**Synthesis Example created by Belinda Cooke and Michelle Dillon (School of Sport, Leeds Beckett University)**

Reading:

Neumann, J. (2013) Critical Pedagogy’s Problem with Changing Teachers Dispositions Towards Critical Teaching. 44:129-147.

**We have chosen this paper because it ‘models’ much of what you need to do in order to get a good mark e.g.**

* Draws together related concepts and issues and key theorists which we have discussed so far on the module (= synthesis)
* ‘Problematises’ Critical Pedagogy (*‘CP is in crisis*’)
* Identifies evidence of possible causes (critical analysis)
* Considers multiple ‘constituencies’ or ‘stakeholder groups’ teachers and learners as well as academics and researchers and theorists (multiple perspectives)
* Offers possible ways forward (critical evaluation/ synthesis)

**Can you identify where there are good examples of each of these 5 features?**

Some questions to focus and **extend** your learning

1. Based on reviewing previous research, what **three explanations** does Neumann offer for the apparent ‘absence of CP’ in schools in USA?
2. What does Neumann mean by ‘*radical grand theory*’ (see bottom of page 130 of the paper).
3. What are the three ‘*areas of concern*’ which he identifies?

Extension Activities

**Higher Order Thinking/ Critical Evaluation**

4) What is the relevance to Paulo Freire’s work? See page 131

5) Neumann refers to ‘*competing demands*’ on teachers… can you remember what Alexander (2008) calls them?

6) What does Neumann mean by ‘*not sacrificing the possible to the ideal*’ p. 129. In turn…

7) How might this present a way forwards for us all in terms of Critical Pedagogy in schools?

8) Synthesis: Compare this paper to Reading 1a) Capel: What is similar about the content and the recommendations? What is different (distinctive)? Why?