

FLO Friday: Assessment Strategies for Linguistic Justice (Feb. 24, 2023)
BCcampus: FLO Lab, February 24, 2023
Host: Gwen Nguyen
Facilitators: Dr. Anita Chaudhuri and Dr. Jordan Stouck

GWEN NGUYEN:

Good morning, everyone. Welcome. And thank you for choosing to be here with us on a Friday morning. It's very sunny, but freezing Friday in Vancouver Island. Though we gather here on digital space. We would like to say that we very much appreciate that you share an hour to come here and join us in this workshop. My name is Gwen, and I'm a teaching and learning advisor at BCcampus. I'm happy that I have an opportunity to coordinate a series of FLO Friday. And I know that our facilitators have a full session for all of us, but before that, I would like to go through a few housekeeping notes and acknowledge the special presence of Paula from BCcampus IT Support in the backend. Thank you very much for all your hard work, Paula. This session will be recorded and it will be shared with any additional resources after the session. If you do not wish to be recorded, you're welcome to keep your camera off and feel free to rename yourself to FLO Participant. Live captioning has also been enabled. At the end of this session, we would like to ask you to participate in a short anonymous survey. We will pop the link in the chat. And we just wished to know your feedback of this learning event and find more ways to organize fruitful events to support the teaching and learning development around B.C. in the future. If you stay till the very end, I will also share some upcoming FLO events at BCcampus.

And okay, so back to our topic today, Assessment Strategies in Linguistic Justice. How can we create equitable spaces via language in our teaching practices? This is a very, very important topic and I don't know, but I would like to start with one of my favorite poem by the poet Sujata Bhatt, "Search for my Tongue." Because this poet used to say that language is the different identity layer. And the poem starts like this:

You ask me what I mean
by saying I have lost my tongue.
I ask you, what would you do
if you had two tongues in your mouth,
and lost the first one,
the mother tongue,
and could not really know the other,
the foreign tongue.

You could not use them both together
even if you thought that way.
And if you lived in a place you had to
speak a foreign tongue,
your mother tongue would rot,

rot and die in your mouth
until you had to spit it out.
I thought I spit it out
but overnight while I dream,...

it grows back, a stump of a shoot
grows longer, grows moist, grows strong veins,
it ties the other tongue in knots...

So this is the poem, "Search for My Tongue." And today I'm joining you from my home office in Gordon Head, Saanich, located in the unceded territory of the Songhees Nations and the Esquimalt people whose historical relations with the land continue to today. We are very happy to collaborate with Dr. Anita Chadhuri and Dr. Jordan Stouck and who are experts in the field of linguistics justice, I'm very happy to put myself on mute right now and join this learning drive with all of you. Thank you very much.

ANITA CHADHURI:

Hello everyone. I'm Anita Chadhuri, assistant professor of teaching and the Department of English and Cultural Studies at UBC's Okanagan campus. Welcome. Thank you so much for joining us today and over to you, Jordan.

JORDAN STOUCK:

Thank you, Anita, and thank you, Gwen, for that wonderful introduction. My name is Jordan Stouck. I teach communications and rhetoric at UBC's beautiful Okanagan campus, which is located in unceded Syilx territory. And I would also like to thank you for joining us today for this workshop discussion in which we'll be working towards the following learning outcomes Anita is going to put up for us. Thanks, Anita.

So first of all, we will talk a little bit about concepts of linguistic justice and contexts. Then begin to apply those linguistic justice concepts to assessment strategies. And in doing so, Anita and I specifically realize that likely we have people here with different roles and higher education. Some of you, of course, are probably instructors. Others may be working in curriculum design or in other areas. And so we've tried to organize this workshop around some macro-level assessment approaches that could be developed in different ways, as well as sharing some micro-level strategies that we have put into practice over the past few years. And at the end, we hope to hear from you and hear more about what you are doing in your own practices. We will also be doing a couple of activities via Jamboard and a poll. And we hope that that will be engaging as well.

So I would like to start today with this approach by Asao Inoue, who writes that "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." I think for me personally, this kind approach made me think carefully about my assessment practices

with greater awareness of social justice and to recognize my own implication and responsibility to begin doing this decolonizing work, which of course is ongoing.

So we would like to actually start today with an activity and ask you to do some assessment response to do some grading. And think about how you would respond to a student writing, which is an introduction to a research paper, written by a first-year student in a first-year university writing course. I'm going to be reading it for accessibility purposes. And then we'll move over to the Jamboard. And when we do that, I would like you to think about what you would prioritize in responding to this piece of writing. What do you feel is worth commenting on and we'll encourage you to put some of your comments on Jamboard. So the student writes, and this is, as I said, an introduction to a research paper. The student writes,

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.

Okay. So let's move over now to the Jamboard and I believe Paula just put the link in the chat as well. If you are not familiar with Jamboard, in just a second, you should see the left-hand menu, which allows you to do a sticky note. If you have a short comment, that's a great tool. If you think you might be talking a little bit more, you're welcome to use the text box. If you have any difficulty, you're also welcome to use the Zoom chat to put comments up. Or if you prefer, we're happy to have you use the mic as well. But let's take three or four minutes to think about this passage and think about the kind of feedback you might give a student on this piece of writing.

[No speaking. Feedback is posted on Jamboard.]

I think we've had some wonderful comments. Thank you everybody for all that feedback. We will be coming back to this in a few minutes after we've had some discussion. But I see there's commentary about the thesis statement, the tone. I really appreciate the commentary on criteria, which is something that we want to discuss and wonderful to see some positive commentary as well as some questions and suggestions for the student. Anita, I think you are going to take over from here.

ANITA:

Yeah, let's do that. So thank you very much for those comments. And without really talking about the comments or the paragraph right away. We wanted with this presentation to also

reflect a little into the research space and draw out a common understanding or a common space that we could negotiate, talk about, discuss, and perhaps figure a certain ways forward. So therefore, setting up a premise for linguistic justice. And I'm just going to remove my hovering screen here. So setting a premise for linguistic justice, the intention is to create a commonality or common space to talk about. And this particular book that I referenced by De Schutter and Robichaud takes a position of linguistic diversity from a political standpoint and looks at things such as language policies, language rights, minority language rights. And these questions kind of hover around the book itself, the theoretical presentation and discussions. And they definitely drive us towards this understanding or help us question what is our understanding of language? So language, the first quotation here provides, "Language provides people with the means to fully realize themselves." So recognizing language as embedded with power, so much so that people need it to find themselves, to voice themselves and figure out their identities. The next quotation states, "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." So we really have to be good in what we know or recognize as our language, a specific one. And a lot of us are multilinguals and may not be really situated in one or monolingual space from that standpoint. But then it's the understanding of languages that we're thinking about and how being able to express in them fully helps us navigate on newer language and mother language or newer situations of physical intellectual, all of that. The third quotation from De Schutter and Robichaud is about loss of language. "...if we lose the disposition to think in the language in which we are brought up, we lose ourselves and also the world." So if we are unable to speak to what historically we are used to, our experiences have gathered in a certain socio-cultural space. And we have language or used language in a certain way and remove ourselves from it entirely, there's a question that begins to form around our identity within as well as outside us. From that. Premise or setting up the premise.

We wanted to go into calling you a little bit a very straightforward poll in making. Thank you Paula for releasing the call. So it's asking you to make an assessment where you're thinking about language as a tool for communication or source of self-respect and identity or both. Giving it a few more seconds. And I think we have 100 per cent response here. Looks like it. Thank you so much, Paula. So as you can see, we do have a combination of responses happening here. But most of us, according to the poll, believe that both the criteria of language being a tool of communication and a source of self-respect and identity is true for us. I'm going to stop sharing the poll and continue on. Share the results. And then I'll stop sharing their results. There are steps to Zoom that I'm still learning.

Okay, So I'm going to move then from that poll or pulling experience of how you approach language to a bit of a definitional aspect of linguistic justice. And I begin here with Baker Bell's approach to linguistic justice. And she sees, views it as a concept, as an anti-racist approach. And that's a quotation: "an anti-racist approach to language and literacy education" that actively dismantles "white linguistic hegemony and supremacy in classrooms" by focusing on minority voices and their experiences. So a few different things that Baker Bell is asking us to consider. The linguistic aspect of the term, the racial and social political identities, realities that

surround us. The people we work with. We have sitting in our classrooms and considering how multifaceted we are. The folks who sit in our classroom are. And some of those contexts or some contexts that are real to their lives may be viewed as hostile. And how do we navigate these multiple identities then? The next point or definitional point that I bring here is from Tuck & Yang. And they take on a social justice approach to linguistic justice. And so they focus more on linguistic justice as reflective of concerns of social justice. They question the path of justice and how interestingly, injustice informs and shapes justice. And considering that "justice as an imperative" or justice is an imperative and not an option. So the spaces, the disciplines, the scenarios, the teaching and learning concerns that we develop. How do we figure this concern for social justice and embedded in our activities, in our conversations, in our assessment practices and feedback that we offer? And finally, linguistic justice, as linguistic injustice as "denying students the right to engage in their own language practices." This particular quotation comes from Agma, Hebbard & Lopez-Fitzsimmons work and is based on a very real current reality of the pandemic, where we have been situated in online spaces, in virtual forums of teaching and learning. And therefore, the whole understanding of how we teach, how our pedagogies have evolved and how they stand facing this new reality. And what does, what does it do to students' rights to student engagement, to their own practices, and how those practices are different when they are in a classroom sitting in person and interacting versus when they are in their own different spaces, cafes, maybe, maybe a small room, middle of the night, learning. And how do we bring in those ideas and make them form important or they become important criteria in our assessment as well, understanding student agency.

So from these, these set of ideas that researchers have developed are talking about, we kind of wanted to bring it together a little bit as guiding ideas for this presentation as something that could be used from what is true for my discipline to your different diverse spaces where you are interacting with instructors, students, administrators, the institution itself. And how do you kinda definitely love the idea of or foster and promote the idea of linguistic justice. So the first one about agency, therefore, recognizes student agency, instructor agency, that of educators in the K through 12 system. Institutions that provide a framework and of course, building or working with all of these multiple agencies to create something that facilitates conversation that recognizes the sense of justice within it. The next one is about validating diversity. The multiple voices, identities that sit in our classrooms that share their experiences, that we create opportunity for them to continue sharing their diverse learning and experiences, the historical realities, and make them part of activities and assessment criteria as well. The third one about reflexivity and listening is something that we must surmise. I think we believe that all of these guiding ideas of something you have come across already but reflecting on them. Or using this idea of reflexivity to consider what the past realities have been, what the learning processes have been, that students have been embedded or I've been part of, have experienced. And how do we listen to it carefully and then figure out practical ways and paths forward? The last one is about appreciating the process over the product. So considering learning as a journey and therefore figuring out our course learning objectives, outcomes which are definitely important. Having those goals and objectives are important, but appreciating the journey itself is more

than what the final product is. Because the final product can shape and change according to the people who become part of the learning process and negotiate language itself.

Okay, moving on with macro-strategies. So building on with the theoretical realm into our guiding spaces, which apply to multiple disciplines. and classroom spaces or learning approaches that you are currently using. These strategies are also an extension of those guiding ideas or principles. So creating space for diversity, something we talked about, both from a physical point of view as well as an intellectual point of view where translanguaging practice could be considered an example. So translanguaging practice appreciates the multilingual nature of a person or being a multilingual and how the multiple languages help them think and process material. And how can that process represent or be represented in the tasks that we are creating? The next instance could be of social justice efforts to understand agency and motivation, to recognizing that people come with different set of experiences. And that knowing and understanding those experiences helps make for stronger agency, confidence building and motivates people to continue on with the learning process. The next point is about promoting a learning mindset. Deep listening activities, being mindful about our asks and expectations within a classroom space are definitely a part of this learning mindset. And reflexivity is something I mentioned before. Reflexive practice as part of assessment strategies could stand out very much to creating and building that learning mindset. The third strategy here that we point out is about developing critical engagement with youth cultures through course materials as well as activities. And here we are talking about youth cultures from the point of how generations evolve and become used to certain processes or even equipment that are used. So technology is an aspect that can play into youth cultures more so now than from the world I come from. And how do we adapt into those newer cultures and what is it? So unless we listen in to where the students have come from and connect with their heritage and the future roles and responsibilities they're likely to take up, there may be a critical gap in the learning process. The second opportunity would be to recognize student voice and identity and their diverse educational backgrounds as well. So the historicity kind of plays in with the currency of where they are located, the newness of that location, as well as learning opportunities. How do we use it as part of our own assessment development strategies? And finally, appreciating prior knowledge. I learn from students, and having that growth mindset, I think is a critical experience. So the experience of students using the model or framework of students as partners in developing our course. As well as assessment practices and strategies could be a helpful way to realize or develop critical engagement. And now I hand it over to Jordan to continue talking more about assessment design.

JORDAN:

Thanks Anita. Having prepared for linguistic justice in the classroom, as Anita was just discussing, our next focus was how to design assessment strategies to promote linguistic justice. Assessment strategies that take an asset-based approach to multilingualism. As Anita mentioned, you will certainly see the guiding ideas of agency, diversity, and inclusion, reflexivity, and process coming up in some of these suggestions as well. And as I said a few minutes ago, we'd love to hear about some of your own strategies at the end of the session. So

thinking about assessment design, I think both Anita and I have been teaching the same course, off and on, in the past few years and found it very important as one of the initial assessments to consider something that really validates students' experiences, dispositions, and goals. Something like literacy narrative, which encourages students to talk about their past experiences with writing, whether that was positive or negative, and also potentially some of their goals for the future, which helps me as an instructor certainly get to know the students and actually use that material to help design my assessments and the class from there as well. So it establishes more of a dialogue. And another kind of assignment in the same vein that we found useful is in knowledge translation in which students take a piece of research, writing an academic paper typically, and translate it into a context and mode that is relevant to them, which gives them, I think, a real agency over the research. So something to think about in terms of those initial assessments. A lot of this research in terms of assessment design, really encourages students to have a say in learning outcomes. And as I'll talk about in a couple of minutes, in rubrics and give input on how an assessment might help students develop their needs or support their community's languaging practices. And I think from an instructor perspective, it helps us think about what kinds of standards may be embedded in our practices and in our rubrics, and how those might need to be reassessed. Also, I come from a background of rhetorical genre theory. And so one of the things that I think it's important to do is help make transparent some of the expectations around academic writing. And as part of genre theory, we've recognized that genres change and shift. I think right now we're at a period where academic genres really need to be questioned and that shift needs to start taking place. And students can play an important role in that. And so that is also something that we're working with and around assessment design. Then for a variety of reasons, we know, of course, that this is important educationally, but also in terms of emphasizing process over product, including reflective components in your assessment design can be an important strategy as well.

So those are some larger assessment-design strategies, but we also wanted to think a little bit about the assignment specifics. And certainly one of the aspects is to introduce some flexibility into the assessment structure to encourage student agency and also create a better context for linguistic justice. So again, trying to balance the macro- and micro-strategies. Some very specific things I've been doing and I think Anita has been doing some of these as well, is to introduce some flexibility around deadlines. Over the past two years, I've actually taken a new approach to deadlines where I give students a week to 10 days in which to submit assignments. And let them decide when they want to submit. With a recognition that some students may need more time at various stages of the writing and reading process. And this allows that and creates a more just assessment context for them. Another set of options is to give them weighting or grading choices. Allow them to make some decisions around how they are actually assessed. And now that we have so many multimodal options, it's also useful to consider not just having them reading, reading texts, but maybe having them view talks by people or using other kinds of modes to gain information. Until recently, I was also in charge of academic integrity issues. And it really made me think carefully about the kinds of material instructors were assigning and whether that material assumed background knowledge that not all students may have. And certainly there were cases where students were given material that assumes some background

and led them into looking up material on the internet. And of course, potentially getting into academic integrity situations. So I think it's important to think about that kind of assumed background knowledge. And certainly also around assessment. Thinking about the background knowledge that students might have or potentially not have around research practices or essay structure, other elements and making sure that we scaffold and offer multiple feedback and revision opportunities. So that again, we're not creating an unfair basis for assessment. And we are making our expectations explicit such as they are.

And finally, of course, we need to think about on the next slide, Anita, exactly how we respond to student writing. And of course that is going to bring us back to our initial exercise. But before we get back to that exercise, I did want to talk a little bit about some ideas that we have developed around assessment response. And I think it really starts with taking an asset-based mindset to linguistic diversity. We recognize that even in so-called standard North American English, there are so many different idioms and approaches to language. And we really need to think about that as incorporating and including that linguistic diversity. But other very concrete approaches, we encourage people to think about our approaches to grading that focus on process over product. You may be familiar with some of these, but certainly labour-based grading contracts can be an option. And people in the literature have explored those. Labour-based grading contracts give preset approaches based on student engagement activities. So for example, if a student does A, B, C, and D, they might get an A-level grade. If they do A,B,C, they might get B, etc. Depending on your institutional contexts, that can be a useful approach. Some institutions might allow for ungrading, which really minimize or completely eliminates assigned grades and focuses on feedback. And again, you can see how that can encourage students to see the process as the most essential part of their assessment. Again, as I come from a genre theory background, I think it's important to think about how we approach commentary. I saw in the comments that a lot of people are already doing this. But the think-aloud protocol is really about just responding to student writing as a friendly, engaged, hopefully helpful reader. And letting students know where the reading is making sense and what's working well for the reader's experience. And what might be causing some confusion and even maybe giving some suggestions around that. So that kind of protocol can be helpful, I think, in promoting a dialogue and focusing on process for students. If you do use a rubric, of course it's important to consider what standards are embedded in that rubric. And for me, that's certainly been something I've been thinking about in the past two or three years, particularly around grammar. And whether we comment on grammar, how we comment on grammar. And actually, I've come to the point where I grade that very minimally. And of course, helping students build resource networks around assessment and on campus. And I think that's an important part of creating that dialogue and giving students agency around their assessment.

So these are some of the things that we've been working with over the past few years. But now we'd like to return to the Jamboard and encourage you to reflect now that we've talked a little bit about this and shared some of our strategies. Would you make any changes or additions to your original response? And similarly with the poll, would you think about the approach to language any differently now that we've had some of this discussion? And of course we

encourage this at this point to lead into some discussion and sharing. We welcome your comments. Again. Please feel free to use Jamboard or if you prefer to put some comments in chat, I see a couple have already come in. Or if you prefer to use your mic, we welcome that as well.

Yeah, I think we've had a couple of comments come in. My screen seems to have gone back to the slides. I don't know if yours has. Maybe I'll address a couple of the comments and I don't know if you've been able to see them, Anita. Parijat, I see you commented on the connection between communication and identity a little while ago, and we absolutely agree. Thank you for that comment. I don't know if , Anita, you wanted to add anything there. I know you were discussing a little bit about that.

ANITA:

I can tell you that navigating Zoom chat and COVID thing is not, it's not working out for me today altogether. But I'm going to open up the chat here. And so you are responding to the first comment from Parijat, which I'll just read for everybody because it was a while ago, that it is through communication that we express and understand our identity.

ANITA:

Yeah, absolutely, absolutely agree. I think it is through communication that we express and understand our identity. The function of communication itself is realized using language or languages that we are in. And how that understanding of fluency continues to apply to any realm of communication that we participate in, is where we're sort of looking or approaching the conversation. Would you agree with that, Jordan?

JORDAN:

Yeah. Yeah. Yeah. Thanks, Anita, for elaborating there. And I also see we have a few more questions. A question maybe I'll take about rolling deadlines. And students who have accessibility needs, which actually I must say, has aligned very well because it does give students that flexibility around deadlines. To elaborate, I typically think about it in terms of the course material as well. And try and set the end final deadline at the point where we really are moving on to other material. And it may impact students' learning if they don't have something submitted. But it has aligned well with students. And I've had quite a few in the past couple of years who have accessibility needs and it allowed those needs to simply be part of the regular classroom practice. I haven't actually had a student who needed time beyond the final deadline. But of course that would be something I would work with the student and their advisor on, if need be. I hope that answers your question a little bit, Leon.

ANITA:

Okay. So moving on. I think the next question from Yunyi Chen is on or would you please offer an example or tell us more about accepting inclusion of other languages in an assignment. How would you go about doing that, Jordan?

JORDAN:

Yeah, I mean, just as an example around idioms, maybe I'll start there. I used to, I'm sort of embarrassed to say, comment on unusual idioms that students might use in an essay. And now I've stopped doing that because I do realize that there's so much variation and some of that is just my own language and practice that might not be the same as a student's. In terms of including other languages. I'll take an example from an Indigenous student I had in the fall who was including a concept called *captikwł*, which is Sylix, to do with creation stories and attempting to translate it, was actually not very effective because there was a lot more involved and it made sense to include that concept in the original inception language. And so that's what we did. Anita, perhaps you have other examples.

ANITA:

Yeah, I'm thinking of it. And I recall having encountered in discussing structure for the particular genre of writing or the particular assignment that I had set up. And given that we talk about structures from, or I approach it from the textbook. Here's an example. It's a good example, it works. But then also creating opportunity for students to speak to other structures that they have come across and learned previous to joining my classroom. And some of those structural elements may be best represented in their own language and for them to bring up those on language-specific terms and explain how that stands distinctly from any element of structure that we talk about would be another way to encourage that sort of learning. I'm also curious reading Heidi Tiedemann... I'm sorry if I am pronouncing your name incorrectly there. Heidi Tiedemann Darroch's chat message there where she notes whether or not I'm interested in how we can blend appreciation of multilingual learners' strengths with understanding of their diverse cultural backgrounds. This example made me think of challenges I've encountered teaching an opinion-based writing to students from cultures where a student opinion is not considered to be especially significant to an educational context because it lacks authority.

Very well said. And this is something I've come across in the previous research where we asked for student feedback. And one of the major themes that emerged for us was students asking us as instructors, as these learned authoritative voices to sit with them and explain it to them. What is it exactly that we mean by organization? For instance, what aspect or particular feature of organization is missing in their writing. I think that discursive aspect is important and not just the specificity of language. I suppose to create the name of justice. I think Jordan, if it's okay with you, I'll look at the Jamboard here. There are some important commentary happening. So the first one that shows for me is I would not comment on grammar, sentence structure, etc.

JORDAN:

Yes, that's a good point and something you know, I've thought about a lot. And I, as I was saying, I was really changing my practices in some ways. And surprisingly though, I've had students ask me to comment on grammar and structure because they want that feedback. So I think there's a difference maybe between commenting and grading. And for me that's been an important distinction. I comment because students tell me that they want that feedback. They want to know. If there's a better way of saying, better way of saying something. Or a different

way of saying something is probably the term I would use. They want that. And yet, I actually don't think it should be a significant component of their grading. It's an interesting area to consider in our rubrics and maybe to have some discussion with the students around, which is one of the things that I've really appreciated about doing this work. Having some student input on their needs and their language practices. So that's a great point, Anita.

ANITA:

Yeah. And then the following one we have about, I'd like to explore the process over a product piece as I fear it to represent a particular epistemology. Sure, I tried and I think from one discipline to another, the process itself will look differently. As a communication rhetoric person, my process is very much looking at incremental development in student writing or the multimodality of different pieces that they look at, incorporate, or express themselves in and how to facilitate that route, that learning that they have to get out for themselves. Do you want to add something to that, Jordan?

JORDAN:

No, I think that's a great point, Anita, I'm just looking at, we have quite a few messages. And Em has put up some great suggestions in the chat. So I'm just drawing, I'll draw people's attention to that in terms of giving students feedback and using class time around assignments, which sounds like a great practice. I also have a couple of clarifications from Deb Carter, asset-based approach to literature, language diversity. And that's just about viewing linguistic diversity or multilingualism as a real asset. I mean, what a great thing for students to have, rather than seeing it as somehow hindering their writing abilities. So that's all I meant by the asset-based approach. The think-aloud protocol is just that friendly response to students writing. So I'll give you a quick example. Rather than saying in a piece of student writing, where is your thesis statement? In the think-aloud protocol, I might at that same point say, I can see you're developing a topic around X, but I'm having trouble really understanding where you're going with that. Could you elaborate? So it creates more of a dialogue with students. And I think in the examples people were putting up there were some great approaches that basically use that kind of commentary. Should we go back to the Jamboard?

ANITA:

Yeah, I'm looking. There's quite a few I think we could talk about. the other one from the chat itself. Another question from Don, I'm concerned about the Western essay structure is very biased. Have you any experience or thoughts on this? I think for me, rhetorical point of view, I typically approach it from, okay, think about your purpose, your audience, and your own voice. Like those would be some of the rhetorical terms that I bring before them. And then they are open to using a structure, whether it's the, you know, the textbook recommended structure that feels most comfortable. And I personally feel that sense of comfort is quite important for a student to feel not in this very open-ended vague structure where they are getting graded. But they are not being given a particular structure is just a representation of injustice as well. So rather, allowing them a particular framework that works, which is in a textbook that they have bought, is not a challenge or a problem area for me. Because I see learning as incremental and

this is one opportunity for them to try out a structure. So trying it out, but then trying it out from that rhetorical point of view of who's my audience? Why am I writing a certain way? And how do I say it better? What number of examples or references would be useful for my audience? Would be a better way of approaching that part. Anything you'd like to add.

JORDAN:

Yeah, no, I mean, I agree. I guess when we were thinking about multimodal options too. I think, as the academy shifts, we are starting to see academics use our whole range of communication options. And so I know in all of our classes we're including that and, for example, with a knowledge translation encouraging students to really think about a mode and form if it's relevant for them rather than just the essay structure. And I'm afraid we're not going to get through all the wonderful comments in the chat or in the Jamboard. But I do want to call attention to a couple that give some examples of different modes and formats that they've had students working in. So thank you for those. But I see Gwen is back on because she does have a few things that she needs to wrap up. We should also point out when people receive the slides, we have curated some of the readings that we found most helpful, and we've included those at the end so if people are looking for readings or strategies, there they are.

GWEN:

Well, thank you very much. Thank you very much. Dr. Anita Chaudhuri and Dr. Jordan Stouck. Such an inspiring session. And thank you for sharing your knowledge, as well as creating such a vibrant dialogue around how can we enact linguistic justice concepts to our assessment strategies and our teaching practices. As I mentioned earlier, please help us with the feedback. The survey link is in the chat and we would like to promote the two upcoming events. One is the FLO panel on March the first, Educative Approaches to Academic Integrity and the FLO Friday on Digital Well-Being. So the links to the registrations are in the chat as well. And you know, like we can save the chat and for the questions for the comments that we couldn't address in the session today. I'm sure that Jordan and Anita will follow up. And you can also directly message us if you have any concerns or any questions regarding the session today. So again, thank you very much for staying with us to the very end and we hope to see you again in our upcoming events. Have a great Friday, everyone.