

A photograph of a yellow Volkswagen van driving away on a paved road in a desert landscape. In the background, there are large, rugged red rock formations under a blue sky with some clouds. The van has a white roof rack and a license plate that says 'EXPLORE'.

CRITICAL PEDAGOGIES

University College Cork, UNIC

May 2022

Dr Anna Santucci
CIRTL

Senior Lecturer in Teaching & Learning Enhancement

Photo by [Dino Reichmuth](#) on [Unsplash](#)

Teacher

MY JOURNEY INTERCULTURAL SCHOLARLY TEACHING PRACTICE

Scholar

Padova,
(Italy)

Nottingham,
(UK)

Brown &
Sheridan
(RI, US)

Dickinson
(PA, US)

URI
(US)

Artist

Traveler

Photo by [Mike Enerio](#) on [Unsplash](#)




FREEWRTING

NAMING OUR BELIEFS & VALUES:
LEARNING & EDUCATION

WRITE FOR YOURSELF!

THIS I BELIEVE...

thisibelieve.org/guidelines/



For me: Education for liberation (Freire) & its power
of *Performing* better futures into existence

- One day at the time, “Utopian Performatives” (Jill Dolan)
 - Empowering experimentation
 - Curious & generous encounters with the unknown (Intercultural Competence)
 - Co-create new meaning, practice freedom (bell hooks)
 - Rehearse revolutionary possibilities (Augusto Boal)
 - Educating the Leaders of Tomorrow

THIS I BELIEVE...

thisibelieve.org/guidelines/



MY *WHY*: EDUCATIONAL DEVELOPMENT

- Internationality, Intentionality, and Collegiality
- Value + support + reward for educators, scholars, and leaders in Higher Ed
- Teaching as a core scholarly activity
 - informed by research and reflection
 - resulting in success for *ALL* learners & teachers

Adapted from [POD Network](#)

DIVERSITY

WHOSE PRESENCE?
WHOSE EPISTEMOLOGIES?
“EXPERTISE”

JUSTICE

OPPORTUNITY GAPS
SYSTEMIC ACCESS
EQUITY

INCLUSION

HOW?
PERSPECTIVES & VALUES
“RESEARCH”

ACTION & REFLECTION > RESISTING FINALITY
TEACHING & LEARNING: INQUIRY

Photo by [Alex Eckermann](#) on [Unsplash](#)

Continuously exercising our inquisitive minds



What's
YOUR
Problem?

SoTL



Images from: Laura Cruz, The Scholarship of Teaching and Learning: What It Is, How You Do It, and Why You Should (SoTL Summit 2021, Kennesaw State University - Virtual, 7-8 October 2021)

**Studying Students Studying Calculus:
A Look at the Lives of Minority
Mathematics Students in College***
Uri Treisman

BESTSELLER
"A sensitive work about the racial barriers that still
we us in so many areas of life." —Jonathan Kozol

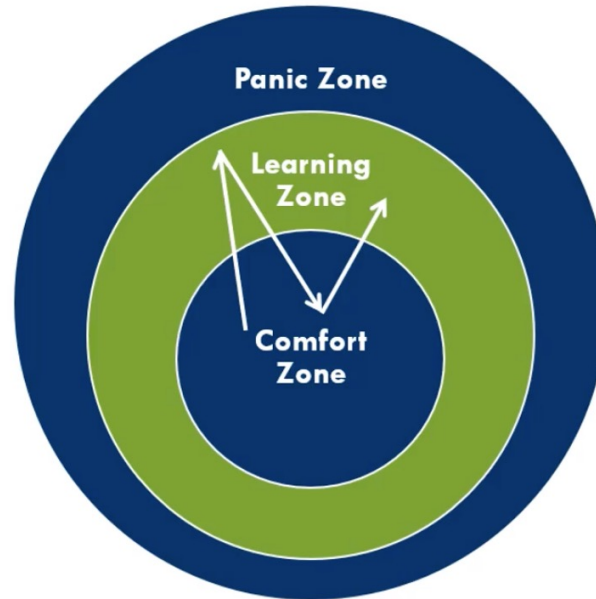
**WHY ARE ALL THE
BLACK KIDS
SITTING TOGETHER
IN THE CAFETERIA?**
And Other
Conversations
About Race
Revised and Updated
Beverly Daniel Tatum, PhD

**TWENTIETH
ANNIVERSARY
EDITION**

ANSWERS... OR QUESTIONS?

Photo by Jon Tyson on Unsplash

Learning through experience



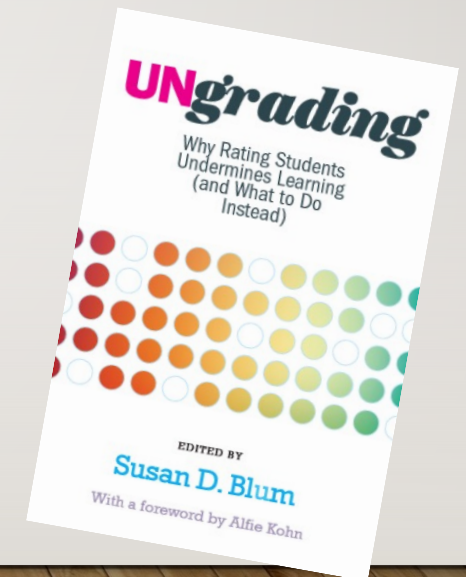
Source: Tara Harvey. Beyond the Comfort Zone: Helping students make the most of intercultural learning experiences.
Retrieved from: www.truenorthintercultural.com/products/beyond-the-comfort-zone/ Based on Sanford's Challenge & Support Hypothesis (Sanford, N. 1966. *Self and society: Social change and individual development*. New York: Atherton Press).

Performance practices for building pedagogical risk-taking and resilience

Caldwell-O'Keefe, R., Santucci, A., & Takayama K.M.

Accepted for *ICED 2020 Annual Conference* (Zurich, June 2020)

PLAYING
EXPERIMENTING
TAKING RISKS
MAKING MISTAKES



MULTI- & INTER-CULTURE: (DIS)COMFORT > GROWTH

INCLUSIVE TEACHERS & LEARNERS AS ARTISTS...

WHAT'S (DIS)COMFORT GOT TO DO WITH IT?

(Deep Teaching Residency, HHMI January 2020)



Santucci 2019, *Performing Language & Culture: Teaching and Learning Italian through Critical Embodied Encounters*.

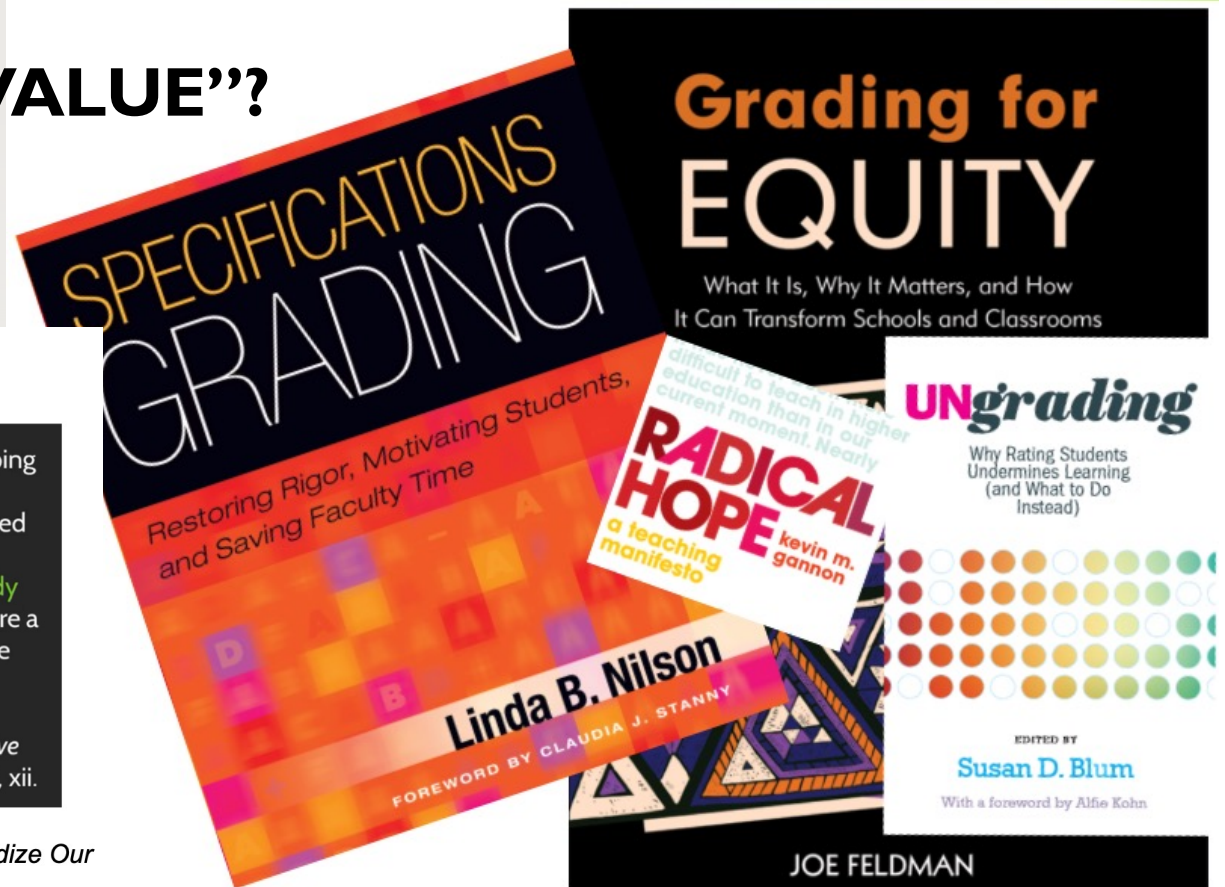
DETERMINING SUCCESS: DOES WHAT WE “MEASURE” MATCH WHAT WE “VALUE”?

A Moral Imperative?

"Gradually it began dawn on me that our society is caught in a whopping paradox. We complain loudly about such things as the sagging productivity of our workplaces, the crisis of our schools, and the warped values of our children. But the very strategy we use to solve those problems--dangling rewards like incentive plans and grades and candy bars in front of people--is partly responsible for the fix we're in. We are a society of loyal Skinnerians, unable to think our way out of the box we have reinforced ourselves into."

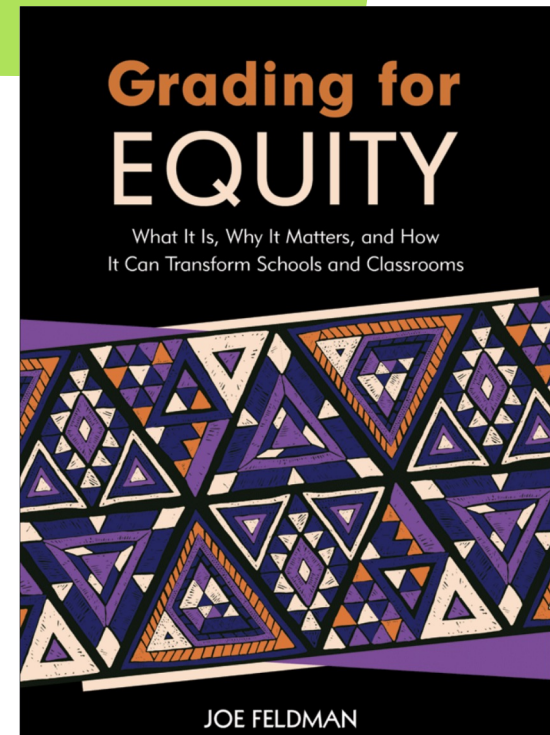
--Alfie Kohn, *Punished by Rewards: The Trouble with Gold Stars, Incentive Plans, A's, Praise, and Other Bribes* (New York: Houghton Mifflin, 1993), xii.

From: Joshua Eyler, *How Grades Can Undermine Learning and Jeopardize Our Students' Wellbeing* (ITLC Lilly Online Conference, May 2021)



PILLARS OF FELDMAN'S MODEL

- X Accuracy: weight on **recent performance**
- X Bias resistance: Based on benchmarks assessment so the **grade represents level of competency**
- X Motivation: **Retakes and redos** (learn from mistakes) + **simpler scales for student performance levels** (transparent and provides clearer feedback)



From: Isis Artze-Vega, *What's in a Grade? Supporting Faculty in Grading for Equity* (POD 2020 Conference)

"TRADITIONAL" VS "ALTERNATIVE" GRADING?

NOT a definition...

#ungrading
as a philosophy

Four Pillars (beta version)

So we are setting up a big tent with a lot of room underneath for anybody who wants to think about the sort of grading approaches being described here. Stealing shamelessly from our friends in the IBL community, I'd like to close here by visualizing this "tent" as a building with **four pillars**.



From: <https://gradingforgrowth.substack.com/p/finding-common-ground-with-grading>

MENTORING, SCAFFOLDING & FEEDBACK

- MODEL - COACH- FADE*
- IMMEDIATE (eg. guided peer-f)
- TARGETED (prioritized + manageable)
- FORMATIVE (feedback vs eval)
- AFFIRMING (high standards + personable)



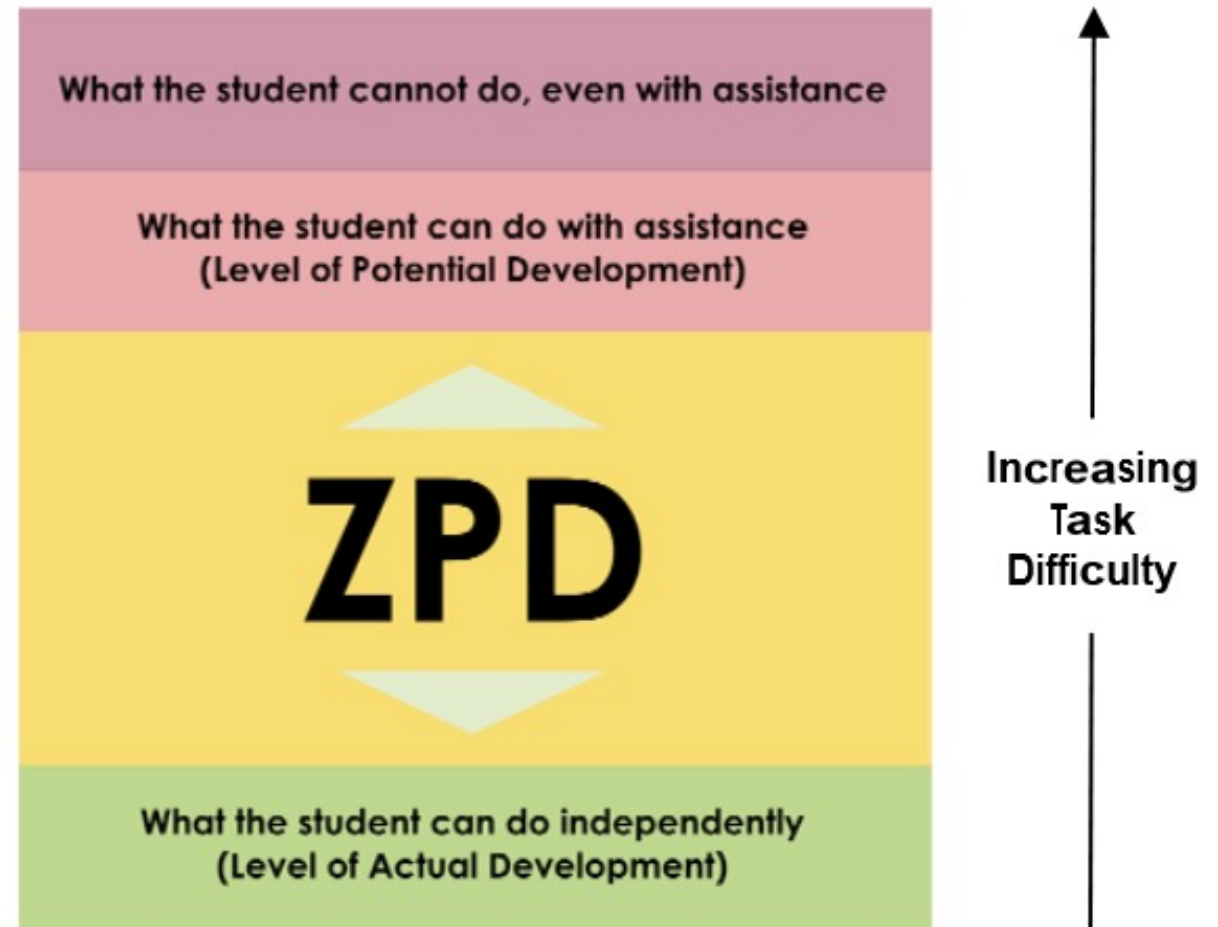
Photo by [Lindsay Henwood](#) on [Unsplash](#)

*Cognitive Apprenticeship Model (Bandura 1997, *Social Learning Theory*; Peno, Mangiante & Kenahan eds. 2016, *Mentoring in Formal and Informal Contexts*)

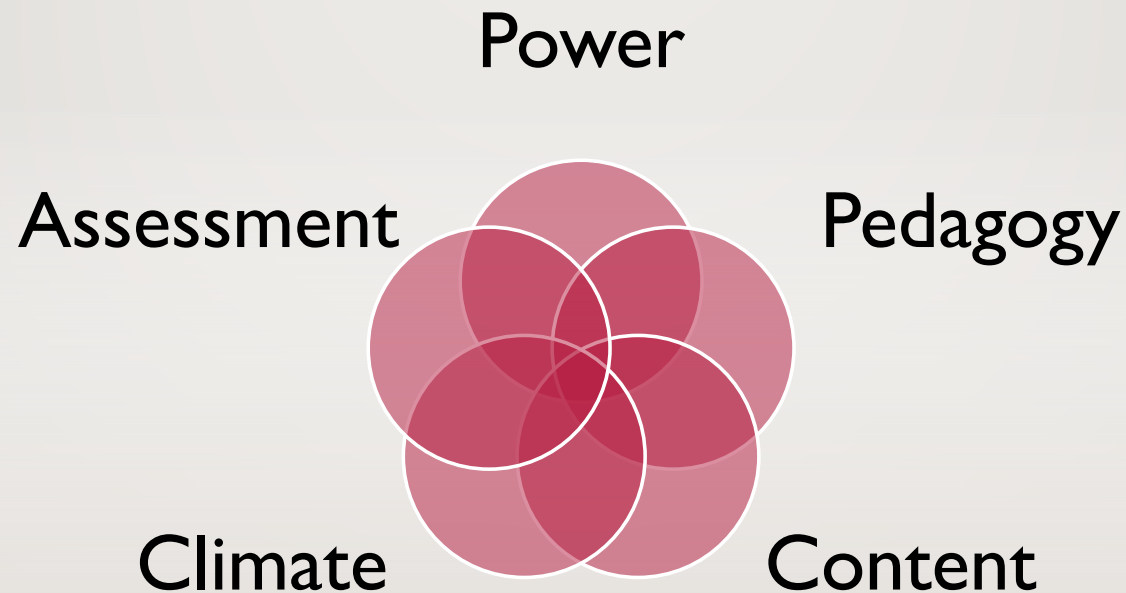
LOCATING & CREATING “SAFE ENOUGH” LEARNING ZONES

We learn through
social interaction
(L. Vigotsky)

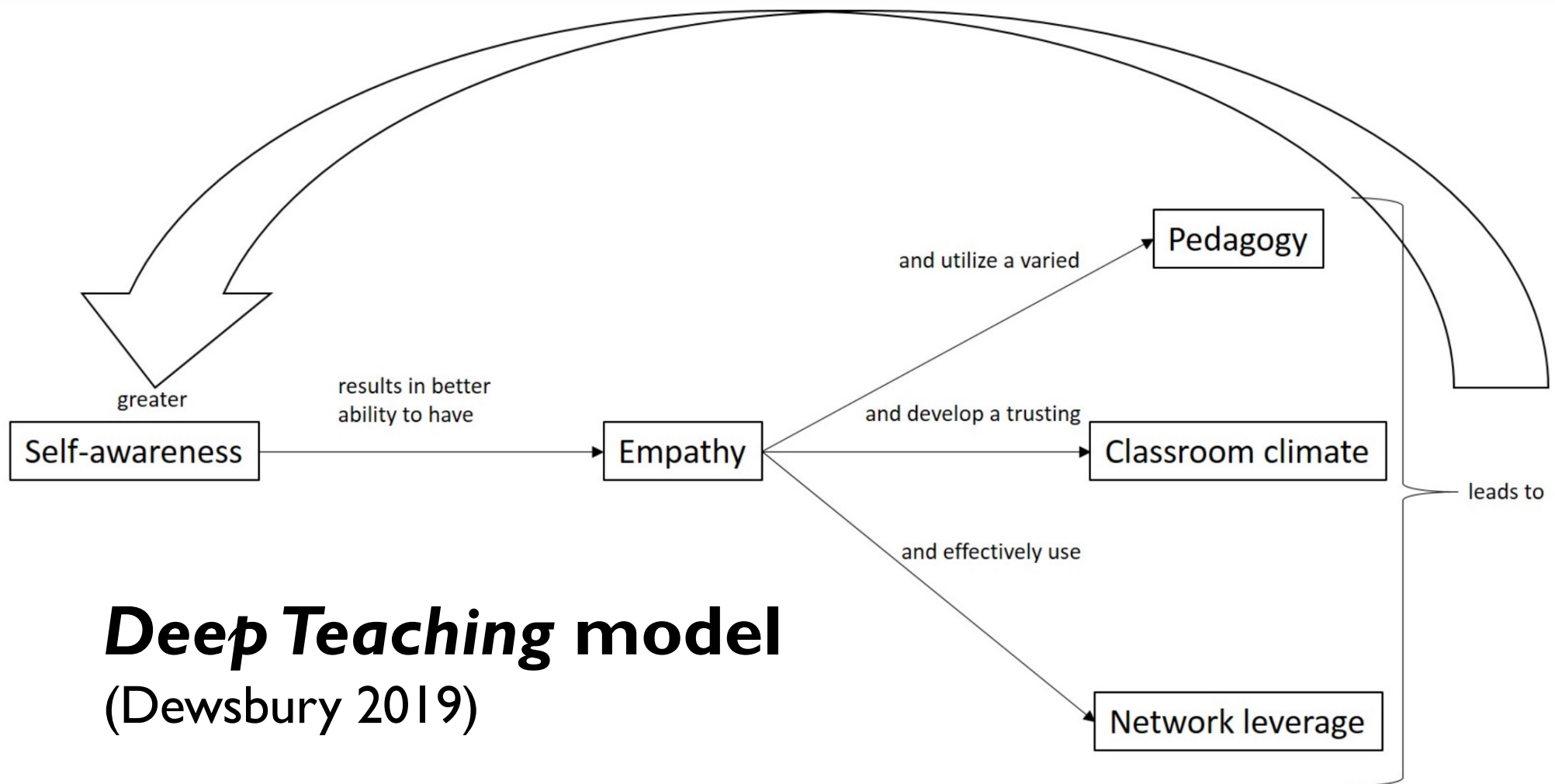
LOCATING THE ZPD



INCLUSIVE PEDAGOGY TOOLKIT (GEORGETOWN)



cndls.georgetown.edu/inclusive-pedagogy/ip-toolkit/introduction/



Deep Teaching model (Dewsbury 2019)

The 'Deep Teaching' model from 'Deep Teaching in the college STEM classroom' (Dewsbury 2019, CSSE). The residency helps participants centralize the role of self-awareness and building authentic relationships with students as a precursor to implementing inclusive practices.

"Acknowledgement and its Role in The Faculty Development of Inclusive Teaching"

Bryan Dewsbury, Kayon Murray-Johnson, and Anna Santucci

The Journal of Faculty Development 35.3 (2021)|

INTERCULTURAL COMPETENCE

- ✓ **Self-Awareness**
- ✓ **Humility**
- ✓ **Cognitive Flexibility**
- ✓ **Experiential & epistemological empathy**

See also: Bennett 2017, Overcoming the Golden Rule: Sympathy & Empathy (doi.org/10.1080/23808985.1979.11923774)

sarily informed and shaped by one's fundamentally unique combination of experience that make us who we are.

- (Cultural) humility: self-awareness leads to a heightened capacity for humility in recognizing one's cumulation of behaviors, habits, & experiences as only one specific set among human plurality.
- Cognitive flexibility: developing humility helps in the process of de-centering the self that can lead to an increased ability to shift cognitive frameworks of reference beyond the ones we have been socialized into.
- Experiential & epistemological empathy: practicing flexibility moves us further towards the (never completely obtainable) goal of entertaining experience, feelings, and thoughts like another.

TRANSPARENCY →
EMPOWERMENT → CHANGE



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Photo by [Aziz Acharki](#) on [Unsplash](#)



**Democratic Belonging as Informed Citizenry:
Empowering Faculty to Empower Learners via Information Literacy**
Santucci, A., Izenstark, A. & MacDonald, M.C.
AAC&U 2022 Annual Meeting, *Educating for Democracy* - POD Network Pre-Meeting Workshop
(Washington DC, 19-22 January 2022) |

TRANSPARENCY →
EMPOWERMENT → CHANGE



Impostor Syndrome
Stereotype Threat
Hidden Curriculum

Imagining, together ...

UTOPIA in PERFORMANCE

FINDING HOPE AT THE THEATER



5B. We cannot yield the floor.

- Continually promote data and scholarship about the effects of the pandemic.
- Refuse to let the conversation change.
- Consider leadership roles.



This is our moment
(people who care about student-centered learning)

Now that the conversation is starting to shift back to "normal," we cannot yield the floor.

You tell 'em, @joshua_r_eyler
#PSUOpen

 Sarah Rose Cavanagh 
twitter.com

JUSTICE EQUITY DIVERSITY INCLUSION

difficult to teach in higher education than in our current moment. Nearly

RADICAL HOPE

kevin m. gannon

a teaching
manifesto

Photo by [Sabri Tuzcu](#) on [Unsplash](#)



THANKS FOR THIS TIME TOGETHER!

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