

## Rethinking Education Annotated Bibliography

Adams, S. (2005, May 16). Be Cool To The Pizza Dude. Retrieved May 20, 2015, from <http://thisibelieve.org/essay/23>

This website is devoted to allowing people to share their stories, using “I Believe” as a springboard to getting their message across. Some are quite personal and they touch on a variety of topics and the writers range from youth through adults. This article in particular talks about the pizza boy is practicing humility, empathy, honor and honest work, and equality. The story is simple but it reminds us that the pizza boy is just like anyone else, trying to make a living, happily, for the benefit of others so we should not look down at him.

I see this website as a place to seek new perspectives and insights on topics that interest us as individuals. I used this as a summative reflection after a year with my 8th grade religion students. I also could use this with my creative writers as a portfolio piece where they need to leave us with a lasting lesson or idea or event and use figurative language after having read through many of the examples from the site. Crafting writing is such an art form and it requires thinking and pre-writing and I think the simplicity at the outlook may work in my favor as I help my writers uncover their stories and share them using their unique writing styles and voice.

Anderson, Kare. (2014, September). “Be an Opportunity Maker”. [Video file]. Retrieved from [http://www.ted.com/talks/kare\\_anderson\\_be\\_an\\_opportunity\\_maker?language=en](http://www.ted.com/talks/kare_anderson_be_an_opportunity_maker?language=en)

This Ted talk is given by Forbes writer, Kare Anderson, who was chronically shy and who felt invisible for the first part of her life. She then weaves a story about the power of thinking and mindset and instead of focusing on the “me”, power is in focusing on the “we” or mutually-trusted “us”. We should be smarter together and work to make opportunities for one another when we can, for the betterment of our world. We all have gifts and talents and we should work to point those out to others and encourage them to share those talents. She calls for the need for “opportunity makers,” those who see potential connections and relationships that could bring about changes that both parties want and whose skill sets are diverse, yet the goals may be common. Instead of being individualistic and self-serving, people can work together to cast wider nets with better ideas and more change can happen more quickly.

This Ted Talk touches on gifts and talents as well as the benefits to relationships and connections. I strongly believe that the world would be a very different place if people ought to be opportunity makers and not just single entrepreneurs or self-made millionaires. When we seek out others for help and we see value in their diverse skill sets, we become a stronger team. Perhaps this video shows us that no matter where you come from or what you may see as a detriment, if we look at

connections and commonalities, we find jumping off points for bettering society and ourselves. By looking at the good others bring to life and society, we acknowledge their worth and they become willing to “play on our team”. It begs the question, “Which people should I be working to get on my team?” and it also bring relationships to the forefront and each conversation has the potential to blossom into a partnership or a stepping stone to a passion project down the line. We have the power to change our trajectory and widen our circle if we just take the time to recognize it and become opportunity makers. I think this message is one middle school or high schoolers can appreciate, especially since her story is so genuine and her points so articulate, yet easy to understand and see the benefits of trust and working together for common goals.

Baldoni, J. (2007, November 7). Great Leaders Build Off Great Relationships. Retrieved May 18, 2015, from <http://www.cio.com/article/2437699/leadership-management/great-leaders-build-off-great-relationships.html>

This article talks about how making and maintaining relationships can make you a better leader. There are many specific references to those who were good at building relationships and the successes they found as a result. Building relationships isn't always easy for an introvert, but this article breaks down simple, practical ways of going about making friends and looking past your immediate circle.

I would use this article at the start of a class in which you hope collaboration will grow. Students need to be able to see the value in working together and making friends, for you never know when you might need another person's skill sets. The article uses relevant events and people from history that prove the value of relationship cultivation. I think the article is simple enough and short enough to get the main points and drum up a short discussion afterwards. This resource could be used with middle or high school as a way of talking about growing as a leader and the skills necessary to do that and be successful.

Braxton, E. (2015). Bishop Braxton Writes a Letter on Racial Divide in the United States. Retrieved May 11, 2015, from <http://bellevillemessenger.org/2014/12/bishop-braxton-writes-a-letter-on-racial-divide-in-the-united-states/>

This is a resource with multiple parts regarding specific race relations and the Catholic church's role in the aftermath and moving forward with empathy and understanding, despite frustrations or injustices. The resource begins with an Open Letter from Reverend Braxton and then follows with a study guide with 6 parts: which include a Prologue (Invitation to think about the church and race), articles and facts on the Racial Divide in the Church and Call to Dialogue, Case details from

recent deaths in the news involving African-American men, and Reflections on what can be done to change and grow as a Church. This study guide is split into parts and each section has follow-up discussion questions to journal about, ponder, or discuss in small or large groups. It does a good job being informative without being overly biased one way or the other about race issues.

I would use this resources with 8th graders or older, just as the information involving the tragic deaths of those mentioned may be hard to process and analyze without overly emotional, defensive responses. I think the discussion is an important one to have and that students would benefit from trying to explain their viewpoints articulately within a group or even through an individual journal. I think so often students call out the “racist” card without truly have a reason to and understanding what they are implying with that word. I think this resource approaches the subject from a place that recognizes the humanity in all individuals without overtly placing blame on any one person or organization. This topic could also be tied into leadership and society’s role in leading the charge to reverse racism as well as individual’s responses and actions.

Dudley, D. (2010, September). “Everyday Leadership”. [Video file]. Retrieved from [http://www.ted.com/talks/drew\\_dudley\\_everyday\\_leadership?language=en](http://www.ted.com/talks/drew_dudley_everyday_leadership?language=en)

This video taken from a Ted Talk in Toronto, Canada, has Drew Dudley, a college professor, sharing his lollipop story about everyday kindness. At a college orientation, he embarrassed a young boy and girl when he was handing out lollipops to spread the word on campus about a charity for which he was a part. Turned out, that years later, that boy and girl got engaged, and later married and he was invited, as he instigated their relationship. Funny thing was that Drew didn’t specifically remember this fairytale moment. His point in sharing the story was that leadership is about everyday moments and occurrences that we might not even know are happening at the outset. His lively storytelling draws you in and leaves you thinking about the small things people have done for you that have left a big impression.

This video can be shown to any middle school or high school student as its message is universal. His humble story isn’t something overly remarkable, but that is what makes it so. He reminds us that leadership can be about small events, words, and actions that over time pay large dividends and pave the way for big changes. By acknowledging people and thanking them for the role they play in your life, big or small, we can become a more grateful people and lead with purpose and heart. This video could be a springboard at reflecting upon the people who have led us and help us as individuals to strive to create ripples of “lollipop moments”.

Franko, A. (2012). 35 Tips to Building Lasting Strategic Relationships. Impact Instruction Group. <https://docs.google.com/a/smumn.edu/file/d/0BzouXQojHa5nVkQwdUIMUHprNTA/edit>

This ebook written by Amy Franko, leader of the Impact Instructions Group, is a guide to looking at why we need strategic partnerships and relationships and how to cultivate more of them. Each tip is just a few paragraphs in length and it includes her personal narrative within them. She references real-life experiences and connections. Some tips have rhetorical questions embedded in them to get your thinking about the hows and whys of your life and your relationship creating or lack thereof. Her writing style is laid-back and easy to understand and provides practical tips without sounding preachy or irrelevant. The tips are ones that could easily be adopted one at a time or a few at a time without much time or efforts, just mindful implementation.

I would use this with high school students as part of a leadership component and “food for thought.” Partnerships in literature and life are quite common and making small changes can create large positive effects. I might split the students into small groups and give them 5 tips and then have them either present a summary of theirs or ask them to add a few of their own, not knowing the other groups’ tips. I think it would be interesting to see what students saw as valuable tips and assets in regards to strategic partners and relationships moving forward in their lives. I think this piece could be the vehicle to discuss the two-way street and vulnerability aspects of relationships that are necessary for both parties to find continual benefits. Students could also choose a few from the reading and articulate why they saw those particular tips as beneficial and choose to adopt one and track the effects of the change in their daily life.

Glanz, J. (2002). *Finding your leadership style: A guide for educators*. ASCD.

<https://drive.google.com/a/smumn.edu/file/d/0BzouXQojHa5nRm9uaUgxWjhDZFE/view>

This book is a great place to start discovering what kind of leadership one already has or may not realize he or she has. The book has an assessment at the beginning that helps you uncover your leadership abilities and challenges. The assessment consists of 56 true/false questions that unveil 7 different leadership styles or stances. Each subsequent chapter shares vignettes of leaders or circumstances where that leadership style is utilized and gives characteristics of that type of leader. By understanding the other leadership types, one can more fully appreciate the diversity of leaders that exist in our world and in our organizations and groups. This source also has a leadership virtue survey that, similar to the leadership assessment, asks you to provide true/false responses that correspond to 7 virtue categories which include courage, empathy, enthusiasm, imagination, humility, impartiality, and judgment.

This resource is for educators and has many references to school and school climate situations, but it could easily be applied to other life situations. I think this should be used as a staff pre-school reading and then follow-up discussion so that everyone on staff knows which type of leader they are and who in the group is like them and also dislike them (diversity isn't bad). It could be used with high schoolers to contrast certain characters with leadership styles as well. It might even be fun to

take as a first day, get to you know you activity for which the teacher could use the information to make different groupings and allow students to see that leadership qualities certainly do exist in all of them.

Grant, L. (2010, October 27). Your Most Important Business Asset: Relationships. Retrieved June 13, 2015, from <http://www.nasdaq.com/article/your-most-important-business-asset-relationships-cm42268>

This article by Leah Grant discusses the research that shows that one's social capital, which includes depth of relationships, is of the most important factors in predicting success in business and life. We may have all the gadgets and technology as well as advanced degrees, but if we do not cultivate sustained working relationships, we cannot grow and reach more success. She interviews Keith Ferrazzi, CEO of Ferrazzi Greenlight, a consulting firm, and he remarks that there are three components of managing relationships: mindsets, processes, and skills. He argues that you need to deliberately work to seek out new relationships and create an action plan to do so, seeing as we create plans for all sorts of other projects we seek to complete.

This article would work well at the start of a new class, where you could discuss the fact that every person in the room brings value and capital. Without sharing your thoughts and ideas, you cannot grow. Relationships are what make the world work and they are as important as the adage says, "It's all about who you know." We need to recognize the importance of quality relationships and partnerships and work to maintain them, in order to reap the most benefit. I also like the three components: mindsets, processes, and skills, and I would try and create a dialogue where each of the three are discussed and shown in scenarios. I think that preparing students for their next steps in life starts in school now and this would be a great introductory resource to share the concept that relationships carry us through life.

IPD Belize (Institute of Professional Development). (2014, Sept. 4). *Who moved my cheese? Full Movie*. [video file] Retrieved from <https://www.youtube.com/watch?v=16hxCB1Dvd4>  
\*based on the book "Who Moved My Cheese?" by Spencer Johnson (1998).

This book, "Who Moved My Cheese" and this subsequent video use a parable to talk about change in the workplace. The main characters, Hem and Haw, are set in their ways of finding cheese, yet, one day their cheese has moved and they must cope with the realization that something must change in order that they retrieve any cheese. Cheese is a metaphor the author Johnson uses for anything that you want in life, not just cheese, and it talks about how humans often fear change, are paralyzed by change, or are resistant to change. Humans would rather keep a routine and stay with

what is working, rather than look to see that there are greener pastures ahead that could rejuvenate them or their organization.

I like this book because it's short and it uses metaphors extremely well in describing why it is people fear change. Change is a very real part of life and yet we don't take the time to break down why it is that we don't like change. This video in particular breaks down why we shouldn't fear the change and the benefits we receive through change. It also gives tips to showing us how to bring about change to others without alienating for making them defensive. I think this frank acknowledgment about our displeasure with change in our lives helps us to better uncover what it is we are afraid of and why it is we are uncomfortable, unearthing the real problems/unhappinesses. I think students would learn a great deal from choosing a significant quotation from each section, or at the very least from the parable. I think if you're short on time, the video could suffice with a discussion afterward. Either way, students will be facing changes for the rest of their lives, so why not discuss coping mechanisms now or at least discuss why it is we are sometimes fearful or upset about change.

London, Malcolm. (2013, May). "High School Training Ground". [Video file]. Retrieved from [http://www.ted.com/talks/malcolm\\_london\\_high\\_school\\_training\\_ground](http://www.ted.com/talks/malcolm_london_high_school_training_ground)

This Ted Talk is given by young poet, educator, and activist, Malcolm London, in the form of spoken word/poetry. He effectively describes the education problems that exist within our society for those in minority faces and simply those who do not quite fit in. He admits that schools are not places where learning and growth occurs, but they are places that discriminate those in "honors" with the "regulars" and places where divides occur based on social status inequalities. He details a day in the life of a student and equates school with that of a training ground where we must equip ourselves to face the hardships of the world. His message rings authentic and this lyrical delivery stays with you long after the 3 minutes.

This clip is one that lingers and that would provide a platform to discuss ideas of race, expectations, priorities, inequalities, and societal hierarchies. It could also provide discussion about what school is and perhaps what it could be or should be. His message may expose new issues to students, but most likely it will drum up emotional responses to how they feel about growing up in our educational system. I also like the idea that schools are training grounds. What are you training for, students? In what do you wish you were being trained? I also love that he wrote a poem to express his unique viewpoint. How wonderful that his creative outlet can deliver such a punch in such a short time; I may call my students to try and form their own ode of sorts on an issue with which they want to change, following a similar format of calling out the problem, showing the effects, and providing possible end results or possibilities.

Miller, B. (2011, March 30). 12 Virtues of a Good Teacher. Retrieved June 13, 2015, from <http://smarterteacher.blogspot.com/2011/03/12-virtues-of-good-teacher.html>

This is a blog by Brian Miller and this post in particular is a reflection on John Baptist de la Salle's 12 Virtues. La Salle was a priest and educator who advocated for the education of all, including the poor, who many at that time neglected. He believed children deserved education because they were created in the image of God and therefore each had dignity and worth. The virtues seek to help remind us of the ideals we strive to live out for our students. On a perfect day, we should naturally be living virtuously and modeling these for our students. Miller's blog post goes one step further in that he names the 12 virtues but then gives a commentary or scenario which shows how/when the virtue could/should be implemented.

I think that the 12 virtues are a starting point to discuss the teacher/student relationship and expectations. Being in a Catholic school makes it easy to use La Salle's virtues, and they could be a guide to showing students what you will be doing your best to provide and that you hope they too will try and live them out. It could be done as a reflective piece where they think about where their strength and weaknesses exist. It could also be a journal prompt or small group activity to ask them what the virtues of a good student ought to be; it may not have to be 12 virtues long, but are their words that best describe their role as students nowadays? It might prove an interesting comparison.

Miller, P. (2007, July 1). Swarm Theory. Retrieved June 13, 2015, from <http://ngm.nationalgeographic.com/2007/07/swarms/miller-text>

This article from Paul Miller discusses how ants' and bees' lack of individual leadership is actually a benefit to their society as a whole, an idea quite juxtaposed by current American society. He points out that while there is a queen bee, it's mostly in name only (lays eggs) and it doesn't hold societal power. He claims that because they work as a team, "the bees' rules for decision-making—seek a diversity of options, encourage a free competition among ideas, and use an effective mechanism to narrow choices". They work together in all facets of life and their lives depend on the others for food and shelter. They are self-organizing and adapt quickly to environmental changes together through constant communication, as part of what they call swarm mentality.

Certainly this article shows how animals adapt and see leadership, but its universal concepts could absolutely be connected to today's world. What are the positives of swarm theory- what might be something to try here as adults in America? Yes, not all of swarm theory could be adopted, but why? This article could show a different side of leadership to students and it could open their minds to seeing how swarm mentality or working and communicating as a group could have some benefits. This could be a piece where students read and draw out two quotations to discuss and then compare/contrast with how another species of animal acts in a hierarchy or chain of command, or simply compare/contrast with the current society. This article presents factual information without seeming to be too scientific, so it should provide many talking points.

Mooney, C. ( 2011, May 20). "Made-up minds". *The Week*. pp. 48-49

Chris Mooney discusses the idea that facts and figures do not often carry the weight that we might think, when it comes to presenting a point in an argument or disagreement with another person. He would argue that in many cases, our minds are already made up and we are more likely to get defensive and cling to our values and beliefs as a result of someone trying to change them. In the same way that we can't be forced to see that our child is lying, despite evidence to the contrary, we may not be swayed despite data provided. Instead, Mooney suggests that we showcase the benefits of the different opinion and we play to the "values" of the situation and not necessarily the data or facts, which seems a bit contrary. However, when you think about human nature, when we feel threatened or defensive, we stop participating and listening, whereas, if we feel a connection to the topic or especially the person who is talking, and it plays into our value and belief systems, we are more likely to take new information into consideration.

This article presents a really interesting look into the way humans persuade or fail to persuade others in their delivery and presentations. I think this could be a really interesting article for students to consider in an age where everyone is always trying to sell you something or sell themselves. I find that social media has probably played this up, along with endless advertising everywhere, but it's worth noticing that companies aren't always playing to their cold, hard facts, but rather to the story that fits in with the customer's values and beliefs about himself or herself or his or her view of society. I think many students believe that data and facts are what we should be using to fuel an argument, but perhaps it's a mix of both emotion (pathos) and data (logos), in Aristotle's words, that gets a person on board with a new idea. This article certainly seems to make a compelling argument that students should try and reconcile against their personal beliefs and would make for a great discussion for speech class or any communications class for that matter.

Power of one. (2006, April 6). Retrieved May 4, 2015, from <https://youtu.be/GOXOImxK0NA>

This short video showcases many individuals whose work changed society in a positive way. These people took a stand to either protect a commodity or use their voice to speak out against an injustice. They often sacrificed for their cause and were not seeking to be made an example, but by their courage, became heroes for society. Their seemingly small actions paved a way for bigger actions to follow. The video is relatively simple, but it relays the message that one person can make a difference.

This video provokes a discussion about what the power of one is who are people who were or are the "ones". Perhaps each person in the room makes a short video about their "power of one" icon or model. Maybe students work in small groups to present a time period with examples of "ones" that



stood out among society. Maybe the video simply provides a nice reflection on the individuality that our society allows and our responsibility to use our voices to advocate for ourselves and others. Society is full of individuals who shaped our country and set an example of dignity, responsibility, and grace, and showcasing their efforts certainly reminds us of the goodness in our world and the impact it can have “on the whole.”

Russell, J. (2013, December 1). “How to create change in the workplace”. *The Washington Post*.

Retrieved June 24, 2015, from

[http://www.washingtonpost.com/business/capitalbusiness/how-to-create-change-in-the-workplace/2013/11/27/9d62f8de-5548-11e3-835d-e7173847c7cc\\_story.html](http://www.washingtonpost.com/business/capitalbusiness/how-to-create-change-in-the-workplace/2013/11/27/9d62f8de-5548-11e3-835d-e7173847c7cc_story.html)

Joyce Russell discusses change in this article in regards to the business world but it can certainly apply to change on any personal or professional level. Change is inevitable, as evidenced by our history, and yet we are still unwilling to see it as constructive or positive and she wonders why that is still today. People often believe that their system is working or at least working fine enough and don't want to take the time and energy to learn something new, which may in fact bring about more happiness, more money, more easy, and less stress after it's all said and done. She makes the great point that people don't mind change necessarily if they feel involved in the decision-making and ownership of the change and it's not simply mandated to them. People don't want to feel that they themselves are being changed. She also references John Kotter's book *The Heart of Change* which outlines an 8-step change process in which he has found most successful. His tips are practical and hit upon the heart of humanity's initial unwillingness to approach change in an optimistic way.

I love Russell's writing style and the references she makes to others in the field who have also written about humanity's problems with ideas of change. Kotter's 8-steps are easy to understand and helpful tips to consider when trying to bring about change in any facet of our lives that involves people other than ourselves. I think students would do well to understand positive ways to approach others about change that won't bring about defensive reactions. Her realistic situations she describes are ones that students can understand and see in their lives and it might even be a springboard to have student comes up with scenarios themselves and try to apply the methodology and concepts outlined here or in the other change resources. Either way, it's good to keep in mind the individual who will be receiving the changes when you try and deliver that change to them and perhaps, instead, *with* them.

Simons, T. (2015, May 23). How the machines will take over. *Star Tribune*, pp. OP1, OP3.

<http://www.startribune.com/how-the-machines-will-take-over/304830181/>

This recent article by Tad Simons talks about the idea that artificial intelligence and advancements in technology ought to be something to keep an eye on, as it may creep up on us sooner rather than

later. The fact that in many ways machines can do the same tasks humans can and often times more efficiently (faster and/or with fewer errors), should be a concern. While it is great that they can read faster and adapt quickly with satellites, Simons claims that the takeover of robots may happen without humans even really noticing. He goes on to describe the nine warning signs/steps he would take to gradually overtake humanity. He analyzes the universal human traits he sees and the fact that most humans dislike change and so he would disguise those changes by manipulating humankind (easily, he might claim) by making us think it was our own idea, it would provide more comfort and ease for us, and by using technology to solve problems we didn't know we created.

While this article does read a little futuristic, I think students could really benefit from reading a semi-satirical piece involving their future. You could certainly tie in the fact that denial of technology in our world and lack of adaptation may at some point not prove possible. It also may bring about discussion to how do we care for each other and our world with integrity and not be so quick to jump on bandwagons. If life is a chess match, what will our society's next moves be? Perhaps we ask the students to choose one of the 9 reasons he gives as most valid or least possible and give an example or two as to why (providing evidence for their rationale). You could also ask students to come up with one additional or unique way they would or could to his nine that would aid in the artificial intelligence takeover. The topic is an interesting one and it appeals to humankind's ego, which is a very interesting part to analyze, in my opinion, and it makes for a very interesting dialogue about the future.