

**DOMINICAN  
UNIVERSITY**  
of CALIFORNIA  
*School of Liberal Arts and Education*

**Identifying Microaggressions in the Classroom  
EDUO 9248**

**2 Semester Credits/Units**

Instructor – Dr. Shawn DiNarda Watters  
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**Course Overview**

*Identifying Microaggressions in the Classroom* – Microaggressions occur daily within the classroom and negatively impact students, students, families, and colleagues. Adults and students alike use microaggressions with peers and colleagues unintentionally. These microaggressions may be based on socioeconomic status, disability, gender, gender expression or identify, sexual orientation, race, ethnicity, nationality, or religion. This is a true challenge in today’s educational environments. Participants in this course will learn to identify microaggressions, become cognizant of the potential impact and address students, families, and colleagues in a non-biased manner while building community and responding to the microaggressions.

Required readings: All readings will be provided to participants by the instructor.

**Course Objectives: Course participants will have opportunity to:**

- Gain knowledge of and apply effective instructional strategies to assist teaching and learning in a variety of settings.
- Demonstrate an understanding of legal issues as well as mandates and legislations regarding the education of students with exceptionalities
- Begin to preliminarily select the continuum of placement options and service delivery models for students with exceptionalities, especially in relation to general education
- Initiate procedures to accommodate exceptional students in the classroom
- Develop a personal and professional philosophy that includes the concept of teacher responsibility for all children

**Course Relation to CCS or other Professional Standards:**

**Global Framework of Professional Teaching Standards (2019):**

Domain 2, Standard 6: Organization and facilitation of students’ activities so that students are able to participate constructively, in a safe and cooperative manner.

Domain 3, Standard 8: Cooperative and collaborative processes that contribute to collegial development and support student learning and development.

## Council for Exceptional Children Standards for Initial Teacher Preparation (2015)

CEC: 2. Learning Environment: Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

CEC 7. Collaboration: Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

### Course Assignments:

#### Assignment #1 – Microaggression Video Viewing

Select 3 of the 5 following clips to view via Youtube and take notes:

- a. *Eliminating Microaggressions: The Next Level of Inclusion* (9 minutes) - <https://youtu.be/cPqVit6TJjw>
- b. *Derald Wing Sue clip* – (2:38 minutes) [https://youtu.be/h\\_IQNI9T6vs](https://youtu.be/h_IQNI9T6vs)
- c. *How unintentional but insidious bias can be the most harmful* (7:57 minutes) - <https://youtu.be/mgvjnxr6OCE>
- d. *Why Microaggressions Aren't So Micro* (15:16 minutes) - <https://youtu.be/Z7l194OXxYo>
- e. *Conversations w/Great Minds P1 - Derald Wing Sue* (12:55 minutes) - <https://youtu.be/Uc7l6sUvaYQ>

At the completion of the video viewing participants will identify new information gained and compare to current professional practices identifying 3 tasks or procedures that will be implemented in the learning environment. (Format: The submission plan format will be selected by the course participant - a written plan, a video description, a slide or Prezi presentation; any modality that the participant deems most valuable – submitted to the LMS and send an email to Dr. Watters indicating the assignment has been submitted.)

Popular FREE video formats to consider:

<https://animoto.com/education/classroom>

<https://www.powtoon.com/>

<https://www.wevideo.com/education>

Popular Presentation tools: PowerPoints, Google Slides or Prezi.

#### Objective(s):

- 1) Apply of a variety of intellectual skills: concise exposition, succinct analysis
- 2) Summarize the professional impact of the articles on one's practice through the responding to the following questions:
  - a. How does the information gained from the articles connect to my own experience?
  - b. How does this new information expand my thinking?
  - c. How does this information impact my future students?

### **Assignment #2 – Self Awareness of Differences.**

To be effective in the classroom with ALL students we must first identify our own experiences and see the impact on our educational environment. Consider the following questions, reflect, and respond.

- a) *The first time I became aware of my differences was when ...*
- b) *A time I mistreated someone for being different was when ...*
- c) *A time I was mistreated for being different was when...*
- d) *What was the last gender stereotype I witnessed but didn't mention?*
- e) *When was the last time I took leadership to welcome a person different from myself into an activity, event, or space?*
- f) *The memories I have of differences affect my teaching by ...*

(Format: submit responses to the LMS and email notification to Dr. Watters [swatters@edsonline.com](mailto:swatters@edsonline.com) )

#### **Objective(s):**

- 1) Apply of a variety of intellectual skills: concise exposition, succinct analysis
- 2) Apply the professional impact of one's experiences on the current educational environment.

### **Assignment #3 - Educational Environment Observation for Microaggressions**

Participants will review one's educational environment and note specific microaggressions throughout the observation:

- a) *Describe microaggressive incidents observed.*
- b) *Were there any microaggressions within the learning materials (e.g. story plot in literature, classroom language, generalized preferences based on gender, etc...)*
- c) *How did each individual respond? (was there an awareness of the microaggression)*
- d) *Does the school district or building have a policy on microaggressions? If so, what is it? Was it followed?*
- e) *What recommendations can you make for these incidents?*
- f) *What policy/guideline would you implement?*

(Format: submit observation to the LMS and email notification to [swatters@edsonline.com](mailto:swatters@edsonline.com))

#### **Objectives:**

- 1) Apply of a variety of intellectual skills: concise exposition, succinct analysis of the inclusive classroom environment while maximizing individual participation and growth.
- 2) Reflect on professional behaviors and a classroom environment that impact student learning.

### **Assignment #4 - Colleague Interview**

Participants will refer to Assignment #1 to develop a list of 8-12 open ended interview questions on microaggressions in the educational environment. Participant will select a teaching colleague to interview about microaggressions. The interview is to be a minimum of 45 minutes and audio recorded.

(Format: Submit Interview Protocol AND Form for Interviewee's Signature including the documented time length of interview - 2 files to the LMS and notification to [swatters@edsonline.com](mailto:swatters@edsonline.com) )

#### **Objectives:**

- 1) Apply of a variety of intellectual skills: concise exposition, succinct analysis of the inclusive classroom environment while maximizing student sense of belonging.
- 2) Develop professional inquiry based on qualitative research.
- 3) Expand one's knowledge of professional behaviors and classroom environment that impact student learning.

### **Assignment #5 – Colleague Interview Reflection**

Participants will review the Interview Protocol, notes taken during interview and interview audio recording to reflect on the information gained from the interviewee and its impact on the participant's future educational practices. Participant (Format: written response paper to the LMS assignment and email notification to [swatters@edsonline.com](mailto:swatters@edsonline.com) ).

#### **Objectives:**

- 1) Apply a variety of intellectual skills: concise exposition, succinct analysis of the interview.
- 2) Develop professional inquiry based on qualitative analysis.
- 3) Expand one's knowledge of professional behaviors and classroom environment that impact student learning and IEP goal progress.

### **Assignment #6 – Response to Microaggressions Plan.**

Participants will review *A Guide to Responding to Microaggressions* (Nadal, K. , 2014) article and develop a classroom intervention plan appropriate for their educational environments. (Format: The submission plan format will be selected by the course participant - a written plan, a video description, a slide or Prezi presentation; any modality that the participant deems most valuable. )

Popular FREE video formats to consider:

<https://animoto.com/education/classroom>

<https://www.powtoon.com/>

<https://www.wevideo.com/education>

Popular Presentation tools: PowerPoints, Google Slides or Prezi.

#### **Objectives:**

- 1) Evaluate the effects of professional choices and actions on others (students, parents, other professionals).
- 2) Reflect on practices while continuing to build on and refine professional skills, and dispositions about inclusionary practices, and collaboration.
- 3) Expand one's knowledge of professional behaviors and classroom environment that impact student learning and belonging.

**Course Assessment Rubric:**

<p><b>EXCELLENT</b> Meets or Exceeds Course Objectives: <b>A to A-</b></p>	<p><b>ACCEPTABLE</b> Majority of Work Meets Course Objectives; <b>B+ to B-</b></p>	<p><b>NOT ACCEPTABLE</b> Needs Considerable Improvement: Resubmit Work Suggested: <b>C or below</b></p>
All work submitted reflects in-depth understanding of course objectives.	Most work submitted reflects in-depth understanding of course objectives.	Work shows little or no in-depth understanding of course objectives.
ALL Assignments (#1-#6) responses show evidence of new knowledge evidenced by thoughtful, detailed and accurate assignment responses.	4 of the 6 assignment responses show evidence of new knowledge evidenced by thoughtful, detailed and accurate assignment responses.	Less than 3 Assignment responses show little to no evidence of new knowledge as evidenced by lack of thoughtful, detailed and accurate assignment responses.
Work submitted was organized and clearly articulated. The student carefully followed all assignment instructions. The instructor did not have to provide continual assignment clarification or request revisions.	4 of the 6 assignments submitted were organized and clearly articulated. The student carefully followed all assignment instructions. The instructor had to provide continual assignment clarification or ask for revisions.	Less than 3 of the assignment responses submitted were not organized or not clearly articulated. The instructor had to provide constant clarification and ask for continued revisions.
ALL Assignment content and required projects were original.	ALL Assignment content and required projects were original.	Evidence that not all assignment content and required projects were original.
Work is free of spelling and/or grammatical errors.	Work has few spelling and/or grammatical errors.	Work has numerous spelling and/or grammatical errors.

**Resources:**

<http://everydayfeminism.com/2015/01/guide-to-calling-in/>

Southern Illinois University Edwardsville:

[https://www.siu.edu/facultycenter/services\\_resources/teaching/Microaggressions.shtml](https://www.siu.edu/facultycenter/services_resources/teaching/Microaggressions.shtml)

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