

Reflection 3

1. **Please briefly describe your course's assessments prior to any revisions. Links to syllabi or pre-revision assessments are welcome. Consider graded essays, discussions/discussion boards, fieldwork evaluations, presentations, etc.**

Prior to revisions the following are the assessments in HHD 1005 – Teaching Globally and Locally in a Diverse World. Two assignments. The individual TED Talk and Paper -this was done in person, then paper submitted online. Students could choose any topic that related to one of our readings or class discussions. Revision included moving this to a video upload and adding a group meeting video. See below.

TED Talk/Paper – 25 points, includes your talk and your paper. Choose a topic connected to our course that interests you and that you want research in more depth. Prepare a 10-minute talk discussing your views of the topic. This can be an informal conversation that includes personal opinion. However, your presentation must be based on facts and credible resources. A two-page, double spaced paper should accompany your talk. You will record your talk and post on Canvas. I will split the group into smaller groups who will share their videos, then give feedback to the speaker. **Due: February 23**

TED Talk Feedback Groups – 20 points, includes you watching the TED Talk of everyone in your group, recording feedback/question notes that you will take into your feedback group meeting, and then the group video which is submitted on Canvas. You will be a part of a feedback group for a set of videos. Each person will view the TED Talk videos of each member of the group. After viewing the videos, you will write two questions for the presenter and 2 pieces of feedback. Lastly, you will come together as a group and videotape the feedback section. The feedback video will be uploaded to Canvas. The questions and feedback need not be submitted in a paper, these are for your reference only in support of the group video.

Paper – Students wrote personal statements about their view of equity in education. This was updated to write a paper that connected the James Baldwin Talk to Teachers message and CRSE competencies.

Reflection on Baldwin's Talk – 20 points. After reading and discussing James Baldwin's A Talk to Teachers reflect in a two-page paper any impact that it had on your own thoughts of becoming a teacher, what resonated with you, what do you agree or disagree with and how could his words support education in the U.S. Lastly, include one section of the CRSE competencies and analyze how Baldwin's message can be connected to the competencies and the need for these in PA schools.

Paper – At the end of the term students wrote a second paper to reflect on the first paper and any ideas that may have changed. This assignment was deleted. I added a Lesson Plan assignment.

Lesson Plan using CRSE competencies – 25 points. Students will use the Pitt lesson plan template to build a lesson that will incorporate CRSE competencies. Include 2 children’s books in your plan that either lead the lesson or complement it. You must include a minimum of 3 competencies in your plan. A brief share of your lesson plan will happen in class.

2. Which course objectives do your pre-revision assessments assess, and to what extent are the CRSE-aligned objectives assessed intentionally?

I actually changed the two paper assignments above a few years ago. However, these, at least I thought, assessed my Objective - Students will be able to recognize that a schools’ history of inequities and institutional biases and better understand the consequences.

The TED talk assignment was to assess this Objective – Students will be able to identify literature and professional learning opportunities to understand more about racism and other biases at the institutional and structural levels.

3. What objectives are not assessed or are assessed only superficially? Please note whether these objectives are knowledge, skills, dispositions, or something else.

I would say that some objectives are not assessed in writing, however anecdotally through small group discussions and participation in class. Not assessed would be that students would exhibit sensitivity to the ways in which BIPOC learners, educators, educational leaders, families experience social and academic spaces. I really could not SEE them exhibit these sensitivities, and need to revise this.

4. What relatively small changes to assessments (for example, tweaked essay prompts that can better assess your revised learning outcomes) can or did you make?

Students still do the TED Talk in this class. However, I plan to update this assignment for next year and add the requirement that when they are giving their talk, which is now on video, that they must refer intentionally to 3 of the objectives. Also added this year (since I was already attempting to revise this class syllabus) is that students are placed into small groups, they watch each other’s videos in their group, then come together on a zoom recording to discuss the videos and ask questions of their peers. Here, as well I can revise to add that students must refer to an objective in one of their questions to each peer.

Also added to this class this year was a personal reflection about the Mission-Vision Statement of the Pitt School of Ed and a reflection paper on James Baldwin’s A Talk to Teachers writing. However, for spring 2024 I am removing the Mission Vision assignment reflection since we now use that as part of the application process. In its’ place will be a Lesson Plan assignment using our revised template that includes CRSE competency verbiage.

5. If substantial changes or new assessments are needed...

I don’t think that I need substantial changes but need to be much more aligned, maybe more intentional about specific questions that students must refer to in their writings.

1. What type of assessments will they be,

I like the reflective papers, however, they must be more aligned with objectives and more intentional about adding in prompt questions that students must address.

2. When/where will they be placed in the course, and

I did like the placement of assignments in this course. A reflective paper in the beginning, the TED Talk close to midterm time, then the group conversation about the talks, in the third month of the term and Baldwin's reflection at the end. However, now I've decided to move the Baldwin reflection paper to the first month of the term, then the Lesson Plan assignment to the end of the term.

3. What steps do you need to take to develop them?

I need to construct my prompts for reflections in a more intentional manner. I do believe that in reflections on the CRSE types of competency areas that we sometimes need to allow time for students to simply reflect. For some, it is the first time that they have been asked to write about racism, identity or biases. If they sit down to write and feel constrained to respond to every instructor's question it possibly intimidates the writer, or may even have them simply write to please the instructor.

Since we have many opportunities for the cohort to write, speak about these subjects I sometimes allow them to write freely. I've read a number of very deep, interesting and reflective pieces over the years.

6. To what extent or in what ways did your small group (either during the March 13-14 meeting or afterwards) help you with your syllabus revisions this month?

It has been very helpful to share in our small group and get to know and trust others in the group. We are working and teaching similar types of classes and all thinking about how to improve our instruction. Support from like-minded peers has been something that I look forward to.