

Semester Summer 2026

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Language as a Lens: Cultivating Critical Global Citizens Through Cultural Inquiry		
Number of Sessions: 28	Total Hours: 45	Total Number of Credits: 3
Course Start Date: August 1, 2026		Course End Date: August 28, 2026
Course Location: www.lilieonline.com		
Maximum Course Enrollment: 100		
Instructor’s Name: Daniela Panasci	Instructor’s Telephone: 631.741.7962	
Instructor’s Email: dgardner@lilieonline.com		
Education Partner Fee: \$270.00		
Materials Fee (if applicable): n/a		
Registration Deadline (ASPD P will add):		

Instructions for completing registration and payment through education partner:

To register for LILIE courses, you must first go to the LILIE website at www.lilieonline.com and either create an account or if you gave created an account already, go directly to **"log in"**. Once you have made an account with LILIE, you will use this same account for all future course enrollment. Once you login you will be taken to your **"Dashboard"** where there is a section to enroll in a course that you click and follow the provided prompts to register. When registering, you can leave a \$50 deposit or pay the total \$270 per course. You will receive a registration confirmation email after registering.

Our online classroom settings or discussion boards require that all participants in LILIE courses log onto their course via the lilieonline.com website with a login name and confidential password. They are required to log on and comment at least six different times per week. Postings that are done all in one day are not accepted and will not count towards the total for the week as it hinders the development of "conversations" and sub topics between participants. At the close of a course, a MINIMUM of 24 professional postings are to be completed by each participant as well as all assigned course work.

Posting to the discussion board functions similar to a "blackboard" system or blog that the entire class can read and comment upon. We have developed an online classroom setting that is easy for teachers to use without having to be an expert in technology or the Internet.

The instructor for each course leads the discussion ensuring all requirements are met and that the discussions are both substantial and pertinent to course learning.

Course Information

Course Description

This course explores the intersection of language, culture, and identity through a critical and inclusive lens. Implementing principles of critical pedagogy and intercultural communicative competence (ICC), participants will engage with language learning instruction as a transformative experience that challenges stereotypes, fosters cultural empathy, and deepens understanding of global dynamics. Through a mix of critical inquiry, and reflective practices, as well as an examination of cultural representations, questioning monolithic portrayals, and exploring the complexities of cultural identity. They will engage with diverse perspectives on traditional approaches to World Language instruction and how to present the target culture, including those of marginalized and underrepresented groups, and critically analyze how culture is constructed and represented in both language textbooks and real-world media. This course emphasizes reflection on personal identity, cultural assumptions, and the many dimensions of cultural expression. By the end of the course, participants will be equipped with the tools to engage in deeper cultural inquiry, moving beyond cultural facts to more meaningful, reflective cross-cultural interactions that build language proficiency and prepare a globally aware student.

Target Grade Levels

Pre-K-12 teachers

Integration of *Danielson Framework for Teaching* Components

- 1a Demonstrating Knowledge of Students
- 1c Setting Instructional Outcomes
- 1d Demonstrating Knowledge of resources
- 2a Creating and Environment of respect and rapport
- 2b Establishing a Culture for Learning
- 3b Using Questioning and Discussion Techniques
- 3c Engaging Students in Learning
- 3e Demonstrating Flexibility and Responsiveness
- 4a Reflecting on Teaching

Integration of Standards

NEXT GENERATION LEARNING STANDARDS

READING STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

READING STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

READING STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

READING STANDARD 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance

WRITING STANDARD 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

WRITING STANDARD 5: Draw evidence from literary or informational texts to support analysis, reflection, and research.

WRITING STANDARD 6: Conduct research based on focused questions to demonstrate understanding of the subject under investigation.

Pedagogical Approach

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 sessions, 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 participants have comprehended and mastered the information and begun to apply it to their personal teaching practices. The answers to these questions are the basis for the class interaction and developing discussions, as participants

are required to respond to each other within the classroom arena. Transferring course content and materials from theory and information to meaningful classroom practice informs all instructional decisions within the course.

In addition, this course has its own webpage that showcases course curricula, resources, rubrics, objectives, and the various instructional materials chosen to meet the needs of diverse learners. These course webpages are provided at the start of the course through the instructor's initial posting, introducing the course. The various course webpages are dynamic in nature to reflect the ever-changing information, research and data relevant to the course content. We pride ourselves in working with school districts and guaranteeing that the high-quality professional development that we all demand is always provided.

The opportunity to learn, discuss, practice, modify, evaluate and reflect how one can best use the skills, strategies and information learned in the course are an integral part of this cycle of learning. The postings between participants and the instructor, through the discussion board, motivate participants to share knowledge and ideas in their own collegial circles. Each participant's experience in this course will result in the continuous development of best practices through the embedding of newly learned instructional practices and information and developing ways in which to insert such into their own plans and teaching. A cycle of learning that reflects the learning, application and practice and finally reflection of learned information and strategies. Having a positive impact on student outcomes is a direct result of the measures taken in the course to ensure participants are exiting the course with the knowledge, skills and strategies necessary to impart positive change. These "take-aways" are the knowledge, skills and strategies that have been examined, applied, practiced, reflected upon and modified throughout the course so participants have proven tools to impart evolved and positive change in instruction and student outcome.

Application to Instruction and Student Learning

Ever-evolving instructional practices and knowledge are tantamount to the development of progressive and meaningful instruction and as a result, improved student-learning outcomes. To ensure that the participants' newly learned knowledge and strategies regarding ways in which to improve instructional practices to best support and enhance student learning, the foundational understandings, course information and materials, strategies and skills taught and how they can be applied will be driving factors of this course. A wide variety of timely, professional articles, peer reviewed journal pieces and various other research-based resources, this instructor created content will successfully address the needs of its participants. This course will encourage and require application, discussion and peer feedback of said strategies and understanding to the educator's own instructional practices. The discussion and feedback opportunities will provide an additional meta-assessment of useful, research based and practiced strategies and techniques for addressing the needs of our varied students thus giving them more opportunity to truly excel.

This course will exercise a cycle of learning that:

- I. Introduce Engage/Experience: Begins with the introduction of foundational information regarding course topic and objectives.
- II. Explore: Following introduction of course, provide opportunities for participants to reflect on their own experiences, understanding and goals in relation to course and evaluate their own needs and goals as an evolving educator will be explored.
- III. Learn/Explore: Through course content, meaningful instruction, models of strategies and skills, formative and summative assessments, and pointed feedback that encourages participants to further evolve and synthesize learning, participants will learn to modify their instructional philosophies, goals and plans to reflect evolving understanding of course material. This evolution in the cycle of learning will result in participants incorporating learned information and strategies into their own practices.
- IV. Practice/Apply: Participants will be tasked with the application of learning to their own instructional practices through lesson plans/unit plans and mini lessons. Through each opportunity provided, participants will be asked to synthesize, evaluate and reflect upon the overall impact these modified instructional practices had on their teaching and, most importantly, student outcomes. **Those that do not have an opportunity to incorporate and practice learning into instruction at this time, will be given choice assignments/projects to simulate the opportunities for instruction. This will be provided by the instructor and based on the unique needs/circumstances of the non-teaching participant as to differentiate to meet their needs and overall objectives of course.*
- V. Feedback: Based on feedback and reflection, participants will be guided in their evolution of learning and instructed on how to more successfully modify instruction to successfully reflect course information/strategies, and address student outcomes. Participants will also have opportunity to receive feedback and support from both the instructor and peers even after the course ends. To support this endeavor and the ultimate success of applying the knowledge and skills learned in this course to their own instruction, all participants will be given the opportunity to continue their professional development through such options as email correspondence with instructor and participants, course webpage remaining open for review and resources and discussion board opened for post- course follow up discussions, feedback and support. LILIE is committed to the growing professional development of all our teachers and has implemented these additional opportunities for feedback and growth so courses can be applied to real time instruction and offer continued professional growth of our colleagues.

Assessment

Ongoing daily assessment is provided through real time feedback, consultation and instruction through the LILIE, LLC discussion boards for each course/classroom. Participant postings will be given feedback by the instructor and other participants throughout the duration of the course, a measure that further drives instruction and allows for differentiation through learned information to better meet the unique needs of participants in each course. Participants must demonstrate actively engaged participation by making detailed postings to reflect learning and inquiry of course material and objectives. These postings must be dispersed throughout and posted four times each week. In addition, participants are also required to post a minimum of two peer to peer comments each week to foster collegial dialogue and opportunities for further discussion and topic

exploration. Lastly, participants are required to submit log documentation required hours of course work and tasks including discussion board posts, and will be required to apply information and strategies acquired from the course content to weekly classroom instruction or simulated teaching and learning activities provided by instructor through course discussion board venue.

Additional formative assessments will include understanding and responding to the process of language acquisition, the creation of activities that introduce academic and content-specific vocabulary words with the purpose of identifying them, recalling them, defining them and using them appropriately, recognizing vocabulary across content areas and genres, the development of a vocabulary game, and identifying key content-specific vocabulary words. One summative assessment will be the creation of a lesson plan that incorporates strategies and tools that enhance the understanding of vocabulary and the final summative assessment will be the reflection and course evaluation, where participants are expected to clearly explain the specific ways that this course will directly impact their planning, instruction, and assessment.

When applicable, participants will also have the opportunity to analyze and share student progress when they are able to implement current learning and for those who are not currently in the classroom, they will be able to reflect on previous experiences and students or consider their expectations for future students and determine ways to utilize these materials in an effective manner.

Detailed and varied RUBRICS for assessing the various assessments, modules of learning and venues for participation are provided at the end of the document and are housed on the course webpage for easy access and reference for participants.

Course Assessments may include, but are not limited to such assessments as lesson/unit plans, reflection documents, and a Midterm and Final Project. Templates and model lessons for all assessments are located within the weekly documents on the course homepage and will be available to all participants.

Connection to Critical Consciousness

Throughout this course, participants will reflect on their own biases and stereotypes that may impact the resources and instructional materials chosen to facilitate language acquisition and accurately represent the identities and cultural practices of all members in a target community. This course will encourage educators to recognize marginalized communities that speak the target language and how they can be underrepresented in the history, lexicon and cultural context within the foreign language classroom and instruction. This course will explore systemic oppression through the lens of language learning and culture and how it affects a student's perspective of the target language and the community members who speak it. Participants will learn strategies for creating an environment within the World Language classroom that is grounded in mutual respect, trust, and understanding to develop skills for how to approach the concept of diversity, inclusivity and race within language acquisition and cultural concepts. By engaging in this type of professional development, educators can develop a deeper understanding of the factors that contribute to inequality and injustice, and develop the skills and knowledge to work towards creating more equitable and inclusive curriculum and materials.

Major Assignment	Due Date
<u>MIDTERM</u> - Read the article, "Instilling Critical Pedagogy in the Italian Language Classroom," by Giuseppe Formato and provide a summary and analysis of key arguments and pedagogical principals found in the article. Explain Formato's position on traditional (positivist) approaches to language teaching, highlight the roles of "conscientization," cultural artifacts, and problem-posing techniques in language instruction. Additionally, define intercultural competence and global awareness in your own words and how critical pedagogy can foster global competence in our students. Finally, If you are a future or current educator discuss how you would incorporate the principles of critical pedagogy into your own language classroom. How would you select materials, structure lessons, and foster meaningful dialogue around issues of power, identity, and culture?	Second week of course
<u>Reflective Task Paper:</u> This task requires education professionals to critically analyze their own teaching practices, beliefs, and classroom environment in relation to fostering global citizenship and cultural inquiry. The reflection will examine how educators' positionality, curriculum choices, and pedagogical strategies influence students' ability to think critically about cultural perspectives, global issues, and social justice.	Third week of course
<u>FINAL</u> - Design a thematic unit or curricular outline (e.g., 4-6 weeks) for a world language course at a level of your choice (secondary, post-secondary, heritage learners, etc.) that includes the unit objective, key cultural topics, and/or authentic resources (e.g., films, articles, art, music, oral histories) and Strategies for how you plan on assessing both language proficiency and intercultural learning. Additionally, your paper should provide justification for your instructional choices using course materials and resources presented as well as an analysis of how your unit fosters cultural reflection and global awareness. Finally, your paper should also note the challenges, tensions, and ethical considerations in implementing critical pedagogy in a real-world context. Your conclusion should reflect on how this final assignment has impacted the way in which you view World Language instruction and the political and cultural impact it can have.	By the 25 th of fourth week as to provide feedback and discussion

Feedback

Real time feedback, consultation and instruction is provided through the LILIE, LLC discussion boards for each course/classroom on a daily basis. Participant postings will be given appropriate feedback by the instructor and other participants individually or through a collective response that engages all participants to discuss a particular topic and provide further clarification, detail or questioning to delve deeper into content/skills to further support participants in active engagement of learning and incorporate such into their own instructional practices.

This open and dynamic dialogue amongst all, offers ample opportunities to collaborate, further investigate, practice and develop learned information and skills throughout the course. This provides each participant the venue to practice, evaluate and reflect, in creating their own meaningful learning tailored to meet their needs. The LILIE discussion board allows participants to explore topics with more depth and detail by providing them the opportunity to expand topics and request feedback on ideas, understanding and practices. Personalized alerts are provided for participants to make them aware of newly posted feedback for any/all of their expanded areas of interest. In addition, the inclusion of videos, images, presentations and links to resources is also available on the LILIE discussion board by participants as well.

In addition to the discussion board as a venue for collaboration, participants are encouraged to also use such resources as, but not limited to, Google shared docs and alike to work together in creating and sharing presentations for faculty, students and/ or community, as well as instructional unit and/ or action plans.

Grades

LILIE, LLC is committed to assuring that participants fully participate in and receive the educational benefits contemplated by the course. Participants must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructors. Participants will be evaluated based on the comprehensiveness of their responses and ability to incorporate techniques and strategies provided within the course into the provided tasks.

Participants will be required to submit a detailed reflection log documenting required hours of coursework, including discussion board posts, and will be required to apply information and strategies acquired from the course content to weekly classroom instruction. Attempts to falsify logs or discussion board entries will result in denial of credit and a report to the enrollee's employer.

Responses will be determined based upon the following:

60% of the responses and assignments assessment will be based on ideas, application of course content, research, instructional practice and collected data.

40% of the overall responses and assignments will be based on organization, usage, structure, and presentation.

Midterm (lesson plan/modification of lesson plan) =10%, Final (reflection/planning) =10%, Weekly responses=60%, Participation=20%

Rubrics provided at the end of the document.

Shift #1: Focus on Strengthening the Instructional Core
Analyzing and improving instruction by supporting teachers in building capacity to improve students' advanced literacies

Knowledge of Content and Content-Specific Pedagogy: Building content knowledge and aligned instructional practices to support students with disabilities and multilingual learners.	This course centers on strengthening the instructional core by emphasizing equity and student engagement. Participants will explore how intercultural communication and second language acquisition strategies can be intentionally integrated to support learners in developing a deeper understanding of diversity within the target community/culture through research-based practices and culturally responsive pedagogy. Participants will learn to design inclusive learning experiences that promote linguistic access, cultural competence, and global awareness. The course offers practical tools to enhance differentiation, deepen language development, and foster a classroom environment where all learners are recognized and empowered to share their cultural background and experiences.
Setting Instructional Outcomes: Utilizing student data, informed by multiple perspectives, to design instructional outcomes, that represent rigorous and high-level learning within the content area, derived from relevant instructional standards.	Participants will discuss how to appropriately integrate critical consciousness when choosing instructional materials and resources for second language acquisition to help their students adopt a more accurate understanding of the target community to enrich dialogue within the classroom and prepare a world-ready student. Additionally, student grouping, instructional practices, student/educator reflections, community input, and cultural/linguistic background as well experience with other cultures will be examined and incorporated into how a WL educator engages students in communicative tasks and assesses cultural knowledge and awareness the prompt critical thinking as well as deeper questioning regarding social norms and power structures.
Language-Based Competencies: Build content-specific knowledge and instructional practices to support students: • Accessing, understanding and using rich texts that promote big ideas for a variety of purposes • Using academic language and knowledge to communicate in diverse ways for diverse audiences for a variety of purposes • Building their knowledge and language skills through writing	By gaining access to multiple sources of information about intercultural language teaching, and critical race pedagogy in second language acquisition, participants will be able to recognize the need to incorporate diversity and inclusivity into the World Language classroom. As educators, we must embrace the crucial role of education in preparing globally aware individuals who can appropriately interact and understand those from other communities and cultures. In learning about how to curate and implement instructional materials and resources with more inclusivity and equity we foster a more accurate picture of our culturally diverse world.
Engaging Students in Learning: Build capacity to design instructional activities, scaffolds and assessments, create suitable student groups and select instructional resources and materials that promote multiple perspectives, critical consciousness, relevancy, and student intellectual engagement with important and challenging content.	Educators will know how to identify stereotypes and racism within second language acquisition and instructional materials to ultimately improve student engagement and cultural responsiveness. Educators will facilitate an environment of inclusivity in all communicative tasks and cultural context. Educators will be aware of their role in establishing and maintaining equity and inclusivity in the World Language classroom. Educators will create a mutually respectful, safe, and supportive learning environment that is inclusive of every student, culture and race. Educators will gain knowledge of how to most effectively integrate culture and critical consciousness with language acquisition to prompt critical thinking and deeper understandings of social norms and diverse global perspectives.
Teacher Instructional Leadership: Centered on a vision of collective, school-based leadership, developing teachers' skills to develop and lead cycles of professional learning with teams at the grade and school level.	Educators will analyze student communicative tasks, lesson/unit plans, and WL curriculum for instructional rigor and alignment to standards, providing high-quality collegial feedback. Educators will furthermore collaborate, investigate, practice and develop learned information and skills throughout the course. This provides each participant the forum to practice, evaluate and reflect in creating their own meaningful lessons and presentations. The LILIE discussion board allows educators to discuss educational partnerships in more detail, as well as share a wealth of resources with one another.

Key Shift #2: Knowing Your Students

Analyzing and improving instruction through a culturally responsive lens that highlights and supports teachers in knowing their students

Instruction that Reflects Students: Developing a student-centered approach to rigorous content instruction that acknowledges and affirms students' cultural experiences, knowledge and expressions as assets for teaching and learning.	Educators will learn how to include various students/communities/culturals to encourage active learning through critical discussions, inquiry-based learning, and opportunities for students to reflect on their own identities in relation to the target culture. . Educators will reflect on newly learned strategies and approaches to WL instruction to implement with students/community groups/Educators that reflect sensitivity and understanding of cultural experiences and differences.
Using Assessment in Instruction: Develop understanding, creation and implementation of formative and summative assessments and the use of a range of qualitative and quantitative information to inform instructional decisions	Educators will explore assessment tools that measure both language proficiency and cultural awareness in the World Language classroom. Participants will reflect on how assessments can gauge students' ability to engage critically and meaningfully with cultures, incorporating both cognitive and affective learning dimensions. Various assessment types for measuring these areas will be presented and discussed.
Social and Emotional Learning: Understanding socio-emotional learning and integrating within a culturally-responsive and sustaining instructional context	Educators will consider cultural expectations and norms when teaching about other cultural practices, products and perspectives to students/families/community members. Educators will become familiar with the cultural diversity that exists among their students and families, and the community at large. Educators will implement strategies that foster understanding, empathy and inclusivity among various groups to foster a learning environment that is respectful and open to different perspectives.
Using Data, Informed by Multiple Perspectives, to Understand Students: Understanding how to effectively utilize a range of qualitative and quantitative data sources to inform and adapt instruction & assessments; ensuring that multiple perspectives must shape not only which data teachers collect, but also how teachers analyze and interpret data.	The rich and robust dialogue amongst all, offers ample opportunities to collaborate, further investigate, practice and develop learned information and skills throughout the course. This provides each participant the venue to practice, evaluate, and reflect upon their individualized learning plans.
Classroom Communities: Developing a classroom culture that welcomes and affirms the individual identities and strengths of each student	Participants will discuss how to appropriately integrate critical consciousness with their students, adopting the mindset of open communication and transparent understanding of learning objectives and curriculum goals within the classroom. Additionally, student grouping, instructional practices, etc., regarding cultural responsiveness will be discussed as well.
Welcoming Families: Taking responsibility to learn about student cultures and communities while building and sustaining meaningful relationships with families.	Educators will reflect and discuss how they are building meaningful relationships with students and the community by embracing critical pedagogy and intercultural competence and engaging with student cultures through cultural humility, open communication, and addressing social and cultural norms in the school environment. Participants will recognize the responsibility for learning about students' cultures, building reciprocal relationships with families, and practicing intercultural competence, to create a classroom and school community that values cultural diversity and fosters a sense of belonging for all students and their families. This inclusive approach not only enriches the educational experience but also empowers families as essential partners in their children's learning journey.

Session #1

Time: self-paced, asynchronous postings, dispersed throughout the week to allow for instruction, reflection, peer-to-peer dialogue and ongoing instructor feedback.

Assessments due this week: self-paced

Integration of Danielson Framework	Next Generation Learning Standards	NYS Teaching Standards	Critical Consciousness & Cultural Responsiveness Application
Domain 1a: Demonstrating Knowledge of Content and Pedagogy	READING STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1:2 Teachers demonstrate knowledge of current research in learning and language acquisition theories and processes.	Inclusive Curriculum and assessment
Domain 1b: Demonstrating Knowledge of Students	READING STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	1:6 Teachers demonstrate knowledge and understanding of technological and information literacy and how they affect student learning.	Welcoming and Affirming environment
Domain 3b: Using questioning and discussion techniques	READING STANDARD 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance	2:1 Teachers demonstrate knowledge of the content they teach, including relationships among central concepts, tools of inquiry, structures and current developments within their discipline(s).	Ongoing Professional Learning
	WRITING STANDARD 5: Draw evidence from literary or informational texts to support analysis, reflection, and research.		
	SPEAKING STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations		

Educators will be able to:

- Understanding the concepts of Intercultural Competence.
- Understand the theory of Critical Pedagogy in the World Language classroom
- Analyze the notion “Culture” within the World Language classroom for inclusivity and cultural competence

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Criteria from Rubric (select the criteria that are addressed in this session): X Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners) X Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups X Course builds participants’ capacity to identify and question underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity X Course provides participants with multiple opportunities to reflect on the complexities of their own and students’ individual identities and cultures, including influences on teaching and learning X Course incorporates clear structures and expectations for participation in a brave learning community X Course helps participants design and implement a learning environment that affirms students’ racial and cultural identities and contributes to their engagement and learning through the cultivation of critical inquiry	Activities / Resources: Intro & Goals reflection; Assignment 1 (biases, Eurocentric narratives); Assignment 2 (critical consciousness & marginalized voices); Assignment 3 (Baggett, Glynn & Spenader CCBI); Assignment 4 (disrupt stereotypes, address identity): These activities guide educators to reflect on inequities in their own contexts, recognize the limits of Eurocentric instruction, and develop equitable teaching practices. By engaging in this process, teachers strengthen their capacity to design learning that affirms marginalized voices, which ultimately fosters student engagement and intercultural competence. Teaching_culture.PDF; Critical_pedagogy_an_overview.PDF (Kirylo); Preparing_globally_competent_t.PDF (Zhao); Undermining_Critical_Conscious.pdf; Beyond Binary Thinking PDF; Exploring WL Teacher’s Critical Consciousness.pdf; Discourses_of_Diversity_A_Qua.pdf: These resources expose educators to critical pedagogy, decolonial perspectives, and research centering underrepresented cultural groups. Collectively, they equip teachers with tools to move beyond dominant cultural narratives and bring more inclusive, authentic perspectives into WL classrooms, allowing students to see themselves and others reflected in equitable ways. Intro reflection (personal vs institutional beliefs); Assignment 2 (beliefs & systemic inequities); Assignment 4 (institutional avoidance of identity); Alternative Assignment prompts (dominant narratives in community): Together, these activities push educators to interrogate both personal and institutional norms, recognizing how biases shape curriculum and pedagogy. This critical reflection allows teachers to model questioning dominant narratives for their students, fostering classrooms where inequities are acknowledged and actively addressed. Intro & Goals reflection (student sub-populations); Discussion questions (lived experiences, teacher identity); “Cultural Tree” (Columbia); Assignment 3 (student cultural knowledge): Reflections and resources prompt educators to consider their own cultural identities alongside those of their students. In doing so, teachers gain strategies for weaving student experiences into curriculum, creating classroom environments where students’ identities are affirmed and leveraged as assets for meaningful learning. Structured discussion prompts (Assignments 1–4); Reflection tasks scaffolded by readings; Optional/alternative assignments creating structures that set clear expectations for open, critical dialogue among educators while offering varied entry points to participation. By practicing in a brave learning community, teachers develop the skills and dispositions necessary to create classrooms where students also feel safe engaging in complex, identity-based conversations. Assignment 1 & 3 (equity-based pedagogy); Assignment 4 (beyond surface culture, intersectionality); Surface Culture resource; WL application reflection. Collectively, these activities move educators from theory to practice, guiding them to design lessons that affirm student identities and foster critical inquiry. By shifting instruction beyond “surface culture” to deeper values and perspectives, teachers create environments where students are engaged, critically aware, and prepared to communicate across cultural boundaries.
Topics and Agenda: • Personal Introductions and goals • Critical Pedagogy and Teaching Culture in the WL classroom • Promoting intercultural competence and global awareness through equitable teaching of culture • Assessing personal and institutional beliefs about diversity and multiculturalism in the WL classroom/WL resources	
Application to Instruction and Student Learning: Research consistently supports that World Language (WL) instruction that integrates culture and cultural concepts through a critically conscious lens improves student engagement, academic outcomes, and intercultural competence. Teaching culture as a dynamic, multifaceted system rather than a set of static facts enabling students to develop a more equitable and nuanced understanding of the target language and its communities. By carefully selecting authentic cultural content and historically significant events, educators can support students in developing a critical lens, one that considers power, identity, diversity, and representation within the target culture. This approach not only fosters deeper language proficiency, but also prepares students to communicate with intercultural competence and global awareness, recognizing the complexity and diversity of the communities that speak the target language.	

World Language educators play a pivotal role in creating supportive, inclusive classroom environments. When students are provided with opportunities to reflect on their own cultural practices and compare them with those of others, they are more likely to engage meaningfully in the learning process. Such reflection promotes empathy, critical thinking, and self-awareness, key components of both intercultural understanding and global citizenship.

Furthermore, when schools embrace the cultural and linguistic diversity of their students, it contributes to a more positive school climate. Families and communities who feel welcomed, valued, and seen are more likely to be involved in their children's education and advocate for their success. This inclusive environment improves both academic and social outcomes by fostering trust, collaboration, and mutual respect.

Assessment and Feedback:

I. Introductions and Goals:

Please share a personal introduction about yourself including your current teaching placement and experience teaching World Language and Culture. Include your current understanding of what culturally responsive practices mean and what initial ways you may want to adopt and adapt into your own instruction an evolving understanding to help grow critical consciousness and culturally responsive teaching practices. In your response, reflect about the sub-populations of community members from the target culture(s)/language(s) you teach and how your students and school community can be introduced and connected to these groups for intercultural communication and competence. Provide a brief summation of the inequities/challenges you see in teaching "Culture" in the World Language classroom and elements within your school setting that create tension and push-back on cultural concepts and/or contexts. This will help ensure that additional specific strategies and resources are provided tailored to your goals. To support your growth in learning how to teach culture in a more equitable and inclusive approach we must acknowledge the diverse sub populations that have been historically underrepresented and marginalized not only in our home language/community but in the target language and communities we teach about examine the resources below and incorporate new found understanding into your response.

Assignment 1:

Students enter language classes with varying experiences and biases, influenced by their access to resources, exposure to languages, and opportunities for cultural reflection. These factors can shape their perspectives on language learning and cultural understanding. Recognizing cultural differences enriches students' interactions and fosters transformative action within schools and society, promoting equity through balanced and inclusive instruction. To succeed, students must see the world's diversity reflected in their studies, beyond the often-Eurocentric narratives dominant in language education. By embracing culturally responsive teaching and critical consciousness, educators can create inclusive learning environments that challenge and address historical underrepresentation. This effort, though demanding, is crucial for our growth as educators and the improvement of global society. Each week, we will explore aspects of culturally responsive teaching to develop strategies for broadening the scope of "Culture" and "Language" in language classrooms, ensuring an equity-based perspective. This approach will enable us to support all students, particularly those who have been marginalized.

First, as we begin to learn about and grow our critical consciousness, explore the resources examining the importance of culturally responsive practices and dispositions to learn how it will be the lens for us to apply what we are learning.

[Teaching culture.PDF](#)

[Culture teaching in foreign la.PDF](#)

[Critical pedagogy an overview.PDF](#)

[Preparing globally competent t.PDF](#)

<https://cpet.tc.columbia.edu/news-press/the-cultural-tree-getting-to-know-yourself-and-your-students>

Discussion Questions-Respond to the following prompts:

1. What tensions between theoretical ideals (e.g., constructivist or culturally responsive pedagogy) and real classroom practices can you identify in your own teaching context? How might educators bridge this gap—what supports or shifts in teacher culture and school structures are necessary to align theory with practice?
2. How has reading Kirylo's overview ("Critical Pedagogy an Overview") changed your understanding of your role as an educator? What specific actions might you take to incorporate critical pedagogy into your teaching?
3. According to Zhao ("Preparing Globally Competent Teachers") teachers must develop the knowledge, skills, attitudes, and perspectives of global citizens. What does it mean, in your context, to embody the identity of a globally competent teacher? How can teacher education programs intentionally nurture this identity?

[Undermining Critical Conscious \(1\).pdf](#)

The above article challenges World Language content and educators to foster linguistically and culturally competent global citizens by dismantling colonial ideologies embedded in traditional language education. Grounded in critical pedagogy and intercultural awareness, how does your teaching philosophy embrace equity, inclusion, and social justice as foundational pillars of meaningful language learning.

Assignment 2: Discussion questions: Respond to each prompt

1. How do you define *critical consciousness* in the context of education?

2. In what ways can a lack of critical consciousness impact students' ability to question dominant narratives, challenge systemic inequities, and engage as active global citizens?
3. How might educators' own biases or comfort levels with controversial topics unintentionally suppress critical dialogue in the classroom?
4. What steps can educators take to reflect on and mitigate these influences?

Lastly, as we begin this course, take a moment to examine the personal beliefs and institutional ones you may have encountered prior to this course. As we learn about and practice ways to dismantle colonial ideologies, it is my hope your perspective grows and strengthens to further empower you as an educator to create positive change and equity in the classroom.

The main difference between personal beliefs and institutional beliefs is the scope of application. Personal beliefs are beliefs held by you as an individual and are based on your personal experiences, values, and perspectives. They are subjective and vary from person to person, depending on their individual background, culture, and life experiences. Personal beliefs are often shaped by factors such as family, religion, education, and social and political values. In contrast, institutional beliefs are beliefs held by an organization like a school district or school and are more objective and tend to be based on research, evidence, and best practices, rather than personal opinions or experiences.

Another important difference between personal and institutional beliefs is their level of influence. Personal beliefs are individual and may only influence the individual holding them. Institutional beliefs, on the other hand, have a broader impact, as they can shape the policies, practices, and programs of an entire organization.

II. Critical Pedagogy and Teaching “Culture” in the WL classroom:

First, as we begin to learn about and grow our critical consciousness, explore the resources examining the importance of culturally responsive practices and dispositions to learn how it will be the lens for us to apply what we are learning and how it specifically relates to the World Language classroom.

[Teaching culture.PDF](#)

[Culture teaching in foreign la.PDF](#)

[Critical pedagogy an overview.PDF](#)

[Preparing globally competent t.PDF](#)

[Aspects-of-Culture-Eng-Sp-Fr-Gr-It.pdf](#)

<https://cpet.tc.columbia.edu/news-press/the-cultural-tree-getting-to-know-yourself-and-your-students>

Assignment 3:

Discussion questions: Respond to the following prompt:

1. According to Baggett, how does a teacher's critical consciousness influence their pedagogical choices in the WL classroom? Can a teacher be effective without being critically conscious? Why or why not?
2. Consider how the identities of both students and teachers shape the classroom environment. How can teachers incorporate students' lived experiences and cultural knowledge into the curriculum while still meeting standards?
3. How do Glynn and Spenader define Critical Content-Based Instruction (CCBI)? Discuss the distinctions they draw between cultural content and academic content, and how the critical lens reframes traditional content-based instruction

III. Promoting intercultural competence and global awareness through equitable teaching of culture:

Language is not only a system of grammar and vocabulary—it is a carrier of culture, worldview, and identity. To use a language meaningfully, learners must understand the social and cultural contexts in which it is spoken. Intercultural competence equips students to communicate respectfully and effectively across cultural boundaries, which is the goal of language education. Traditional language teaching often centers the dominant, "standard" culture of a language (e.g., Parisian French or Castilian Spanish) and marginalizes the voices of other communities.

Examine and explore the role of culture in the World Language classroom as an instructional tool to foster cultural responsiveness and critical consciousness in language acquisition and intercultural competence. Reflect upon and comment on the concept of “Culture” and critical pedagogy within your teaching practices. Include cultural topics you cover, cultural resources/materials used and/or instructional approaches implemented to develop and recognize cultural identities. Include elements that are a success and/or a problem in your response. In addition, reflect upon the role of culturally responsive practices and materials as well as dispositions within World Language instruction and how such will work to support and engage students and create a globally aware school community.

After examining the resources below, reflect upon and explain your new understanding of the role of culture in engagement and equitable practices and the many benefits it has, being mindful to address the impact such has had on historically marginalized and culturally diverse populations both in the home community and the target language/culture community. Making connections to the language/culture you teach, the student body and community is a valuable insight which we can all learn and work to employ in our own instruction and perspective of how to teach culture.

[Beyond binary thinking exploring language and culture in world languages education.pdf](#)

IV. Assessing personal and institutional beliefs about diversity and multiculturalism in the WL classroom/WL resources

Every educator and institution bring a set of beliefs, conscious or unconscious, into the classroom. By actively assessing these beliefs teachers can identify biases or blind spots that may influence how they select materials, design lessons, or interact with students. Self-assessment allows educators to shift from teaching about culture as a checklist to facilitating authentic, critical engagement with cultural diversity.

After exploring all the resources provided for this week, reflect on what challenges might WL educators face when integrating decolonial and anti-racist content into language instruction, and how can they be addressed? Examine how World Language instructors critically assess which cultural voices and perspectives are missing from their curriculum. Analyze and investigate what professional learning or collaboration do you need to move toward a more integrated model of language, culture, and communication in your own classroom. Share what ways your classroom practices go beyond “surface culture” (e.g., food, holidays) to address deeper cultural values or assumptions. Include your current textbooks/materials that support intercultural learning and how have/will adapt or supplement them. Finally, reflect on how you support intercultural learning when students in your classroom come from diverse linguistic and cultural backgrounds. What balance do you strike between explicit cultural instruction and more organic, contextual exploration?

Assignment 4: Discussion questions: Respond to the following prompts:

1. In what ways can educators disrupt monolithic or stereotypical representations of target cultures in instructional materials?
2. How can teaching practices that emphasize the “end of innocence” in cultural learning better support the development of intercultural communicative competence?
3. According to Dion’s findings, why do many teachers avoid addressing student race, gender, and sexual identity in their pedagogies? What are the risks of such omissions?
4. How can intersectionality and poststructuralist perspectives be integrated into lesson design and assessment in ways that empower marginalized student voices?

ALTERNATIVE ASSIGNMENT/ADDITIONAL OPPORTUNITY TO SIMULATE LEARNING:

1. In your daily life—at work, in your community, or online—how do you notice dominant narratives shaping what people accept as “normal” or “true”?
2. Can you identify situations where questioning these narratives could lead to more equitable or just outcomes?
How can individuals outside formal education settings foster critical awareness—both in themselves and in their communities—about issues of power, equity, and systemic bias?
3. Can you share an example where taking this approach could create meaningful change or improve decision-making in a non-educational context?

Additional Opportunities to Simulate Knowledge:

[Discourses_of_Diversity_A_Qua.pdf](#)

Additional Opportunities for CR-SE:

[Discourses_of_Diversity_A_Qua.pdf](#)

Session #2			
Date: Days 8-14			
Time: self-paced, asynchronous postings, dispersed throughout the week to allow for instruction, reflection, peer-to-peer dialogue and ongoing instructor feedback.			
Number of hours for this session: 10		Assignments due this week: self-paced	
Standards and Components Alignment:			
Integration of Danielson Framework	Next Generation Learning Standards	NYS Teaching Standards	Critical Consciousness & Cultural Responsiveness Application
Domain 1b: Knowing and valuing students	READING STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it;	1:2 Teachers demonstrate knowledge of current research in learning and language acquisition theories and processes.	Inclusive Curriculum and assessment

Domain 1d:Using resources effectively	cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1:6 Teachers demonstrate knowledge and understanding of technological and information literacy and how they affect student learning.	Ongoing Professional Learning Welcoming and affirming environment High expectations and rigorous instruction
Domain 2a: Cultivating Respectful and Affirming Environments	READING STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	2:1 Teachers demonstrate knowledge of the content they teach, including relationships among central concepts, tools of inquiry, structures and current developments within their discipline(s).	
Domain 3b: Using Questioning and Discussion Techniques	READING STANDARD 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance	2:2 Teachers understand how to connect concepts across disciplines, and engage learners in critical and innovative thinking and collaborative problem-solving related to real world contexts.	
Domain 4a: Engaging in Reflective Practice	WRITING STANDARD 5: Draw evidence from literary or informational texts to support analysis, reflection, and research.	2:6 Teachers evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals.	
Domain 4e: Growing and Developing Professionally	SPEAKING STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations	4:1 Teachers create a mutually respectful, safe, and supportive learning environment that is inclusive of every student. 4:2 Teachers create an intellectually challenging and stimulating learning environment. 7:1 Teachers reflect on their practice to improve instructional effectiveness and guide professional growth. 7:4 Teachers remain current in their knowledge of content and pedagogy by utilizing professional resources.	

Objectives:

Participants will gain the ability to identify stereotypes and cultural inequities present in World Language resources and language learning materials. By recognizing cultural generalizations in World Language instruction, educators will reflect on their own practices and materials to uncover any inequities and biases, fostering a fresh perspective on language learning and cultural awareness. Participants will cultivate an understanding of how to create a learning environment that embodies empathy and inclusivity while exploring foreign communities and languages.

Connection to Critical Consciousness/CRSE:

Criteria from Rubric (select the criteria that are addressed in this session):

X Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)

X Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups

X Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices

Activity:

Explore the resources examining the notion of the existence of stereotypes and (mis)representation in World Language resources and the facilitation of language acquisition to connect to and understand teaching practices and material that can generate a brave learning space that supports an inclusive perspective on teaching language and culture by providing opportunities for self-reflection on cultural aspects within the home and target communities to engage learners in critical thinking and encourage global awareness.

- Stereotypes and (Mis)Representation in WL
- Eliminating the *Other* in teaching culture
- Empathy as an instructional tool in the WL classroom
- Addressing controversy and tensions when teaching culture
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Analyze how it relates to Critical Pedagogy, Intercultural Competence, culturally responsive practices and dispositions to develop a lens to foster and implement more inclusive and equitable materials that accurately reflect historical events, the diversity of the target language community and marginalized populations.

Use the below resources to reflect on the instructional materials and resources you are using to foster language acquisition and cultural understanding, keeping in mind personal and institutional beliefs, norms, practices and assumptions that contribute to inequity.

and assumptions that contribute to inequity X Course provides participants with multiple opportunities to reflect on the complexities of their own and students' individual identities and cultures, including influences on teaching and learning X Course incorporates clear structures and expectations for participation in a brave learning community X Course helps participants design and implement a learning environment that affirms students' racial and cultural identities and contributes to their engagement and learning through the cultivation of critical inquiry	Examine perspectives on an inclusive WL classroom can develop a Brave learning space which effectively addresses the tension and controversy that might present itself in the learning space as you investigate the cultural, racial and political diversity within the target language community. Explore the resources to reflect and examine how you are connecting with the cultural/racial backgrounds of the student population in teaching the language and culture. Analyze your own experiences/backgrounds and biases that may be influencing instruction and choice of materials. as well as your own background and experience instructional practices for language acquisition and cultural understanding in the World Language classroom. • Cultural Representation in Lan.PDF • Cultural Stereotypes Infographic.png • Cultural Stereotypes in Foreig.PDF • Exoticism of the Other.pdf • integrating decolonization and anti-racism into WL curriculum.pdf Consider the effective learning tool empathy can be in understanding the complexity and diversity of our global society and the cultural gaps that can lead to discrimination and polarization. Explore how establishing empathy in the classroom setting will allow students to engage in a critical analysis of the target language community and global society as a whole to question dominant voices, power dynamics and cultural norms that exist in other culture/communities as well as the home culture/community • Empathy, Equity, Empowerment L2 learning.pdf • The integration of Social Emot.PDF • tackling international controversies in virtual exchanges.pdf • Learning Language Learning Culture Whole Student.pdf
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Topics and Agenda:

- Stereotypes and (Mis)Representation in WL
- Eliminating the *Other* in teaching culture
- Empathy as an instructional tool in the WL classroom
- Addressing controversy and tensions when teaching culture

Application to Instruction and Student Learning:

As World Language educators, it is essential for us to understand and dismantle the narrow and racially dismissive narratives that have long influenced traditional methods of teaching World Languages and culture. This limited perspective on how we present and teach about various global communities lacks inclusivity and perpetuates a prejudiced agenda that overlooks marginalized and underserved communities. This, in turn, misrepresents who speaks the target language and the diverse cultural products, practices, and perspectives found within the target language community. Historically, the World Language classroom has been a space where the underrepresentation of marginalized individuals hinders student engagement and alienates students from different backgrounds, preventing them from fully participating in and exploring the subject matter. This occurs due to the lack of meaningful connections and mutual storytelling. It is crucial to address the stereotypes and inequities present in World Language education.

Educators who recognize stereotypes and inequities within World Language education are actively developing a critically conscious perspective on language learning and enhancing global awareness for students and their ability to see one another in communities around the world. Specifically, educators need to pay special attention to the stereotypes and disparities in the representation of cultural identities and communities found in textbooks and instructional materials, so we can present a fuller understanding of the target community and its members and foster a sense of inclusivity to help our students feel seen and connected to the language learning experience.

This recognition also helps to uncover personal biases that educators may hold regarding the teaching of the target language and their methods for discussing the associated culture and community. It is important to thoughtfully consider whose voices we highlight when discussing community members, which cultural products we emphasize, and which historical or political events we incorporate into our language lessons. World Languages have a tremendous responsibility to ensure all members of the target language community are represented in their teaching of language and culture.

By addressing these biases and stereotypes in the World Language classroom, we can create a more inclusive learning environment where all students feel seen and represented as they engage with the target language. Acknowledging diversity and marginalized groups while exploring cultural identities will further enrich the understanding of the target community and its members for our students. Ultimately, by confronting these inconsistencies in World Language resources, we can foster a more inclusive atmosphere that benefits all learners and shapes a more accurate view of the individuals in our world and the experiences they are having in their communities. The aim of this course content is to empower educators to give students the chance to listen to

diverse voices from the global community and comprehend how prejudice, inequalities, and inequities affect various groups. This approach will foster a more relevant and comprehensive learning experience, enabling our students to witness an authentic and holistic representation of the language and culture they are studying and understanding.

Additionally, integrating Social Emotional Learning (SEL) and Culturally Responsive Teaching (CRT) into language learning can be achieved through embedding SEL into target language use incorporating SEL vocabulary and reflection prompts in the target language, such as feelings check-ins and conflict resolution role-plays, to enhance both language fluency and emotional expression. Using culturally relevant scenarios and texts requires selecting culturally diverse stories and tasks that challenge stereotypes and foster empathy and perspective-taking. Teachers should model culturally and emotionally intelligent behavior by demonstrating empathetic communication, active listening, and inclusive behavior, embodying SEL and CRT principles. Developing professional learning communities is also crucial. Promoting collaborative professional development focused on integrating SEL and CRT provides ongoing support and opportunities for shared reflection, facilitating improved instructional approaches that reach all students and create a positive and welcoming learning experience.

Assessment and Feedback:

Graduate Midterm Paper Assignment Length: 5–7 pages (double-spaced, Times New Roman 12 pt.)

Due Date: **(Due the start of week 3)**

Assignment Overview:

In his article, “Instilling Critical Pedagogy in the Italian Language Classroom,” Giuseppe Formato challenges traditional language teaching paradigms and advocates for an approach grounded in critical pedagogy, cultural consciousness, and social justice. This paper invites you to analyze, evaluate, and apply the article's key ideas to your own educational experience, teaching philosophy, or understanding of intercultural learning.

Assignment Objectives:

- Critically engage with the main arguments of the article.
- Explore the role of language education in fostering intercultural competence and global awareness.
- Apply concepts of critical pedagogy to real-world or classroom-based examples.

Paper Guidelines: Your paper should address the following components:

1. Summary and Analysis (1–2 pages)
 - Briefly summarize the key arguments and pedagogical principles in the article.
 - Explain Formato's critiques of traditional (positivist) approaches to language teaching.
 - Highlight the roles of “conscientization,” cultural artifacts, and problem-posing techniques in language instruction.
2. Connection to Intercultural Competence and Global Awareness (1–2 pages)
 - Define intercultural competence and global awareness in your own words.
 - Analyze how the critical pedagogy described in the article fosters these skills.
 - Provide specific examples from the article that align with these global competencies.
3. Personal or Practical Application (2–3 pages)

Choose one of the following prompts:

Option A: If you are a language learner

Reflect on your own experiences learning a second language. How might a critical pedagogical approach, as outlined by Formato, have shaped your understanding of the target culture and your own? In what ways could it have enhanced your intercultural and global awareness?

Option B: If you are a future or current educator

Discuss how you would incorporate the principles of critical pedagogy into your own language classroom. How would you select materials, structure lessons, and foster meaningful dialogue around issues of power, identity, and culture?

Option C: If you are studying language or culture more broadly

Analyze how critical pedagogy could be applied beyond language classrooms—for example, in history, literature, or cultural studies. How can this approach help develop global citizens?

Weekly discussion prompts:

Explore the following resources to deepen your understanding of how culture can be effectively taught and represented in educational materials. Additionally, consider the conscious and unconscious biases, as well as stereotypes, that may be embedded in the narratives and resources we utilize.

- [Cultural Representation in Lan.PDF](#)

- [Cultural Stereotypes Infographic.png](#)
- [Cultural Stereotypes in Foreign.PDF](#)
- [Exoticism of the Other.pdf](#)
- [integrating decolonization and anti-racism into WL curriculum.pdf](#)

Assignment 1: Discussion questions- Respond to each prompt below:

1. How do the findings from Nisargandha's analysis of Maharashtra state English textbooks highlight the balance (or imbalance) between "Big C" (major cultural themes like literature and history) and "small c" (everyday cultural practices) representations? Reflect on how this imbalance might affect students' perceptions of their own culture versus others. How can educators address this disparity to promote a more inclusive understanding of culture?
2. Considering Taqdir's systematic review, what are the implications of prevalent visual stereotypes—such as the portrayal of Anglo-Saxon cultures as dynamic and local cultures as static—for students' intercultural competence? Discuss the potential consequences of these stereotypes on students' ability to engage critically with diverse cultures. What strategies can be implemented to counteract these stereotypes in educational materials?
3. What practical steps can educators and curriculum developers take to ensure diverse cultures are represented equitably? Propose specific actions, such as revising textbook content, incorporating diverse perspectives, or utilizing supplementary materials, to foster a more inclusive educational environment.
4. How can diversifying language curricula to include a broader range of cultural perspectives enhance student engagement and foster a deeper understanding of global interconnectedness?
5. Reflecting on your own teaching context, how can the inclusion of historical and contemporary colonial narratives in language education challenge hegemonic perspectives and promote a more inclusive understanding of global histories?

Next we will examine how establishing empathy in the classroom setting will allow students to engage in a critical analysis of the target language community and global society as a whole to question dominant voices, power dynamics and cultural norms that exist in other cultures/communities as well as the home culture/community. Review the following resources and answer the questions posted for assignment 2.

- [Empathy, Equity, Empowerment L2 learning.pdf](#)
- [The integration of Social Emot.PDF](#)
- [tackling international controversies in virtual exchanges.pdf](#)
- [Learning Language Learning Culture Whole Student.pdf](#)

Assignment 2:

1. In what ways can language educators implement strategies that promote empathy and equity in their classrooms?
How can these strategies empower students to become active participants in their learning communities?
2. What challenges do educators face when embedding SEL into language instruction, and how can they overcome these obstacles? How does the incorporation of SEL impact students' language acquisition and interpersonal skills?
3. How can educators design language curricula that address the cognitive, emotional, and social needs of students?
What role does cultural awareness play in fostering a comprehensive language learning experience?
4. What are effective methods for facilitating discussions on sensitive topics in a learning setting?
How can educators ensure that these discussions promote mutual understanding and respect among participants from diverse backgrounds?

ALTERNATIVE ASSIGNMENT/ADDITIONAL OPPORTUNITY TO SIMULATE LEARNING:

Many studies highlight how textbooks and media can portray cultures in stereotypical or exoticized ways.

- How do you see cultural stereotypes or oversimplified representations of different groups in media, workplaces, or your community?
- How might these representations influence how people understand or interact with others from different backgrounds?

Additional Opportunities to Simulate Knowledge:

[Do gender stereotypes bias the.pdf](#)

Additional Opportunities for CR-SE:

[The integration of Social Emot.PDF](#)

Session #3

Date: Days 15-21

Time: self-paced, asynchronous postings, dispersed throughout the week to allow for instruction, reflection, peer-to-peer dialogue and ongoing instructor feedback.

Number of hours for this session: 10		Assignments due this week: self-paced	
Standards and Components Alignment:			
Integration of Danielson Framework 1d: demonstrating knowledge of resources 2a: Creating an Environment of respect and rapport 2b: Establishing a culture of learning 3b: Using questioning and discussion techniques 4a: reflecting on teaching	Next Generation Learning Standards READING STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. READING STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. READING STANDARD 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance WRITING STANDARD 5: Draw evidence from literary or informational texts to support analysis, reflection, and research. SPEAKING STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations	NYS Teaching Standards 2.1 : Teachers demonstrate knowledge of the content they teach, including relationships among central concepts, tools of inquiry, structures and current developments within their discipline(s) Element 2.2 : Teachers understand how to connect concepts across disciplines, and engage learners in critical and innovative thinking and collaborative problem-solving related to real world contexts. 2.6 : Teachers evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals. 3.1 : Teachers use research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning. 4.1 : Teachers create a mutually respectful, safe, and supportive learning environment that is inclusive of every student. 4.2 : Teachers create an intellectually challenging and stimulating learning environment. 5.1 : Teachers reflect on their practice to improve instructional effectiveness and guide professional growth.	Inclusive Curriculum and assessment Ongoing Professional Learning Welcoming and affirming environment High expectations and rigorous instruction
Objectives:			
Participants will learn to identify various ways to enhance inclusivity in the WL classroom through an enriched approach to teaching language and culture. This approach integrates critical pedagogy, cultural responsiveness, and global awareness, aiming to create a language learning experience that emphasizes diversity and the power dynamics that shape culture and society to further engage students into critical thinking and introspective questioning about their home community as well as that of foreign communities. Additionally, participants will examine their methods in the WL classroom, focusing on how effectively they are incorporating the concept of “Culture” to deepen the understanding of the target culture and historically marginalized individuals within the target language community. This introspective analysis of their teaching practices, alongside an evaluation of when and how they promote global competence through culture, will offer insights into implementing intercultural communication for the final week of study.			
Connection to Critical Consciousness/CRSE:			
Criteria from Rubric (select the criteria that are addressed in this session): X Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)	Activity: As we work to build an understanding of how to incorporate the concept of Power Dynamics and voice centering through World Language education, let us use this week's resources to examine how to encourage students to critically analyze power dynamics within various societies as an essential part of the exploration of the culture. This exploration can reveal how these dynamics may contribute to inequities within a community. By engaging with global problems and issues during the language learning experience, educators can cultivate diverse global perspectives that encompass diverse racial and cultural groups within the target language community providing a more holistic worldview of language learning. As a WL educator it is so very important to self-reflect on your teaching practices as well as the resources you are using to represent the culture/communities. Examine the perspectives provided in this week's resources and reflect on your own teaching methods regarding language and culture. Consider how you engage students in critical thinking about advanced global topics that affect marginalized communities in the target language community. This week's content prompts educators to recognize the experiences and backgrounds that students bring to the complex environment of the World Language classroom, and the need for a Brave learning space to fully understand the dynamics of other cultures and societies. Through		

X Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups X Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity X Course provides participants with multiple opportunities to reflect on the complexities of their own and students' individual identities and cultures, including influences on teaching and learning X Course incorporates clear structures and expectations for participation in a brave learning community X Course helps participants design and implement a learning environment that affirms students' racial and cultural identities and contributes to their engagement and learning through the cultivation of critical inquiry	this approach we shift the notion of "Culture" in the WL classroom to encompass the importance of cultural competence and global awareness. It is crucial for World Language educators to understand how to establish a brave learning environment by integrating global/social issues into language acquisition and cultural comprehension. By fostering deeper conversations, educators can promote a respectful learning atmosphere where all voices and backgrounds are acknowledged and valued, both within the target language community and in the students' home culture. Creating a Learning Environment that celebrates diversity and demonstrates competence in interacting with individuals from different communities is a vital foundation for grasping the concept of global citizenship. This inclusive approach cultivates world-ready individuals who can interact and engage with diverse people, showcasing compassion, openness, and cultural competence. • More effective and inclusive World Language Teaching.pdf • tracing the red thread-critical readers & writers.pdf • Practical Steps to Overcome Ve.PDF • Teaching towards cultural awareness and ICC How to Why.pdf • picturing another culture.pdf • A Qualitative Study Exploring Cultural Awareness.pdf • Preparing globally competent t.PDE • Ethical Challenges in Intercul.PDF
Topics and Agenda:	
-More effective and inclusive WL teaching -How teach cultural awareness and ICC -Preparing globally competent students -Challenges when teaching "Culture"	
Application to Instruction and Student Learning:	
This week's content highlights a timely shift in the purpose and practice of WL education, from simply teaching linguistic proficiency and surface-level culture to centering global awareness, power dynamics, and student voice in a brave, inclusive learning environment. The resources and course discussions will call on WL educators to reframe culture as a dynamic teaching tool. To use the classroom to center marginalized voices and question and think critically about our global systems. Finally, this course aims to promote bravery, not avoidance—so students are equipped to be both competent language users and conscious global citizens. Considering the notion of power dynamics as cultural content is key to helping our students understand and critically think on a global level. Power dynamics as a cultural content is essential in preparing a world-ready student. Traditionally, culture in the WL classroom is presented as a series of neutral "facts" (e.g., food, holidays, landmarks). However, culture is inherently political—and understanding it requires analysis of who holds power, who is silenced, and how history and identity intersect. When teaching about a cultural celebration, include multiple perspectives: How do Indigenous, Afro-descendant, or marginalized groups engage with or critique the event? Introduce terms like <i>desigualdad</i> (inequality in Spanish) or <i>justicia</i> (justice in Spanish) early, so students can begin to discuss global and social issues in the target language. Use authentic resources that highlight voices from underrepresented communities in the TL (e.g., youth activists, Afro-Latinx poets, Indigenous writers). In addition this course strives to elevate the conversations happening in the WL classroom. Instead of shying away from complexity, the WL classroom becomes a site for global inquiry. Teaching language through social issues—immigration, colonial legacies, racism, gender inequality—deepens engagement and makes learning meaningful and transformative.	

As educators, it's vital to examine what materials we choose: Do they reflect the full racial, gendered, and class-based diversity of the TL community? Whose narratives we prioritize: Are we centering dominant perspectives, or lifting up historically silenced voices? How we teach "culture": Are we reinforcing stereotypes, or digging into the lived realities and power structures? WL educators should audit their curriculum and resources: Who's visible? Who's absent? Invite community voices or virtual guests from TL cultures who can speak to lived experiences. Continuously interrogate your own cultural lens and positionality—how it influences your teaching and what assumptions you bring.

Embracing such personal and professional reflection on teaching approach and curriculum we encounter the notion of "safe spaces," which prioritize comfort vs. brave spaces prioritize honesty, accountability, and growth. In the WL classroom, this means encouraging students to confront discomfort in ways that are developmentally appropriate and culturally respectful. This provides a learning environment where students can co-create class norms with the teacher to promote active listening, empathy, and mutual respect. In addition, we can begin to normalize conversations about race, gender, and power in the TL for our students through culturally relevant content. Through such an approach students become world-ready, not just linguistically, but interpersonally and ethically. Students develop critical cultural competence, understanding that culture is fluid, diverse, and can be shaped by systems of power. They emerge with empathy, humility, and a global consciousness and able to engage in meaningful cross-cultural dialogue and action.

Assessment and Feedback:

Graduate Reflective Task Paper: Critical Reflection: The Educator's Role in Cultivating Global Citizenship through Cultural Inquiry

Task Overview: This task requires education professionals to critically analyze their own teaching practices, beliefs, and classroom environment in relation to fostering global citizenship and cultural inquiry. The reflection will examine how educators' positionality, curriculum choices, and pedagogical strategies influence students' ability to think critically about cultural perspectives, global issues, and social justice.

Task Instructions:

1. Self-Assessment of Current Practice

- Describe your current approach to integrating cultural inquiry and global perspectives into your teaching.
- Identify specific examples of lessons, discussions, or projects that reflect these principles (or areas where they are lacking).

2. Critical Analysis

- Analyze how your instructional strategies challenge stereotypes, promote intercultural understanding, and encourage critical thinking.
- Discuss potential biases such as personal, institutional, or systemic that may limit students' engagement with global and cultural issues.

3. Vision for Cultivating Critical Global Citizens

- Outline how you plan to create a more culturally responsive and globally conscious classroom.
- Include at least two strategies that encourage students to explore multiple perspectives and engage in inquiry about global challenges.

4. Theoretical Integration

- Connect your reflection to at least three scholarly sources from critical pedagogy, intercultural competence, or global citizenship education.
- Discuss how these theories inform your evolving teaching philosophy.

Submission Requirements

- 5–7 page reflective essay (APA 7th edition format).
- Include additional scholarly references in your reflection.
- Use specific classroom examples or case studies to illustrate reflection.

Suggested Resources for Reflection

- Freire, P. (2018). *Pedagogy of the Oppressed*.
- Andreotti, V. (2014). *Soft versus Critical Global Citizenship Education*.
- Banks, J. A. (2017). *Diversity and Citizenship Education: Global Perspectives*.
- UNESCO (2015). *Global Citizenship Education: Topics and Learning Objectives*.

Weekly discussion prompts:

It is crucial for World Language educators to understand how to establish a brave learning environment by integrating global/social issues into language acquisition and cultural comprehension. By fostering deeper conversations, educators can promote a respectful learning atmosphere where all voices and backgrounds are acknowledged and valued, both within the target language community and in the students' home culture. Creating a Learning Environment that celebrates diversity and demonstrates competence in interacting with individuals from different communities is a vital foundation for grasping the concept of global citizenship. This inclusive approach cultivates world-ready individuals who can interact and engage with diverse people, showcasing compassion, openness, and cultural competence. Investigate the resources provided for this week and answer the discussion questions posted for this week.

- [More effective and inclusive World Language Teaching.pdf](#)
- [tracing the red thread-critical readers & writers.pdf](#)
- [Practical Steps to Overcome_Ve.PDF](#)
- [Teaching towards cultural awareness and ICC How to Why.pdf](#)
- [picturing another culture.pdf](#)
- [A_Qualitative_Study_Exploring Cultural Awareness.pdf](#)
- [Preparing globally competent t.PDF](#)
- [Ethical_Challenges_in Intercul.PDF](#)

Assignment 1: Respond to each of the prompts below using the referenced article title provided before the question.

"More Effective and Inclusive World Language Teaching"

1. How can world language curricula be redesigned to move beyond linguistic competence and intentionally integrate cultural narratives that challenge stereotypes and promote intercultural empathy?

"Tracing the Red Thread: Critical Readers & Writers"

2. In what ways can critical literacy practices be embedded into curriculum design to help students recognize, question, and reconstruct dominant cultural narratives in texts?

"Practical Steps to Overcome VE (Virtual Exchange) Challenges"

3. How can educators leverage virtual exchange programs to build authentic intercultural experiences, and what strategies can be embedded in curriculum design to overcome challenges of equity, access, and meaningful engagement?

Assignment 2: Respond to each of the prompts below using the referenced article title provided before the question.

"Teaching Towards Cultural Awareness and ICC: How & Why"

1. How can the principles of intercultural communicative competence (ICC) be embedded across subject areas to ensure cultural awareness is developed not as an "add-on" but as a core learning outcome?

"Picturing Another Culture"

2. How can visual literacy and the use of images in the classroom support critical discussions about cultural identity, and what frameworks can guide educators to avoid reinforcing stereotypes?

Assignment 3: Respond to each of the prompts below using the referenced article title provided before the question.

"A Qualitative Study Exploring Cultural Awareness"

1. How can findings from qualitative research on cultural awareness be translated into actionable curricular changes that foster deeper reflection on students' own cultural assumptions and positionalities?

"Preparing Globally Competent Teachers"

2. What curriculum design elements best prepare pre-service and in-service teachers to cultivate global competence in their students, and how can field experiences be structured to reinforce these skills?

"Ethical Challenges in Intercultural Education"

3. How should ethical considerations—such as power dynamics, cultural appropriation, and authenticity—inform curriculum design to ensure intercultural education is both inclusive and socially responsible?

ALTERNATIVE ASSIGNMENT/ADDITIONAL OPPORTUNITY TO SIMULATE LEARNING:

1. How can insights from *"Preparing Globally Competent Teachers"* and *"Ethical Challenges in Intercultural Education"* inform district-wide or institutional policies that ensure diversity and intercultural competence are integral to curriculum frameworks beyond classroom practice?
2. Drawing from *"A Qualitative Study Exploring Cultural Awareness"* and *"Picturing Another Culture"*, what role should community stakeholders and cultural organizations play in shaping learning materials and experiences that foster authentic cultural representation and inclusive perspectives?

Additional Opportunities to Simulate Knowledge:[Global Citizenship Education for Non citizens.pdf](#)**Additional Opportunities for CR-SE:**[Developing global competence in ELT - Ben Goldstein](#)**Session #4**

Date: Days 22-28

Time: self-paced, asynchronous postings, dispersed throughout the week to allow for instruction, reflection, peer-to-peer dialogue and ongoing instructor feedback.

Number of hours for this session: 10

Assignments due this week: self-paced

Standards and Components Alignment:

Integration of Danielson Framework	Next Generation Learning Standards	NYS Teaching Standards	Critical Consciousness & Cultural Responsiveness Application
1a demonstrating knowledge of content and pedagogy 1e designing coherent instruction 2a developing an environment of respect and rapport 2b establishing a culture of learning 3c engaging students in learning 4a Reflecting on teaching 4e Growing and developing professionally	READING STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. READING STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. READING STANDARD 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance WRITING STANDARD 5: Draw evidence from literary or informational texts to support analysis, reflection, and research. SPEAKING STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations	1.3 : Teachers demonstrate knowledge of and are responsive to diverse learning needs, strengths, interests, and experiences of all students. 2.1 : Teachers demonstrate knowledge of the content they teach, including relationships among central concepts, tools of inquiry, structures and current developments within their discipline(s). Element 2.2 : Teachers understand how to connect concepts across disciplines, and engage learners in critical and innovative thinking and collaborative problem-solving related to real world contexts. 2.5 : Teachers design relevant instruction that connects students' prior understanding and experiences to new knowledge. 2.6 : Teachers evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals. 3.1 : Teachers use research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning. 4.1 : Teachers create a mutually respectful, safe, and supportive learning environment that is inclusive of every student. 5.4 : Teachers reflect upon and evaluate the effectiveness of their comprehensive assessment system to make adjustments to it and plan instruction accordingly. 6.2 : Teachers engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning. 7.1 : Teachers reflect on their practice to improve instructional effectiveness and guide professional growth.	Inclusive Curriculum and assessment Ongoing Professional Learning Welcoming and affirming environment High expectations and rigorous instruction

Objectives:

Participants will gain a comprehensive understanding of the theory of intercultural competence and learn how to apply it in the World Language classroom. This will help create a culturally responsive learning environment that critically examines the concept of culture, promoting meaningful and inclusive communication in the target language utilizing the three modes of communication.

Connection to Critical Consciousness/CRSE:

Criteria from Rubric (select the criteria that are addressed in this session):

X Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)

X Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups

X Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity

X Course provides participants with multiple opportunities to reflect on the complexities of their own and students' individual identities and cultures, including influences on teaching and learning

X Course incorporates clear structures and expectations for participation in a brave learning community

X Course helps participants design and implement a learning environment that affirms students' racial and cultural identities and contributes to their engagement and learning through the cultivation of critical inquiry

Activity:

The goal for this last week of participation is to synthesize all the theories and ideas explored in our previous weeks and demonstrate how these concepts we can put it all together using the three modes of communication and language acquisition in our daily classroom interactions.

Reflect on how language learning is not just about vocabulary or grammar—it's about relationships with others and awareness diversity.

Examine how Intercultural competence begins with awareness of linguistic and cultural diversity and grows from an individual's direct experiences and background. Participants are encouraged to observe their instructional practices and classroom activities and how they are pairing culturally reflective activities to build intercultural skills. We will explore how learners must understand that different languages are linked to social groups, identities, and values, and that language carries social and emotional meaning. Participants are invited to learn about how we facilitate such a learning experience and achieve these communicative goals through the articles and class discussions provided for this week.

[A Study of Cultural Empathy in.PDF](#)
[Intercultural Competence Theory to Practice.pdf](#)
[Awakenig Intercultural Comm in WL article.pdf](#)

Additionally, we will focus on maintaining a critical perspective while developing and implementing communicative tasks. It is essential to consider racial and ethnic diversity, providing various opportunities to reflect on individual identities and cultures, as well as their influence on teaching and learning and how use of the target language will be achieved to foster a brave learning community that engaged in critical thinking when analyzing the complexities of culture and the underlying belief systems that impact social norms and practices and shape a society and their perspectives.

Exploring social norms and cultural competence in communication involves examining the practices and assumptions present within the target language community. This exploration aims to enhance global awareness and understanding through student engagement in communicative tasks. Consider how to incorporate cultural elements by identifying relevant cultural aspects for inclusion in these tasks. Additionally, it is important to understand perspectives by considering how students will engage with and comprehend the target language community.

- [Critical Considerations for Intercultural competence.PDF](#)
- [included in communication cultivate racial and ethnic diversity.pdf](#)
- [Pain expression and intercultu.PDF](#)
- [Perceptions of social interact.PDF](#)

Explore techniques to create an inclusive learning environment that celebrates students' racial and cultural identities. Focus on communicative tasks that enhance world readiness, foster cultural competence, and encourage self-reflection during interactions.

- [FROM SILENCE TO SOCIALISING.pdf](#)
- [Language for Specific Purposes.PDF](#)

Topics and Agenda:

Theory and Practice of Intercultural communication
 Critical considerations for intercultural competence
 Individual Perceptions and expression when socializing
 Communicative tasks with purpose-Putting it all together

Application to Instruction and Student Learning:

This final wrap-up week offers an opportunity to reflect on how intercultural communicative competence, cultural responsiveness, and critical consciousness are not separate from language instruction but are essential to it. Using the three modes of communication—Interpretive, Interpersonal, and Presentational—World Language (WL) educators can create daily classroom experiences that deepen both linguistic proficiency and global cultural awareness. Educators will understand the many opportunities WL instruction allows for students to explore who they are in a new linguistic context, engage with new worldviews, values and systems and learn how to listen, empathize, and connect across cultural boundaries. The WL classroom is much more than words and grammar! As a WL educators we teach about relationships, emotions, identity, and power.

Assessment and Feedback:

Graduate Final Paper Assignment

Length: 8-12 pages (double-spaced, Times New Roman 12 pt., excluding references and appendices)

Due Date: [One week after the course ending date]

Assignment Description: This final paper serves as the culmination of your work in this course, inviting you to integrate theoretical knowledge, reflective practice, and applied strategies related to critical pedagogy and intercultural competence. You will design and justify a comprehensive instructional framework or unit plan that embodies the principles of transformative, culturally responsive language teaching. Your paper should demonstrate your understanding of how world language education can be a tool for social justice, global awareness, and intercultural dialogue.

Assignment Objectives:

- Apply critical pedagogy principles to second language education.
- Demonstrate a deep understanding of intercultural competence and its development.
- Design practical instructional approaches informed by theory and research.
- Reflect on the ethical, cultural, and political dimensions of language teaching.

Paper Components:

1. Theoretical Framework
 - Articulate the key concepts of critical pedagogy (e.g., conscientization, dialogic learning, problem-posing education) and explain their relevance to world language teaching.
 - Define intercultural competence using key frameworks (e.g., Byram's ICC model, Deardorff's Process Model).
 - Cite key scholars such as Paulo Freire, Henry Giroux, Claire Kramsch, Alvino Fantini, or Giuseppe Formato to support your framework.
2. Critical Reflection on Language Teaching
 - Reflect on your personal language learning or teaching journey.
 - Identify moments where issues of culture, identity, or power were (or were not) addressed.
 - Discuss how these experiences inform your pedagogical stance.
3. Curriculum or Unit Plan Design
 - Design a thematic unit or curricular outline (e.g., 4–6 weeks) for a world language course at a level of your choice (secondary, post-secondary, heritage learners, etc.).
 - Your design should include:
 - A description of learners and setting
 - Unit objectives (linguistic, intercultural, critical thinking)
 - Key cultural topics and authentic materials (e.g., films, articles, art, music, oral histories)
 - Sample lessons or activities grounded in critical pedagogy
 - Assessment strategies that capture both language growth and intercultural learning
 - Strategies for inclusive, anti-bias teaching
4. Justification and Critical Analysis
 - Justify your instructional choices using course readings, research, and theory.
 - Analyze how your unit fosters critical thinking, cultural reflection, and global awareness.
 - Reflect on challenges, tensions, and ethical considerations in implementing critical pedagogy in a real-world context.
5. Conclusion (1 page)
 - Reflect on how this project has impacted your understanding of teaching as a political and cultural act.

- Discuss how you envision continuing this work in your professional practice.

Formatting and Citation:

- Use APA, MLA, or Chicago citation style consistently.
- Include a properly formatted reference list.
- Appendices may include sample lesson plans, activity descriptions, or student materials (optional).

Weekly discussion prompts:

[A_Study_of_Cultural_Empathy_in.PDF](#)
[Intercultural Competence Theory to Practice.pdf](#)
[Awakenig Intercultural Comm in WL article.pdf](#)

Assignment 1: Respond to each of the prompts below using the referenced article title provided before the question.

"A Study of Cultural Empathy in..."

1. How can educators intentionally design learning experiences that cultivate cultural empathy, and what instructional strategies can help students transfer this empathy to real-world intercultural interactions?

"Intercultural Competence: Theory to Practice"

2. How can theoretical models of intercultural competence be effectively translated into classroom practices that move beyond surface-level cultural exposure to foster deep, transformative learning?

"Awakening Intercultural Communication in World Language Education"

3. What instructional practices can best support students in developing authentic intercultural communication skills, and how can curriculum design balance language proficiency with cultural fluency?

Assignment 2: Respond to each of the prompts below using the referenced article title provided before the question.

[Critical_Considerations_for_Intercultural_competence.PDF](#)
[included in communication cultivate racial and ethnic diversity.pdf](#)
[Pain expression and intercultural.PDF](#)
[Perceptions of social interaction.PDF](#)

"Critical Considerations for Intercultural Competence"

1. How can educators critically evaluate and refine their approaches to teaching intercultural competence to ensure that learning experiences move beyond tokenism and foster transformative, equity-driven understanding?

"Included in Communication: Cultivating Racial and Ethnic Diversity"

2. What communication frameworks and instructional strategies can be integrated into curriculum design to authentically cultivate racial and ethnic diversity while avoiding assimilationist or superficial approaches?

"Pain Expression and Intercultural Contexts"

3. How can awareness of cultural differences in pain expression inform instructional practices in fields like healthcare education, counseling, or social work to create more empathetic and culturally responsive learning environments?

Assignment 3:

- [FROM_SILENCE_TO_SOCIALISING.pdf](#)
- [Language_for_Specific_Purposes.PDF](#)

"From Silence to Socialising"

1. **How can instructional practices be adapted to help students move from passive participation to active engagement in culturally diverse classrooms, and what role does social interaction play in deepening intercultural learning?**

"Language for Specific Purposes"

2. **How can curricula for language learning be designed to balance technical or professional language needs with the development of intercultural competence and cultural awareness relevant to real-world contexts?**

ALTERNATIVE ASSIGNMENT/ADDITIONAL OPPORTUNITY TO SIMULATE LEARNING:

1. *How can organizations or community programs foster environments where diverse cultural voices are actively engaged in decision-making, moving beyond symbolic inclusion toward genuine collaboration?*
2. *How can organizations or community programs foster environments where diverse cultural voices are actively engaged in decision-making, moving beyond symbolic inclusion toward genuine collaboration?*
3. *What role can cultural exchange initiatives or media campaigns play in enhancing intercultural communication among the general public, and how can their impact be measured effectively?*

Additional Opportunities to Simulate Knowledge:

[Globa Edu as a cross-cultural approach democracy.pdf](#)

Additional Opportunities for CR-SE:

[Mediating role of cultural intel SJ and GC.pdf](#)

An Educator's Checklist ©
Strategies for Implementation of Critical Consciousness & Cultural Responsiveness
[Media Resource](#)

☐_X_ I am promoting dialogue amongst all students in the classroom to include diverse perspectives as well as connections to “real-world” experiences.

☐_X_ I am working to further develop a classroom culture that welcomes and affirms the individual identities and strengths of each student.

☐_X_ I am posing questions of the “how, why, what and for who” when applying thoughts of change to numerous situations, texts, and interactions.

☒_X_ I am being mindful of and incorporating equitable practices for all students

☐_X_ I am designing instructional practices that encourage students to challenge oppression and social injustices

☐_X_ My instructional resources and practices reflect a desire to better understand and incorporate the experiences and perspectives of non-dominant racial and cultural groups

☐_X_ I am aware of and engaging in the challenging and invaluable work of addressing underlying personal and institutional beliefs, norms, practices and assumptions while grappling with my own and students’ individual identities and cultures, including such influences on teaching and learning

☐_X_ I am making opportunities to clearly advocate and establish structures and expectations of all in fostering a brave learning community within my classes and or students in my care

☐_X_ I am dedicated to crafting lessons resources, keeping in mind students’ racial and cultural identities and contributes to their engagement and learning through the cultivation of critical inquiry

☒_X_ I am differentiating instruction and assessments that allows students to demonstrate understanding and convey thoughts in multiple formats. (Various resources, independent and cooperative learning, use of dialogue, role-plays, visuals, and media formats).

☐_X_ I am using a language of critique in the classroom and encouraging students to do the same within the classroom environment and beyond. (Perspectives being promoted, interests, assumptions, etc.)

☐_X_ I am taking responsibility to actively learn about the students' individual cultures (including genders, religions, etc.) and communities, integral work for building and sustaining meaningful relationships with families.

☐_X_ I am implementing student-centered stories, vocabulary, and examples. Instruction is incorporating relatable aspects of students’ lives.

☐_X_ I am continually interacting with students to provide frequent feedback, questioning and critical thinking as vehicles to keep students involved and engaged.

DISCUSSION QUESTION/POSTINGS RESPONSE RUBRIC

✓ **4-Superior:** Response demonstrates deep critical analysis, creatively applying course concepts and cultural inquiry to address the question(s) with relevant cultural examples and course ideas. Insightfully connects to global citizenship and teaching practices with well-organized, clearly articulated, and supported by strong, relevant evidence and examples from past experiences. Respectfully engages diverse cultural perspectives; actively challenges biases; models empathy and inclusivity; fosters rich, respectful dialogue honoring multiple ways of knowing. Inspires multiple rich peer interactions; responses show clear voice, tone, and engagement. Makes several pertinent references to readings. Synthesizes theories, principles, and methodologies relevant to course objectives and teaching profession. Provides numerous critical yet professional peer reactions, posting more than six times weekly with responses dispersed across the week.

Culturally Responsive Practices:

In addition, a superior response would consistently address the following aspects of a focused understanding and implementation of critical consciousness with responses that:

- *often discuss equitable practices for all students, with a high level of thought and reflection for critical consciousness.*
- *reflect a desire to better understand and incorporate the experiences and perspectives of non-dominant racial and cultural groups*
- *demonstrate the challenging and invaluable work of addressing underlying personal and institutional beliefs, norms, practices, and assumptions while grappling with one's own and students' individual identities and cultures, including influences on teaching and learning*
- *address the possible structures and expectations of all in fostering a brave learning community*
- *address crafting lessons and alike keeping in mind students' racial and cultural identities and contributes to their engagement and learning through the cultivation of critical inquiry*

✓ **3-Proficient:** Response clearly addresses the question with relevant cultural examples and course ideas. Thoughtful reflection and some critical insight. Organized with adequate support and evidence. Shows respect for cultural diversity and values multiple perspectives. Supports constructive and inclusive dialogue. Response is clear and accurate; references assigned reading and course material. Demonstrates understanding and some synthesis of course theories. Peer responses are professional and contribute to dialogue, meeting minimum posting expectations with some dispersed engagement.

Culturally Responsive Practices:

In addition, a proficient response would often address the following aspects of a focused understanding and implementation of critical consciousness with responses that:

- *often discuss equitable practices for all students, with a high level of thought and reflection for critical consciousness.*
- *reflect a desire to better understand and incorporate the experiences and perspectives of non-dominant racial and cultural groups*
- *demonstrate the challenging and invaluable work of addressing underlying personal and institutional beliefs, norms, practices, and assumptions while grappling with one's own and students' individual identities and cultures, including influences on teaching and learning*
- *address the possible structures and expectations of all in fostering a brave learning community*
- *address crafting lessons and alike keeping in mind students' racial and cultural identities and contributes to their engagement and learning through the cultivation of critical inquiry*

- **2-Developing:** Response addresses questions partially with limited depth or critical engagement. Few course concepts or cultural examples. Organization and clarity inconsistent. Acknowledges cultural differences but engagement with them is limited. Misses opportunities to deepen cultural understanding or challenge biases. Response may lack sufficient references to readings or course concepts. Shows minimal evidence of planning or revision. Peer interactions are limited or brief, with postings clustered rather than dispersed.

Culturally Responsive Practices:

In addition, a developing response would rarely address the aspects of a focused understanding and implementation of critical consciousness including:

- ✓ response attempts discussing equitable practices for all students
- some thought and reflection for critical consciousness.
- response begins to reflect a desire to better understand and incorporate the experiences and perspectives of non-dominant racial and cultural groups although is not yet clarified
- responses grapple with understanding and addressing underlying personal and institutional beliefs, norms, practices, and assumptions while grappling with one's own and students' individual identities and cultures, including influences on teaching and learning
- responses fail to consistently address the possible structures and expectations of all in fostering a brave learning community
- responses address crafting lessons and alike making attempts to consistently consider students' racial and cultural identities and contributes to their engagement and learning through the cultivation of critical inquiry

✓ **1-Partial/ Unacceptable:** Demonstrates a lack of understanding of critical pedagogy, cultural inquiry, and language teaching concepts central to the course. Shows little to no application of these concepts to student learning or teaching practice. Peer discussion is absent or minimal; responses are brief, superficial, and lack supporting evidence. No clear sense of engagement, voice, or thoughtful reflection is evident. Fails to meet the rigor and criteria of the online discussion rubric: makes few or no references to assigned readings. Lacks evidence of understanding or synthesis of theories, principles, and methodologies relevant to the profession of teaching. Responses are undeveloped, cursory, and contain grammatical or writing errors that hinder clarity. Fails to meet minimum participation requirements, including logging on and posting the required number of times per week.

- ✓ Does not demonstrate critical consciousness or focused understanding of the role of language and culture in cultivating global citizenship and equity in education.

✓

In any instance where a participant struggles to consistently make progress in the understanding and implementing culturally responsive practices and dispositions, the instructor will address their specific needs and situation being sure to provide specific instruction on content, instructional technique and alike. Further educating and connecting with those that may be developing or partial is an additional opportunity by instructor and LILIE to further strengthen and support the participant's understanding of critical consciousness and the foundation it is for all aspects of instruction.

Midterm Assessment Rubric

	9-10 (Excellent)	7-8 (Good)	5-6 (Fair)	0-4 (Poor)
Summary and analysis of article	Thoroughly and accurately summarizes main arguments; clearly explains Formato's critiques of traditional approaches; insightfully describes "conscientization," cultural artifacts, and problem-posing techniques.	Summarizes main arguments with minor omissions; explains critiques and key pedagogical concepts adequately.	Partial or vague summary; some key arguments or concepts missing or misunderstood.	Minimal summary; key arguments or concepts largely missing or incorrect. and/or Summary absent or completely inaccurate.
	9-10 (Excellent)	7-8 (Good)	5-6 (Fair)	0-4 (Poor)
Connection to Intercultural Competence & Global Awareness	Clearly defines intercultural competence and global awareness; demonstrates deep understanding of how critical pedagogy fosters these skills; uses multiple relevant examples from the article.	Defines terms; shows clear connection to critical pedagogy; uses some examples.	Limited or vague definitions; weak connection; few examples or general statements.	Definitions unclear; weak or no connection; examples mostly irrelevant and/or Missing definitions and connection; no examples.
	9-10 (Excellent)	7-8 (Good)	5-6 (Fair)	0-4 (Poor)
Personal or Practical Application	Application is thoughtful, detailed, well-supported; explicitly connects principles to personal experience, teaching practice, or broader study; demonstrates creativity and critical reflection.	Application is clear and supported; connects principles to experience or practice with some depth; reflects on critical pedagogy.	Application is superficial or partially connected; limited reflection; principles mentioned but not meaningfully applied.	Minimal or unclear application; little understanding of critical pedagogy in practice and/or Application missing or completely unrelated.
Use of Scholarly Sources & Citations	Incorporates 2+ scholarly sources effectively; integrates them smoothly; citations are consistent and correct in chosen style (MLA, APA, Chicago).	Incorporates 2 sources; generally integrates them; minor citation errors.	Uses fewer than 2 sources or sources poorly integrated; multiple citation errors.	Uses 1 source or integration is very weak; citations mostly incorrect and/or No additional sources used or citations missing.
Clarity, Organization & Mechanics	Writing is clear, concise, and well-organized; ideas flow logically; grammar, spelling, punctuation correct throughout.	g generally clear and organized; minor errors do not impede understanding.	g lacks clarity or organization in places; errors occasionally interfere with meaning.	Writing is unclear, disorganized; errors interfere with meaning and/or Writing is incoherent or unreadable; many errors.

Final Project Unit Plan Rubric

Performance	Partial/ Unacceptable	Developing	Accomplished/Proficient	Exemplary/Superior
Theoretical Framework	Provides minimal or unclear discussion of theory; few or no scholarly references; weak connection to world language education and/or Missing or inaccurate theoretical framework.	Addresses concepts of critical pedagogy and intercultural competence but with limited depth; integration of scholars/theories is partial or underdeveloped.	Explains critical pedagogy and intercultural competence with clarity; uses key scholars and theories appropriately; makes solid connections to world language education.	Demonstrates exceptional understanding of critical pedagogy and intercultural competence; integrates key scholars and theories with depth and precision; clearly connects theory to world language education.
Critical Reflection	Minimal reflection; unclear or unrelated to assignment objectives and/or no reflection provided	Reflection is surface-level or generalized; limited connection to pedagogical stance; lacks depth.	Clear reflection on personal experiences; makes relevant connections to teaching or learning philosophy; shows some critical awareness.	Deeply reflective analysis of personal experiences; thoughtfully connects moments of culture, identity, and power to pedagogical stance; demonstrates critical self-awareness. Lesson(s)
Curriculum or Unit Plan Design	Unit design is clear and structured; objectives, materials, and activities show evidence of critical pedagogy and intercultural learning; assessments are appropriate.	Unit design is basic or incomplete; some evidence of critical pedagogy and intercultural learning, but not fully developed; assessments lack depth.	Unit design is clear and structured; objectives, materials, and activities show evidence of critical pedagogy and intercultural learning; assessments are appropriate.	Unit design is innovative, well-structured, and detailed; objectives, materials, and activities clearly reflect critical pedagogy and intercultural learning; assessments are creative and aligned with goals.
Justification & Critical Analysis	Weak justification; little or no connection to research; limited analysis of learning impact and/or no justification or critical analysis	Justification is partial; limited use of research; analysis of learning impact is basic; minimal discussion of challenges or ethics.	Justification is clear and supported by research; analyzes how unit fosters learning; addresses some challenges and ethical considerations	Strong and well-supported justification; critically analyzes how unit fosters critical thinking, cultural reflection, and global awareness; discusses challenges and ethical considerations with nuance.
Conclusion	Minimal or vague conclusion; lacks meaningful reflection and or no conclusion provided.	Provides a basic conclusion; limited reflection on teaching implications.	Reflective; connects project to professional practice and teaching philosophy.	Insightful and reflective; clearly articulates how project influences future teaching and views education as a political and cultural act.

Use of Scholarly Sources & Citation	Few scholarly sources (1-2); major citation issues and/or no scholarly sources used	Uses some scholarly sources (2-3); several citation errors or inconsistent formatting.	Uses appropriate scholarly sources (3-4); citations mostly correct with minor errors.	Integrates scholarly sources (4+ expected) seamlessly; citations consistently follow APA, MLA, or Chicago style.
Organization, Clarity & Academic Writing	Writing is unclear or disorganized; frequent errors impede meaning. Writing is incoherent; pervasive errors.	Writing shows lapses in clarity or organization; errors occasionally affect readability.	Writing is mostly clear and organized; minor errors do not impede meaning; tone is appropriate.	Writing is clear, cohesive, and highly organized; free of grammatical or spelling errors; academic tone maintained throughout.

Reflective Task Paper: GRADING RUBRIC

CATEGORY	0-1	2-3	3	4
Depth of Reflection & Self-Assessment (25%)	Reflection is superficial, with vague or minimal connection to teaching practices. No discussion of biases and/or Incomplete: No meaningful reflection provided.	Provides a basic description of teaching practices with limited reflection. Minimal acknowledgment of biases or areas for growth	Offers a thoughtful self-assessment with clear connections to teaching practices. Some critical awareness of biases is present but lacks depth..	Provides a thorough and honest self-assessment with nuanced insights into current teaching practices, positionality, and their impact on cultivating global citizenship. Demonstrates critical awareness of personal and institutional biases.
Critical Analysis & Application to Practice (25%)	Minimal analysis with vague or unsupported claims; examples are absent or irrelevant and/or No critical analysis included.	Analysis is present but underdeveloped; examples are general or lack clear connection to global citizenship.	Analyzes teaching strategies with some depth and includes examples, though they may lack nuance or critical engagement.	Offers deep analysis of how teaching strategies foster intercultural understanding, challenge stereotypes, and develop critical global citizens. Provides concrete classroom examples or case studies.
Integration of Theory & scholarly resources (25%)	Minimal engagement with scholarship; sources, if present, are not relevant or correctly applied and/or No scholarly references included.	References are minimal or not well-integrated; theoretical connections are vague.	Incorporates scholarly sources with moderate effectiveness; some connections may be surface-level.	Seamlessly integrates at least three scholarly sources, demonstrating strong understanding of critical pedagogy, intercultural competence, and global citizenship education. Sources directly support reflection and practice.
Vision for Future Practice & Action Plan (15%)	Minimal or unclear vision for future practice and/or No future plan provided.	Action plan is vague or underdeveloped; strategies are generic or lack detail.	Provides a clear plan with strategies, though they may lack innovation or full connection to theory.	Presents a clear, innovative, and actionable plan for cultivating critical global citizenship in the classroom. Includes specific strategies grounded in reflection and theory
Writing Quality & APA Formatting (10%)	Writing is unclear, disorganized, and contains significant errors; and/or Paper does not meet graduate-level writing expectations	Writing lacks clarity or organization; frequent grammar or APA errors..	Writing is mostly clear with minor errors in grammar or APA formatting.	Writing is clear, cohesive, and well-organized. Virtually no grammatical or APA errors
Scoring:	Incomplete: 0-4	Developing: 5-12	Proficient: 13-16	Exemplary: 17-20