

**Race, Identity and Academic Achievement in Education****STUDENT LEARNING**

**1. What are the most valuable things you have gained from this course? (Possibilities may range from acquisition of very concrete skills or knowledge to changes in perspective or ways of thinking.)**

- New knowledge and perspectives about racial issues become more sensitive to my own and others racial identity.
- Personal examinations of identity, case studies, CRT
- New knowledge diversity of experiences, new theoretical basis to understand identity.
- Challenge to develop white identity- beyond knowing racism is huge factor to focus on own identity development.
- Introduction to new interesting material.
- The variety of student case studies to compliment more theoretical pieces.
- Consideration of structural inequalities and identity issues in relation to student achievement.
- Better understanding of racial identity development. Understanding of my own racial identity. Interaction between schooling and race.
- A better understanding of the pervasiveness of race in society. Critical race theory and how it can be applied across disciplines.
- Being able to hear about the opinions and experiences of Dr. Carter and the other students. Being exposed to critical theorists and their research. Doing an interview- I really liked that. Learning a rubric with which to think about race and capital so I can continue to learn after this class.

**COURSE ACTIVITIES**

**2a. What specific course activities and materials did you find most valuable?**

**(Consider lectures, section discussions, case studies, guest speakers, readings, field activities, written assignments, videos, feedback from the instructor(s), etc.) How did these activities or materials help you to learn?**

- Readings, discussion, videos, autobiography. They helped in variety of ways such as pushing me to think in different ways and reflect on my own thinking.
- Identity autobiography & peer interview.
- ID exercise day 1, peer interview
- Class discussions interspaced with course readings.
- Forced choice exercise, Identity Autobiography.
- The class community facilitated good discussions.
- I most enjoyed the readings and the choice topic assignment.
- Readings were very helpful- they were not only enjoyable but were relevant and worth the time it took to read them. Maybe a little less on identity development models. The lit review, peer interview, and autobiography assignments were also valuable.

- I liked the cohort comparing the theoretical frameworks. I also enjoyed all of the Critical Race Readings.
- Lectures a lot. Videos a lot too. Feedback on the weekly postings a lot. I really enjoyed doing the interview/paper. The choice assignment was hard, but a learning experience also.

**2b. In what ways does this course introduce and encourage consideration of diversity and/or diverse perspectives? (Consider content and process.)**

- The course content is well organized to be inclusive. And the class discussion has encouraged different perspectives and points of view.
- Especially the case studies because they gave insight into a range of experiences & perceptions.
- Class discussions interspaced with course readings.
- Asking for new positions and views, letting everyone voice their opinion.
- The course topic & readings naturally encouraged/pushed students to think about diversity.
- Encouragement of student voices and variation of teaching techniques.
- I think that this course was very good for people who may have had limited experience thinking about issues of race. However for people with experience in this area, it could have gone deeper/further beyond...
- Via the readings and course conversations. The activities were great but we didn't finish a few of them.
- I appreciated the themes week by week and the way they flowed. I sure am glad that there was some diversity in the class. Thank god it wasn't all white people like me.

**INSTRUCTOR(S)**

**3a. In what ways was the instructor most effective and why?**

- Both directing the conversation and getting different voices heard.
- In pushing me to examine my own anti-racist identity development.
- Open conversation- the ability to take time to process was important. And we needed time to get comfortable with each other- this made the unit theory design good.
- Feedback helpful-facilitating group discussion. Input.
- Facilitating class discussion.
- Facilitation of theorizing & bridging the gap between theory and practice. Creating a learning community.
- In the interest of the topics & respect for student voices, stimulation of discussion, teaching techniques.
- Engagement of students and the material. Accessibility; sense of humor about a topic that is difficult to talk about for most people. Knowledge of course material and related uses/problems.

- Great at facilitating instruction and helping to connect the main ideas overarching themes of the course.
- Dr. Carter is a great discussion leader for group discussions. She is very open and frank about her own experiences and knows how to encourage students to feel comfortable to open up.

### **INSTRUCTOR(S) continued**

#### **3b. What recommendations would you make to the instructor to strengthen his or her teaching and/or make the course more valuable? (Consider content, materials, activities, assignments that should be dropped or added, grading procedures, amount and kind of feedback, as well as changes in instructor behavior.)**

- Abbreviate assignments- 1 autobiography, 1 Lit review, not all 3.
- Drop doing transcript for peer interview.
- Relate to Achievement earlier in semester.
- Push students harder to think critically & deeply.
- Less on models which would help get to issues of schooling/achievement earlier in the semester. Working to keep discussion more focused as to help students go deeper beyond feelings/experiences (although these are, of course, important too). Reflections sometimes felt like busy work... and if any assignment were to be dropped, I would suggest this or identity autobiography presentations.
- Making presentations available online. Perhaps providing more feedback earlier on the first major grade assignment (while in draft form). Also the AA theoretical frameworks needed more discussion. I am unsure if we finished the Utopian presentation.
- Everything was very helpful, especially your feedback on briefs. You are a great teacher. Oh, requiring a first draft, very early, of the choice assignment would help keep me on track. That was a tough one.

### **ADVICE TO STUDENTS**

#### **4. To help prospective students choose wisely, what advice would you give to students who are thinking of taking this course (about its level, the amount of work required, any prior training needed, ways to get the most out of the course, etc.)?**

- It was one of the best courses I have had. Be prepared to the heavy-loaded course work that is involved. It is not an easy course. But there is a \_\_\_\_ to get. No pains. No gains.
- Well I wouldn't recommend taking it when they've got another heavy class or comps or practicum, or TE prosem. Maybe it'd be for year 2 in the program. Also, be prepared to have to deal with some personal stuff that feels yucky- but is worth examining. But I might also say do it when you really care about it, because if you don't put a lot of your self into it, it wont be as valuable.
- Take notes, think critically, start papers early.
- This is a great course for those wishing to begin their journey into learning about race in education as experienced by students.

- If you have no other classes or work responsibilities you'll be fine. If not, consider another course.
- A lot of time and work required! (but it is worth it). Good for people who have not worked a lot with issues of race.
- This class was more demanding than any classes I have taken here. But that was okay for me because I had a sincere interest in the topic. I would suggest perhaps taking TE931 prior to this class, otherwise the student may feel at a deficit for the first major assignment.
- Read the readings early, as soon as they are available. Post early so others can read. Start your paper early.