



**Critical Epistemologies in Teaching and Research  
Faculty Webinar**  
College of Education and Human Development  
Wednesday, February 2, 2022 11:30 a.m. – 1:00 p.m. (CST)  
Panelists:  
**Zarrina Azizova, Renuka de Silva, Andjela Kaur, Ray Mitic**

**Register: [\[HERE\]](#)**

The purpose of this seminar is twofold: (1) to invite faculty and doctoral students to reflect and share thoughts about challenges that we all face in designing and implementing inclusive pedagogies and research, and (2) to build our knowledge and devise practical tools that we can use in inclusive syllabi development, new pedagogies, identity-conscious teaching, learner assessment designs, and production of critical quantitative and qualitative research in education, human development, and professional studies. To that end, the panelists offer a space and community with hands-on activities. The purpose of this seminar aligns with the [EHD mission, vision and diversity statements](#) and advances collective efforts of developing and sustaining a culture of diversity, equity, and inclusion.

This workshop is divided into two phases: Panel discussion and Roundtable hands-on activities. Four roundtables will offer an opportunity for in-depth explorations of each topic presented. Faculty are encouraged to bring examples of their research projects, syllabi, readings lists, assignments, and assessment materials for the discussion with the expectation of generating ideas, strategies and sharing these with the group for future application in teaching and research.

**Topic 1**  
**Quantitative criticalism in statistical designs and large dataset research. (Ray Mitic)**

Although critical research is often associated with constructivist and emancipatory paradigms, there has been a recent movement towards introducing elements of critical research aimed at breaking down systemic barriers using advanced quantitative methods. This session introduces critical quantitative design using large datasets to provide generalizable results and recommendations for educational practice. Topics to be covered include philosophical considerations, asking equity-minded questions, statistical procedures aimed at avoiding “othering,” and guiding student research to employ critical quantitative techniques.

**Topic 2**  
**Critical epistemologies as a theoretical framework in social science research and teaching. (Andjela Kaur)**

To be legible to epistemic authorities in a particular discipline, researchers must create theoretical frameworks that are, at least in part, informed by the existing body of literature in the disciplines of its readers. When a discipline does not have a developed tradition of critical scholarship, researcher must engage scholarly works from the fields of study with established critical epistemologies. This topic area will consider the following disciplines as sources for the development of a transdisciplinary theoretical frameworks and data analyses in human development, education and behavioral research: radical political economy, critical legal studies, critical disability studies, critical education studies, radical social work movement, feminist studies, critical terrorism studies, and deep green resistance.

**Topic 3**  
**Indigenous Pedagogy: Assessment through Indigenous methods. Why is this a significant factor in Indigenous students’ engagement and success? (Renuka de Silva)**

Understanding Indigenous identities to improve best practices and close achievement and well-being gaps of Indigenous students in Higher Education. This process means de/centering Eurocentric ideologies to “see” Indigenous students’ success differently. This session guides participants with building success criteria specific to Indigenous ways of meaning-making and utility to support Indigenous language and cultural revitalization. In this session, participants will read a journal/Indigenous cultural text excerpt and create a mini-lesson plan that aligns with the suggested guidelines of the de/colonizing syllabus shared during the fall 2021 assessment retreat.

**Topic 4**  
**Identity-conscious student success: Assignments, assessment, feedback. (Zarrina Azizova)**

We turn to the efforts of becoming an identity-conscious instructor, which include two tasks: (a) to reflect about the *threshold concepts* that are core to the ways of knowing in the instructor’s discipline/professional content: what does it mean to become a full member of one’s disciplinary community and how the threshold concepts shape the disciplinary habits of mind?, and (b) to situate the threshold concepts in cultural, social, and political dimensions of student learning. Engaging in these reflective tasks will be specific to the ways we design course assignments, run assessment, and offer feedback to our students.

**Please Join Us!**