West aquarium, explored the Hemingway Home, stopped by the butterfly garden, took pictures at the southernmost point, enjoyed a conch train tour and observed some coral reef life. The fun didn't stop there either. We tasted lots of new southernmost foods and traveled around the city in an electric car. We stayed in a quaint hotel that served breakfast and happy hour snacks. The pool and hot tub were steps away from our room, to our children's delight. My family laughed, smiled, ate some pretty amazing foods, swam, relaxed and saw everything there was to see. It was definitely a vacation I'll never forget because we made so many wonderful memories.

FAMILY

My husband and I have been married for 12 years and we have 2 children; Jonah and Julianne. As a family, we love to travel, hit the beach, play mini golf and watch the latest movies. Food is another passion of ours. We love hitting new restaurants and trying new foods. Last but not least, humor is another thing that brings us together. My husband and children are always trying (and succeeding) to make others laugh. If someone isn't telling a joke, being goofy or laughing in our house, The Clarks aren't being themselves!



You're invited to:



FOR SPECIAL EDUCATORS

Messiah University
Honors presentation by
Melissa Johnson

April 22nd, 3:35 pm

Parmer Cinema, Boyer 137



Developing a “Transgressive Teaching” Pedagogy

Dr. Mfum-Mensah

Let me transgress and take the liberty of “words” to this question; how can teachers use their classroom spaces to create and recreate horizontal power relations that “excite” and “incite” learning? Humans occupy spaces that are both symbolically constructed and help us construct our symbols of power relations (Allison 1991). The teacher’s presence in the classroom, exudes symbolic meanings that have the potential to create paradoxical and contradictory situations for students: they can empower some students by providing them opportunities to become co-constructors of knowledge; and they can disempower and undermine the learning process of other students. Ann Allison points out that the conventions by which we recognize our universe are also those by which each of us assumes our place and behavior within that universe. Therefore, the power relations of our spaces create assumptions about our potential (and actual) roles and responsibilities in our worlds. Sociologist Louis Althusser explains power, as “that force which operates in ways that are subtle, disguised, and accepted as everyday social practice” (Althusser 1971, 143-5).

The idea of using our teaching, learning, and the curriculum to create “horizontal” power relations, was the preoccupation of pedagogical progressives some hundred years ago. A century has passed as education stakeholders debated the best ways to develop the child’s mind. We can all acknowledge that not much has changed since then, as many teachers have not been brave enough to implement transgressive pedagogies that “excite” and “incite” students to learn. Many instructors from Kindergarten to the university classrooms continue to lament the unexcited students of the twenty-first century. At least, those KGs can be worked on because they are still considered as “wax”. How can teachers kindle students’ excitement to learn when they themselves are not implementing transgressive teaching even though we know that transgressive teaching is liberating and empowering? Young people find themselves oppressed in every space their bodies occupy. Therefore, it behooves teachers to create classroom spaces as places of liberation (I allude to the works of bell hooks, Paulo Freire, Gloria Anzaldua, Henry Giroux and Stanley Aronowitz).



One of the ways through which teachers can introduce “transgressive” pedagogies is by implementing strategies that promote “horizontal” power relations in the classroom. Such strategies include the constant use of narratives, lore, and storytelling in their writing assignments. This tool is a powerful pedagogical strategy for promoting learning especially among students that see themselves as symbolically marginalized and dislocated by “colonial” incursion. We acknowledge the complicated ways many teachers develop “conventional colonial narratives” (teacher-centered approaches to be precise) to undermine the “agency and capability” of subordinated groups to ratify and perpetuate their marginalized status in the society. Nonetheless, transgressive teachers could (and should) employ narratives, lore, and storytelling (through constant writings) as an epistemological tool and pedagogical treasure trove, to create teaching that reimagines horizontal power relations for the former “colonist” and “colonized” alike. Donata Ndongo Bidyogo-Makina captures this situation succinctly that, “we write not as mere storytellers; we conceive of our office as a solid ethical and moral commitment to our suffering societies, miserable specters wandering on immensely rich soil. We choose between supporting the sane or the insane, the oppressors or the oppressed, the executioners or the victims...the gift we possess will not immunize us from the pain of others, a collective pain that is our own pain” (Bidyogo-Makina,2017).

Transgressive teaching scholars can create opportunities for their students in their teaching and learning spaces to become co-creators, co-constructors, and co-investigators of knowledge—especially knowledge that is repackaged to make sense to them given their lived experiences. Frameworks like “border pedagogies”, positionalities, standpoint theories, perspectivism, intersectionality, and contact zones are treasure troves and worth exploring because they can provide some directions for “exciting” and “inciting” students’ learning.

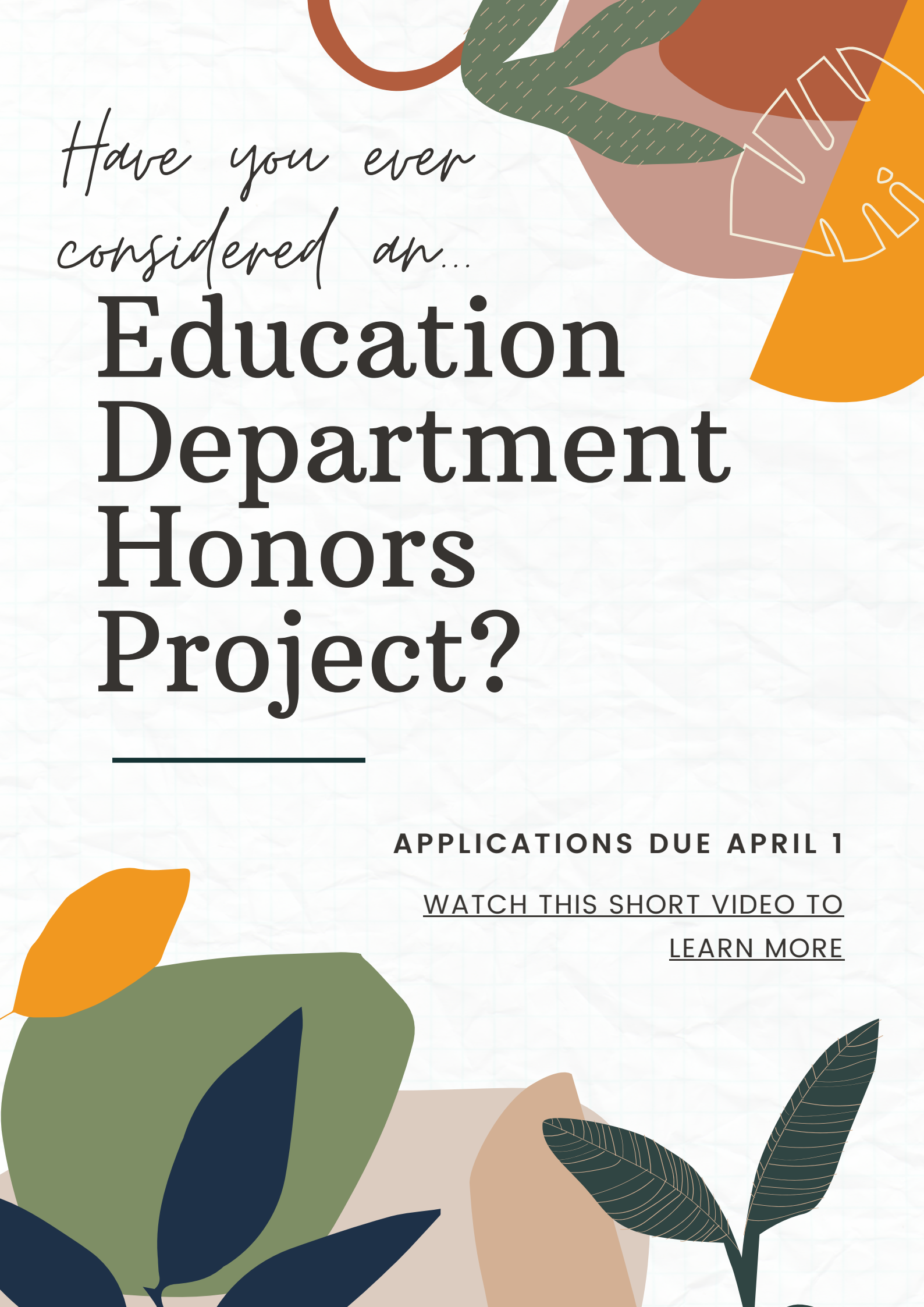
References

Allison, Ann. Japanese Mothers and Obentos: The Lunch-Box as Ideological State Apparatus. *Anthropological Quarterly*, 64, no. 4 (1991): 195-208.

Althusser, Louis. *Ideology and ideological state apparatuses*. New York: Monthly Review, 1971.

Donata Ndongo Bidyogo-Makina. *African Intellectuals in the Face of the Phenomenon of Dictatorship*. Presentation at the Duke University. Franklin Humanities Institute. April 14, 2017.





*Have you ever
considered an...*

Education Department Honors Project?

APPLICATIONS DUE APRIL 1

[WATCH THIS SHORT VIDEO TO
LEARN MORE](#)



Do you want to be a teacher?

Then you need to take educational psychology!

Messiah University is offering a dual enrollment educational psychology course next year in both the fall and spring semesters. If you want to be a teacher, you should take it.

If you want to be a teacher, one of the required courses you will need to take is Educational Psychology. A standard introductory or general psychology course may not count towards degree or licensure requirements. Educational Psychology is a required course at the following colleges and universities: **Messiah University**, Penn State, Grove City, IUPA, Wilkes, Pitt, Temple, Kutztown, Gettysburg, Susquehanna, University of Scranton, Bucknell, LVC, Dickinson, Villanova, Geneva, Eastern, Lafayette, Swarthmore, Drexel and many more. Instruction will be delivered online, providing an opportunity for you to learn alongside Messiah undergraduate students. **Get a head start today on your journey towards becoming a teacher!**

- Fall and spring 2021-22
- Earn credits towards your teaching degree
- Learn alongside on-campus students
- Asynchronous delivery with on-campus learning opportunities

Questions?

Contact: Matt Reitnour

Associate Director of Admissions/Coordinator of Dual Enrollment

Email: mreitnour@messiah.edu | Call: 717-691-6000



Benefits of being dual enrolled at Messiah University

- Create a more flexible schedule as a college student
- Strengthen your potential to graduate from college in less than 4 years
- Experience college life by taking classes taught by Messiah University professors
- Take college courses that may satisfy both high school and college credit requirements

2L_1114

Education TEACH Grant



CONSIDER THE TEACH GRANT!

THE TEACHER EDUCATION ASSISTANCE FOR COLLEGE AND HIGHER EDUCATION (TEACH) GRANT PROGRAM PROVIDES FUNDS TO STUDENTS WHO ARE ENROLLED IN A TEACH GRANT-ELIGIBLE PROGRAM OF STUDY, AT A SCHOOL THAT PARTICIPATES IN THE TEACH GRANT PROGRAM.

Students must agree to teach full time for at least four years in a high-need field at a low-income elementary school, secondary school, or educational service agency.

They must also meet other requirements and complete TEACH Grant counseling and the TEACH Grant Agreement to Serve or Repay. Learn more about the types of counseling for TEACH Grants here:



Learn more about Messiah University's participation in the TEACH Grant here:



Messiah University participates in the Federal Grant program, TEACH.

- This grant provides annual funds ranging from \$3,772 per year to \$4,000 per year.
- See more details on Messiah's TEACH grant page.

In order for the TEACH Grant to remain a grant and not convert to a loan, the student must serve in the TEACH Grant-eligible program for which they receive TEACH Grant funds, as a full-time teacher for a total of at least four academic years within eight calendar years of graduation. The student must also maintain a cumulative GPA of at least 3.25 OR score above the 75th percentile on one or more portions of a college admissions test.

Students with questions may schedule an appointment to meet with someone in Financial Aid.

DO YOU...

KNOW YOU WANT TO TEACH
IN THE HIGH NEED FIELD OF
SPECIAL EDUCATION?

ARE YOU...

WILLING TO TEACH IN A
LOW-INCOME SCHOOL
OR IN AN IU SERVING
LOW-INCOME SCHOOLS?

TESOL DECISIONS

Both the TESOL Minor and TESOL Certificate need to be declared

I am in a major that will earn a Pennsylvania Teacher Certification (in any area/grade level)



I could add a TESOL minor (18 credits)

I would earn:
TESOL Minor,
TESOL Certificate,
PDE Pennsylvania
Program Specialist
Certification K-12

I could add a TESOL certificate (15 credits)

I would earn:
TESOL Certificate,
PDE Pennsylvania
Program Specialist
Certification K-12

I could add a TESOL minor (18 credits)

I would earn:
TESOL Minor,
TESOL Certificate

I could add a TESOL certificate (15 credits)

I would earn:
TESOL Certificate

3 OPTIONS:

TESOL Minor: Academic Acknowledgement
TESOL Certificate: Teaching English Abroad, Adults
PDE Pennsylvania Program Specialist Certification K-12: Teaching ESL in Public Schools



TESOL Minor

Education Majors (PreK-4, Dual, Middle Level, Secondary) TESOL/ESL minor with Pennsylvania ESL Program Specialist Certification K-12	All Other Majors TESOL/ESL minor
Choice of HDFS 383 Topics in Multicultural Families(3) HDFS 386 Family Ethnicity and Human Services (3) SOAN 356 Social Inequality(3)	Choice of (Pluralism Quest Requirement) EDUC 346 Sociocultural Perspectives on Education (3) HDFS 383 Topics in Multicultural Families(3) HDFS 386 Family Ethnicity and Human Services (3) SOAN 356 Social Inequality(3)
EDUC 208 Teaching English Language Learners in K-12 Schools (3) (TEP requirement)	Choice of EDUC 208 Teaching English Language Learners in K-12 Schools (3) or ENGL 230 Linguistics (3)
EDUC 330/331 Instructional Design(3) (TEP requirement)	EDUC 331 Instructional Design (Prerequisite Waived)
EDUC 309 English Language Learning in TESOL/ESL classrooms (3)	EDUC 309 English Language Learning in TESOL/ESL classrooms (3)
EDUC 311 TESOL/ESL Methods and Assessment (3)	EDUC 311 TESOL/ESL Methods and Assessment (3)
EDUC 401 Seminar in TESOL/ESL (2)	EDUC 401 Seminar in TESOL/ESL (2)
EDUC 402 TESOL/ESL Internship (1)	EDUC 402 TESOL/ESL Internship (1)

TESOL Certificate

All Majors
Choice of EDUC 208 Teaching English Language Learners in K-12 Schools (3) or ENGL 230 Linguistics (3)
EDUC 330 or 331 Instructional Design (Prerequisite Waived)
EDUC 309 English Language Learning in TESOL/ESL classrooms (3)
EDUC 311 TESOL/ESL Methods and Assessment (3)
EDUC 401 Seminar in TESOL/ESL (2)
EDUC 402 TESOL/ESL Internship (1)

Upcoming Events

MARK YOUR CALENDARS

MARCH

HAPPY BIRTHDAY to... Professor Julia Davis! March 6



CELT (Christian English Language Teachers) conference on March 11-12

TFEC Conference - Early Learning Conference March 14-18

Migrant Education and ESL Conference March 15-17

March 18 Teacher Education Committee

HAPPY BIRTHDAY to... Emily Sidelinger! March 22



Would you like to contribute to our newsletter? Do you have an idea for an article? We would love to hear from current students or Messiah Alumni!

Email ideas to tkeller@messiah.edu



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