

## **Columbia Center for Teaching and Learning Resources**

[Guide to inclusive teaching](#)

[Anti-Racist Pedagogy in Action: First Steps](#)

[Inclusive Teaching: Supporting All Students in the College Classroom MOOC](#)

[More resources](#) (Many resources on inclusive teaching and other areas)

**Columbia University Center for Teaching and Learning. (2021). Faculty Reading Group: Anti-racist pedagogy theory and practice. ([See bottom of this page](#))**

Spring 2021 Meeting Dates and Zoom links:

- [Wednesday, January 27; 10:30-11:45am via Zoom](#)
- [Wednesday, February 24; 10:30-11:45am via Zoom](#)
- [Wednesday, March 31; 10:30-11:45am via Zoom](#)
- [Wednesday, April 21; 10:30-11:45am via Zoom](#)

Bernard and Cooperdock (2018) No progress of diversity in 40 years. Nature Geoscience 11 292-295 <https://www.nature.com/articles/s41561-018-0116-6>

### **Critical Incident Questionnaire (CIQ)**

[Worksheet version of the CIQ from Brookfield](#)

[Brookfield's website resources on the CIQ](#)

(Josi 2018) Critical Incidents for Teachers' Professional Development. Journal of NELTA Surkhet, 5, 82-88. <https://doi.org/10.3126/jns.v5i0.19493>

*An approachable review article introducing the practice of the CIQ and motivating its regular use in any classroom.*

(Brookfield 1990) *The skillful teacher: on technique, trust, and responsiveness in the classroom*. San Francisco: Jossey Bass.

*The original source of the CIQ. Not available easily online, but many of the thoughts and relevant papers are available through Brookfield's website (linked above).*

(Haltinner 2014) K. Haltinner (ed.), Teaching Race and Anti-Racism in Contemporary America: Adding Context to Colorblindness, DOI 10.1007/978-94-007-7101-7 [SpringerLink](#)

*Appendix 1 of this book has a list of various classroom activities for teaching about race and anti-racism. Activity XXII served as inspiration for the workshop's use of the CIQ.*

## **The Learner-Centered Syllabus**

(Richmond 2016) Aron S. Richmond. Constructing a Learner-Centered Syllabus: One Professor's Journey. IDEA Paper #60. IDEA Center, Inc.

<https://files.eric.ed.gov/fulltext/ED573642.pdf>

*Figs 1, 2, and 3 have been modified and presented in the workshop along with Table 2.*

(Cullen and Harris, 2009) Cullen, R. and Harris, M., 2009. Assessing learner-centredness through course syllabi. *Assessment & Evaluation in Higher Education*, 34(1), pp.115-125. DOI: 10.1080/02602930801956018

*Richmond (2016) uses this paper to create Table 2, which we have slightly modified for use in the workshop*

## **“The Effects on Student Knowledge and Engagement When Using a Culturally Responsive Framework to Teach ASTR 101” Case Study**

Native Skywatchers: Indigenous Astronomy Revitalization: <https://www.nativeskywatchers.com/>

Buck, Wilfred. 2012. “Atchakosuk: Ininewuk Stories of the Stars,” 13.

Gay, Geneva. 2000. Culturally Responsive Teaching: Theory, Research, and Practice. First. Teachers College Press.

*A great resource for culturally responsive teaching and research on its efficacy.*

Lee, Annette S. 2013. “Native Skywatchers and the Ojibwe Giizhig Anung Masinaaigan: Ojibwe Sky Star Map.” In *Communicating Science: A National Conference on Science Education and Public Outreach*, 473:29. <http://adsabs.harvard.edu/abs/2013ASPC..473...29L>.

Tharakan, John. 2015. Indigenous knowledge systems - a rich appropriate technology resource. *African Journal of Science, Technology, Innovation and Development* 7(1): 52-57.