



# The Development of **Critical Consciousness** in Diversity Courses

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# Diversity courses are hard to design, teach, and study.



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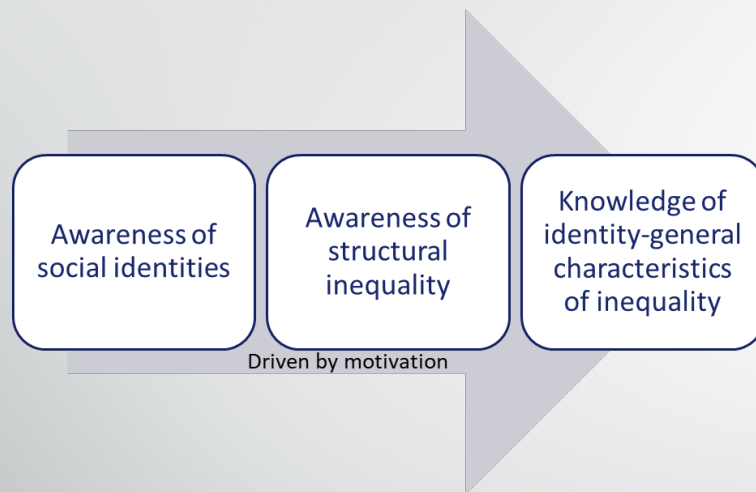
- Some students are uninterested or actively resistant
- Marginalized students may feel exploited
- Instructors can experience emotional violence
- Courses vary in content
- Focus in research is usually on changes in attitudes rather than skills



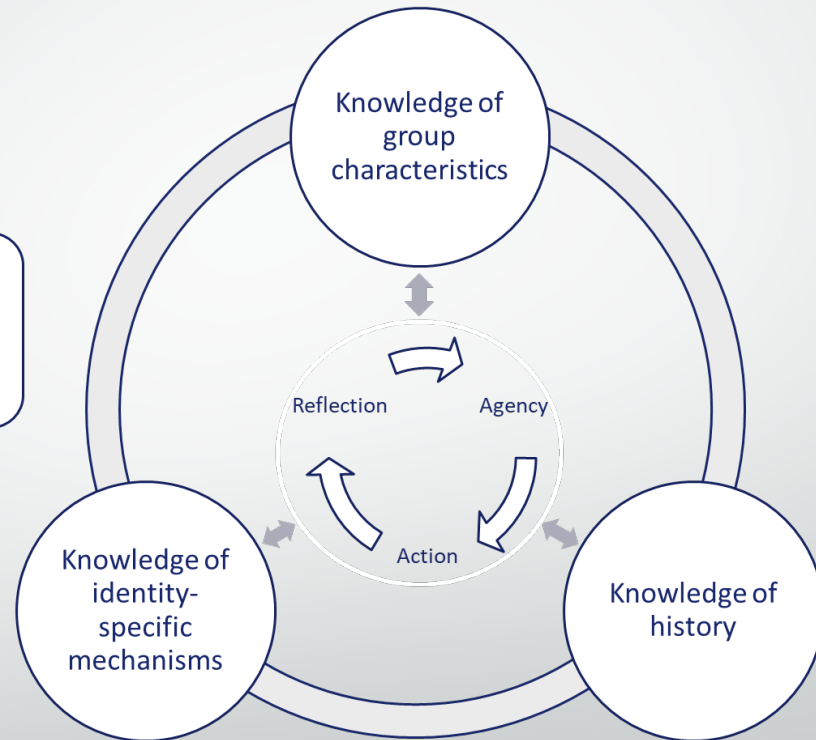
# Study Goals

- Explore the development of foundational awareness and knowledge in diversity courses
- Explore change over multiple timepoints
- Use an observational measure rather than self-report

## Stage 1



## Stage 2



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Developmental Cycles

<http://tide.wordpress.ncsu.edu>



# Method

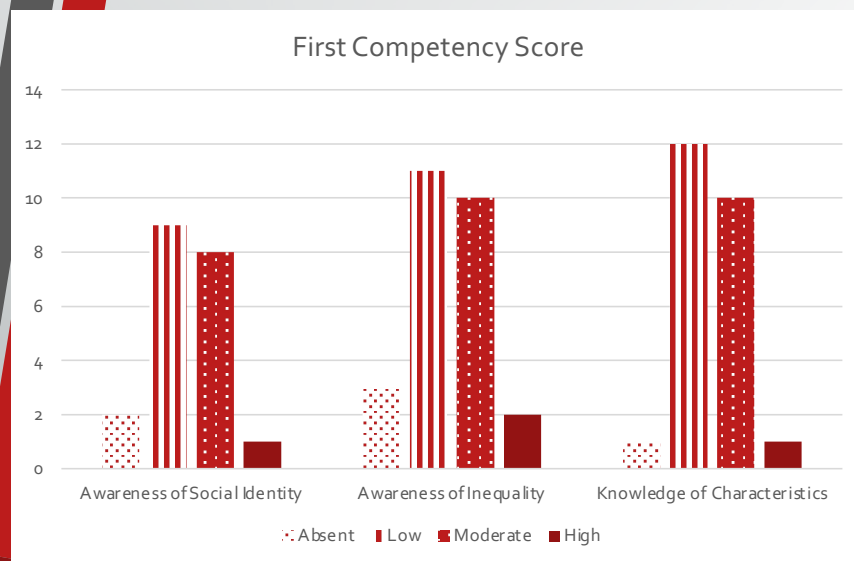
- 28 students in 5 courses
  - Lifespan development (14)
  - Teacher ed diversity course (3)
  - Leadership course (3)
  - Doctoral critical literacy (3)
  - Doctoral diversity course (6)
- 57% women, 7% nonbinary
- 50% White
- 1-31 assignments ( $M = 7.39$ ,  $SD = 8.79$ )
- 278 coded assignments (207 unique) as of July 2<sup>nd</sup>



# Analysis

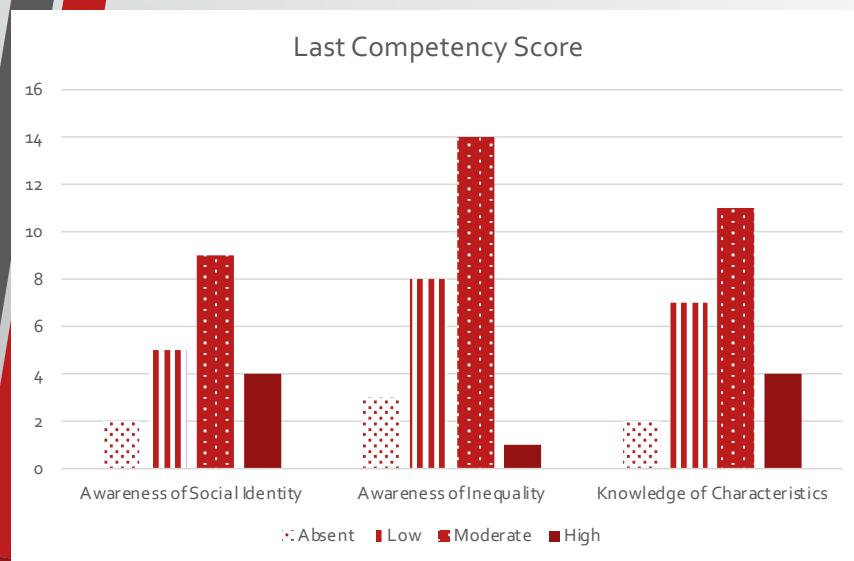
- Assignments coded absent, low, moderate, or high for
  - awareness of social identities
  - awareness of structural inequality
  - knowledge of identity-general characteristics of inequality
- Assignment date

# Where did students start?



- On average day 31
- 45% Low on Awareness of Social Identity
- 42% Low on Awareness of Inequality
- 50% Low on Knowledge of Characteristics

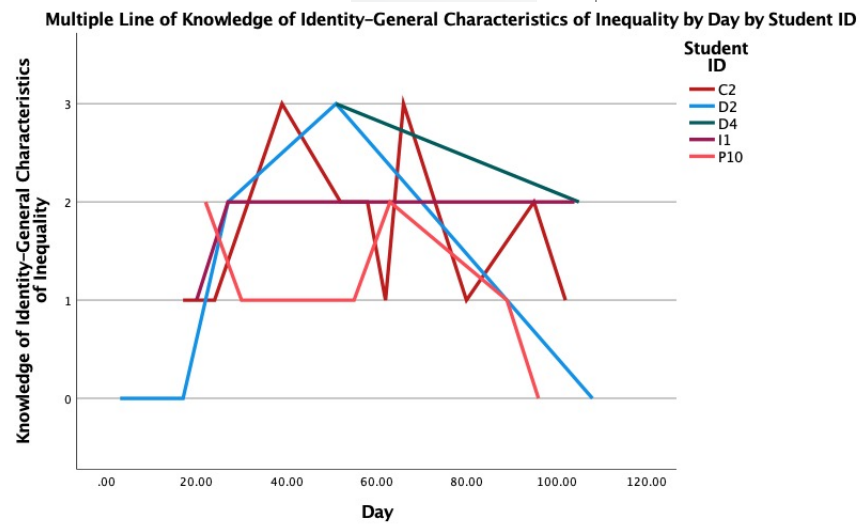
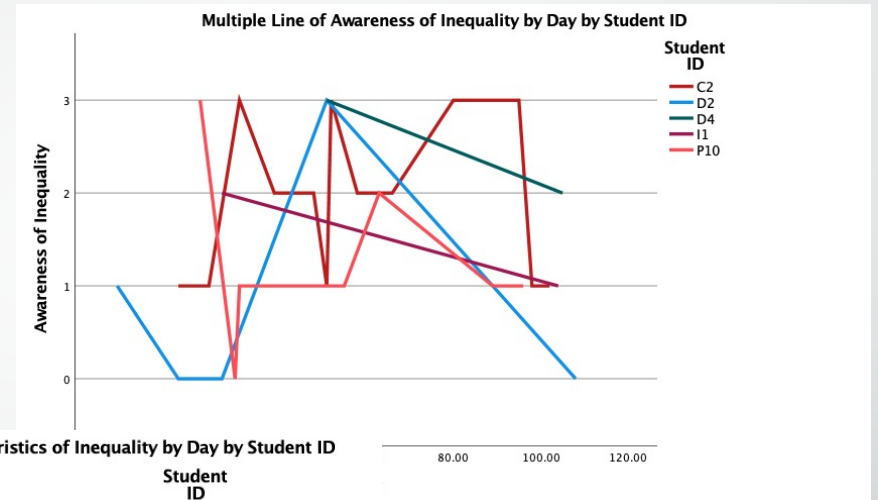
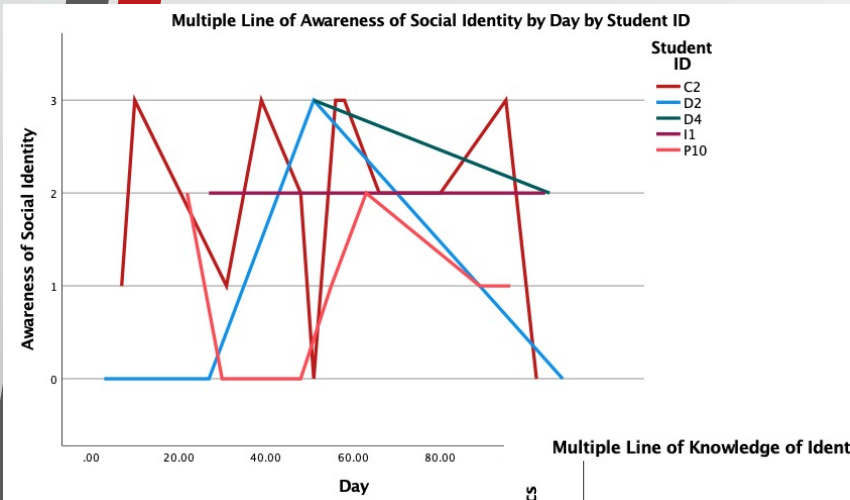
# Where did students end up?



- On average day 82
- 45% Moderate on Awareness of Social Identity
- 54% Moderate on Awareness of Inequality
- 46% Moderate on Knowledge



# 5 Selected Trajectories



# Individual Change

	Awareness of Social Identity		Awareness of Inequality		Knowledge of Characteristics		Days Between	
	First	Last	First	Last	First	Last		
P12		2	2	2	2	2	2	7
P3		1	1	2	2	1	1	7
P5				1	1	1	1	7
P6				1	1	2	2	7
D7				0	0			33
P1		1	1	2	2	1	1	36
P8		2	2	2	2	2	2	42
P9		2	2	2	2	2	2	42
I1		2	2	2	1	1	2	84
S1		1	3	1	2	1	3	84
S2		1	3	1	3	2	2	84
P10		2	1	3	1	2	0	90
D1		2	2	2	2	2	3	92
D6		1	2	0	2	1	2	92
C2		1	0	1	1	1	1	95
D4		3	2	3	2	3	2	103
C1		0	3	1	2	1	3	105
C3		1	2	1	2	2	2	105
D3		2	3	2	2	2	3	105
D2		0	0	1	0	0	0	106
P11		1	1	1	1	1	2	111

# Individual Change (only those who changed)

	Awareness of Social Identity		Awareness of Inequality		Knowledge of Characteristics		Days Between
	First	Last	First	Last	First	Last	
I1	2	2	2	1	1	2	84
S1	1	3	1	2	1	3	84
S2	1	3	1	3	2	2	84
P10	2	1	3	1	2	0	90
D1	2	2	2	2	2	3	92
D6	1	2	0	2	1	2	92
C2	1	0	1	1	1	1	95
D4	3	2	3	2	3	2	103
C1	0	3	1	2	1	3	105
C3	1	2	1	2	2	2	105
D3	2	3	2	2	2	3	105
D2	0	0	1	0	0	0	106
P11	1	1	1	1	1	2	111

## D6: White woman, parents college-educated

	Day	Awareness of Social Identity	Awareness of Inequality	Knowledge of Characteristics
Discussion Working Agreement	2			
Reflection #1	7	1	0	1
Reflection #2	16	1	1	1
Reflection #3	22	2	3	2
Reflection #4	30	1	3	1
Cultural Autobiography	50	0	1	0
Lit Review	94	2	2	2

## D6 - Early

### Reflection #1 (Racecraft)

- While reading it, at first I **struggled to comprehend** what the authors were explaining but the further I got into it and the more examples they provided I began to understand how they were explaining race as essentially a made up concept, used to categorize people. While I want to be able to follow the directive urged by the authors, I'm **not sure how feasible of a change it will be immediately**. The slow shift could be from how I have been trained by society to perceive people in particular categories for as long as I can remember.

### Reflection #2 (Capitalism)

- After reading these articles, I was **forced to acknowledge** many financial inequities that are still prominent today that were established many years ago but still continue to perpetuate today.



## D6 - Middle

### Reflection #3 (Kendi Interview):

- While reading and listening to these selections, **I thought about how I have been racist** in my past behaviors, especially when Kendi described how he had previously given a racist speech that focused on negative stereotypes of black youth. Moving forward, I need to continue to reflect on what I do and say that actually is inherently racist and work towards doing what I can to change the systems that I am a part of that have been established to be and still are racist.

### Reflection #4 (Diversity in Universities)

- As a white individual, I wonder **what I can do** to allow for these opportunities to make sure people have chances where they feel safe and can let their guard down as she discussed or is this something I am not allowed to be a part of in any way for possibility of my whiteness impacting the conversations?

## D6 - Late

### Cultural Autobiography

- Parts of her identity: born in [major city], parents are engineers, enjoys sports, female, connections to math
- My freshman year roommate was a black female and while we got along well enough as roommates, never having any issues that I was aware of, we never became close friends. One possible reason could have been **as a white female, I was not at the time aware of what privilege I held** and was not aware what I could have done to make her feel more comfortable with me.

### Literature Review

- From the articles found in this review, there is evidence that language and dialect **does not necessarily affect student learning** but it can affect achievement if the measures of performance utilize a mainstream dialect versus the regional or cultural dialect of the student.
- The dialect or language a student speaks can affect the perception the teacher has of the student and their abilities academically (Cross et al., 2001; Feldman et al., 1990; Sorhagen, 2013). And these perceptions teachers have of their students simply based on the language **can have a negative, lasting effect on student achievement** if the perceptions are negative and view students as having less intelligence than their peers based on a particular dialect.

## P10: White woman, learning disability

	Day	Awareness of Social Identity	Awareness of Inequality	Knowledge of Characteristics
Chapter 1	8	-	-	-
Chapter 4	22	2	3	2
Chapter 7	30	0	0	1
Chapter 8	31	0	1	1
Chapter 9	48	0	1	1
Chapter 10	55	1	1	1
Oppression Activity*	63	2	2	2
Chapter 17	89	1	1	1
Culture Review	96	1	1	0

\*group activity



# P10 - Early

## Chapter 1

- I would say that my social identities have had a large influence on my personal identity. ... And I would say that is something that I am still trying to define- who am I apart from these social terms and groups? So in summary **I am not exactly** sure how much influence social identities have had on my personal but I know it is the majority.

## Chapter 4

- The area that I grew up in was not a food desert. I do think that growing up in a food desert can impact a child's development in multiple ways. ... These factors all impact a child's development. (Side note: in 2020 I started shopping for Instacart as a side gig and **I became incredibly aware of the difference in quality and selection of specifically produce in different areas of town.** I also stated to notice trends in the kinds of foods bought at certain stores and certain neighborhoods. It's fascinating and sad really, I could go on about that but I digress.)



# P10 - Middle

## Chapter 8

- I would say that one are that is **still slightly confusing to me** is the difference in personal and social identities, to me those still seem like the same thing. Wouldn't the identities we take on as a part of society inherently be our personal identities? Still trying to understand that one.
- However I know that as a society we are slowly becoming more accepting and inclusive and I believe this is playing out in some school systems. However I know there are still many settings in which this **inclusivity is not happening**.

## Chapter 9

- I think that inclusive classrooms and mixed ability groups are very important for children's learning academically and socially. During my year student teaching, my 5th grade classroom was a beautiful diverse mix of upper class, refugees, AIG, ESL, special needs, and all different backgrounds. **It was so cool to me to watch them learn from each other and become friends as this was very different from my white private school experience.**

# P10 - Late

## Chapter 17

- I think that there are still plenty of stereotypes that exist for older adults that may inhibit their performance. The most obvious one to me is older adults learning and using new technology. I know my grandma took the longest time to agree to having a smart phone, and now she has it she won't use it. ... I think it partially has to do with the fact that **she doesn't want to fail at it and confirm that stereotype** of not being able to use it.

## Culture Review

- I remember at the start of this class I had answered that I never thought about these two things separately, but more so my personal identity is what it is because because of my social identities. **I think that I have gained some understanding** in how these differ even though I still think that much of my personal identity is because of my social identities and the culture in which I was raised. One that feels most prevalent is **faith background** and the way that has influenced me and the kind of person I am. I would also say that **my social class** and how that has determined my community, opportunities, and values has impacted my personal identity.



# Conclusions and Future Directions

- Conclusions
  - Pre and post don't tell the whole story
  - Development is complex and non-linear
  - The rubric allows quantitative measurement without self-report
- Future Directions
  - Rubric validation
  - Hierarchical linear models or latent transition analysis
  - Role of student characteristics, values, and motivation