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FLO FRIDAY

Assessment Strategies

for Linguistic Justice

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Since time immemorial, the səliiwətaʔt təməx^w (Tsleil-Waututh), Skwxwú7mesh-ulh Temíxw (Squamish), x^wməθk^wəyəm (Musqueam), WSÁNEĆ (Saanich), and the Esquimalt and Songhees Nations of the Lək^wəŋən (Lekwungen) Peoples have walked gently on the unceded territories where we are grateful to live, work, and play. We are committed to building relationships with the first peoples here, based in honour and respect, and we thank them for their hospitality.

BCcampus FLO Friday: Feb. 24, 2023

ASSESSMENT STRATEGIES FOR LINGUISTIC JUSTICE

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Workshop Learning Objectives



1. Develop an understanding of linguistic justice concepts and contexts
2. Apply linguistic justice concepts to assessment strategies
3. Exemplify macro- and micro-level assessment strategies



“If we have succeeded in the academy, if we teach writing, we always risk participating in white supremacy because to some greater or lesser degree we have all been colonized by the academy.”

- [Asao B. Inoue](#)

How would you respond to this introduction to a research paper, written for a first year university writing course? What would you prioritize? What do you feel is worth commenting on? Put comments on [Jamboard](#).



The Covid-19 is causing damage and death all over the world. It has already become one of the most severe pandemics after World War one (The Spanish flu) and may become the most influential virus of human history. Till now, lockdown of cities may be one of the most effective ways of decreasing speed of spread. In some countries, media propaganda helps people calm down and stay at home for months. However, in many other countries, lockdowns are not welcomed, their citizens complain and argue about it. Besides this, many people did not obey law and stay outside. Why can lockdown cause different effects in different countries, what character did the media play in it? In this paper, I will argue whether media gives out positive or negative effects during lockdown.

Setting a premise for linguistic justice



- “Language provides people with the means to fully realize themselves.”
- “It is only through expressing a thought in our specific language that we are able to come to an understanding of something expressed in another language.”
- “...if we lose the disposition to think in the language in which we are brought up, we lose ourselves and also the world”

Source: Schutter & Robichaud, 2017

Poll



In making your assessment, were you thinking about language as a tool for communication or source of self-respect and identity or both?

Defining linguistic justice



- In *Linguistic Justice*, Baker-Bell approaches the concept as “an antiracist approach to language and literacy education” that actively dismantles “white linguistic hegemony and supremacy in classrooms” by focusing on minority voices and their experiences. (p. 7)
- Linguistic justice as reflective of concerns of social justice, question the path of justice, how injustice informs and shapes justice, and considering “justice as an imperative” (Tuck & Yang, 2020, p. 11)
- Linguistic injustice as “denying students the right to engage in their own language practices.” ([Agma, Hebbard & López-Fitzsimmons, 2023, p. 131](#))

Guiding ideas

- Agency
- Validating diversity
- Reflexivity/ listening
- Process over product



(Macro) Strategies to set up linguistic justice in the classroom



- Space for diversity, both physical and intellectual
 - Translingual practice
 - Social justice efforts to understand agency and motivation
- Promoting a learning mindset
 - Deep listening and mindfulness
 - Reflexive practice
- Develop critical engagement with youth cultures through course materials and activities
 - Connect with students' heritage and future role
 - Recognize student voice and identity, diverse educational backgrounds
 - Appreciate prior knowledge and experience of students (example, student as partner model)

Assessment design strategies to promote linguistic justice



- Consider assessment that validates students' experiences, dispositions and goals, as well as course outcomes: e.g. Literacy narrative, knowledge translation
- Are students able to participate in applying learning outcomes, promoting development of student agency? (Baker-Bell, 2020)
- Recognizing diverse educational backgrounds, consider assessment that promotes and enables genre awareness: Are students guided to assess audience, purpose and context for their writing? Are genre expectations (e.g. around style or structure) made transparent and questioned?
- Emphasize process over product by including reflective components ([Taczak & Robertson, 2018](#))

What do the assignment specifics look like?



- Can you introduce flexibility into the assessment structure? For example, rolling deadlines, weighting or grading choices, multimodal options
- Consider space for linguistic and cultural diversity within the assignment topic; does your material assume background knowledge that not all students may have?
- In response to diverse educational backgrounds, consider offering multiple feedback opportunities through scaffolding and revision options.

Assessment response strategies to enact linguistic justice



- Accept the inclusion of other languages and global idioms, taking an asset based approach to linguistic diversity
- Consider adopting an approach, e.g. labour based grading contracts and “ungrading,” that focuses on process over product
- Look at approaches to commentary: how and what do you comment on? Think Aloud Protocol ([Giltrow et al., 2021](#)); if you use a rubric, consider what standards are embedded in that rubric
- Help students build resource networks e.g. campus academic supports, peer editors, recommended online resources



Let's return to the original piece of writing and the Jamboard:

Would you make any changes or additions to your original response?

Would you revise your response to the poll which asked whether your assessment was based on language as a tool for communication, source of self-respect and identity, or a combination of both?



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Questions? Comments?
Approaches to share?



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Recommended Readings

- Baker-Bell, A. (2020). *Linguistic justice: Black language, literacy, identity, and pedagogy*. NCTE-Routledge Research Series: New York.
- Canagarajah, S. (2013). *Literacy as Translingual Practice: Between Communities and Classrooms*. Routledge: London.
- De Schutter, H. & Robichaud, D. (2016). *Linguistic justice: Van Parijs and his critics*. Routledge: New York.
- Inoue, A. (2019). Classroom writing assessment as an antiracist practice. *Pedagogy*, 19(3), 373-404.
- Paris, D. & Alim, H. S. (2017). *Culturally Sustaining Pedagogies: Teaching and learning for justice in a changing world*. Teachers College Press: New York.
- Tuck, E. & Yang, K. W. (2018). *Toward what justice? Describing diverse dreams of justice in education*. Routledge: new York.
- Wright-Taylor, C. "Sorry If My Words Aren't Right": Writing studies' partnership with second language writing to support translingual students in the Anglo-Canadian classroom. Dissertation, University of Waterloo.

Thank you everyone!



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