



LILIE, LLC Course Information

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**More detailed course curriculum, including graduate level, alignment with standards, culturally responsive practices, assessments and resources, can be provided upon request*

Title of Course: Affirming Student Identity: Curators of Content

Course Description: How do you define and affirm student identity in the learning environment? Affirming student identity refers to the practice of recognizing, valuing, and supporting the diverse identities of our students, including but not limited to race, ethnicity, gender, sexual orientation, and ability. In this course, participants will learn how to implement this through inclusive curriculum, thinking protocols, classroom practices, and open-dialogue interactions among students and educators. Participants will also be tasked with reflecting upon their own identities and personal biases and how this may either connect or disconnect them with their students. Educators will be tasked in guiding students through being able to understand others perspectives and ideas in an open classroom community. Additionally, educators need to provide authentic and personalized resources that support marginalized groups and fosters a positive sense of self-worth among all students and support the idea of valuing diverse perspectives, ideas, and experiences. All educators need to empower students to take an active role in selecting, organizing, and presenting the content they are learning. By providing students the opportunity to curate their own learning experiences they can develop critical thinking, problem-solving, and strong communication skills. We can implement this in a variety of ways, such as project-based learning, student led discussions, and diverse student and family curated resources.

Instructor Consultation and Interaction

The course is an asynchronous online course that is available for instructor and student participation 24/7. The four-week duration of the class is broken down into four weekly sections each comprised of lecture in the form of instructor created articles and content, web links to academic and professionally reviewed articles in the discipline of general education, and instructor created discussion questions which are, in and of themselves, formative assessments to determine the extent to which the enrollees have comprehended and mastered the skills and information and begun to apply it to their personal teaching practices. The answers to these questions are the basis for the class interaction, as enrollees are required to respond to each other within the classroom.

Proof of Course Completion

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits provided by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructor that reflect the content, skills/ strategies learned and assessments covered in course. These enrollee postings must be made six times each week, in separate sessions, and including a minimum of 4 academic posts and at least 2 peer-peer comments of others' postings and possible shared assignments. Enrollees are required to submit a detailed reflective feedback n in combination with the archived work. Attempts to falsify record or discussion board entries will result in denial of credit and a report to the enrollee's employer.



Scope & Sequence/Weekly Topics and Objectives

Session I

Objectives	<ul style="list-style-type: none"> • Personal introduction to the course • Learn and recognize the need to affirm student identity in the classroom • Consider diverse learning populations and needs and allow for new ideas • Discuss what helps to affirm a strong student self-identity both in and out of the learning community • Develop classroom practices and routines based upon students’ identity and cultural experiences • Support powerful connections between all in the classroom • Create classroom space that is open and flexible for all learning populations to feel valued and heard
Topics	<ul style="list-style-type: none"> • Creating brave learning spaces • Affirming Student identity • Acknowledging the need to support and guide students with student identity • The role and power of both teachers and student • Shifting perspectives in recognizing student voice, cultural needs and identity
Application to Instruction & Student Learning	<ul style="list-style-type: none"> • Learn the value in guiding and encouraging students to develop a strong self-identity that allows them to further develop and advocate for their own needs as learners • Encourage students to integrate compass protocols that further defines their own thinking and needs and educators should do the same. • Reflect upon cultural expectations and experiences that drive educational needs and interests. • Help students to develop a strong identity in the classroom allows them to become more involving in the learning process and overall success • Consider how our interactions and views of students needs affects student participation and success – ex. Compass protocols and Me/We /They) protocols

Session II

Objectives	<ul style="list-style-type: none"> • Understand the major assignments for course; midterm and final • Examine student identities and code switching • Analyze and formulate actions to develop strong cross-racial friendships and dialogues • Examine the learning community and the influence of media on cultural identities • Recognize and identify social change and the structured opportunities to affirm identity • Reflect on personal experiences and individual student needs in our diverse classrooms
Topics	<ul style="list-style-type: none"> • Review major assignments • Discussion of cross-racial dialogues and friendships • Creating structured opportunities to affirm identity • Hybridized identities • Code switching

	<ul style="list-style-type: none"> • Awareness of persuasive influence of media
Application to Instruction & Student Learning	<p>Participants will focus on how to guide students into creating strong cross-racial friendships within the learning community and beyond and encouraging this through the opportunity of cross racial dialogue and making social connections across diverse populations. Educators will continually reflect on their own thinking protocols and personal experiences and how this may affect student success and classroom interactions. Participants will learn how to implement this mindset and dialogues across various types of classrooms. Students will also become aware of the persuasive influence of the media and how we can have hybridized identities and code switch among them. All of this will help students to develop and affirm identity.</p>

Session III

Objectives	<ul style="list-style-type: none"> • Examine the responsibilities of students in creating the learning space • Examine the need for students to curate their own content and resources • Critique the of neo-indigenous populations and different intelligences • Consider various perspectives through critical and visual thinking • How students can curate content in the classroom • Preserving cultural artifacts of everyday experiences • Create an atmosphere of open speech, shared emotions, and collective agreement in the classroom • Students providing conversational pieces and thinking protocols • Reflection of benefits for students curating content in the brave learning space and beyond through peer comments and course discussion • Reflection of change in teacher role
Topics	<ul style="list-style-type: none"> • Amplifying student identity and voice in the brave learning space • Student role of establishing classroom community • Students as curator of content and resources • Changing instructional practices and shift in perspective • Neo-indigenous preserving cultural artifacts • Implementation of student curated lessons and resources • Reflection of benefits for students in the brave learning space and beyond • Reflection of teacher role as facilitator and observing students
Application to Instruction & Student Learning	<p>Participants will reflect upon how they curate content in the classroom. Where are the resources and perspectives from and do they represent all the populations of students in your care? How are students encouraged to understand others perspectives and ideas? There should be a mix of modeling, instruction , and participant feedback and participation to achieve this effectively. As educators, we want to encourage and formulate specific ways in which our students can create the content and resources within the classroom that allow them to preserve cultural artifacts and experiences. Educators will be encouraged to allow all students to provide conversational pieces and critique the learning environment that allows for stronger student identity and sense of self in various situations.</p>

Session IV

Objectives	<ul style="list-style-type: none"> • Guide students into curating their own resources integrating technology and social media • Understand the students place within the world and affirm voice and identity • Implementation of Hip Hop Ed in the classroom • Understand student culture circles that affirm student voice and identity • Using technology to promote global education and social awareness • Modeling and teaching of Me/We They thinking protocols for gender inclusive practices • Implement positive self-identity for BIPOC children/population • Create curated archives for future use using Instagram and other forms of social media in a positive and educational manner • Reflection - growth and understanding and how you will make changes to your practice, interactions with students, and continuous improvements to the brave learning space
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	<ul style="list-style-type: none"> ● Reflection of positive effects of student curated resources that support and affirm student identity and create shared responsibilities in the classroom among students, teachers and support staff, and being able to understand various perspectives using visual thinking methods like compass protocols, etc.
Topics	<ul style="list-style-type: none"> ● Use of social media in the classroom ● Using technology to increase globalization and social awareness ● Lessons to affirm student identity ● How to increase self-identity in the BIPOC population ● How to include gender -inclusive practices ● Final Reflection: How Have You Grown? ● Extension of Course
Application to Instruction & Student Learning	<p>Participants will understand the value of sharing the classroom space and decision making with learners and creating a classroom community that is enriched with student experiences, artifacts, critical thinking theories , and use of technology that relates to their lives such as using social media in a positive and educational way. Participants will learn how to implement instructional tools such as digital ethnography, hip hop ed, and metalogues. Participants will know critical thinking theories that allow all students to better understand various perspectives and their peers which add greatly to the brave learning space. . Participants will thoroughly reflect upon how their role has changed throughout these implementations and the benefits to both students and teachers and finally reflecting upon and sharing personal growth throughout the course and positive changes to the classroom community.</p>