

# Sociological Teaching

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## Editorial

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## Presentation

*Dear colleagues,*

As the summer commences, we are pleased to deliver the sixth issue of the Pedagogy Series, housed on the ISA's Social Justice and Democratization Space. The goal of the Pedagogy Series is to facilitate global sharing of teaching practices and reflections dialogue between sociology educators. This issue features scholarship from three nations across three continents: South America (Brazil), Europe (Barcelona), and North America (United States).

We begin with the work of Marcelo Cigales (University of Brasilia) who reflexively asks, "why teach and learn sociology?" In answering this question, Cigales traces the historical development of sociological teaching in Brazil across three social fields: political, scientific, and pedagogical. Next, Ana Belén Cano-Hila, Karla Berrens, Marc Pradel-Miquel, and Gemma Vila (University of Barcelona) describe and reflect upon the implementation of an innovative two year problem-based learning program for the teaching of urban sociology. Our third paper, written by Jackie Bruce and Katherine McKee (North Carolina State University), connects pedagogy to its political implications beyond the walls of educational institutions to consider how leaders of social movements 'learn' to lead. Bruce and McKee problematize gendered and racialized interpretations of leadership and propose pedagogical strategies to forward an alternative paradigm of transformative leadership.

We thank you for your readership and hope you enjoy these thought-provoking pieces.

*Sincerely,*

*Katherine A. Lyon*

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## Why Teach Sociology? Processes of Legitimizing the Teaching of Sociology in Brazil

### Abstract

This essay aims to answer the following question: why teach and learn sociology? To this end, a historical perspective of the teaching of sociology in Brazil up to the present time is addressed. It is assumed that three social fields influence the pedagogical meanings of sociology teaching. The first one refers to the political field, where agents linked to this space create discourses concerning the importance of learning sociological contents in school, thus legitimizing the disciplinary presence of sociology in high school, based on the formation for citizenship and for the world of work. The second space is the scientific field, where a critical perspective on sociology is presented, linked to the denaturalization and estrangement of the social world, as well as to the development of the sociological imagination. Finally, there is the representation of the teachers themselves, who in everyday life at school, resignify the relevance of learning and teaching sociology, in which a critical perspective aimed at the transformation of social structures is presented, and may also be associated with the training characteristics of the teachers who teach the subject. Based on a literature review, this essay discusses and presents these different conceptions about the political, scientific and scholarly relevance of teaching sociology in Brazil.

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**Keywords:** Sociology teaching, legitimacy of sociology teaching, social field, Brazil, teacher education.

## **Introduction**

The pedagogical meanings refer us to the question: why teach and learn Sociology? However, a broader analysis may show that it is not just a matter of a strictly pedagogical sense, but rather of a status of legitimacy and social prestige that goes beyond the educational space. The teaching and the meaning of a school subject are related, therefore, to other social spaces and, mainly, to the agents with greater decision-making power about what should be transmitted in pursuit of a certain civilizational project. Thus, the definition of the pedagogical meaning of Sociology is linked to a body of epistemological, methodological and pedagogical knowledge that guides teaching practice in the transmission of sociological knowledge. This knowledge is polyphonic, because it carries in its constitution multiple voices that relate to the scientific field, which guides and defines the categories of understanding of the social world; to the political field, which regulates and legitimates the knowledge to be taught; and, to the school field, which re-signifies the official curriculum by making the didactic transposition of a scientific knowledge to a school knowledge (Chevallard, 2013). Therefore, we can consider that there are different ways to investigate the elaboration, definition and re-signification of pedagogical meanings for the teaching of Sociology, since scientists, politicians, teachers and students have understandings of the relevance of why to teach and learn Sociology, perspectives that vary according to the historical period and the place of these subjects.

In the process of development and institutionalization of Sociology in the West we can see, at least, two distinct directions regarding its own constitution. The first one focuses on understanding the social world in an analytical-descriptive-normative way, which aims at understanding the structures of domination and exploitation while guiding a path of transformation of these structures - of which the best known theorist is Karl Marx. The second direction, marked by the abandonment of normativity, not considering that the role of Sociology, as a science, is to dictate the norms for the construction of a new society, but rather to focus on the analytical-descriptive-comprehensive aspect of the functioning of the social world - in this category are present the contributions of Émile Durkheim and Max Weber, just to mention these authors were consecrated as "classics" of the area.

In Brazil, some research on the pedagogical meaning of Sociology has occurred in parallel to the historical debate related to the compulsory teaching of the subject in High School (Azevedo, 2014; Cigales, Franke and Dallmann, 2018), having observed different views on the role that the subject of Sociology could offer to the generations that were in the process of schooling. Such perceptions are varied in view of the different: i) levels of education: High School, Normal School, Higher Education, Youth and Adult Education, Military Education, etc. ; ii) historical periods in which it was present in a compulsory way - from 1925-1942 and from 2008-2017 in Secondary School, from 1946-1971 in Normal School, and from 1932 to the present year 2020 in Higher Education; iii) political and educational projects, such as those observed at the beginning of the 20th century between Catholic and renovationist intellectuals, or the recent discussions between conservative groups, driven by religious and nationalist interests.

Other studies have highlighted the different views on the role of teaching the subject during the passage of the Bills (3.178/1997 and 1.641/2003) that aimed to make Sociology a compulsory subject in the High School curriculum (Azevedo, 2014; Gesteira, 2018). These studies, analyzing the arguments put forward by the members of the National Congress (Deputies and Senators), created categories to understand the meanings of Sociology in the view of political agents, which place the subject in different positions, ranging from instrumentalization for the world of work and for the exercise of citizenship to the development of critical sense and social transformation.

In addition to research that considers historical and political aspects, those that discuss the representations of students and teachers are also present (Santos, 2016; Rêses, 2016). Through interviews and focus groups, and using different variables - place of residence for students and training for teachers - such researchers highlight different meanings about teaching and learning sociological knowledge in school. Regarding teachers, although both groups agreed that teaching the subject would be an instrument of awareness for a citizen education, a more detailed analysis points to different meanings of the words "awareness" and "citizenship", because for those trained in the Social Sciences, Sociology would be a means of forming a citizen with sociological awareness, while for those trained in other areas, sociological knowledge would be a means of forming a citizen with political awareness.

Regarding the students, the appreciation of Sociology as a science capable of offering a greater understanding of society, institutions and for the formation of a critical sense and citizenship is also shared by all the subjects interviewed. However, what differentiates them is the practical use of the subject in their daily lives. While the students from the peripheral region have a view toward the improvement of their living conditions, the others, from the central region of the Federal District, have a view toward school progression. Thus, although both groups affirm the relevance of Sociology teaching in their personal formation, their purposes diverge according to the different socioeconomic contexts.

Although it does not constitute a scientific production on the teaching of Sociology, we would have the official documents that address different pedagogical directions. The Law of Directives and Bases of National Education (LDBEN) of 1996 presented, before the 2017 amendment, the knowledge of Sociology as relevant to the development of citizenship. In the 2000s, the National Curricular Parameters for Secondary Education (PCNEM), based on the LDBEN, sought to reformulate the necessary skills for secondary education, and the concepts of contextualization, interdisciplinarity, and autonomy were some of the guidelines advocated for the constitution of this level of education at that time. More specifically, the Curricular Guidelines for Secondary Education (OCEN) criticize the previous documents for considering that the motto "form for citizenship" would be a general function of formal education, bringing more specific contributions on the meaning of Sociology, such as denaturalization and estrangement, achieved through the relationship between the methodological provisions - concepts, themes and theories - of Sociology, which can be mediated through the use of research as a pedagogical principle. We should also mention the Common National Curricular Base (BNCC), where the objectives for Sociology are more dispersed, being considered relevant to develop the ability to inquire about the social world.

The question about pedagogical meanings has generated several researches in the subfield of Sociology Teaching, because the legitimacy of a school subject is not only related to its prestige in the scientific field, but in the different political, academic and social views about its contribution to the education of youth in contemporary society. In this aspect, Lahire (2013) points out that Sociology in Basic Education would

constitute an adequate response to the modern demands of citizens' schooling, because, like other sciences, Sociology has analytical tools such as ethnographic objectification, statistical objectification and sociological interview, which can be used as teaching tools towards a society in which individuals are more subjects of their actions from the objectification and denaturalization of social processes.

Finally, a research agenda about the pedagogical meanings could continue investigating the discourses and representations about the teaching of Sociology in other spaces, such as those produced by television, cinema, internet, etc., as well as its meanings for non-formal education, or even, turning to the differences between the areas of Social Sciences (Anthropology, Political Science and Sociology), or between undergraduate and graduate degrees, noticing the differences and similarities between regions, courses and university teachers. Revisiting classical and contemporary authors, incorporating other views, such as those of Simmel and Tonnies, or contemporary authors such as Wright Mills, Anthony Giddens, Pierre Bourdieu and Talcott Parsons. In this agenda would be, for example, the question posed by Émile Durkheim, who distinguishes the Educational Sciences that "tell how things are" from the Pedagogy that points the way to how "things should be". Thus, what pedagogical meanings does the teaching of Sociology entail? Would it be possible to turn to Anthropology, Political Science and Sociology and question the meanings that these sciences construct for themselves and take them as a subsidy for the construction of the pedagogical meaning of teaching? How to "produce" pedagogical meanings that manage to resist the invariably uniformizing character of educational policies that convey aprioristic pedagogical meanings to the detriment of the possibility of re-signifying Sociology due to the different levels of education, historical periods, and educational political projects of each social group that intends to appropriate it? These are some questions for a research agenda in the area.

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## Enseñando sociología urbana a través de la metodología abp y el caso de estudio: Diseño y reflexiones de una innovación docente

### Resumen

En este artículo presentamos la primera fase de implementación del programa de innovación docente INNDOC “Aprendizaje basado en problemas para la enseñanza de sociología urbana”. Este programa integra la formación e innovación docentes con la investigación y documentación de los procesos docentes. Tiene una duración de dos cursos académicos. Este programa ha sido implementado en alumnas de tercer curso del grado de Sociología en la asignatura de Sociología Urbana en la Universitat de Barcelona. Se está implementando de forma simultánea a tres grupos de la asignatura. En este artículo, primero, se sintetizan las principales contribuciones teóricas de la metodología de ABP a la educación superior. En segundo lugar, se detalla el diseño de las acciones de innovación docente siguiendo los ejes principales del programa. Seguidamente, se describe la implementación de cada acción. Finalmente, el equipo docente implicado el desarrollo de esta primera fase del proyecto de innovación analiza y reflexiona sobre los resultados esperados y las dificultades evidenciadas en esta primera fase del proceso de innovación.

**Palabras clave:** Innovación docente, ABP, sociología urbana, caso de estudio, reflexiones pedagógicas, feedback formative

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### Introducción

Este texto presenta y describe el diseño de un proyecto de innovación docente, titulado “El Aprendizaje basado en Problemas para la enseñanza de la Sociología Urbana” (2022PID-UB/E023), fruto del programa RIMDA (Investigación, Innovación

y Mejora de la Docencia y el Aprendizaje), en el Departamento de Sociología, de la Universitat de Barcelona.

El programa RIMDA (Investigación, Innovación y Mejora de la Docencia y el Aprendizaje) ha sido diseñado y promovido por el Vicerrectorado de Docencia y Ordenación Académica de la Universitat de Barcelona, con la finalidad de ofrecer soluciones que permitan dar respuesta adecuada a las nuevas exigencias académicas y que fomenten la mejora de la calidad de la docencia en esta institución. El programa integra tres ejes fundamentales: a) la formación del profesorado universitario en didáctica y pedagogía; b) la innovación docente y c) la investigación en docencia universitaria (Universitat de Barcelona, 2022).

En definitiva, dicho programa integra la formación y la innovación docente con la investigación y documentación de dichos procesos de enseñanza-aprendizaje. Propone la puesta en práctica de las innovaciones como un proceso de indagación y exige la participación cooperativa de los profesores en todas las fases del proceso (acción- observación-reflexión). Es una estrategia que permite y promueve la colaboración entre los docentes y la construcción de las competencias requeridas para la mejora de la calidad docente.

El proceso definido en el marco de este programa se divide en cuatro tipos de actividades (diseño, implementación, observación y reflexión) distribuidas en dos cursos académicos: el primer curso académico (en este caso 2022-2023) los docentes diseñan el proyecto de innovación eligiendo una línea y metodología de innovación (gamificación, ABP, aula inversa...) aplicada a sus asignaturas. El asesor de cada línea revisa estas propuestas de innovación y da un feedback a cada docente, a partir del cual se diseña definitivamente la propuesta de innovación. Seguidamente, se pasa a las sesiones de implementación de las innovaciones, las cuales han de realizarse en tres sesiones como mínimo. Esta fase de implementación es, por un lado, recogida, sistematizada y reflexionada en un diario de implementación, compartido con el asesor y el resto de compañeros de docentes implicados en la misma línea de trabajo, y, por otro lado, es observada por compañeros y compañeras del proyecto, quienes comparten su feedback en base a la observación en el mismo diario de implementación. En el segundo curso (2023-2024) se replica el proceso, habiendo obtenido un resultado de los casos de estudios diseñados para la implementación

entre el final del primer curso y el inicio del segundo. Se hace un especial hincapié en la evaluación del impacto de las innovaciones en el proceso de aprendizaje del estudiantado tanto cuantitativamente como cualitativamente.

El texto se estructura de la siguiente manera: en primer lugar, se recoge las principales características de la metodología del aprendizaje basado en problemas en la educación superior. En segundo lugar, se describe brevemente la asignatura de implementación del proyecto de innovación docente, Sociología Urbana, a modo de contextualización de la innovación. A continuación, se presenta el diseño del proyecto de innovación “El Aprendizaje basado en Problemas para la enseñanza de la Sociología Urbana”, correspondiente a la primera fase del programa RIMDA. Y finalmente, se recogen reflexiones por parte del profesorado implicado, en relación a esta etapa inicial, con respecto a los resultados esperados y las dificultades evidenciadas.

### **Educación superior y la metodología de aprendizaje basado en problemas (ABP)**

La realidad socio-educativa actual se caracteriza por ser globalizada y basada en la información (Díaz-Barriga, 2006), además de ser compleja, paradójica y controvertida (Hargreaves, 2005). En este escenario, el reto de la formación del sujeto contemporáneo se sitúa en desarrollar una educación integral, que favorezca el desarrollo de todas las capacidades para la realización del proyecto personal de vida y como un medio para transformar la realidad; y no sólo como la encargada de impartir instrucción o transmitir conocimiento (Pérez-Gómez, 2008, p.64; Luy-Montejo, 2019).

En consonancia con este contexto, las orientaciones impulsadas por el Espacio Europeo de Educación Superior (EEES) suponen planteamientos cercanos a la “docencia orientada al aprendizaje” (Zabalza, 2000) frente a los posicionamientos didácticos clásicos, centrados en el aula y en la actividad del profesorado. Así mismo, este escenario nos lleva a considerar que la innovación y la calidad educativa van más allá de la estrecha concepción de eficiencia e implican formar en habilidades, conocimientos, procedimientos y actitudes que favorezcan la resolución de problemas, la formulación de preguntas y la reflexión (Pérez-Gómez, 2008; Sabariego et. al., 2018). La reflexión, evocada desde diferentes metodologías y formatos, por lo tanto, es una de las vías fundamentales en la construcción de estos significados, así como para

aprender, tomar decisiones y actuar de forma racional, eficaz, autónoma y con sentido en contextos complejos y cambiantes (Sabariego, Sánchez y Cano, 2019). Y una de las metodologías que ha generado un amplio consenso sobre sus virtudes a la hora de promover mayores capacidades individuales para “aprender cómo aprender” es el aprendizaje basado en problemas (a partir de ahora ABP) (Rué, Font & Cebrián, 2011).

El aprendizaje basado en problemas es "un tipo de metodología activa, de enseñanza, centrada en el estudiante, que se caracteriza por producir el aprendizaje del estudiante en el contexto de la solución de un problema auténtico" (Marra, Jonassen, Palmer & Luft, 2014).

El ABP se fundamenta, por un lado, en las aportaciones de John Dewey, quien sostiene la importancia de aprender mediante la experiencia. Para Dewey la experiencia en el mundo real, sitúa al estudiantado ante un problema, el cual estimula su pensamiento, les motiva a informarse para plantear soluciones tentativas y la aplicación de estas acciones les ayuda a comprobar su conocimiento. Por otro lado, el ABP recoge la teoría sociocultural de Vigotsky, quien subraya la importancia de la participación del alumnado en comunidades de aprendizaje cognitivo, donde el estudiantado intercambia y compara ideas con la de los otros, interactuando activamente para resolver problemas y el profesor acompaña, facilita y orienta (Eggen & Kauchak, 2015; Luy-Montejo, 2019).

Las características principales de un entorno de aprendizaje basado en problemas son las siguientes (Marra, Jonassen, Palmer & Luft, (2014):

1. *el aprendizaje centrado en el problema (contenidos y habilidades a ser aprendidas organizadas alrededor de problemas reales auténticos),*
2. *el aprendizaje centrado en el estudiante (se despliegan una serie de procesos cognitivos y afectivos para investigar y resolver el problema),*
3. *la auto-dirección (se demanda a los estudiantes asumir la responsabilidad de: identificar los objetivos de aprendizaje, planificar el recojo de información y realizar la búsqueda, procesamiento e integración de la información),*
4. *la auto-reflexión (se propicia que los estudiantes monitoreen su comprensión y aprendizaje para ajustar sus estrategias),*

5. *el trabajo colaborativo (se estimula el intercambio, diálogo y discusión entre pares) y*
6. *el andamiaje del docente (se actúa como facilitador cuyo rol fundamental es modelar y guiar procesos de razonamiento, de búsqueda e integración de información, facilitar procesos grupales y formular preguntas para indagar sobre la exactitud, pertinencia y profundidad de análisis de la información).*

Numerosos trabajos (Escribano y Del Valle, 2010; Díaz Barriga, 2006; Eggen y Kauchak, 2015) señalan las ventajas del ABP para favorecer una educación integral y un aprendizaje significativo entre el estudiantado, especialmente en la educación superior. Entre las ventajas señaladas se pueden enfatizar:

- *La motivación como voluntad de aprender, es estimulada por el ABP, ya que invita al estudiante a involucrarse más en el aprendizaje debido a que siente la posibilidad de interactuar con la realidad y a observar los resultados de dicha interacción.*
- *El estudiante, mediante esta metodología, logra establecer conexión sustantiva entre la información que va recibiendo y el conocimiento previo que posee, produciéndose un aprendizaje más significativo; este modo de aprender refuerza incluso su interés por seguir investigando también fuera de aula.*
- *La integración del conocimiento posibilita mayor retención y transferencia del conocimiento. La metodología del ABP permite desde la práctica, la detección de errores o inconsistencias teóricas lo que se perfila como una de las estrategias más propicias para la construcción de un aprendizaje que establece contacto con las concepciones previas del estudiante y que contribuye a transformarlas.*
- *El aprendizaje que se apoya en esta metodología estimula el pensamiento crítico y creativo, es decir, estimula la adquisición de habilidades para identificar problemas y ofrecer soluciones adecuadas a los mismos.*
- *El estudiante, mediante la metodología del ABP, logra lo que se conoce como la integración del conocimiento. El conocimiento de las diferentes disciplinas se integra para dar solución al problema sobre el cual se está trabajando, de tal modo, que el aprendizaje no se da en fracciones, sino de manera integral y dinámica.*

- *El método de ABP promueve la interacción incrementando habilidades interpersonales como: el trabajo en equipo, la evaluación de los compañeros, la presentación y defensa de los trabajos. Esta metodología interactiva permite desarrollar, extender y profundizar las habilidades interpersonales: los estudiantes tienen la oportunidad de compartir sus descubrimientos, y se brindan apoyos para resolver los problemas y trabajar en proyectos conjuntos.*
- *Se promueve la evaluación formativa, en un sistema de autoevaluación de los estudiantes y la coevaluación, que permite identificar y corregir errores, así como asegurar el alcance de metas personales y comunes, mediante la retroinformación constructiva.*

Finalmente, con respecto a la metodología de ABP que ha sido implementada en el marco del programa de innovación docente INNDOC, puntualizar que se ha llevado a cabo mediante la estrategia pedagógica del caso de estudio. Ésta es una estrategia de enseñanza-aprendizaje que, mediante la descripción de una situación (real o hipotética), pretende acercar a los estudiantes a la realidad. El caso describe un escenario global en el cual se conjugan diversas variables y que es susceptible de ser objeto de estudio. Se trata de que los estudiantes analicen la situación, definan los problemas y lleguen a sus propias conclusiones sobre las acciones que haría falta emprender. Se busca que se enriquezcan mutuamente a través de una evaluación formativa informal en las sesiones discutiendo el caso en equipo y entre los diferentes equipos y describiendo o defendiendo su plan de acción oralmente o por escrito (Wassermann, 1994; Elias et al., 2014).

## **Abp en la enseñanza de la sociología urbana**

### ***Presentación de la asignatura “sociología urbana”***

La asignatura de Sociología Urbana es una materia obligatoria, de 6 créditos, que se imparte en el tercer curso del Grado de Sociología, en la Facultad de Economía y Empresa, tanto en el turno de mañana como de tarde. Esta asignatura está dividida en dos partes integradas, una parte teórico-práctica (45 horas) y prácticas de problemas (15 horas), en la cual el grupo clase se desdobra en dos sub-grupos, para así facilitar sesiones más participativas, de trabajo autónomo y el seguimiento de los

alumnos y las tutorías grupales. Anualmente cursan esta asignatura unos 100-115 estudiantes, repartidos en tres grupos (mañana, tarde y docencia en inglés).

***Diseño del proyecto de innovación docente “el aprendizaje basado en problemas para la enseñanza de la sociología urbana”***

El proyecto de innovación docente “El Aprendizaje basado en Problemas para la enseñanza de la Sociología Urbana”, en el marco de la asignatura obligatoria de Sociología Urbana, en el grado de Sociología, se focaliza en el trabajo final de la asignatura y se concreta mediante la estrategia del caso de estudio.

Esta innovación consiste en la redacción y presentación de tres casos de estudio, las cuales siguiendo la metodología ABP, plantean cuestiones de búsqueda de información, análisis, reflexión y resolución práctica de un caso estrechamente relacionado con la teoría vista en la asignatura. Estos casos se presentan en la parte práctica de la asignatura con la intención motivar al alumnado a profundizar en los contenidos teóricos, así como potenciar el desarrollo de competencias transversales como el trabajo en equipo, el pensamiento reflexivo y crítico, entre otras.

El enunciado de los casos de estudio responde, por un lado, a conceptos y temáticas fundamentales en el contexto de la asignatura y, por otro lado, a los objetivos de aprendizaje, recogidos en el plan docente, que guían el desarrollo de esta asignatura.

De acuerdo con los contenidos plasmados en el plan docente de Sociología Urbana, el equipo docente decide priorizar las temáticas de:

CASO 1: segregación urbana y vulnerabilidad social.

CASO 2: la ciudad global y los procesos de re-estructuración de las ciudades contemporáneas (competición entre ciudades, gentrificación, atracción...).

CASO 3: la ciudad como lugar, alrededor de conceptos como comunidad, vínculos, capital social...).

Cada caso se redacta siguiendo una misma estructura, conformada por 8 elementos fundamentales (ver Figura 1):

1. *Título del caso de estudio. Se redacta de forma sintética y sugerente para, por un lado, captar la atención del alumnado y motivarlo; y, por otro lado, situar al lector de forma rápida en la temática y contenidos a abordar.*

2. *Enunciado y presentación de la evidencia, en donde se dan consignas sobre la naturaleza del trabajo; el cual, en este caso, es una tarea grupal (4-5 personas), y han de elegir un solo caso de los tres planteados.*
3. *Planteamiento del caso de estudio. Se describe el caso a estudiar, aportando toda la información necesaria para el análisis, así como se introducen los conceptos clave a explorar, analizar y reflexionar.*
4. *Lecturas obligatorias para abordar el caso de estudio, las cuales deben repartirse entre los miembros del grupo de trabajo.*
5. *Materiales complementarios, que amplían y refuerzan la información proporcionada con las lecturas obligatorias.*
6. *Preguntas de análisis, que pretenden guiar la tarea del estudiante hacia la búsqueda de información teórica y analítica, y datos secundarios para su posterior análisis.*
7. *Preguntas de resolución, las cuales sitúan al estudiantado en el plano de la reflexión, explorando diferentes posturas y argumentos con respecto a una temática; y la hipotética resolución del problema, aportando soluciones y/o alternativas, en base a la revisión de experiencias en otros contextos.*
8. *Cuestionario de valoración por parte del alumnado, con respecto a los aprendizajes y competencias desarrolladas en esta tarea, en base a la metodología ABP.*

**Figura 1 - Ejemplo de enunciado de un caso de estudio, en base a la metodología ABP**

| <b>ESTUDIO DE CASO 1:<br/>La esperanza de vida en el Raval es seis años menor que en Pedralbes</b>                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>1.- PRESENTACIÓN DE LA ACTIVIDAD</b></p> <p>Esta primera prueba consiste en una ACTIVIDAD GRUPAL (4 personas).<br/>Se basa en un ESTUDIO DE CASO, para realizarlo es necesario leer el caso presentado, las preguntas planteadas y los materiales presentados en las actividades de seguimiento, en particular la lectura obligatoria para realizar la tarea.<br/>Una vez leído detenidamente el texto, se analiza el caso práctico, respondiendo a las preguntas planteadas.</p> |

Una vez finalizado el ejercicio, es necesario cumplimentar el CUESTIONARIO DE EVALUACIÓN (individual) sobre los aprendizajes y competencias desarrolladas mediante la metodología de aprendizaje basado en problemas. Este cuestionario está disponible en:

<https://forms.office.com/Pages/DesignPageV2.aspx?subpage=design&FormId=qzwxosOxOk-7ESFXRH3btIAWjgPgXLJDsZEYkfYUlyxURFgwVUxNMk9LNFBRDhJNlc4RUU1TDhDMy4u&Token=15b5c881f4644c85a826eae90fa375a>

Fecha de entrega: 22/12/2022

Forma de entrega: Moodle

% de la nota: 15% de la nota: 15% de la nota: 15% de la nota: 15% de la nota 15% de la nota

## 2.- PLANTEAMIENTO DEL CASO

### **La esperanza de vida en el Raval es seis años menor que en Pedralbes**

En 2020, la Agencia de Salud Pública y el Consorcio Sanitario de Barcelona publicaron el informe Corazón Urbano, en el que analizan cómo el código postal de la ciudad o pueblo donde vives es más importante para tu salud que tu propio código genético.

En el caso de la ciudad de Barcelona, si cogemos el metro en una parada, por ejemplo, Pedralbes, María Cristina, y viajamos seis paradas más hasta el barrio del Raval, en Ciutat Vella, habremos viajado seis paradas y en cada una de ellas habremos perdido un año de esperanza de vida. Así, si la esperanza de vida en María Cristina era de 86,3 años, cuando lleguemos al Raval será de 80,3 años. Es decir, habremos perdido un año de esperanza de vida por parada.

Esto se ve aún más claramente con una enfermedad concreta, como la obesidad infantil. La obesidad es una enfermedad en sí misma, pero también es un factor de riesgo para otras enfermedades. Además, es una enfermedad que está estrechamente relacionada con las condiciones de salud, como veremos. En la ciudad de Barcelona, paralelamente, como decíamos antes, en el distrito de Nou Barris, la obesidad infantil es del 20,3%, mientras que en Sarrià-Sant Gervasi es del 4,5%. Es bien sabido que la obesidad está relacionada con la dieta y la actividad física.

### 2.1. LECTURAS OBLIGATORIAS A REPARTIR ENTRE LOS MIEMBROS DEL GRUPO:

1). Rasse, A. (2019). Spatial Segregation. En, Anthony Orum (ed.) The Wiley Blackwell Encyclopedia of Urban and Regional Studies. DOI: 10.1002/9781118568446.eurs0312. Disponible a: <https://onlinelibrary-wiley-com.sire.ub.edu/doi/pdf/10.1002/9781118568446.eurs0312>

2). Perelman, M. (2019). Urban Inequalities. En, Anthony Orum (ed.) The Wiley Blackwell Encyclopedia of Urban and Regional Studies. DOI: 10.1002/9781118568446.eurs0371. Disponible a: <https://onlinelibrary-wiley-com.sire.ub.edu/doi/pdf/10.1002/9781118568446.eurs0371>

3). Cano-Hila, A.B. (2020). Urban poverty. En R. Dilworth (Ed.). Oxford Bibliographies in Urban Studies. New York (NY): Oxford University Press. Disponible a: <https://www.oxfordbibliographies.com/view/document/obo-9780190922481/obo-9780190922481-0037.xml>

4). Ferran Daban M. Isabel Pasarín, Carme Borrell, Lucía Artazcoz, Anna Pérez, Ana Fernández, Victoria Porthé, Elia Díez and the Barcelona Health in the Neighbourhoods Group (2021). Barcelona Salut als Barris: Twelve years' experience of tackling social health inequalities through community-based interventions. Gaceta Sanitaria 35(3):282-288. Disponible a: <https://www.gacetasanitaria.org/es-pdf-S0213911120300704>

### 2.2. MATERIALES COMPLEMENTARIOS:

Borrell, C.; Díez, E.; Morrison, J.; Campubí, Ll. (2012). Las desigualdades en salud a nivel urbano y las medidas efectivas para reducirlas. Barcelona: Proyectos Medea e IneqCities. Agència de Salut Pública de Catalunya (ASPCAT): <https://salutpublica.gencat.cat>.

### 2.3. ANÁLISIS:

1.- Identifica los principales conceptos trabajados en clase, evidenciados en este caso práctico y que ayudan a comprenderlo. A continuación, defínelos y explícalos, utilizando los materiales proporcionados.

2.- ¿Por qué es tan significativa esta diferencia de esperanza de vida entre alguien que vive en el Raval y alguien que vive en Pedralbes? ¿Qué aspectos o variables crees que son claves para explicar esta diferencia?

Explica tu respuesta aportando datos empíricos (datos secundarios, informes, revisión documental, observación...).

3.- De las teorías y autores estudiados en el aula, ¿hay alguna de ellas que pueda ayudar a explicar este problema? ¿Cuál? ¿Cómo se explica?

#### **2.4. RESOLUCIÓN:**

1.- Desde 2005 se desarrolla la estrategia de salud comunitaria "Barcelona Salut als Barris" (BSaB) als barris més desafavorits de la ciutat. Considerando las acciones incluidas en esta estrategia, ¿qué aspectos pueden destacarse como puntos fuertes y cuáles como limitaciones o áreas de mejora? Razone su respuesta.

2.- Cómo crees que se podría abordar este problema, apoya tu respuesta en acciones o iniciativas que se estén llevando a cabo en otras ciudades del mundo.

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Una vez redactado los tres enunciados correspondientes a los tres casos de estudio, pasamos a detallar las fases del proceso de implementación, el cual se desarrolla en tres sesiones:

**SESIÓN 1:** el profesorado presenta el enunciado de la actividad en el aula, así como en el campus virtual. Comparte al estudiantado las consignas oportunas, como son el ser una tarea grupal, de entre 4 y 5 personas, y la obligatoriedad de elegir un único caso de análisis. A continuación, presenta el enunciado de cada uno de los casos de estudio. Seguidamente, el alumnado se organiza por grupos, lee detenidamente los casos y decide de forma grupal cual elegir e inician la tarea. Durante la sesión, el profesorado motiva ante la tarea, orienta y resuelve dudas, pasando por cada grupo de trabajo. Finalizada esta primera sesión, los grupos de trabajo continúan avanzando de forma autónoma, con el objetivo de tener las lecturas analizadas y unas respuestas iniciales a las preguntas planteadas en el enunciado de los casos.

**SESIÓN 2:** Los diferentes grupos de trabajo traen al aula el borrador sobre el cual han ido trabajando de forma autónoma. En el aula se plantea una dinámica y es la agrupación de todos los grupos de trabajo que comparten un mismo caso de estudio. Por ejemplo, todos los grupos que han escogido el caso de estudio 1, se reúnen y trabajan conjuntamente. La finalidad de este trabajo en pequeño y mediano grupo es que el alumnado intercambie ideas y se proporcionen un feedback mutuo sobre la tarea realizada, y que oriente el proceso pendiente. Se les plantea que el resultado de este trabajo común será comunicado a la clase al final de la sesión por un solo portavoz de cada tema. Los otros grupos deberán hacer alguna aportación en forma de pregunta sobre la exposición oral de cada portavoz. Esto fomenta una cooperación entre estudiantes de un mismo tema. También invita a las estudiantes a involucrarse en el proceso de sus compañeras de otros temas, a poder reaccionar y aportar sus reflexiones

para enriquecer el proceso. Durante esta sesión, el profesorado acompaña a los grupos de trabajo, ofrece apoyo y resolución de dudas tanto en pequeño como mediano grupo. A partir del feedback de los compañeros como del docente, los grupos de trabajo han de reelaborar su trabajo y avanzar en la redacción de un borrador definitivo.

**SESIÓN 3:** Esta última sesión consiste en la realización de tutorías grupales por parte del profesorado, con la finalidad de orientar el proceso final de redacción del trabajo a presentar, susceptible de evaluación. Antes de terminar la sesión se invita a cada grupo a hacer un resumen del estado de sus trabajos. Se vuelve a repetir la dinámica de pedir que cada grupo haga una aportación a los portavoces para cimentar el proceso de evaluación formativa. Para finalizar la sesión, se solicita al alumnado que responda de forma individual el cuestionario de valoración, que invita a la reflexión con respecto a los aprendizajes y competencias desarrolladas en esta tarea, en base a la metodología ABP (ver figura 2).

**Figura 2** - Cuestionario de valoración por parte del alumnado, sobre los aprendizajes y competencias desarrolladas en esta tarea, en base a la metodología ABP y el caso de estudio

Questionari Valoració ABP: Treball de recerca. Estudi de cas 2

Actualitzat el 10/05/2023. Aquesta és una eina d'avaluació formativa que serveix per recollir la opinió dels estudiants sobre el treball de recerca i el cas d'estudi.

1. Identificació

1.1. Escribe tu número de identificación como estudiante

1.2. Marca tu grado de acuerdo y desacuerdo con las siguientes afirmaciones. Recuerda que 1 es nada de acuerdo y 5 muy de acuerdo. **Cuando te propusieron esta tarea, sentí....**

|                | Opinión 1             | Opinión 2             | Opinión 3             | Opinión 4             | Opinión 5             |
|----------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Interés        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Claridad       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Relevancia     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Interactividad | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Participación  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Metodología    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Organización   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Comunicación   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Conocimiento   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Compromiso     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

1). Por favor, escribe tu número de identificación como estudiante

2). Marca tu grado de acuerdo y desacuerdo con las siguientes afirmaciones. Recuerda que 1 es nada de acuerdo y 5 muy de acuerdo. **Cuando te propusieron esta tarea, sentí....**

|              | 1 | 2 | 3 | 4 | 5 |
|--------------|---|---|---|---|---|
| Dudas        |   |   |   |   |   |
| Curiosidad   |   |   |   |   |   |
| Ansiedad     |   |   |   |   |   |
| Inseguridad  |   |   |   |   |   |
| Preocupación |   |   |   |   |   |
| Motivación   |   |   |   |   |   |
| Sorpresas    |   |   |   |   |   |
| Confianza    |   |   |   |   |   |
| Indiferencia |   |   |   |   |   |
| Comodidad    |   |   |   |   |   |
| Confusión    |   |   |   |   |   |

3). Marca tu grado de acuerdo y desacuerdo con las siguientes afirmaciones. Recuerda que 1 es nada de acuerdo y 5 muy de acuerdo. **Creo que la tarea propuesta me ha permitido....**

|                                                                                              | 1 | 2 | 3 | 4 | 5 |
|----------------------------------------------------------------------------------------------|---|---|---|---|---|
| Reflexionar sobre el contenido desde la propia experiencia                                   |   |   |   |   |   |
| Aprender el contenido a partir de la experiencia                                             |   |   |   |   |   |
| Tomar conciencia de las propias fortalezas y habilidades en el proceso de aprendizaje        |   |   |   |   |   |
| Percibir aspectos que he mejorado tanto a nivel personal, como estudiante y como profesional |   |   |   |   |   |
| Comprender la complejidad de mi futura práctica profesional                                  |   |   |   |   |   |
| Dar valor al ABP y el caso de estudio como fuente de aprendizaje                             |   |   |   |   |   |
| Ser consciente de mi proceso de aprendizaje a través del caso de estudio y del problema      |   |   |   |   |   |

4). Marca tu grado de acuerdo y desacuerdo con las siguientes afirmaciones. Recuerda que 1 es nada de acuerdo y 5 muy de acuerdo. **Pienso que la tarea propuesta me ha ayudado en...**

|                                                                                                     | 1 | 2 | 3 | 4 | 5 |
|-----------------------------------------------------------------------------------------------------|---|---|---|---|---|
| Saber hacer las cosas pensándolas (aprender a aprender)                                             |   |   |   |   |   |
| Aprender conectando la teoría con la práctica y la propia experiencia                               |   |   |   |   |   |
| Tener una idea más clara del sentido y el valor de mi aprendizaje                                   |   |   |   |   |   |
| Motivarme para desarrollar las competencias de aprendizaje propuestas en la asignatura              |   |   |   |   |   |
| Aprender los contenidos de una manera que me permite transferirlos a mi futura práctica profesional |   |   |   |   |   |
| Ser más creativo para resolver mis dificultades                                                     |   |   |   |   |   |
| A ser más autónomo: aprender por mí mismo                                                           |   |   |   |   |   |
| Esforzarme más a aprender                                                                           |   |   |   |   |   |
| Entender el sentido de lo que trabajamos en el aula                                                 |   |   |   |   |   |
| A organizarme mejor con las tareas tanto a nivel personal como grupal                               |   |   |   |   |   |

5). En tu opinión, cuáles son las ventajas y los inconvenientes de trabajar a partir de la metodología ABP y el caso de estudio.

6). Qué le dirías a un compañero/a que el próximo curso se matriculara de esta asignatura y tuviera que realizar esta actividad. Describe lo que te venga a la cabeza cuando piensas en cómo te has sentido y qué has aprendido.

## **Reflexiones por parte del profesorado en esta primera fase del proyecto de innovación docente: Resultados esperados y dificultades evidenciadas**

Durante este curso académico 2022-2023, se han desarrollado las primeras fases de diseño de la innovación, implementación de ésta y posteriormente, se recogerá la valoración del estudiantado con respecto a los aprendizajes y competencias que consideran que esta metodología del ABP les ha ayudado a adquirir.

Desde el punto de vista del equipo docente, los resultados esperados con este proyecto de innovación docente son los siguientes:

- *Fomentar un aprendizaje significativo en el marco de la asignatura de Sociología Urbana, reforzando la conexión entre las sesiones teóricas y prácticas.*
- *Potenciar un aprendizaje profesionalizador, que les sitúe ante potenciales situaciones o simulaciones como las que pueden encontrar en la práctica profesional. De esta manera, también orientar académica y profesionalmente, incrementando así su motivación tanto con la formación recibida en el grado como por la profesión. Así mismo, se abordan y gestionan inseguridades, apatía, miedos frente la futura práctica profesional. El profesorado implicado en esta innovación consideramos que este aspecto es muy importante para el alumnado del grado de Sociología, ya que es un perfil de estudiantado con una baja expectativa con respecto a su futuro profesional, lo cual influye negativamente en su motivación e implicación con respecto a su formación durante el grado.*
- *Estimular el análisis, la reflexión y el pensamiento crítico y creativo.*
- *Fortalecer la interacción entre el alumnado, promoviendo habilidades interpersonales y competencias transversales como son el trabajo en equipo, la auto-regulación del aprendizaje, la responsabilidad, la empatía, entre otras.*
- *Promover la coevaluación y la evaluación formativa, a través de trabajos en pequeño y mediano grupo y las tutorías grupales. Estos espacios de revisión y diálogo con fundamentales para identificar y corregir errores, a través de la retroinformación constructiva.*

- *Finalmente, el equipo docente ha identificado en esta primera fase algunas dificultades o aspectos a tener en cuenta a la hora de planificar e implementar acciones como la presentada. Entre estas cuestiones, destacar:*
- *Dificultades para siempre hacer coincidir de forma gradual y simultánea los contenidos de la parte teórica con la parte práctica.*
- *Las sesiones de tutorías grupales y trabajo entre grupos dependen altamente del grado de compromiso de los estudiantes con la tarea, ya que, si no la trabajan y no aportan avances graduales a estas sesiones, su sentido y su utilidad se ven significativamente reducidos.*
- *Herencia de un aprendizaje más centrado en la figura del profesor y la lección magistral como forma de aprender en la universidad. Hemos apreciado que una parte del alumnado muestra ciertas resistencias y desinterés a las sesiones de trabajo autónomo y en grupo en el aula; hasta el punto de que consideran que son sesiones menos importantes y no asisten o abandonan el aula antes de tiempo.*
- *Escasa familiarización del alumnado con respecto a la auto-reflexión en relación a los aprendizajes y competencias que van desarrollando.*
- *Dificultad para entender qué es la evaluación formativa y la consiguiente formulación de ésta hacia las estudiantes.*
- *El grado de cohesión grupal influye en el clima de aula y en las dinámicas de intercambio, especialmente en la segunda sesión del proceso de implementación, en que los diversos grupos que trabajan un mismo caso de estudio deben colaborar e intercambiar feedbacks. En la práctica hemos observado que en un grupo con una baja cohesión grupal como grupo clase, es complicado crear un ambiente de confianza y colaboración entre grupos de trabajo. Los estudiantes tienden a trabajar siempre con los mismos compañeros y compañeras y muestran reticencias a trabajar en grupo con el resto de la clase, tanto en mediano como gran grupo.*

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## The Case for Leadership [Education] in Social Movements: Transformative Leadership as a Framework for Creating Movement Leaders

### Abstract

While there is a breadth of work on leadership of social movements in the existing literature, and that leadership development is foundational to building capacity within those movements (Ganz & McKenna, 2018) what is missing is the conceptualization of what the training and development of that leadership could look like. When examining the leadership theories in both academic and popular press texts, scholars identify a prevailing lens that centers white, masculinized, euro-centric schools of thought that are tied to materialism and commodification (Dugan, 2017; Noble et al., 2022; Rost & Barker, 2000) which make them insufficient to address the preparation of, and contrary to the aim of, social movement leaders. In this manuscript we offer transformative leadership (Shields, 2010) and the Transformative Leaders Identity Model as an alternative paradigm. Coupled with the appropriate pedagogical strategies discussed herein, this has been demonstrated as an effective way for prospective social movement leaders to develop the skills necessary to engage in the work.

**Keywords:** transformative leadership, leadership for social movements, leadership pedagogy

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Leadership Scholars.

### Introduction

The rise of neo-fascism and alt-right nationalism, threats to voting rights, bodily autonomy, and access to health care and education, the rising cost of living juxtaposed with stagnant wages, rising seas, melting ice caps, and severe weather incidents. Each of these alone are cause for protest and participation, but together,

create a maelstrom in inequality, poverty and violence. The call for change is loud and persistent, in the halls of governments and in the streets.

Social movements, then, are the answer to that call. Rochon (1998) describes social movements as the result of a determined collective to espouse new public values, gather a groundswell of support for those values and then mobilize the political, cultural, and economic power of that groundswell to enact those values. But who leads those movements can be as important as the movement themselves (Reger, 2007).

The role of leadership in social movements has long been identified as an area where more study is needed (Aminzade et al. 2001; Barker et al. 2001; Ganz, 2010; Ganz, 2018; Klandermans 1989; Melucci 1996; Morris 1999; Morris & Staggenborg, 2004; Reger 2007; Zurcher and Snow 1981). Ganz (2018) catalogs that scholars have stepped up with contributions to the literature in political science (Burns, 1978), labor studies (Edelstein and Warner 1976; Ganz et al. 2001; Lipset 1950; McAlevey 2016; Nyden 1985; Voss and Sherman 2000), community development (Christens and Speer 2015; Orr 2007; Schultz and Miller 2015; Walls 2015; Warren 2001), business (Avolio, Walumbwa, and Weber 2009; Bennis and Nanus 2007), and organizational behavior (Bennis, 1989; Eisenmann, et al., 2013; Heifetz 2004; Nohria and Khurana 2010; Senge 1990); however, Gomez-Roman & Sabucedo (2014) suggest that the study of social movements would benefit from an analysis of different ways that leaders can trigger social change and create environments where people can be activated to join those movements.

The essential nature of leadership within social movements is widely documented but the lens through which scholars have troubled the topic of leadership varies (Morris & Staggenborg, 2004). Eichler (1977) cataloged that the most common way to approach the problem of leadership in social movements was, at the time, to create archetypes of leaders and then sort those leaders into which types they most closely fit. Their fellow scholars followed that paradigm (Roche and Sachs 1969; Turner and Killian, 1957; Wilson 1973). More contemporarily, Nepstad & Clifford (2006) argue that while descriptive categories of leaders can provide a general picture of the particular individual, they say nothing about whether that individual is capable or compelling.

Other authors have conceptualized leadership of social movements as behavior(s); Balancing “criticality with hope” (Brueggemann, 2001), building a coalition and then activating that coalition (Ganz, 2002); forming relationships that link individuals, networks, and organizations (Ganz, 2010), strategic decision-mak[ing]... inspir[ing] and organiz[ing] others to get involved (Morris & Staggenborg, 2004), and accept[ing] responsibility that enables others to achieve shared purpose amid social, economic, and political uncertainty (Ganz, 2018).

While it is widely acknowledged that leadership development is central to movement capacity building (Ganz & McKenna, 2018) and that leadership must “... be learned through education and the trial and error experience of activists as the movement unfolds” (Obershall, 1973, pg. 158) what is missing from the literature is a road map for what that development could look like.

## **Transformative Leadership**

Astin and Astin (2000), direct that

“...the value ends of leadership should be to enhance equity, social justice, and the quality of life; to expand access and opportunity; to encourage respect for difference and diversity; to strengthen democracy, civic life, and civic responsibility; and to promote cultural enrichment, creative expression, intellectual honesty, the advancement of knowledge, and personal freedom coupled with responsibility,” (p. 11).

However, much of the leadership theory found in both academic and popular press texts centers a white, masculinized, Western-Eurocentric lens that is innately tied to capitalism, materialism, and the commodification of people (Dugan, 2017; Noble et al., 2022; Rost & Barker, 2000) making these theories, and the skills and behaviors which they prescribe, incongruent with the aim of social movements.

Transformative leadership (Shields, 2010) offers an alternative view of leadership in both aim and scope. Characterized by its “activist agenda and overriding commitment to social justice, equality, and a democratic society” (van Oord, 2013, p. 422) transformative leadership is “a critical leadership theory that focuses explicitly on inclusion, equity, excellence, and social justice” (Shields and Hesbol, 2020, pg.4) that answers the call laid down by Astin and Astin. Drawing on leadership for social justice (Brooks et al., 2017; McKenzie et al., 2008; Theoharis,

2007) and culturally relevant leadership (Khalifa, 2018), transformative leadership is based on two grounding premises:

[...] whenever participants in an organization feel disrespected, excluded, or marginalized, are worried about how they will be treated, or what failure might mean for their social or cultural group, they will be unable to work to their full potential, to fully participate, and hence, their individual achievements will be limited. [...] when people are both encouraged and enabled to participate fully in the deliberative processes and actions of an institution or organization, capacity and civic participation are developed, and our very democratic society is strengthened” (Shields, 2020, pp. 7-8).

Transformative leaders must be committed to values and outcomes that serve the long-term interests of society (Caldwell, et al., 2012) positioning them not as drivers of efficiency or effectiveness, but of justice, equity, and liberation. When a leader makes and upholds these commitments, they are required to re-frame their worldview and their sense of self in order, re-thinking previously held assumptions and developing more just systems (Christensen and Raynor, 2003; Pava, 2003; Quinn 1996). In doing so leaders must recognize and accept their role in moving society toward justice and inclusion (Astin & Astin, 2000; Brooks et. al, 2008; Noble, 2015; Shields, 2010).

Eight tenets help leaders work towards these values, and in doing so, create a more socially just, inclusive and equitable society, thereby transforming our world:

- *a mandate to effect deep and equitable change*
- *the need to deconstruct knowledge frameworks that perpetuate inequity and injustice and to reconstruct them in equitable ways*
- *the need to address inequitable distribution of power*
- *an emphasis on both public and private good*
- *a focus on democracy, emancipation, equity and justice*
- *an emphasis on interconnectedness, interdependence, and global awareness*
- *the necessity of balancing critique and promise, and*
- *the call to exhibit moral courage (Shields, 2016)*

Shields (2020) describes the tenets not as prescriptive behaviors, or a checklist to follow, but as ways in which leaders should “ground their practice” (p.8). Transformative leaders may or may not hold formal positions of power, are in

organizations of all shapes, sizes, and with a myriad of missions, engage in on-going critical self-reflection, dialogue with others— maybe especially when those others disagree, are willing to confront injustice and those systems that perpetuate it with consistent and intentional action. In this way, transformative leadership is a natural fit for the aims of social movements and for social movement leadership development (Bruce & McKee, 2020; Shields, 2020).

## **Leadership Pedagogy**

In much the same way that leadership finds its way into the literature in several fields, only some of which are mentioned above, leadership education can be found in a variety of spaces both formal and informal, at all educational levels and beyond, and housed in many varied disciplines and interdisciplinary homes (Huber, 2002; Elmuti et. al, 2005). And while that variation is evident in content, strategy, and targeted learner, Rost and Barker (2000) rightly point out that there are some commonalities of note.

The 20th century approach to leadership education is industrial in concept because it has incorporated the values and assumptions that predominate in the industrial paradigm. Specifically, leadership education has presumed top-down, hierarchical structure; it is goal oriented, where the goal is defined by some level of organizational performance; it focuses on bureaucratic efficiencies; it is centered on self-interest; it is founded in materialism; it is male (or male characteristic) dominated; it uses utilitarian ethics; and, it uses quantitative methods to solve rational/technocratic problems. The industrial view of leadership can be defined as “great men and women with certain preferred traits who influence followers to do what the leaders wish in order to achieve excellence defined by organizational goals” (Rost, 1991, p. 95)” (p. 4).

Although an argument can be made that in some circumstances these pedagogical strategies and the theories from which they spring, have worked just fine, “the times...they are a changin” (Dylan, 1964) and “[l]eadership pedagogy can either assume a white male frame and reinforce existing structures which uphold dominance or train diverse leaders as advocates and activists who dismantle them

for the greater good of all” (Tilghman-Havens, 2020). This will require a radical change in our pedagogy.

Paolo Friere (1970/2018) advocates for critical liberatory pedagogy, postulating that it is the only way by which both students and teachers can elevate their own consciousness to identify and dismantle the systems that, ultimately, keeps all people in a cycle of oppression (Sayles-Hannon, 2007). Tarlau (2014) reminds us that “the roots of critical pedagogy are in community struggles for social change” (p.369) where a strong through line exists between pedagogy and social movements but admonishes that those pedagogies use “language of resistance” without a going so far as to show people how to put that language into the action of reform and change.

Unfortunately, leadership education programs have, historically, been woefully unprepared to address issues of justice and equity as they relate to leadership development (Brown, 2006). This is not a surprise considering its root. And the traditional “signature” leadership education pedagogies of case study, class discussion, or self-assessment with traditional leadership instruments (Jenkins, 2012) fall woefully short of this goal. As scholars who find themselves at the apex where leadership development meets social movements then, it became clear that new strategies were required. The model proposed below is a strategy rooted in contemporary social movements and organizing while being grounded in and guided by the theory of transformative leadership.

## **A New Model of Leadership Development for Social Movements**

Dynamic. Relational. Participatory. Collective. Community. These characterizations of social movements are found extensively in the literature (Ganz, 2002; Ganz, 2010; Rothschild-Witt, 1979; Schiflett & Zey, 1990). As such, it makes sense that the critical pedagogy used to engage the development of movement leaders must also reflect that characterization. We believe that there are three essential components to that critical pedagogy.

Those engaged in social movements for justice and equity know that there is no lack of work to be done to address the pressing problems confronting us. But the sheer volume of that work can sometimes be daunting, even when an individual feels

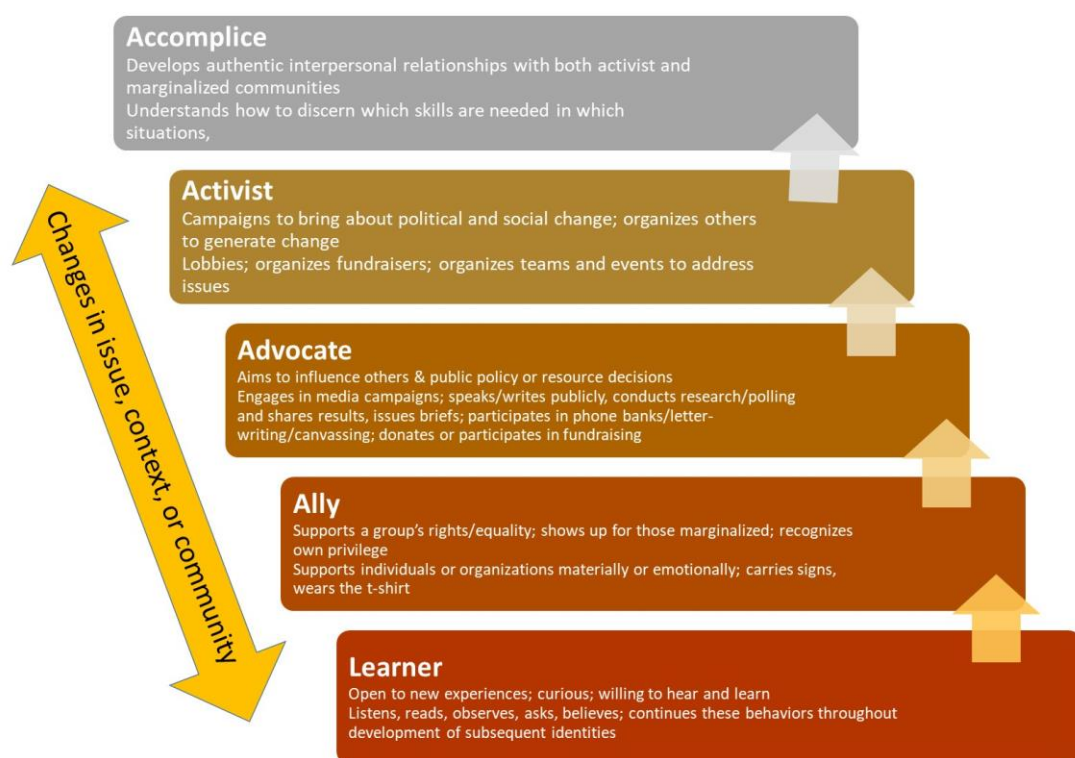
called to engage in change. Being able to see progress not just in addressing the issue, but in one's own development can be a strong motivator to continue engaging in the work. It can also be a key factor in encouraging the development of leadership self-efficacy. This is why providing opportunities to develop and enact new identities related to transformative leadership and social justice work is foundational to the pedagogy. Project-based learning (PBL) is a natural mechanism of skill development for transformative leadership, engaging burgeoning leaders in the action of social movements (organization, strategy, networking, relationship building, amplification of messaging) while still maintaining the safety net of the learning environment as those skills develop. In conjunction with PBL, Communities of practice make for a fruitful training ground, giving learners a chance to observe the work of (in this case) justice and equity while learning the requisite skills and then, eventually, engaging others (Bruce et al, 2019, McKee & Bruce, 2018).

### **Identity Development for Transformative Leadership for Social Movements**

When we initially conceptualized this model, and began doing this type of leadership education, we envisioned a four stage continuum where individuals began their development as learners, and through time, engagement, networking, skills development, and growth in self-efficacy, would take on ever increasing public identities of ally, advocate, and/or activist. The continuum was meant to be fluid, such that as issues and contexts change, a learner would have developed skills and behaviors in all identities and would feel confident in identifying the appropriate way to “show up” (Bruce, et al., 2019) and then respond accordingly.

We used the continuum and its associated curriculum to engage five cohorts of prospective student leaders over five years in the development of these skills and the enacting of these identities, with significant success (McKee & Bruce, 2021). The continuum “...supported the development of transformative leadership and greater justice , with less bigotry and bias that animate power differentials...” (Mohr & Hoover, 2020, p. 75). But reviewing the curriculum at the five year mark in light of the ongoing COVID-19 pandemic, the death of George Floyd and the continuing racial injustices in the U.S., and the January 6th insurrection at the U.S. Capitol, we recognized that the context in which individuals and organizations were doing justice

and equity work was changing and we had to change with it. We spent time in critical self-reflection appraising our own work and learned more about the work of others, and as we did, it became clear that a reconceptualization of the model was needed and an additional layer was added— accomplice. The revised transformative leadership identity model (previously the student leader activist identity continuum) is captured in the image below (see Fig. 1).



**Figure 1.** Transformative Leadership Identity Model.

Learners are the most private of the identities as learning does not require the engagement of others, necessarily, to reach intended outcomes nor are the behaviors necessarily visible or performed in public. Willing to engage in critical self-reflection to uncover and interrogate the conscious, unconscious, and subconscious biases they hold, learners gain knowledge about themselves and the world around them. In revealing the outcome of gaining this knowledge (Brown, 2006; Dunn, 1987; Senge, 1990) they name and take accountability for the impact of their thoughts and behaviors on others, most especially when that behavior has contributed to othering based on perceived differences (Mohr & Hoover, 2020). We believe that accountability can, and should lead to the desire to do something with the new knowledge gained as

individuals commit to something bigger than themselves. In doing so, the individual consciously chooses to take on a more visible identity and its associated skills and behaviors (Bruce et al, 2019).

When centering learning for the purpose of leadership for social justice movements Mohr and Hoover (2020) suggest that all learning must start from a place of openness and a desire to listen. Once established, critical reflection using autobiographies, prejudice reduction workshops, and journaling (Brown, 2004) can be a catalyst for further personal development and the uncovering of the stories that we have been told and tell ourselves about who we are and how we relate to others.

Allies support those individuals from communities which have been historically marginalized with the goal of ending the oppression and marginalization (Washington & Evans, 1991). Necessarily, these identities require more public displays because it is only when acting in concert with others (Trueba, 1999), in showing up (Bruce et al. 2019), can you ally. Passive allyship might include wearing/displaying social justice related merchandise (eg. clothing, buttons, stickers or bumper stickers) to convey support (McKee & Bruce, 2018). More active allyship requires remaining a supportive secondary role including attending events, meetings, or services at the invitation, and in support of, a marginalized individual, supporting others as they share the impact of their marginalized identities, listening to and engaging with others (McKee & Bruce, 2018).

Benevides et al. (2020) described mindfulness as a way to connect with self and others, exercises in active listening, storytelling and understanding what and how privilege operates as a way to encourage the development of ally identities. Exercises in identifying social location can be helpful for exploring intersectional identities, understanding how visible and invisible identities interact in systems of oppression. Activities that engage in skill building around interfacing with others, (eg. difficult conversations) can be of additional support for individuals wanting to be allies.

Advocates interface with others about an issue; communicating, educating and influencing those around them with the urgency that meets the moment (Ganz, 2009) which requires more visibility. The goal of this interface is to come together to change the existing oppressive systems and institutions creating more just and equitable communities (Jason et al, 2015). The skills of advocacy are built on the skills of

learners and allies. Advocates build long term relationships with marginalized groups and work for the interests of those groups for the purposes of creating social change (Glidewell, 1984). In this public role, advocates phone bank or canvass mobilizing others, fundraise, and speak or write about causes— particularly in spaces that are not accessible to marginalized people (Bruce et al, 2019).

Developing strong interpersonal communication, strategic messaging, targeting a potential message to a specific audience to apply the appropriate strategy, and risk assessment are all examples of the kinds of skills required of advocates (Bruce and McKee, 2020). The urgency of the issues we face require change strategies at all levels, but in a post 2020 world, it becomes even more important to not lose sight that one of the most important roles of an advocate is as educator. Individuals must be able to craft a message that combines a logical, well-reasoned, evidence based argument, with a compelling emotional appeal, and then be able to mold and shape that message to resonate with a variety of audiences that could be influenced to join in a change effort.

Activism is the cornerstone of social change. Thousands of examples, throughout the course of human history, mark the moments when people have come together, motivated by common purpose, to force individuals, organizations, governments, and society to shift in a more just and equitable direction. Activists, by definition then, activate others (McKee and Bruce, 2020), bringing them along in the pursuit of that positive social change. Where advocates may be participating in those very public activities noted above, activists are strategizing, organizing, and leading those activities (Ganz, 2009; Trueba, 1999). Activism is as much the attempt to lobby for legislation and influence policy makers as it is to move the conscience of the public. As such, it runs the gamut from organizing a phone bank to gathering thousands in a march for justice.

Because, many times, the word activism brings to mind people carrying picket signs or yelling into bullhorns, it is key that individuals are provided with a buffet of activist activities (McKee & Bruce, 2020) to understand the wide array of options available, and more importantly to hone their skills in understanding how to apply the appropriate activities to a given situation. As we say, not everything requires a bullhorn. Activism mapping (McKee & Bruce, 2020), or developing a strategic plan for

your work, is another way that new activists can build skills in networking, connecting, and mobilizing others. It also reinforces the need to have a well thought out plan, and have a viable secondary and/or tertiary plan in place as you organize others.

Accomplices challenge systemic and institutional oppression in interpersonal interactions and in its institutional manifestations (Powell & Kelly, 2017; Suyemoto et al., 2021). By necessity, the most relational of the identities, accomplices also engage in the most risk taking, both interpersonally and institutionally as they leverage their own power and privilege to amplify the work and voices of the most marginalized. Engaging as an accomplice is deeply intimate, requiring the individual to understand the nuance and nature of situations, such that they can evaluate and respond with the appropriate behaviors needed of them in the moment.

Instructional strategies for engaging in accomplice behaviors require a deeply reflective pedagogy. Building on the skills gained in the prior identities, accomplices engage in continuous, critical self reflection with mentors and with the communities with whom they are working, ensuring that their motives, behaviors, and goals are aligned.

## **Project-Based Learning**

The use of project-based learning (PBL) demands that students address, head-on, a real world problem (Adderley et al., 1975) that requires independent work, decision-making and problem solving while engaging in simultaneous parallel formal instruction (Morgan, 1983). Going beyond what Guile & Griffiths, 2001) proposed as a three way partnership, PBL for transformative leadership development requires that transformative leaders-in-development create networks between themselves, the individuals most impacted, individuals and organizations already engaged in doing related work, and their learning facilitators. By placing students “in the thick” of an issue, they are positioned to develop identities in line with individuals also addressing those issues (Bruce, et al., 2019).

In practice, when engaging in PBL with specific designs to influence leadership identity development, facilitators should be prepared to provide multiple opportunities for “provocative class discussions, reflection on critical incidents, controversial readings, dialogic teaching, discourse communities, a pedagogy of hope,

and action plans (Brown, 2004; Brown, 2006; Trueba, 1999)” (Bruce, et al, 2019). Additionally, when using PBL for transformative leadership development, facilitators must get to know their students such that students feel empowered to share the issues about which they are most passionate and on which they want to work. This relational piece is particularly key here, because so often when individuals engage in social justice work, they are doing so out of an urgency for themselves or someone about which they care. Disclosing that information is, without the proper relationship building, high risk for the student. Further, PBL also requires that the facilitator have some knowledge of the individuals, groups or organizations working on social justice issues so that they are positioned to provide appropriate guidance and connections for the students.

## **Communities of Practice**

Learning the skills of transformative leadership for social movements within a community of practice (CoP) has two significant advantages. First, a CoP space provides opportunities for networking, coalition building, organizing, and skill development in concert with others who are doing the same (Lave & Wenger, 1991; Wenger 1998). Being in concert with like-minded individuals provides a sense of common purpose and belonging essential for development. Second, as an individual intentionally and routinely engages with the CoP, in formal and informal ways, their identity begins to align with the CoP creating greater self-efficacy in the practice (Lave & Wenger, 1991; Wenger 1998). The CoP supports the formal learning of its members by providing access to the most pressing issues, authentic engagement in the organization and mobilizations for those issues, and opportunities for growth, regardless of where members find themselves in their learning journey (Lave & Wenger, 1991; Wenger 1998). Perhaps more importantly, the CoP becomes a space of sustenance and renewal that is particularly important in justice and equity work where individuals often find themselves facing burnout and compassion fatigue because of the nature of the work.

Facilitators connect students to groups already engaged in working on issues about which they are passionate. This could look like a very formal organization (eg. In the U.S. Moms Demand Action, National Alliance on Mental Illness, The Human

Rights Campaign, etc) or a less formal network of individuals (eg. in the U.S. student groups, local abortion funds or charitable organizations). The student then attends meetings, training or events, gets on mailing lists to receive educational resources and group announcements. This positions them as legitimate peripheral participants in the Lave & Wenger (1991) model. As skills and confidence grow so does participation. Allies move toward greater expertise, advocate and activist further align with the organization/movement community as journeymen, and finally as experts/accomplices when holding a central role in the community or movement (Bruce et al., 2019; Lave & Wenger, 1991; Wenger, 1998).

### **Connecting the Transformative Leadership Identity Development Model and Related Pedagogies to Social Movements**

Obershall (1973) posited that there are people willing to lead social movements, but that those individuals will need opportunity, education and real-life experiences to do so. The model we propose, and the associated pedagogies, can be a road map for engaging individuals in the education and experiences Obershall referenced, such that they will be ready to lead when opportunity presents itself.

Gläser (2004) proposed that social movements are “communit[ies] whose identity is based on the perception of a common goal” (p.7). They go on to propose three similarities between social movements and communities that are important for our purposes here. First, social movements have organization. While the role of identity in feeling a sense of belonging in any group or community is uncontested, Gläser purports that it is only through organization can collective action occur. Second, there is stratification within the movement community. There are distinct roles within movements that are held by those most experienced, with the most networks or connections, the greatest resources, or a combination thereof. And third, the overlap of membership among communities. Belonging to one community or social movement does not preclude your membership in another, and in many ways membership in multiple communities might equally enhance one another.

These commonalities between social movements and communities provide the foundation for the use of CoP to engage in the training of social movement leaders.

Communities of practice for leadership development are organized and structured, those new to study of leadership for social movements (the CoP) would be able to identify the organization as an entity. The stratification of CoPs from peripheral participants to experts mirrors that of social movement communities. Moreover, the roles in a CoP are clearly defined, with parameters for participation that allow for growth and development. And finally overlap of membership is realized as an individual identifies themselves as a learner of leadership while growing in skill set in parallel to their participation in a CoP related to a social movement which opens the door to enjoining the identity of leadership learner with social movement participant.

The Transformative Leadership Identity Model provides direction for the stratification of the CoP because of the clearly defined roles and corresponding increasing knowledge and public behaviors. Engaging the prospective leaders in PBL to learn the skills while inculcating them in the CoP is the authentic, real-life experience that these individuals need to try the skills they are learning to address problems of justice and equity in existing social movements.

### **Using the Model**

We have used the model with success in an undergraduate setting at a large, primarily white institution (PWI) in the U.S. (Bruce, et al, 2019; McKee and Bruce, 2020). Our program model is one year in length, and using CoP and PBL, and a curriculum grounded in transformative leadership, our students move from learners through activist identities while tackling a problem of social justice about which they are passionate. In five years, examples of student advocacy and activism projects include for greater gun violence legislation, changes in SNAP benefits making it more accessible for H2A workers and families, for sick leave and health insurance for H2A workers, access to educational opportunities for reentering citizens, and expansion of rural broadband access to address educational access.

Additionally, we have had several students return to the program for a second, and in some cases, a third year. As mentioned above, these students were, in part, the impetus for the addition of accomplice to the model. These students have sought work with greater depth, have engaged in research and assessment of their advocacy

efforts, and connected with social justice organizations for internships or other service work necessitating prolonged engagement in these communities or organizations. Their relationships with activist communities in these ways, both broader and deeper than those of our first year students, are demonstrative of the interpersonal nature of the accomplice roles.

## **Ideas for the Future**

The Transformative Leadership Identity Model is an effective way to engage undergraduate prospective social movement leaders in the learning of transformative leadership, a leadership paradigm that adequately addresses issues of justice and equity. This aligns well with Nepstad & Smith's (1999) notion that leadership of social movements is often the purview of the young, (eg. Rep. John Lewis and the A&T Four in the United States).

However, there is more work to be done than can be the purview of a single group. We believe that this model could be adapted and used, with success, with other adult audiences. Additionally, while the paradigm of transformative leadership addresses interconnectedness, interdependence, and global awareness, a more explicit test, and the inculcation of norms and in other cultures is necessary.

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