# M3: Frames of Reference

## Course

Special Education

## Location

Module 3

## Alignments

### Course Outcomes

CLO III: Examine the historical and philosophical foundations of special education.

### Module Outcomes

MLO 3.2: Identify practices and perspectives in special education that can potentially perpetuate bias.

### Specific InTASC Standards

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| **InTASC** | **Type** | **Specific Standard** |
| 9i | Knowledge | The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.  |

## Assignment Instructions

Components of this assessment were created by Microsoft Copilot (2024).

### Purpose

Understanding one’s own frame of reference, such as culture, gender, language, abilities, and ways of knowing, is a crucial aspect of being an effective educator. This understanding allows us to recognize potential biases in these frames and their impact on our expectations for and relationships with learners and their families.

This activity encourages you to delve into your frames of reference and consider their influence on your interactions with others. You will have the chance to explore how these frames shape your perspectives and attitudes and reflect on how they inform biases you hold.

### Task

#### Instructor Preparation for Activity

* Prepare a 10–15-minute lecture on frames of reference and the role identity plays in understanding the world around us.
* Bring poster-sized sheets of paper for students to write on (like the giant Post-its)

#### Student Directions

For this activity, you will work individually and as a group.

1. This activity will begin with a lecture from your instructor regarding frames of reference.
2. After your instructor’s lecture, you will reflect on the identities you hold, possibly including your culture, gender, language, abilities, and ways of knowing. Think about how these aspects influence your daily life and interactions.
3. In a small group, discuss your frames of reference and potential biases that may arise from them. Also consider how these biases could impact your expectations for and relationships with others.
4. After your group has discussed frames of reference, create a poster that represents what you discussed. Be sure to include each member’s frame of reference, potential biases, and how these biases could impact relationships with others. Your poster will be on display in the classroom for other students to see.
5. You will next walk around the room independently and review the posters created by the other groups as a gallery walk.
6. This activity concludes with a wrap-up discussion led by your instructor.

## **Reference**

Microsoft. (2024). *Copilot.* [www.bing.com/chat.](http://www.bing.com/chat)