

Culturally Relevant Thinking Mini-Course

A DEI, HR, and SXL Collaboration



Course Title:	Culturally Relevant Thinking
Course Number:	CEPD-DEIB5-23FA1
Credentials:	DEIAB Badge
Instructor of Record:	Terri L. Winfree Ph.D.
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Semester:	Fall 2023
TBD	

About DEIAB Program:

This mini-course program empowers you to learn and apply proven concepts and translate them into bold actions, creating meaningful change for yourself, your peers, your family, your program/department, and your organization.

Participating in the DEIAB mini courses, you will gain knowledge to create a better, more inclusive community. By creating a more inclusive society, we build bridges; respect differences; increase employee retention; increase student retention and completion; increase advancement for all groups; and build a diverse community that sees value in every person.

Course Description

In this workshop participants will learn about culturally relevant practices, methods, and assessments. Participants will gain an understanding on how to make everyday tasks and lessons culturally relevant. This course includes videos, scholarly articles, and general posts from the current news.

Intended Audience

Higher Education faculty, higher education staff, and graduate participants.

Expected Candidate Outcomes

The 15-hour mini-courses build on each other to help you become proficient in practices that support diversity, equity, inclusion, access, and belonging to build inclusive environments. Through a variety of exercises, stories, case studies, videos, reflections, and activities, you will increase self-awareness, discover personal biases, and develop equitable practices to support any organizational milieu.

Course Objectives

(aligned to Bloom's Taxonomy and the course map)

1	Understand the importance of cultural relevance in education and society.
2	Define Culturally Relevant Thinking.
3	Apply new ways to change thinking, build trust, and eliminate racism.
4	Understand Culturally Responsive Teaching.
5	Understand cultural bias and how it affects your thinking and those around you.

Modules

Module 1	Define Culturally Relevant Thinking			
Module Learning Objectives				
a. Define culturally relevant thinking. B. Compare and understand the difference between culturally relevant teaching vs. Culturally responsive teaching. C. Describe how culturally relevant thinking can create a sense of belonging.				
Topic	Learning Activities	Objective	Time	Assessment
Reading Assignment	Research a range of definitions from the link below to gain an understanding of culturally relevant thinking. https://www.bing.com/search?q=culturally+relevant+definition&FORM=RS1208	1.a-c	45 minutes	Read Assignment
Video Assignment	How Culture Drives Behaviours Julien S. Bourrelle TEDxTrondheim https://www.youtube.com/watch?v=l-Yy6poJ2zs Culturally Relevant Teaching vs. Culturally Responsive Teaching https://www.youtube.com/watch?v=fcw2k9KHrFc			Videos Viewed
Reflection Assignment	Compare and reflect on the range of the definitions and	1.a-c	30 minutes	Completed Reflection Exercise

	understand how they are related to a sense of belonging in the classroom and workplace.			
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Module 2	How do we change our thinking?			
Module Learning Objectives				
a. Apply new ways to change thinking and build trust. b. Analyze the “Circles of Trust.” c. Create ways to eliminate racism.				
Topic	Learning Activities	Objective	Time	Assessment
Reading Assignment	Inside Higher Ed. Can a College Course Teach Students to ‘Unlearn’ Racism? Click https://www.higheredjobs.com/Articles/articleDisplay.cfm?ID=2441&Title=Can%20a%20College%20Course%20Teach%20Students%20to%20%E2%80%98Unlearn%E2%80%99%20Racism%3F	2.a-c	45 minutes	Read Assignment
Video Assignment	Circles of Grace https://www.youtube.com/watch?v=MTEdlIaKD4			Videos Viewed
Reflection Assignment	Jennifer E Cross stated that “Building trust and being vulnerable, telling stories of my own mistakes and growth, makes it possible for a white woman like me to talk about race in ways that help white students not feel defensive and allow students of color to feel safe.” How have your experiences aligned or misaligned with this statement?	2.a-c	30 minutes	

Module 3	Culturally Relevant Leadership (CRL) on Campus and in the Classroom			
Module Learning Objectives				
a. Apply Bloom’s Taxonomy to engage students. B. Understand Cultural Relevant Leadership. C. Evaluate CLR on other higher education institutions campuses				

Topic	Learning Activities	Objective	Time	Assessment
Reading Assignment	Leveraging Bloom's Taxonomy to Elevate Discussion Boards in Online Courses	3.a-c	90 minutes	Read Assignment
Video Assignment	https://www.facultyfocus.com/articles/online-education/online-student-engagement/leveraging-blooms-taxonomy-to-elevate-discussion-boards-in-online-courses/ Culturally Relevant Leadership https://www.youtube.com/watch?v=Oz-U6gi9H2s			Videos Viewed
Reflection Assignment	How does CLR on other campuses compare to yours?	3.a-c	30 minutes	

Module 4		What is Culturally Responsive Teaching?		
Module Learning Objectives				
a. Understand culturally responsive teaching. B. Understand why race is relevant to student learning. C. Apply and appreciate communication styles that differ from your own.				
Topic	Learning Activities	Objective	Time	Assessment
Reading Assignment	What is Culturally Responsive Teaching? https://www.edweek.org/teaching-learning/culturally-responsive-teaching-culturally-responsive-pedagogy/2022/04	4.a-c	50 minutes	Read Assignment
Video Assignment	Culturally Responsive Teaching https://www.youtube.com/watch?v=aXHITeJyMOU			Videos Viewed
Reflection Assignment	Think about the articles and videos in the course so far and determine ways you can appreciate communication styles and cultures that vary from your own. What are three things that come to mind?	4.a-c	30 minutes	

Module 5				
Module Learning Objectives				
a. Understand culturally sensitive issues and biased beliefs. b. Understand practices that could be used to promote the inclusion of CRT within a post-secondary context. c. Understand cultural bias and how it affects your thinking.				
Topic	Learning Activities	Objective	Time	Assessment
Reading Assignment And Exercise	EJ1255156 Please use the scenarios included in the assigned article, "Culturally Responsive Teaching: Its Application in Higher Education Environments" and Respond to ONE of the Guiding statements and Questions in the reflection discussion area.	5.a-c	45 minutes	Read Assignment
Reflection Assignment	Respond to ONE of the Guiding statements and Questions in the reflection discussion area.	5.a-c	30 minutes	

Module 6		Culturally Relevant Design Thinking		
Module Learning Objectives				
a. Understand culturally relevant teaching. b. Understand design thinking. c. Understand the Cypher in the classroom.				
Topic	Learning Activities	Objective	Time	Assessment
Reading Assignment with Video and Exercise	Culturally Relevant Design Thinking https://www.instructables.com/Culturally-Relevant-Design-Thinking/	6.a-c	60 minutes	Read Assignment Videos Viewed
Reflection Assignment	Watch the Toni Blackman video within the link that was assigned with the reading. What are your thoughts about the spoken word combined approach as explained by Toni Blackman.	6.a-c	30 minutes	

Activities/Assignment/Requirements:

This is a self-paced start-anytime course in which you will progress through the material at your own pace within an 8-weeks period.

Fall Registration: August - October 9

You must complete the mini course within 8 weeks of your start date.

Spring Registration: January 16 - March 11

You must complete the mini course within 8 weeks of your start date.

The suggested calendar below is designed to keep you on track.

Week 1	Week 2	Week 3	Week 4
Topics from above	Topics from above	Topics from above	Topics from above
Week 5	Week 6	Week 7	Week 8
Topics from above	Topics from above	Topics from above	Topics from above

Course Progress

You may track your progress through the **My Progress tab** ([link to tab](#)). Upon the satisfactory completion of all assignments, you will earn a determination of “**Complete**” at the end of 8 weeks.

Online Instructional Modalities

Online instruction is an educational model where participants and instructors connect via technology to review lectures, submit assignments, and communicate. No face-to-face learning occurs since lectures, assignments, and readings are delivered online.

Required Textbooks/Learning Materials

There is no required course textbook. All learning materials are accessible online through Blackboard. Additionally, a free YouTube subscription may be required for certain assignments.

Technology Requirements (Materials and Equipment)

You must have a reliable and up-to-date digital device (e.g., computers, laptops, tablets, smartphones) with high-speed Internet (i.e., download speed of more than 18 Mbps). To access this

course site in Blackboard, please use your GSU username and password to log into <https://newlearn.govst.edu/>. To smooth the learning process, you must have the following software and tools:

- Internet connection (DSL, LAN, or cable connection desirable)
- Access to Blackboard/University Approved Curricular Software/Website/Other
- System Requirement for Blackboard
- This course requires minimum system (computer) requirements. participants are responsible for all software downloads, upgrades, updates, etc.
- Blackboard Learn 9.1 – Always runs a “tune-up” when using Blackboard. Any questions you might have regarding Blackboard can be found in the participant Help Desk in the GSU Blackboard login page.
- Java Runtime Environment – Java is required for Blackboard Learn 9.1. Download it from <http://www.java.com/en/>. Always check to ensure the latest Java version is installed on your computer. Apple’s Mac OS10.x can ensure the latest version of Java for OSX by running the Apple Update.
- Acceptable Document Files – The following document file types are considered acceptable for use in Blackboard and for submitting assignment work to the Blackboard system
- Microsoft Word: .doc, .docx; Microsoft Excel: .xls, .xlsx; Microsoft PowerPoint: .ppt, .pptx; Rich Text Format: .rtf; Adobe Acrobat: .pdf; Image Form: .jpg, .jpeg, .gif, .png; (To determine the type of file you are submitting, simply right click the unopened file and select the “properties” tab).

Technology Skills Requirements

Participants should have or will acquire the following technology skills throughout this course:

- Using Microsoft Office (or similar alternative software) to draft and save files.
- Copying, cutting, and pasting information/files.
- Using Blackboard to access learning materials to post and respond to discussion boards and to participate in learning activities;
- Using University Approved Curricular Software to upload files to submit assignments and view grades and comments.
- Using a GSU email account to communicate with me and your classmates.
- Using multimedia software to create learning materials.

Technology Help

If you have a general technology problem or concern with Blackboard/online learning, please contact the consultant by calling 708-534-4357 or through email at help@govst.edu. Meanwhile, you may usually find answers to your questions from the Blackboard tutorials at http://www3.govst.edu/Blackboard_faculty/participantHelp.html. In-person assistance is also available at GSU Help Desk located in Room D2400.

Disability Statement:

GSU is committed to providing all participants equal access to University programs and facilities. You may be eligible for academic accommodations if you have a documented physical, psychiatric (anxiety, depression, bipolar disorder, AD/HD, post-traumatic stress, or others) or neurological disability such as a learning disability, autism, or TBI. You must register and provide documentation with Access Services for participants with Disabilities (ASSD) before faculty members are required to provide appropriate accommodations. For more information or to register, please contact ASSD at assd@govst.edu or 708-235-3968. To aid in creating an accessible learning environment for participants with disabilities, contact ASSD before or during the first week of classes.

Title IX Statement:

Consistent with GSU Policy 52, Anti-Discrimination and Harassment, Title IX regulations make it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories, such as race, national origin, etc. The University has a duty to prevent harassment, post policies against it, to investigate complaints, and take prompt action to stop harassment when it occurs. Contact the Governors State University Title IX Officer, Kaitlyn Wild, to report any incidents at 708.534.4846 or kwild@govst.edu. For complete Title IX information and resources, visit <http://www.govst.edu/TitleIX/>.

Emergency Preparedness Statement:

In case of emergency, the University's Alert System will be activated. Participants are encouraged to maintain updated contact information using the link on the homepage of the myGSU portal. In addition, participants are encouraged to familiarize themselves with the Emergency Procedures posted in each classroom. Detailed information about the University's emergency management plan, information about how to update your contact information, and the Campus Safety Booklet can be found at <http://www.govst.edu/emergency>.

Academic Honesty Statement:

Participants are expected to fulfill academic requirements in an ethical and honest manner. This expectation pertains to the following: use and acknowledgment of the ideas and work of others, submission of work to fulfill course requirements, sharing of work with other participants, and appropriate behavior during examinations. These ethical considerations are not intended to discourage people from studying together or from engaging in group projects. The University policy on academic honesty appears in the catalog appendix, which can be found on the website at <http://catalog.govst.edu/content.php?catoid=1&navoid=37>.

Participant Health & Well-Being:

As a participant, you may experience situations or challenges that can interfere with your learning and personal well-being. These might include strained relationships, stress, unstable housing situations, hunger, alcohol/drug problems, feeling down, or

loss of motivation. GSU has many resources to help with these or other issues you may experience. Free, confidential mental health and medical services are available on campus by contacting the participant Health and Counseling Center at 708.235.7334 or http://www.govst.edu/Campus_Life/Health_and_Counseling/. Assistance with personal difficulties, including hunger and housing instability, is available by contacting GSU4U at 708.235.2845 or <http://www.govst.edu/gsu4u>. Help is always available.

COMMUNICATION:

Email:

If you have a question of a more personal nature, email me. I will respond within 48 hours.

NETIQUETTE GUIDELINES (<http://www.indiana.edu/~icy/netiquette.html>):

- **General Rules**
 - Make your messages easier to read by writing paragraphs short and to the point.
 - TYPING IN ALL CAPS IS CONSIDERED SHOUTING ON THE INTERNET.
 - Messages in all lowercase letters can be difficult to read; instead, use normal capitalization.
- **Complete Assignments**
 - All assignments for this course will be submitted electronically through University Approved Curricular Software (e.g., Blackboard) to maintain and keep track of your work unless otherwise instructed.
 - Extensions will not be given beyond the next assignment except under extreme circumstances.

COMMIT TO INTEGRITY:

As a participant in this course (and at this university), you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class, and integrity in your behavior in and out of the classroom.