

Latino peer educators creating dialogue:

Documenting capabilities in structural and instructional critical components.

Joseph Zandoni, PhD, MILR, and Linda Forst, MD, MPH, MS

University of Illinois at Chicago, School of Public Health, EOHS, 2121 W. Taylor, Chicago, IL 60612

Background & Objective

The goal of my inquiry is to examine the complexities of peer education dialogue manifest through the discourse of occupational health group discussion in workers' centers (Bobo, 2009; Cho et al, 2007; Choudry et al, 2009; Fine, 2006; Mayo, 1999; Zandoni et al, 2006). To uncover the capabilities of peer educators, a variant of community health workers, in developing language practices, I am conducting a case study of the impact of Spanish language varieties in participatory safety training. More than Training: Workers' Rights Centers Empowering Hazard Awareness and Response, is a NIOSH-funded translational, and CPWR partnership between investigators at the University of Illinois at Chicago, School of Public Health, and community-based workers' centers designed to provide OSHA 10 hour construction training in Spanish to participants of workers' centers (UIC, 2010). The three year project is based on a program developed by New Labor, a workers' center in New Brunswick, NJ, and the Occupational Training, and Education Consortium of Rutgers University, funded by CPWR, the Center for Construction Research and Training. Their collaboration demonstrated that worker leaders could be trained to lead participatory OSHA 10 hour training in Spanish in collaboration with OSHA authorized trainers, and that members of workers' centers gained skills, capacities, and the OSHA 10 hour construction card for their efforts (Williams et al, 2010). The More than Training project seeks to show how the approach developed in New Jersey will transfer to workers' centers in other parts of the US and that an evaluation design could measure what participants learned, and how they used the skills they gained after the training session. I will utilize the Fidelity of Implementation (FOI) framework (Century, Rudnick, & Freeman, 2010) to analyze both the structural, and instructional critical components that relate to the worker trainer role leading discussion in Spanish language occupational health sessions. Priority structural-educative critical components related to the dialogic development of content knowledge in worker trainers; instructional-pedagogical critical components are teacher facilitation of participant discussion, participant risk taking, and assessment.

Structural Critical Components		Instructional Critical Components	
Procedural	Educative	Pedagogical	Student Engagement

(Century, Rudnick, & Freeman, 2010, p. 205.)

Methods

My methods of inquiry are to interview 10 worker trainers, organizers, OSHA authorized trainers, and researchers who are bilingual Spanish/English speakers about their use or observation of Spanish in the training sessions. I am particularly interested in how dialogue may have been impacted and the language practices they used to promote discussion (Philips, 2004). Through constant comparative thematic analysis of the interviews coded via FOI priorities, I will gain understanding about how worker leaders learn to guide informal discussion, called *charlas* in Spanish (Charmaz, 2003; Glaser, 1965; Portelli, 1991). I received ethical review from the UIC IRB: Protocol number 2010-0445.

Authorized OSHA Trainer	1
Workers' Center Organizer	3
Worker Trainer	4
Researcher	2
Total	10

Results

The following themes emerged from the interviews related to the FOI framework:

Structural-Educative (Facilitator Content Knowledge)	
"We live this experience."	Exchange of knowledge and practices.
Position in front of the room, "You should know, you are in front."- explaining differently the second time.	"I never stop to learning—I am learning with the people."
(unexpected—"Waking up" leaders.)	

Instructional-Pedagogical (Facilitating/Relations)	
Respect and generosity: "Got to watch out for each other—we are building the same building."	Using common language and finding the commonalities in participants.
Enabling the flow of the session to continue.	Personal stories: balancing reassurance of participant and skill in closing; "Make it a little short, sometimes a little hard."
"Sometimes we learn more from workers, sometimes we are supposed to get control."	
(unexpected—Paying attention, looking at expressions, "You can tell who is invested in workers' centers 'speak.'")	

Results

Instructional-Pedagogical (Risk Taking)	
Participants raising doubt and describing different approaches to work.	Not afraid to ask questions about risks and considering costs; "We know the risk of working."
Participants need to see something before they can do something.	Workers need to prepare themselves—sharing consequences as prevention.
(unexpected-- Presenting options, then "You can do what you like.")	

Instructional-Pedagogical (Assessment/Evaluation)	
"Your question is this?"	"You are right, but we are right too."
Participants worked it out themselves.	Self reflection on language use to level power.
Hear their answers from others.	
(unexpected—"If the teacher gives me a good answer."— counters discourse of initiate, response and evaluate (IRE) (in Cazden, 2001).)	

References
 Bakhtin, M. M. (1981). *The dialogic imagination*. Austin, Texas: University of Texas Press.
 Bobo, K. (2009). *Wage theft in America: Why millions of working Americans are not getting paid—and what we can do about it*. New York: The New Press.
 Borg, C., & Mayo, P. (2006). Challenges for critical pedagogy: A southern European perspective. *Cultural Studies → Critical Methodologies*, 6(1), 143-154.
 Cazden, C. B. (2001). *Classroom discourse: The language of teaching and learning*. Westport, CT: Heinemann.
 Century, J., Rudnick, M., & Freeman, C. (2010). A framework for measuring fidelity of implementation: A foundation for shared language and accumulation of knowledge. *American Journal of Evaluation*, 31(2), 199-218.
 Charmaz, K. (2003). Grounded theory: Objectivist and constructivist methods. In N. K. Denzin, & Y. S. Lincoln (Eds.), *Strategies of Qualitative Inquiry*, (pp. 249-291). Thousand Oaks, California: Sage.
 Cho, C. C., Oliva, J., Sweitzer, E., Nevarez, J., Zandoni, J., & Sokas, R. K. (2007). An interfaith workers' center approach to workplace rights: Implications for workplace safety and health. *Journal of Occupational and Environmental Medicine / American College of Occupational and Environmental Medicine*, 49(3), 275-281.
 Choudry, A., Hanley, J., Jordan, S., Shragge, E., & Stiegman, M. (2009). *Fight back: Workplace justice for immigrants*. Blackpoint, Nova Scotia, Canada: Fernwood Publishing.
 Doll, W. E. (1993). *A post-modern perspective on curriculum*. New York: Teachers College Press.
 Glaser, B. (1965). The constant comparative method of qualitative analysis. *Social Problems*, 12(4), 436-445.
 Mayo, P. (1999). *Gramsci, Freire and adult education: Possibilities for transformative action*. London: Zed Books.
 Philips, S. U. (2004). Language and social inequality. In A. Duranti, (Ed.), *A companion to linguistic anthropology* (pp. 474-495). Malden, MA: Blackwell Publishing.
 Portelli, A. (1991). *The death of Luigi Trastulli, and other stories: Form and meaning in oral history*. Albany, New York: State University of New York Press.
 Schubert, W. H. (1986). *Curriculum: Perspective, paradigm, and possibility*. New York: Collier Macmillan Publishers.
 Tuhiwai Smith, L. (1999). *Decolonizing methodologies: Research and indigenous peoples*. London: Zed Books, Ltd.
 University of Illinois at Chicago, School of Public Health. (2010). *More than Training: Workers' Rights Centers Empowering Hazard Awareness and Response-Project Summary*. (Chicago, IL: Linda Forst, PI).
 Williams, Q., Ochsner, M., Marshall, E., Kimmel, L., & Martino, C. (2010). The impact of a peer-led participatory health and safety training program for Latino day laborers in construction. *Journal of Safety Research*, 41, 253-261.
 Zandoni, J., Nickels, L., Remington, N., & Lippert, J. (2006). Workers' centers as sites of cultural development and critical capacity of vulnerable immigrant workers. Ontario Institute for Studies in Education, University of Toronto, Canada.
 Zandoni, J. (2008). Dialogue and hegemony: Sociolinguistic analysis of "charlas" for critique and praxis. *Mediterranean Journal of Educational Studies*, 13(1), 39-58.

Conclusions

Worker leaders, workers' center organizers, authorized trainers, and researchers reflected on the dialogue created in the construction safety sessions and showed that as facilitators they are providing content knowledge and practices, learning from participants, and managing the discourse of engaged participants. The facilitators create a space for critique in the ways they establish relations, offer risk taking, and encourage participant assessment (Borg & Mayo, 2006; Tuhiwai Smith, 1999). Following the flow of the small group activity method, in opening facilitators establish order (regulate), in small group chats or *charlas* participants control of turn taking, and experience trust (resonate, relations), in the report back participants, and facilitators hear responses to problem posing (recursion), in evaluation of responses the group matches and contrasts responses using voice from disciplinary, and experiential knowledge (reduce, rigor), and in closing the facilitators integrate discussion with the take home messages of the activity, called summary points (richness) (Bakhtin, 1981; Doll, 1993; Schubert, 1986; Zandoni, 2008). The culturally relevant curriculum processes presented here provide an evidence base for methods that can be developed, and described in future participatory inquiry to address occupational health inequities of immigrant construction workers in the US.

Acknowledgements

I am grateful for the time and efforts that my collaborators provided for these interviews particularly from the Workforce Development Institute, ARISE Chicago, Latino Union of Chicago, Workers Interfaith Network, and the University of Illinois at Chicago, School of Public Health. The More than Training: Workers' Rights Centers Empowering Hazard Awareness and Response project is funded by the National Institute for Occupational Safety and Health (Grant #R18 OH009574). I was supported in part by the National Institute of Occupational Safety and Health (NIOSH) Training Program Grant # T42/CCT522954-02.