

Use
your
Voice

PRACTICING

IMAGINATION:

A COLLABORATIVE LEARNING
CIRCLE EXPERIMENT

CRC Spring 2026

YOUR VOICE
MATTERS

FIGHT TODAY
FOR A BETTER
TOMORROW

CREATE
Producing new
ideas, solutions
products

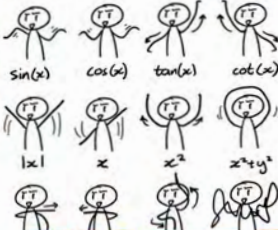
EVALUATE
Making judgments or
decisions based on

ANALYZE
Breaking information into
to explore relationships

APPLY

IMAGINE

Beautiful Dance Moves



INSPIRE
OTHERS

Philosophy. got women?
Come celebrate them with us

"IF YOU WANT TO
GO FAST,
GO ALONE.
IF YOU WANT
TO GO FAR,
GO TOGETHER."

AFRICAN PROVERB



Welcome!

In Spring 2026, seven Collaborative Learning Circles at Cosumnes River College convened in multidisciplinary work groups to explore ways to increase the success of their students and hone their teaching skills. These circles were created as practical professional development opportunities for classroom faculty guided by the core principles of flexibility, scalability, compensation, practical application, and working in community.

The seven collaborative learning circles, facilitated by Teaching and Learning Leads, analyzed course success data and explored four core teaching concepts, each of which focused on enhancing learning experiences for all CRC students with the specific goal of increasing course success rates for disproportionately impacted students (Black/African American, Latinx, and Indigenous students).

At the conclusion of the Spring 2026 semester, each participant created a zine page to demonstrate their take-aways from their experience in the Collaborative Learning Circles. In the following pages, you will learn how Collab participants have reimaged their teaching to address the following four areas:

Active Learning is “learning by doing,” where students engage directly with the material through activities like discussion, problem-solving, writing, and creating – instead of passively receiving information through lectures.

Equitable Grading focuses on student mastery of course outcomes and uses transparent, growth focused practices to create a more inclusive learning environment.

Assessment is the ongoing process of gathering information about student learning and can be used to both evaluate student progress and inform instructional decisions.

Linguistic Justice is a pedagogical framework that challenges white American English as the norm and standard by instead valuing linguistic diversity.

Marnie Binder Humanities Assessment



Why?

An equity issue that exists in philosophy, within the humanities, is the underrepresentation of women and minorities. But, there are ways of remedying this that start with discussing what we mean by “doing philosophy,” “being a philosopher,” within the historical and intersectional contexts, and how we assess that.



Imagine if...



- ...there is more mastery of more diverse and inclusive readings.
- ...learning objectives were elaborated on to make the course more diverse and inclusive.



How I can make it happen



- I can elaborate on the learning outcomes to make them more specific in addressing inequities; for example, instead of only something like "Identify and explain the mind/body dualist position of Descartes" I can add "Compare the two ways of "doing philosophy" between René Descartes and Elisabeth of Bohemia and analyze how their intersectional positions shape their epistemic claims; how they are made and how they are received."



Resources needed



- Work with the library compiling more readings and create more OER materials

Philosophy, got women?
Come celebrate them with us

How will I know it worked?

- Interest in course material increases; this can be seen in class and in enrollment
- There is more mastery of the new texts on the syllabus seen via assessment
- More specific learning outcomes will also make assessment more specific

References

"Philosophy, Especially, Should Welcome Demographic Diversity"
"Materials concerning women and minorities in philosophy"
APA

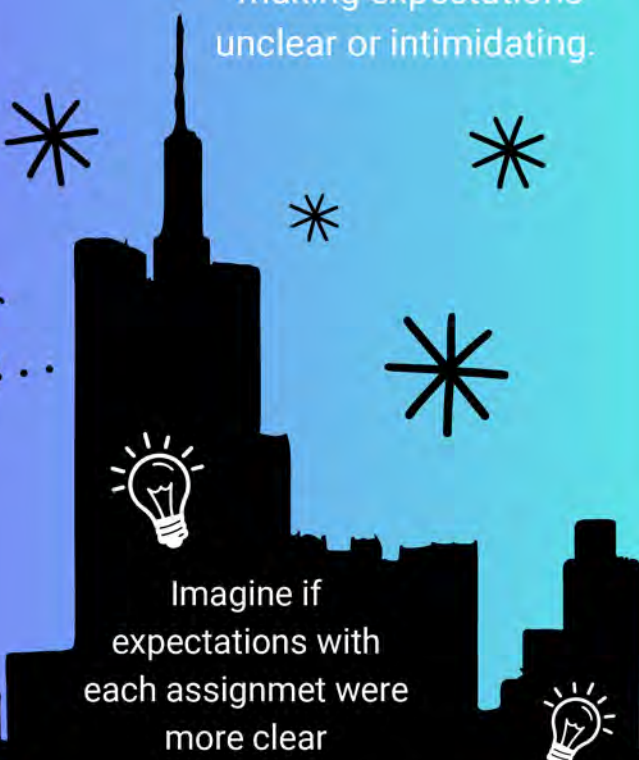
Kathryn Mayo Photo 301/Beginning Film Photography Accessible Language in SLOs

Why:



Inaccessible or overly academic language is often used in Student Learning Outcomes (SLOs), which can create barriers for students, particularly first-generation college students, multilingual learners and those new to higher education, by making expectations unclear or intimidating.

Imagine if...



Imagine if expectations with each assignment were more clear

Imagine if students felt more confident with assignment expectations



Imagine if all assignments came with SLO's that were written in easy to understand, accessible language



How I can make it * *

* * *happen:*

Official SLO Language:

Analyze the use of dynamic light in photographic examples, recognizing how light can create visual interest, depth, and emphasis within an image.



More Accessible SLO Language:

Look at photographs and talk about how light is being used, especially how it adds depth, contrast, or draws your attention to certain parts of the image.

How will I know * *

it worked? * *

References:

- CUE: Creating Solutions Through Inquiry
- CAST: UDL Guidelines
- Bloom's Taxonomy

Student work, reflections, and feedback can show evidence of more clear alignment between student understanding, course expectations and demonstrated learning outcomes

Where are students missing out?



An equity issue in our department is that students may not be getting the learning gains they need from homework. Some students may be completing work with family members and relying largely on tech resources (Google Translate, chatbots, etc.). Even when they do complete homework on their own, they could benefit from having instructor and peer support for the “higher-order” skills beyond understanding and remembering content: applying knowledge, utilizing skills, and creating.

Imagine if students . . .

- had more autonomy in, and responsibility for, their learning;
- could take their time outside of class to understand course content;
- spend more time in class applying, analyzing, evaluating, and creating based on new knowledge and skills;
- gave and received support with content as they worked with classmates and the instructor



How can we make it happen?

- curate/create accessible materials for students to use at home
- design low-stakes formative assessments to ensure they prepare for class
- create a mix of solo and collaborative activities and projects for whole class periods
- give students in-class training for accessing materials, setting expectations, and detailing roles

But first, we need . . .

- resource sharing among colleagues = huge help!
- occasional access to class computers/ computer lab
- instructor skills development/PD for creating and enhancing learning materials—especially for at-home course content

It works when students:

- show they have prepared by bringing notes/questions to class
- demonstrate ability to do (and be engaged in!) classwork
- indicate learning gains and gaps during check- ins w/ instructor during class
- meaningfully reflect on experience



References

- [“Active Learning” - UC Berkeley](#)
- [“Flipping Kit” - Harvard Kennedy School/SLATE](#)
- [Backward Design Course Map](#)

Ricky Gutierrez
EHTHS 360
Assessment
(page 1)

why

ASSIGNMENTS FEEL LIKE TASKS,
NOT CONNECTION
STUDENTS FEEL DISCONNECTED,
OVERWHELMED, AND DISENGAGE EARLY.
I AM OVERWHELMED, REACTIVE, BEHIND.

**BLOOM'S
TAXONOMY**

CREATE
Producing new
ideas, solutions, or
products

EVALUATE
Making judgments
on basis of criteria



BLOOMING

analyze reflect connect share act re-root

imagine

assessments that build relationships
work that feels meaningful, lived, & real
consistent engagement
not behind, not distant
classroom as healing, reflective, critical space

MAKING IT HAPPEN

Design work rooted in story and community, where testimonio, oral history, and vision take shape. Build in time to return, revise, and rethink. Make space for students to learn with and from each other. Keep a steady rhythm of check-ins, reflection, and honest feedback that centers growth.



IT WORKS WHEN

Student work keeps coming in.

Students stay connected with me and each other.

Their writing and thinking deepens. Ideas turn into action I feel present and "caught up"

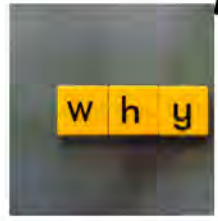
The classroom feels like a community and students realize their collective power.



Mohamed Aly Anatomy & Physiology



Why?



An equity issue that exists in my STEM department is designed to be a Competitive Culture/Environment rather than focusing on Collaboration, Critical Thinking, Creativity, and Communication discourage disproportionately minority first generation and students of color from pursuing STEM fields.



Imagine if...



Our students are helped and encouraged to process the course material through Hands on experimenting, Thinking, Writing, Taking, Applying and Problem Solving in collaborative groups and not just worry about passing the class with high score to transfer or to get accepted in a university or Training Medical Program.



How I can make it happen

- **TPS;** Present students at the beginning, middle or end of class with a question, problem, or concept for reflection and discussion with peers then share with class.
- **Collaborative Discussion on a Video or a reading.**
- **Muddiest Point:** Ask students at the end of lecture to write down what they still do not understand or if they have questions. Share it with their classmates and clear the confusion or answer the questions.
- **Minute Paper;** Ask student at the end of a unit to think about what they have learned and create 2-3 questions that I could use in the Exam.
- **Use more Case Study and real-life scenarios to make the connection between theory, practice and application.**
- **Hands on as much as possible as well as field trips.**
- **Allowing One Revision per Semester;** Accept two late assignments within a week of the due date, but students will lose permission for the revision.

Resources needed

Management, Staff and Colleagues support to exercise academic freedom and try new methods of teaching and grading.

How will I know it worked?

- Increased overall Students success rates and improved retention rates.
- Increased Students satisfaction of STEM courses.

References

UC Berkeley Active Learning List
Active Learning Techniques from Cornell University
Collaborative Learning Circles Repository Discussions



An equity issue I see in biology is that high-stakes exams often reward students who already feel confident with testing, are strong English readers, have previous exam experience, or are familiar with college systems. This can disadvantage students who are balancing work or caregiving, are still building English reading skills, are first-generation or first-year college students, or have less access to academic support. A low exam score can also make students feel that they are “not good at science,” which can undermine confidence and growth mindset.



- **students could practice biology concepts before class without fear of being wrong**
- **quizzes helped students check their understanding and come to class better prepared**
- **students had space to say what was still confusing through a “muddiest moment”**
- **one bad exam did not seriously damage a student’s grade**
- **grading supported learning, revision, and growth rather than just point collection**
- **students didn’t think the right answer is the only path to an A, but rather thinking about concepts and being okay with saying something that might be wrong!**

How I can make it happen

- Add low-stakes, unlimited-attempt quizzes after lecture videos
- Use quizzes as practice and preparation for in-class discussion
- Include a “muddiest moment” question so students can identify what is still unclear
- Use student responses to review confusing topics at the start of class or during discussion
- Continue more equitable grading practices, including capping exam low scores at 50%

Resources needed

- Canvas quiz tools
- Time to build short post-lecture quizzes
- A simple muddiest moment prompt in Canvas or lecture activities
- Professional development for equitable grading design

How will I know it worked?

- Students come to class better prepared for discussion
- Students identify what they understand and what they still need help with
- I see patterns in muddiest moment responses that help me target confusion
- Students stay engaged after low exam scores instead of shutting down
- More students show confidence, persistence, and improvement

References

- Active Learning Techniques
- Equitable Grading and Authentic Assessment

**Dani Crain (she/they)
Anatomy & Physiology
Equitable Grading**



**A&P is hard,
students
think they
can't grow!**



**What if they
could SEE
their
growth?**



Dani Crain (she/they)



**Allow a quiz
retake, same
subject, different
questions**



**Compare average quiz score
before and after retake...**



**They can see their growth! 8%
increase in class quiz score**

Trang Abeid
English: College Composition
Active Learning

Why? The paradox of expecting a growth mindset from our students when it comes to learning, yet when executing praxis, some forget to practice it.

Imagine if...

we understood that the activities and assignments were not perfect as is, but also in need of revision? They are a work in progress like the essays we expect our students to write.

How can I make it happen?

Using backward design, I will select activities, like the reverse outline, implicit versus explicit writing, the Gallery Walk, and the World Cafe to revise. Afterwards, I will try them in class and observe student engagement and continue to modify as needed.



20 April 2020

The Importance of Power and Privilege

Examples of the way in which privilege and power differ are found in the articles "Privilege: How it Works" by Thomas C. Bruneau and "Bringing Home the Light" by David W. Miller. In the first, written by C. Bruneau, it discusses privilege by showing how some small privileges are not that important when we look at the big picture of the privileges that some people have and others do not. In the second, written by D. Miller, it discusses the importance of power and privilege in the workplace. The authors of these articles want to show that we all have some form of privilege and that we should be able to get to the bottom of it.

The Privilege of Family

1 April 2020

There you have heard the question: How hard did you have to work to get to this point in your life? This simple hypothetical question shows the unfairness that is privilege, as for some they might respond with, I have had it work hard for most of my life to barely get to this point. While others might respond with, my life has always been like this. This is what privilege is, a force that exists in our world and substantially makes life easier for some while making it harder for others. Most of the time being based on nothing more than how they were born. For years I have known what my privilege is. I was born white, I was born in America, I was born male, I learned English. I am able-bodied, and I had a Christian upbringing. But there are the single privileges that everybody thinks of when they hear the word privilege: that despite having so many privileges I was born with, I still like many see my life for all its obstacles. Failing to realize the numerous privileges of my family. When I say my family is a privilege I don't mean just that they exist in my life. I mean they take part in my life and support me through the struggles of it. I now recognize the privilege of having a family that is so invested in seeing me achieve greatness. Without the love and support of my family, what was once simple tasks would be insurmountable.

Continued on Next Page

Two sample introductions: one from spring 2020, which feels more like a body paragraph, and the other from spring 2026, demonstrating several ideas for how to "hook" the audience.

Resources needed

Additional time and resources for collaborative work within the department and colleagues across disciplines.

Original Reverse Outline Activity from 2020 with revised 2026 version

Attention Grabbing Title: _____

Introduction

Structure or Feature Write out what you have written

Hook

Background Information: What context is needed about the subject? (This is not a place to summarize)

How will I know it worked?

As students are more actively engaged in the activities, they will be able to hopefully demonstrate the active learning in the targeted assignments.

Contract Grading

Contract Grading Guidelines

If you wish to earn:	Submission of a Portfolio Project (Welcome, About Me, Learning Outside the Classroom, Goals and Outcomes, My English 80 Journey, Navigation, Audience Awareness, and Theme)	Portfolio Design	Portfolio Artifacts	Self-Care Assignments	Help-seeking Behavior Assignments	Active Daily Participation, Design Labs, Other Course Work and Activities (Peer Response, Design Time, Check-ins)	Portfolio Presentation	Portfolio Year Assessment
A	Yes-Excellent	4	3	1 must be completed	2 must be completed	70% and above	Yes-Excellent	Yes-Excellent
B	Yes-Good	3	2	4 must be completed	2 must be completed	70% and above	Yes-Good	Yes-Good
C	Yes-Satisfactory	2	1	3 must be completed	1 must be completed	70% and above	Yes-Satisfactory	Yes-Satisfactory
D	No-Excellent	1	0	2 must be completed	1 must be completed	60% - 69%	No-Excellent	No-Excellent
F	No	0	0	None	None	50% and below	No	No

References

Gale, Jessilyn
Ghan, Courtney
Koning, Kelan

Host Wanted

Courtesy of Jessilyn Gale

Qualifications:

- Someone who is the best dressed, or has the best hair style.
- Someone who will encourage those who have not been heard to talk.
- Someone who will invite guests to participate in a conversation about a specific question.

Job Description:

As a host, your task is to record and facilitate conversation at your table. It is important to start with the following phrase, "This is a conversation involving everyone. If you usually talk a lot, talk a lot less. If you usually say little, say a little more. It works best when everyone contributes equally."

Each table will have a focus question. Please read the question aloud and invite guests to join in a conversation about the question. As a host, do your best to capture memorable moments or inspirational ideas that come out from the conversation. You will asked to share these ideas at the end of the event.

They will be greeted

World Cafe Activity

Gallery Walk

Part I: Concept Poster (20 minutes)

Goal: Show you understand your key ideas and the author's arguments.

- Your poster must include:
- Main Ideas (1-2 sentences). What is the key idea? What is the author saying?
 - Evidence: ONE strong quote or example from the reading.
 - Interpretation (2-3 sentences). What does this show? Why does it matter?
 - Visual: Create a symbol or image that represents your idea.
 - Discussion Question: ONE thought-provoking question (not just a yes/no question).

Heart-Centered Teaching in Higher Ed: Social Emotional Learning, Trauma-Informed and Healing-Centered Instructional Practices

Kelan Koning, CSU Northridge
Trang Abels, Cosumnes River College

Trauma Informed Pedagogy

Sarah Pollock

Anatomy & Physiology

Equitable Grading



Why?

An equity issue that exists in my STEM courses is the need to help students develop a growth mindset to support continued learning. Students should be encouraged to view mistakes as an integral part of the learning process.

By incorporating equitable grading strategies, such as opportunities for assignment revisions and flexible deadlines, I aim to emphasize progress over perfection during the learning process to help students gain a better understanding of course material.



Imagine if...

- **Students knew how assignments would be graded before submission.**
- **Students were not penalized for submitting assignments past the due date.**
- **Students received timely and useful feedback on submitted assignments.**
- **Students could resubmit answers to earn missed points and better learn the course material.**
- **Assignments could be more conversational to promote a growth mindset.**
- **Students realized that making mistakes is an important part of the learning process!**

Why?

Bias exists within art history curriculum. There are three courses focused on art of Europe and the United States and a single course focused on Asian art. There is a further bias within Asian Art course design and textbooks that emphasizes the art of India, China, and Japan over other Asian cultures. This bias is currently reflected in the organization of my own course materials.

Imagine if...

- The Asian art course had a more holistic organization, one that did not focus on certain cultures while ignoring others and followed a thematic organization to allow students greater contextual understanding.
- Imagine students practicing active learning by presenting on specific topics of interest, perhaps related to their own lives.
- Imagine students using the skills they've developed throughout the course to create "teach-backs" as an opportunity for student-led learning.

How I can make it happen

- Reorganize course material thematically.
- Create a summative student research project to fill gaps in material and allow for student-led, active learning.
- Establish a Canvas repository to share student projects in future classes.

Resources Needed

- Time! For planning, implementation, reflection, and adjustment.
- Discussion with other art history faculty.

How will I know it worked?

- Class discussions after student-led “teach-backs”
- Course evaluations

References

Cosumnes River College, “Course Outline of Record, ARTH 332,” Cosumnes River College, August 1, 2025.

Ali Abdullateef
Architecture, ADT

Decolonizing Architectural Education



Why?

An equity issue that exists in my discipline is the limited representation of architects from diverse racial, cultural, and global backgrounds in course materials. This can unintentionally reinforce a narrow understanding of architectural history and practice, and may make some students feel less seen or represented in the field.

Imagine if...



- **Imagine if architectural education consistently highlighted designers from diverse backgrounds, allowing students to see themselves reflected in the profession.**
- **Imagine if every project and lecture included global perspectives that expanded how we define design excellence.**

**B
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Ali Abdullateef

References

www.noma.net

**The National Organization of
Minority Architects (NOMA)**

How I can make it happen

- **Integrate diverse architects into lectures, case studies, and visuals.**
- **Add videos, precedents, and readings that highlight underrepresented voices.**
- **Revise assignments to include global and cultural research.**
- **Encourage discussions about identity, culture, and design.**

How will I know it worked?

- **Students use more diverse references in their work.**
- **Stronger engagement in discussions.**
- **Student feedback shows they feel more represented.**
- **More varied and thoughtful design outcomes.**

Resources needed

- **Time to revise my syllabus, projects, and discussions.**
- **Access to diverse case studies and materials.**

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Lauren Wagner

Radio, TV, Film Production (RTVF)

Beginning TV Production

Why?

That zero sitting in the grade book from the assignment in week 3. It's hanging over my student's head. Haunting them. Staring back at me with a red highlight of indignation.

What if I just got over myself and let them turn it in late?

Well actually there's a good reason why some assignments can't be late - because they form the literal foundation of what we'll be doing in class that day. Other assignments, yeah, those don't have to be turned in right at the start of class.

Imagine if...

- An eccentric candy maker wanted to give his candy empire to a lucky child - wait - strike that
- Students begin the semester with a Golden Ticket they can use to turn in an assignment late without having to approach the instructor or feel like they are asking for a special favor.
- Not all assignments are Golden Ticket assignments, but for those that can be turned in later without impacting the overall class structure, the ticket will give the student the chance to turn in the assignment up to a week late.



Lauren Wagner (RTVF)

Do it!

- I will start by going through my beginning TV production class for the fall and separating out the "Golden Ticket" assignments from non-Golden Ticket.
- Non-GT assignments will be ones that impact the overall function of a class for the day (for example, if a student is supposed to bring sound effects for a production and they don't - bringing them late will not help the class on the day we need the sound effects for the production).
- Golden Ticket assignments will be things like reflection papers at the conclusion of a production.

 **get**
YOUR
TICKETS

Resources



No special tools required! Only the willingness to let go a little bit and accept that the world won't end if a reflection paper telling me what a student learned is turned in a few days later than my class schedule's due date.

Will it work to improve student success?

- Some points are going to be better than a zero!
- The part that will be the most difficult will be making sure students are clear on when tickets can be used.
- Scaling this to multiple tickets or classes is also possible if this gives students a way to demonstrate what they are learning rather than giving up because they didn't hit the deadline.



**IT'S NOT A
KNOWLEDGE GAP.
IT'S AN
INSTRUCTION GAP.**



**THERE IS MORE THAN ONE WAY TO LEARN.
THEN WHY IS THERE A DEFAULT INSTRUCTION METHOD?**

- LECTURING TRACES BACK TO ANCIENT CIVILIZATIONS.
- WHEN STUDENTS RECEIVE INFORMATION PASSIVELY, THOSE WHO ALREADY CARRY SELF-DOUBT, LANGUAGE BARRIERS, OR MATH ANXIETY FALL FURTHER BEHIND.
- EVERY STUDENT DESERVES A CHANCE TO ACTUALLY EXPERIENCE THE MATERIAL, NOT JUST WATCH SOMEONE ELSE DO IT.

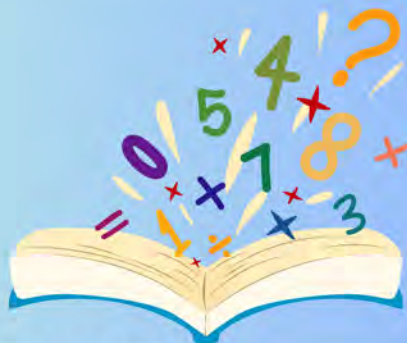
IMAGINE IF OUR STUDENTS....

- CAME TO CLASS EAGER TO LEARN
- FELT SAFE, SEEN & HEARD IN THEIR LEARNING ENVIRONMENT, INSTEAD OF ANXIOUS & INVISIBLE
- HAD A POSITIVE ASSOCIATION WITH THEIR LEARNING PROCESS, INSTEAD OF ONE STEMMING FROM FEAR
- DIDN'T EQUATE THEIR GRADES WITH THEIR SUCCESS



BUT HOW?

- LOW STAKES ASSESSMENTS:
 - WARM UPS
 - TICKET-OUT-THE-DOOR
 - TRY IT NOW! QUESTIONS
 - TRY IT LATER! QUESTIONS (FOR RETENTION)
- FREQUENT, INDIVIDUAL CHECK-INS
- PARTNER / SMALL GROUP DISCUSSIONS
- REFLECTION JOURNALING QUESTIONS
- ERROR ANALYSIS



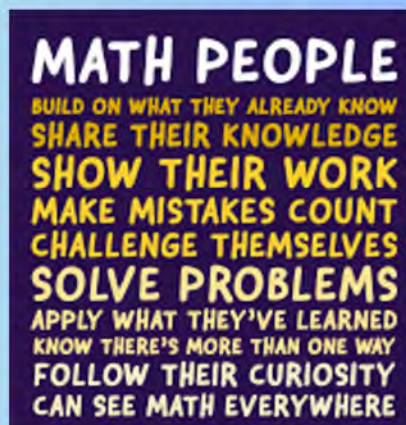
WITH WHAT?



- AS MUCH TIME WITH STUDENTS THAT LEGISLATION ALLOWS
- SMALLER CLASS SIZES TO ALLOW FOR ONE-ON-ONE INTERACTION
- PUSH AGAINST TRADITIONAL PEDAGOGICAL PRACTICES
- AN OPEN MIND & A WILLINGNESS TO TRY SOMETHING NEW

DOES IT WORK?

- YOUR STUDENTS WILL TELL YOU
- BOOSTED CONFIDENCE
- WILLINGNESS TO PARTICIPATE
- UNPROMPTED COLLABORATION
- AN INCREASE IN STUDENT RETENTION AND PERSISTENCE
- LESS STRESS & ANXIETY REVOLVING AROUND ASSESSMENTS, IMPROVING THEIR PERFORMANCE



WE ARE ALL MATH PEOPLE!

JESSICA ROGNESS-SERAFIN

ENGLISH COMPOSITION

Student Voice in the Age of "AI"



Why

Students often feel scared to use their own voice in their writing.

The main point of writing in college should be to learn, not just to have a final product: it should be taught as a process and a conversation that the student guides.

LLMs often exacerbate this by washing over students' writing with constant "corrections."

Imagine

... IF STUDENTS FELT MORE EMPOWERED AND ENCOURAGED TO VALUE THEIR OWN VOICE, THEIR OWN IDEAS OVER WHAT A LLM "CREATES?"



How

- I've created assignments that ask students to thoughtfully engage with AI output from library research assistance tools.
- In Critical Thinking & Writing (English C1001), I challenge them to test finding a source using a library AI tool or other LLM, but they must evaluate whether it's even a real source and if the LLM correctly summarized the information within that source.
- I support more first-person writing in the Annotated Bibliography of their research. Rather than just summarize a source in an annotation, I want them to evaluate, reflect on, and question the credibility or usefulness of the source with "I" statements.
- What did the student actually think in response to the source?

Sample assignment I created for an online course at Woodland College

[Source: CRAAPP Test Summary from the ARC Library Research Guides](#)

AI Permission Level

Other than using the Library Research Assistant tool to find sources, this assignment is closed to AI use.

Due Dates & Submission Instructions

In your discussion post due by 11:59 p.m. Monday, please share the following in 7-9 sentences:

1. Write a research question regarding your topic. Think of questions that start with "Should..." "What..." "How..." "Why..."
2. Run your research question through the [Research Assistant tool](#) on the Woodland College Library webpage.
3. Select one of the sources the Research Assistant tool suggests and apply the CRAAPP test:
 1. Name the author and title of your source.
 2. Answer at least one question in each category of CRAAPP.
4. Please also share if you think this source will be useful for your essay, and whether the answer is yes or no, please write at least one sentence explaining why.

Once you have shared your research question and evaluation of a source found through the Research Assistant, please respond to two of your classmates before 11:59 p.m. Friday in at least 3 sentences. In your responses, you might suggest another research question they could use with the Research Assistant, keywords and/or Boolean operators in the library databases' search functions, or offer further suggestions for evaluating the credibility of their source.

[Previous](#)

[Next](#)



RESOURCES NEEDED

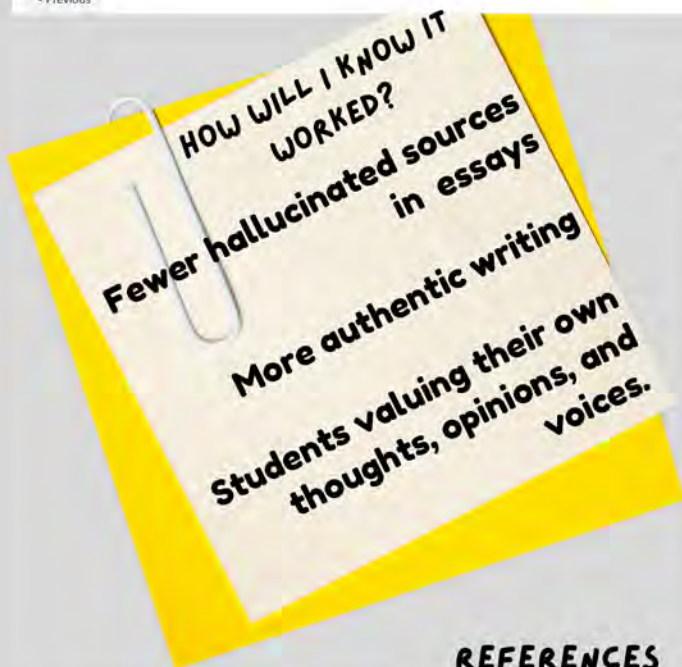
- More PD to study AI
- An open mind:
 - Not a black and white, "yes or no," answer to AI in education
 - Individual disciplines should be able to decide when it enhances or detracts from student learning

REFERENCES

CVC / @ONE "Authentic Assessment in STEM Courses." YouTube, 3 Apr. 2024, www.youtube.com/watch?v=2KOLBt1QrsA

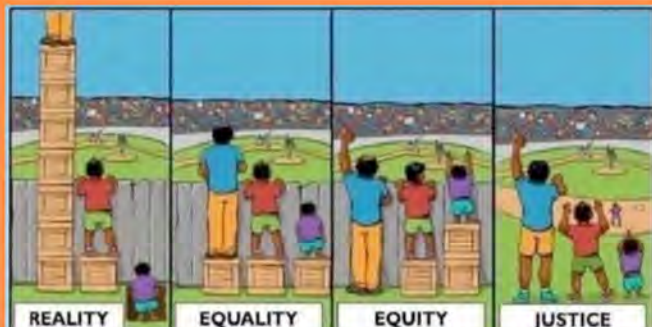
---. "Building Your Own Multi-Pronged Approach to Reducing AI Misuse in Writing Assignments." YouTube, 24 Sept. 2025, www.youtube.com/watch?v=K-26izGI280.

- Consulted when creating assignments described here
- First video focused on STEM, but can get you thinking about other fields
- I particularly enjoyed Suzanne Wakim's scaffolding examples, which include various strategies we'd call "prewriting" in English.



ERICA REEVES ENGLISH C1000 ACTIVE LEARNING

WHY...



MY ENGL C1000 COURSE SUCCESS RATES FOR AFRICAN AMERICAN STUDENTS	ENGLISH DEPARTMENT COURSE SUCCESS RATES FOR AFRICAN AMERICAN STUDENTS
FALL 2025: 27.3%	FALL 2025: 49.1%
SPRING 2025: 33.33%	SPRING 2025: 38.2%

IMAGINE...

I IMAGINE ONLINE ASYNCHRONOUS
CLASSES IN WHICH...

- STUDENTS BUILD RAPPORT AND COMMUNITY WITH ONE ANOTHER THE SAME WAY WE DO IN ON-GROUND CLASSES.
- STUDENTS SUPPORT EACH OTHER AND WORK TOGETHER TO REDUCE ATTRITION, INCREASE COURSE SUCCESS, AND CLOSE EQUITY GAPS.
- STUDENTS FEEL MOTIVATED, INSPIRED, UPLIFTED, AND NURTURED.



HOW...



DREAM TEAMS

BORROWING FROM THE CONCEPT OF FAMILIAS FROM THE PUENTE PROGRAM, I PLAN TO FORM DREAM TEAMS IN MY CLASSES: GROUPS OF 5-6 STUDENTS THAT ARE PARTNERED TOGETHER FOR THE SEMESTER WITH A FOCUS ON SUPPORT AND ACCOUNTABILITY. EACH GROUP WILL PARTICIPATE IN THE FOLLOWING:

- CREATE A TEAM NAME AND SLOGAN
- EXCHANGE CONTACT INFORMATION
- PARTICIPATE IN ALL CLASS DISCUSSIONS AND PEER RESPONSE WORKSHOPS TOGETHER
- MEET REGULARLY IN GROUPS WITH THE INSTRUCTOR AND STUDENT ASSISTANT ON ZOOM
- COMPLETE A FINAL GROUP PROJECT, SOMETHING FUN AND REFLECTIVE

SUCCESS...

I WILL KNOW THIS PLAN WORKED
BASED ON FEEDBACK FROM
STUDENTS AND MY EQUITY DATA.

"IF YOU WANT TO
GO FAST,
GO ALONE.
IF YOU WANT
TO GO FAR,
GO TOGETHER."

AFRICAN PROVERB

REFERENCES...

THANK YOU TO JOSE ALFARO & JOSE GONZALEZ FOR SHARING
THEIR KNOWLEDGE OF PUENTE FAMILIAS WITH ME.

Cheryl Allen
Human Development/Early
Childhood Education
Topic Linguistic Justice



An equity issue in my discipline is the
Application of linguistic justice to language
development in young children.



Imagine if...



All young children were expressing themselves,
truthfully, using their own language. What if code
meshing were used to develop a translingual approach?
What if the curriculum were developed to use a
translanguaging pedagogy?





How can I make it happen?

- Introduction to the topic of Linguistic Justice
- Discussions centered on Code-Meshing, Translingual approach, Translanguaging pedagogy
- Review of literature by Emily Machado, Tracey Flores, Marrero-Colon, Young, Barrett, Rivera & Lovejoy
- Demonstrations of Code-meshing through the Writing Center
- Training in implementing code-meshing, implementing the translingual approach



Resources needed

- Support needed to carry out this plan would include department buy-in and the establishment of dates and times for presentation. Room availability? Availability of ECE teachers for staff training? Budget constraints?

How will I know it worked?

- Showcase of children's writing.
- Teacher and student testimonials.
- Early Childhood Education survey.
- Family testimonials.
- "When schools treat language as a source of pride instead of a problem to be corrected, students can show up as their authentic selves and still have access to the opportunities they deserve."



References



Marrero-Colon, *Translanguaging: Theory, Concept, Practice, Stance or All of the Above?*

Young, Barrett, Rivera & Lovejoy, *Other People's English: Code-Meshing, Code Switching, and African American Literacy*, Student, English C1000, E. Machado & T. Flores, *Picturebook Creators as Translingual Writing Mentors*

Why?

- **Research methods courses** often depend on **implicit knowledge** that isn't directly taught.
- Students unfamiliar with **research culture** are disadvantaged, not because of **ability**, but **access**.

Key barriers:

- **Hidden academic rules:** Unspoken expectations shape grading.
- **Passive instruction:** Limited practice with research thinking.
- **False objectivity:** Biases are obscured by claims of neutrality.



Imagine if...

- Every student **practiced research thinking**, not just observed it.
- No one was penalized for not already knowing **unspoken academic rules**.
- **Analytical skills** were built in class, not assumed outside of it.
- Research felt like **a tool for students' own communities**, not just an abstract exercise.
- Participation wasn't a performance, it was **a space to learn and grow**.



How I can make it happen



- **Guided analysis:** small groups dissect a real study using structured prompts
- **Compare & surface:** instructor highlights multiple valid responses; no one is wrong for being partial
- **Low-stakes writing:** every student writes, every week; graded for completion only
- **Revise & improve:** assignments broken into stages with feedback at each step



Resources needed

- Patience & Self-compassion.

References



How will I know it worked?



- Compare low-stakes writing quality at Week 2 and Week 12 using a simple 3-point rubric.
- Track draft-to-final improvement across revisions for each major assignment.
- Monitor weekly completion rates, aiming for 90%+ overall and no subgroup below 75%.
- Survey students at weeks 4, 10, and the end of the semester on expectations, confidence, and activity usefulness.

Teresa Aldredge

HCD 310/College Success

Active Learning /Assessment



Why?

- Reduce high withdrawal rates which affect my course success rates
- Improve active student engagement in assignments/assessments
- Create student ownership in their own learning
- Actively engage student learning

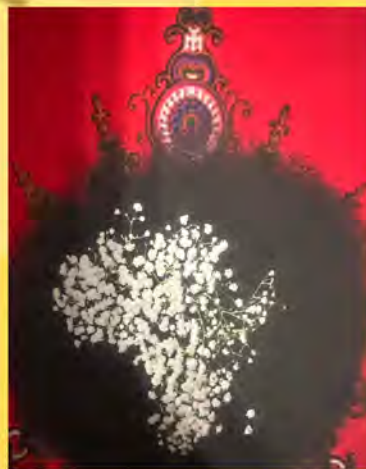


FIRE!! Devoted To Younger Negro Artists (1926), via POC Zine Project.

42

Imagine if...

- Every student was seen, heard and felt that they belonged in college.
- Students lived experiences were front and center in the learning process
- Students understood the assignments because they created the assignments
- Student voices were more powerful than the teacher



book cover the blk love mixtape
brandon alexander williams 2018

How I can make it happen



- I plan to create multiple assignments using zines:
- Introductory assignment: Perzine – personal zine -digital zine
- Use zines to assess students' cumulative knowledge of topics they have learned
- Offer a collection of topics – study skills; time management, career exploration
- Create a professional interview zine with someone who works in your career/major
- Create a Bio zine about your life 10 years in the future (using illustrations)
- Gain students' permission to put their beliefs, works, learning in action



"IF I WERE YOUR TEACHER I WOULD BEG YOU TO INSIST TO FIGHT WITH ME AND NOT LET ME GET AWAY WITH ANYTHING NO MATTER HOW I MAY SOUND I AM REALLY ONLY MORTAL AND THOUGH I LOVE YOU VERY MUCH AND FEEL RESPONSIBLE FOR YOU I'M NOT ALWAYS RIGHT" JAMES BALDWIN

How will I know it worked?

- improved course success rates for all students
- track the impact of the small changes made in my course



Resources needed

- affirm and validate my students
- listen with grace
- invite curiosity
- honor their cultural strengths
- create a zine instructional video
- create step by step instructions on how to make a zine virtually
- provide examples of zines

References

"If I were your teacher" by James Baldwin's talk to teachers at Castlemont High School, Oakland, 1963

[FIRE!! Devoted To Younger Negro Artists \(1926\)](#), via POC Zine Project.

[Getting Started with Active Learning Techniques](#), Center for Teaching Innovations Cornell University

[Equitable Grading Strategies for Online Teaching CVC / @ONE 2023](#)

[Rubrics](#)
[Nicole Messier, CATE Instructional Designer, June 28th, 2022 UI - Chicago](#)

[Culturally Responsive Teaching & The Brain - Zaretta Hammond 2015](#)

Mary Rosenberry

English C1000

Active Learning

Why?



The glory of any English class is reading and writing, but in an online asynchronous course, it's tough to ensure that students are actually doing the reading, engaging with the reading, and collaborating with their peers to understand the reading.

I want my students to do the reading, of course, but also to annotate and discuss the texts with one another.



Imagine if...

... students were energized by reading assignments (even online!) and confident enough to say what they disagreed with, what was confusing, and what they wanted to learn more about.



Mary Rosenberry

How I can make it happen

This semester, I've been experimenting with online tools like Perusall. On one hand, I have grave reservations about EdTech sinking its tendrils further into my virtual classroom. On the other hand, the results have been encouraging! Students are communicating with each other in a way that feels more natural than it did via Canvas Discussions.

Resources needed

Access to Perusall via Canvas



How will I know it worked?

The most interesting result is actually a side effect: after completing a couple of Perusall annotation assignments, students have been voluntarily commenting on announcements, lectures, and other Canvas communications - even when responses are not required (see screenshot above)!

Michael Bush AMT 300 Automotive Fundamentals Active Learning



Why?

Social learning styles are often overlooked, which disadvantages students who learn best through collaboration, discussion, and peer interaction. When instruction relies heavily on lecture or independent work, these students are not given equitable access to learning because the environment does not align with their strengths or needs.



Imagine if...



- Every lesson intentionally incorporated opportunities for students to learn with and from one another.
- Collaborative structures were built into the courses so that social learners could fully engage and contribute to the learning community.



How I can make it happen

- Integrate strategies that create space for social learners to thrive, such as structured group discussions, collaborative problem-solving, peer teaching, and hands-on team activities.
- Lessons that require interaction rather than passive listening ensure that students with social learning preferences have equitable access to the material.
- Varying instructional methods so that no single learning style dominates the classroom environment. These practices will help build a more inclusive and engaging learning culture for all students.



Resources needed

- Departmental support for professional development
- Institutional encouragement for inclusive teaching practices

How will I know it worked?

- Increased engagement from students who previously struggled with traditional lecture-based instruction.
- Improved participation, stronger group dynamics, and higher-quality discussions.
- Student feedback will also indicate whether they feel more connected to the learning process.



References

Sarah Hancock
Class/Discipline
Topic



Why?

Students are often pressured not to use their own, natural voice, leading to a lack of linguistic justice. They are also coming from various backgrounds and expected to immediately pass C1000.



Imagine if...



- Every student who wants to excel, no matter prior experiences, could be successful in our courses without using AI.



How I can make it happen

- Have students write to a specific audience and use the appropriate voice.
- Have students write by hand, in their own voice, and work with them from there by offering appropriate lessons.
- Allow them to use their own voice as appropriate and help them where it is not.



Resources needed

- More standardization across courses when it comes to meeting outcomes
- Allow student voices as appropriate.
- A return to offering preparatory courses.



How will I know it worked?

- Fewer drops/higher success and persistence rates and grades
- Higher grades
- Qualitative - less stressed students and feeling more comfortable with their writing.

References

Should Writers Use Their Own English?
and
"Nah, We Straight": An Argument Against Code Switching
Vershawn Young.

Rubina Gulati Journalism & Mass Media Active Learning



WHY?

Address and increase course completion rates in my Mass Media and Society in-person and online courses.

IMAGINE IF...

- Imagine if small groups created a sense of familiarity and belonging for each student.
- Imagine if small groups created a safe-r way to share ideas freely and groupmates took turns leading the conversation.
- Imagine if every classroom discussion or activity led back to group to process ideas and develop deeper responses to course topics.



GOAL

HOW?

- Create a groups/teams of 4-5 students
- Groups select a team name, maybe related to a media-related grouping, such as a musical group, cast of a movie, positions in a production team
- Exchange contact information
- Create group slogan or greeting
- Discuss group expectations that support to accountability: share notes/content when absent



RESOURCES

- Use Canvas sorting tool to create groups
- Office supplies, cardboard or art materials to create a group sign/team name
- Use feedback forms/Canvas surveys on how groups are working, suggestions



DID IT WORK?

- Seeing students greet each other as they arrive
- Observe development of peer relationships, interactions
- More students speaking up and sharing ideas rather than the same few.
- More voices heard/represented
- Measure course retention rates

REFERENCES

- Thank you to Jose Alfaro for sharing experiences from Puente Familias in his classes
- [Measuring Active Learning...Being Actively Engaged in the Classroom](#)

Karishma Bottari

Anthropology

Assessment



Why?

In the 1970s, anthropologists switched from an **objectivist** perspective to a **relativist** one.

- **One-sided**
- **Hierarchical**
- **Authority-oriented**
- **Dialogue-based**
- **Interconnected**
- **Collaboration-oriented**

Can pedagogy as a whole do the same? As instructors, it is essential that we find a balance between providing our students structure while still ensuring their voices are heard. By framing assessments as opportunities to engage in equitable dialogue, we gain the ability to better reach out to our students.

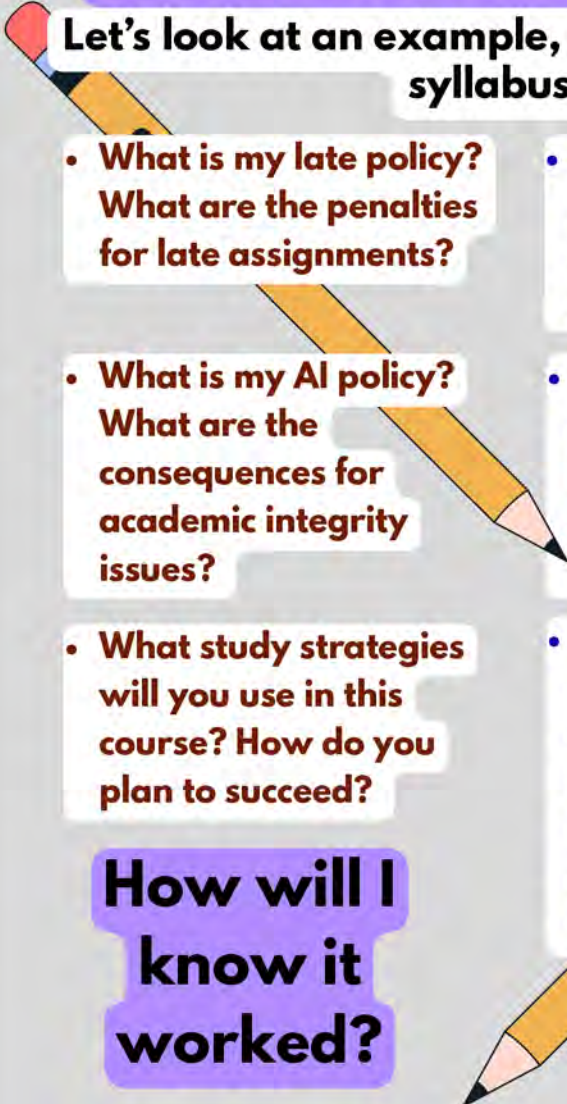
Imagine if...

Our assessments focused more on “bridging” the gap between students and instructors, by both testing their knowledge as well as giving them a chance to speak their mind. These spaces can also allow instructors to place a greater emphasis on important skills such as critical thinking, rhetoric, and evaluation.



How I can make it happen?

Let's look at an example, using questions from a syllabus quiz:

- 
- **What is my late policy?**
What are the penalties for late assignments?
 - **What is my AI policy?**
What are the consequences for academic integrity issues?
 - **What study strategies will you use in this course? How do you plan to succeed?**
 - **Why do I have the late policy I do? Do you have events that will impact your ability to meet deadlines?**
 - **Think about my stance on AI. What do you think is the logic behind my opinion? Do you have a different perspective?**
 - **What does "success" in this course look like to you? Is it getting a specific grade? Practicing specific skills? Are there things you hope to get out of this class beyond what is necessary to pass?**

How will I know it worked?

When students develop stronger engagement with the material, demonstrate more developed critical thinking skills, and feel more heard and understood in the course!

References

Cultural Anthropology, 12th Edition, Carol Ember and Melvin Ember
Using Bloom's Taxonomy to Write Effective Learning Objectives, University of Arkansas

Serena Fuller Nutrition Science Linguistic Justice in Assessment



Why?

Nutrition science carries an ideological bias that frames one's health as a problem to be solved, a worldview many bring to class and the curriculum reinforces without questioning. At the same time my immigrant and multilingual students face structural burdens, like language demands and technology expectations in an academic setting that was not built with them in mind.



Imagine if...

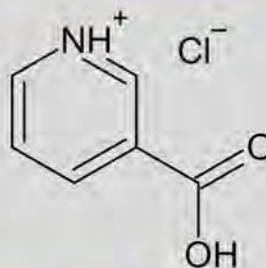
Imagine if course materials allowed students to explore nutrition science themes using their authentic voice; and, assessments afforded students flexibility to demonstrate understanding.

How I can make it happen!

Implementation of linguistic justice techniques, from rubric development and assessment design that allow exploration of bias in nutrition science and authentic assessment in NUTRI 300 via an open pedagogy strategy of reading question development to support all types of learners.

Resources needed.

Wider adoption of linguistic justice and open pedagogy techniques beyond my classroom. Technology (laptops) in all classrooms so that students are able to fully participate in open pedagogy by writing exam questions in real time and collaborating in shared documents.



How will I know it worked?

Student reviews indicate an appreciation for learning and the learning process. Students feel successful in class beyond grades. Students demonstrate a more nuanced understanding of nutritional health and how the internal physiologic world and external environment/macrosystems interact to impact nutrition status.



References.

Emily Harden. Centering Student Choices: Why Linguistic Justice is a Pivotal and Empowering Pedagogical Framework

Dr. Caitlin Tucker. Education Reimagined: Student-led Learning TEDxFolsom

CRC Research Guide. Open Pedagogy and Active Learning

Serena Fuller. NUTRI Discussion Rubric

 Serena Fuller. NUTRI 300 Open Pedagogy Instructions

Ana Karen Mercado

Introduction to Public Speaking Linguistic Justice: Ungrading



Why?

Traditional grading practices create inequities for students who have limited experience in public speaking, use culturally sustaining language varieties, and experience communication apprehension. April Baker-Bell (2017) describes this gap as linguistic racism, where language is used as a gatekeeping tool that reinforces racialized hierarchies rather than valuing communication diversity



Imagine if...

Students' linguistic and cultural ways of speaking were seen as strengths instead of something to fix.

Students felt safe to express themselves authentically, make mistakes, and grow as speakers with out the fear of being penalized by grading structures.



How I can make it happen

Shifting to a scaffolded upgrading model with an emphasis on reflection, revision, practice, and skill development instead of points on individual assignments

Create a **POSITIVE**
and **INCLUSIVE**
Learning
ENVIRONMENT

Replacing traditional point-based grading with narrative feedback, peer feedback, self-evaluations tied to clear learning outcomes

How will I know it worked?

- I will know that upgrading is working if my students are showing
 - clear improvement in speaking skills over time, not just one speech.
 - Explain their own growth
 - Feel ownership of their voice.

Resources needed

- Departmental support to ensure alignment with course outcomes and grading policies
- Professional development on ungrading and linguistic pedagogy
- Time for redesigning assignments and end of semester assessment

References

Baker-Bell, A. (2020). Linguistic justice: Black language, literacy, identity, and pedagogy. Routledge.

Equity and Public Speaking Course Schedule, City University of New York

Columbia University Center for Teaching and Learning. (n.d.). Ungrading: Reimagining assessment of student learning.



Kimberly Smith

ECE 312

Equitable Grading



Why?

Type here



It's my job to prepare future educators. To ensure representation, my lessons are equitable in my delivery. Clear, fair grading builds trust and improves outcomes in ECE programs.

Imagine if...



- **Imagine if course content reflected the diverse families and the communities students will serve.**
- **Imagine if students could revise work until students demonstrate mastery.**



Kimberly Smith

How I can make it happen



- Offer flexible ways for students to show learning and create a curriculum that is geared toward real-life barriers.
- Use inclusive content, clear instructions, and quick feedback loops to remove barriers and support all learners.

teachers
gonna
teach

Resources needed

Time is needed for course redesign, collaboration with colleagues, and ongoing professional development in equity and inclusive teaching.

How will I know it worked?

- I will see higher assignment completion rates and fewer late or missing submissions.

References

Equitable Grading Strategies, UC Berkeley Center for Teaching & Learning

An Ly Math 372 Active Learning

Why?



Why is the math book so unhappy?

.....
Because it's full of problems.



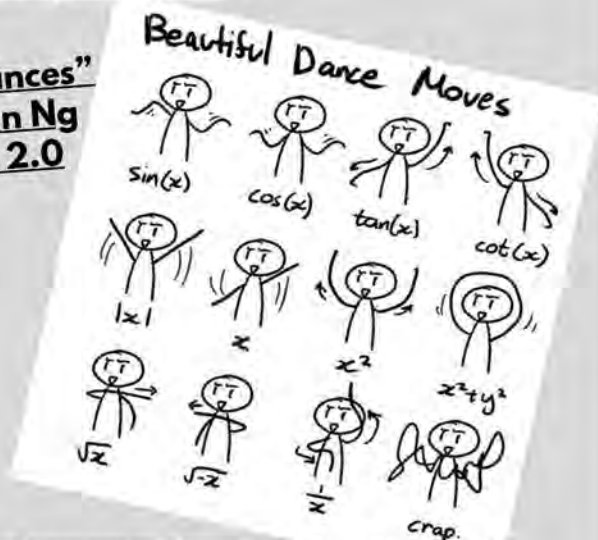
"Unhappy Math"
by
SuperColoring
CC BY-NC 4.0

An equity issue in my discipline is that students do not always come from the same mathematical background. I have students that range from those who have recently been in a math class to those who haven't touched math in decades. As a result, students may not have been able to practice or review the skills necessary for my course.



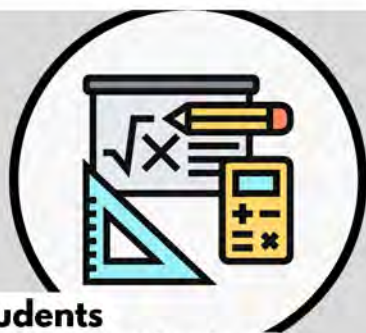
"Math Dances"
by Dylan Ng
CC BY 2.0

Imagine if...



- everyone had the same fundamental knowledge for math courses
- resources were numerous and readily available
- every concept could be related to one's personal or professional life
- lectures and material could be customized to the needs of the class
- every assignment could relate to real world topics in everyday life

How I can make it happen



- Solve problems collaboratively with students
- Utilize different learning tools to address all methods of learning
- Allow students to create problems that relate concepts to topics they enjoy
- Collaborate with other departments and classes to show the usefulness of mathematical concepts

Resources needed

To make this happen, we will need to revise the content and work collaboratively with other classes and departments to meet the needs of the students.

References

Incorporating Active Learning in Mathematics - Teachers of Tomorrow

How will I know it worked?

- Students will be able to create memorable problems with math.
- Students will be more creative in applying these concepts.
- Students will be excited to learn more about mathematics.



Kahtara Harris COMM C1000 Linguistic Justice

Why?

An equity issue in my discipline is the privileging of standardized academic English as the only acceptable form of communication. This can marginalize students who use AAVE, multilingual Englishes, or other culturally rooted speech patterns, even when they are effective communicators.

Imagine if...

Imagine if students were taught to adapt their language for different audiences without being told their home language is incorrect. Imagine if communication courses treated linguistic diversity as a strength, not something to fix.

BLACK
LINGUISTIC
JUSTICE



"Ay, yo.
What's good?"

"Hello,
How are you?"

GET
THE
BAG

YASS

SUS

DOPE

NO
CAP

FINNA



Kahtara Harris

How I can make it happen

- Redesign materials and rubrics to focus on clarity, audience, and effectiveness; not standard English.
- Teach linguistic justice; validate diverse dialects and frame code-switching as tools.
- Include diverse speaker examples and avoid penalizing language variation.
- Work w/ colleagues to make assessment practices more equitable.

Resources needed

- Professional development on linguistic justice, culturally responsive teaching, and inclusive assessment.
- Institutional support to try equitable teaching practices.
- Collaboration with colleagues to share strategies and build momentum.

How will I know it worked?

When students show more confidence and participation. I will look for a stronger sense of belonging in reflections and discussions, and whether students can adapt their communication without erasing their identities.

References

Baker-Bell, A. (2020). Linguistic justice: Black language, literacy, identity, and pedagogy. Routledge.





Thank you!



Winnie Tam Hung, TLL for SBS & AFNR

José Alfaro, TLL for ELS & BCS

Jena Trench, TLL for SME & ACDT

Jenna Francisco, TLL for AME & HSS

Tanika Byrd, PD Coordinator

**“Imagination is a field of struggle, not an ephemeral
afterthought that we have the luxury to dismiss or
romanticize.”**

— Ruha Benjamin, Imagination: A Manifesto





Scan the QR code to access our materials & resources!



“A world that relies on social inequality to keep its machinery running can only afford for a handful of people to imagine themselves “gifted.” Gifted = destined leaders and bosses, visionaries and innovators who have the time and resources to design the future while the masses are trained to sit still, raise their hands, and take instruction.”
— Ruha Benjamin, *Imagination: A Manifesto*