

CULTURALLY RESPONSIVE TEACHING LEARNING COMMUNITY

FALL 2018

SCHEDULE

Date	Reading	Resource
Week 1	<p>Montenegro, E., & Jankowski, N. A. (2017). <i>Equity and assessment: Moving towards culturally responsive assessment</i>. Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA).</p> <p>As colleges educate a more diverse and global student population, there is increased need to ensure every student succeeds regardless of their differences. This paper explores the relationship between equity and assessment, addressing the question: how consequential can assessment be to learning when assessment approaches may not be inclusive of diverse learners? The paper argues that for assessment to meet the goal of improving student learning and authentically document what students know and can do, a culturally responsive approach to assessment is needed. In describing what culturally responsive assessment entails, this paper offers a rationale as to why change is necessary, proposes a way to conceptualize the place of students and culture in assessment, and introduces three ways to help make assessment culturally responsive.</p>	<p>Portland Community College. (2018). <i>Critical race theory (CRT) decision making toolkit</i> [PDF]. Retrieved from https://www.pcc.edu/about/equity-inclusion/documents/take-5-toolkit.pdf</p> <p>The following tools and resources are a result of the District Leaders of Diversity Council looking at intentional ways to make CRT part of our everyday learning and work here at PCC. As shorthand for examining our practice, based on CRT, we ask you to “Take 5” -to take a moment to pause and reflect on the intention, identities and the beneficiaries of the proposed action. The “Take 5” process incorporates CRT principles according to Kohli’s (2009) “CRT Litmus test” and makes them more accessible to PCC’s current operational model. Whatever your role at the college may be, we encourage you to engage fully with this practice and to “Take 5” as you make decisions on behalf of PCC, its students, staff and stakeholders.</p>

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Week 2	<p>Crenshaw, K. (2016, October). The urgency of intersectionality [Video file]. Retrieved from https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality</p> <p>Now more than ever, it's important to look boldly at the reality of race and gender bias - and understand how the two can combine to create even more harm. Kimberlé Crenshaw uses the term "intersectionality" to describe this phenomenon; as she says, if you're standing in the path of multiple forms of exclusion, you're likely to get hit by both. In this moving talk, she calls on us to bear witness to this reality and speak up for victims of prejudice.</p>	<p>Case, K. (2017). Resources: Intersectional and privilege pedagogies. Retrieved from http://www.drkimcase.com/resources/</p> <p>For all of the educators out there working to bring critical analysis of intersectionality, privilege, and social justice into the classroom, this page was/is created to support your work. This resources page is a living space growing and improving over time to meet pedagogical needs.</p>
Week 3	<p>Kay, K., & Shipman, C. (2014, May). The confidence gap. <i>The Atlantic</i>. Retrieved from https://www.theatlantic.com/magazine/archive/2014/05/the-confidence-gap/359815/</p> <p>Evidence shows that women are less self-assured than men - and that to succeed, confidence matters as much as competence. Here's why, and what to do about it.</p>	<p>Ngoma, H. (2018). How teachers can reduce stereotype threat in the classroom [Blog]. <i>Rutgers University</i>. Retrieved from https://cesp.rutgers.edu/blog/how-teachers-can-reduce-stereotype-threat-classroom</p> <p>The Avarna Group. (2018). Instructor bias assessment [PDF]. Retrieved from https://theavarnagroup.com/wp-content/uploads/2017/04/Instructor-Bias-Self-Assessment.pdf</p>

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Week 4	<p>Arnold, K. (2016). Is delusional imperviousness a backfire effect of being disbelieved? <i>Psychosis: Psychological, Social and Integrative Approaches</i>.</p> <p>A central problem of delusions is their imperviousness to counterargument. Although several existing theories account for aspects of delusional imperviousness, they omit the context of social interactions in which it occurs. Delusions elicit a specific and powerful social response from others: disbelief. Recent research has identified a backfire effect that happens when efforts to correct false beliefs strengthen, rather than weaken, conviction in those beliefs. It is proposed that delusional imperviousness is a special case of a backfire effect, in which repeated efforts to correct delusions paradoxically strengthen them. Delusions become impervious because they are strengthened by the counterarguments they elicit in others</p>	<p>http://theoatmeal.com/comics/believe</p>
Week 5	<p>Edwards, K. E. (2007). Aspiring social justice ally identity development: A conceptual model. <i>NASPA Journal</i>, 4, 39-60.</p> <p>Individuals who are supportive of social justice efforts are not always effective in their anti-oppression efforts. Some who genuinely aspire to act as social justice allies are harmful, ultimately, despite their best intentions, perpetuating the system of oppression they seek to change. Different underlying motivations of those who aspire to be allies can lead to differences in effectiveness, consistency, outcome, and sustainability. The conceptual model presented here, using underlying motivation to frame the different issues and challenges facing those who are aspiring allies, is offered as a tool for student affairs professionals' self-reflection and developing students as allies for social justice.</p>	<p>Utt, J. (2013, November 8). So you call yourself an ally: Ten things all 'allies' need to know [Article]. <i>Everyday Feminism</i>. Retrieved from https://everydayfeminism.com/2013/11/things-allies-need-to-know/</p>