

Reflection 1

1. What course would you like to revise, and why? Please include course number and title as well as share what program(s) it's included within.

The course that I am revising is titled EDU-390 Culturally Responsive Pedagogy. The course is required for all of our students to graduate from our Teacher Education program. As for the overall aim of the course, here is the overview:

This course covers the research, theory, philosophy, and practical implications of employing culturally responsive pedagogy, practices, and programming in and across school boundaries. Specifically, this course explores the seminal work of scholars and educators such as Gloria Ladson-Billings, Geneva Gay, Gary R. Howard, Christopher Emdin, and Django Paris, with the goals of preparing teacher candidates to develop reciprocal relationships with students and communities, while simultaneously employing exemplar cultural teaching methods within their professional practice. Additionally, this course will assist students in learning about and developing culturally responsive curriculum and pedagogy in their different content/subject matter areas.

2. Which CRSE competencies are (or are likely to be upon your revision) addressed in this course? This can be changed later.

For one of my core class assignments, students are expected to provide a reflection paper on what CRSE competency stands out to them the most and why (meaning how they will be able to use it within their professional practice). That said, as it aligns with my work, and the mission of my institution, competency #2: Identify, Deepen Understanding of, and Take Steps to Address Bias in the System will be addressed throughout the course.

3. What do you hope to get out of this process? What benefits do you anticipate?

My hopes for this process is to gain course resources, "exemplar practices," and pedagogical approaches to support students in their understanding of issues and opportunities around CR-SE.

4. What challenges do you anticipate?

Unfortunately, what I have found in my decade of teaching in higher education, many of our education students (who are often time white and female), display fragility and resistance, when discussing matters of culture, race/racism, and DEI. Thus, although I am excited about the forthcoming resources and course re-development support, I'm still expecting some forms of pushback.

5. How do you think your colleagues will respond? For example, will they be motivated, indifferent, or want to join you and revise their own syllabi?

Overall, I am certain that my colleagues will support this work. Within our School of Education, we often speak of issues around culture, race, racism, and equity. That said, like many institutions, capacity is always a struggle to get people to commit to the work long-term.

6. How will you include your colleagues in this project?

Although I will be sharing the course redevelopment process with all of my colleagues, I will be working closely with [name], who teaches another section of this course.