

FACULTY FINDS

Helping Your Adult Learners to Use Media Well and Wisely

Here are three resources that may be useful in helping adult learners to use different kinds of electronic media effectively.

- **Vet Your Social Media** – This succinct article from the New York Times shares tips for discovering if the social media accounts you are following are trustworthy.
- **Fake or Real? How to Self-Check the News and Get the Facts** – This National Public Radio publication highlights a few best practices adult learners can use when reading information online.
- **Help Students Fact Check Like Pros** – Different websites are shared by this author with functions that range from helping students to determine fact from falsehood to supporting them to assess the validity of scientific claims.
- **How to Have Honest Conversations About Social Media with Students** This blog offers ideas to promote reflection on our own social media practices and how we discuss such practices with students. It provides questions with which to frame the discussion including “how accurately do your online posts and interactions reflect your true values and priorities?”

Vet Your Social Media

<https://www.nytimes.com/2020/06/13/at-home/coronavirus-vet-your-social-media.html>

Fake or Real?

<https://www.npr.org/sections/alltechconsidered/2016/12/05/503581220/fake-or-real-how-to-self-check-the-news-and-get-the-facts>

Help Students Fact Check Like Pros

<https://www.common sense.org/education/articles/help-students-fact-check-the-web-like-the-pros>

Conversations about Social Media

<https://www.common sense.org/education/blog/how-to-have-honest-conversations-about-social-media-with-students>

Free Resources for Addressing Equity, Bias, Prejudice, and More

- **Connect3** is a new weekly online resource from the Anti-Defamation League that arrives each Tuesday in an easy-to-read format with click-able links to materials. Recent issues have focused on understanding bias, microaggressions, challenging biased language, and other relevant issues. To sign up for Connect3, go to https://www.adl.org/sign-up-to-receive-adl-email-newsletters?_ga=2.160472570.651945255.1592167304-750485239.1589293380 and check the box for Education Updates.
- **Inclusion, Diversity, and Equity: Building Explicit and Intentional Emphasis into Early Childhood Preservice Teaching and Professional Development**
On July 10, Camille Catlett and two Durham Tech faculty members (Cathy Collie-Robinson and Marye Vance) shared resources, practices, and higher education examples on a webinar for BUILD. Cathy and Marye described how they are incorporating an explicit emphasis on equity and race/racism in each of their courses. The webinar recording is available at <https://www.qrisnetwork.org/conference/2020-qris-national-meeting/virtual-conference>

Connect3

To view a sample of the quality of the resources they are sharing, take a look at the lesson plan on Everyday Bias (<https://www.adl.org/media/11324/download>). Don't miss the 3-minute Peanut Butter, Jelly, and Racism video at that site.

Inclusion, Diversity, & Equity

Handouts, PowerPoints, and extensive resources are available at <https://fpg.unc.edu/presentations/inclusion-diversity-and-equity>

Personas: An Instructional Tool for Helping Students to Individualize

Personas are brief stories about individual young learners. Each story includes an engaging photo, information about the child’s family, and details about who the child is as a learner (e.g., areas of strength/challenge, favorite things/activities, etc.). Some of the personas have other characteristics (e.g., disabilities, are dual language learners, have experienced trauma). Some, like Joseph, come with possible questions to use. Personas can provide a link between knowledge acquisition and knowledge application. For example, in a literacy course, Joseph could be introduced as a bridge to recent research on [literacy practices that are particularly effective for African-American children](#) and to promote discussion of how to individualize literacy practices. A faculty member who uses personas (e.g., one child who is a dual language learner and one child who has language delays) in a curriculum course could they ask students who are designing learning centers or lesson plans for preschoolers to show how they would effectively include each of those children. Someone who is doing professional development on family engagement could incorporate several personas with different family configurations (e.g., home language other than English) to help learners consider practices that would support diverse family needs and priorities.



Joseph

Not Joe, Joseph, he will tell you, as he is the third Joseph in his family, and using his full name is a tradition. With a younger sister coming behind him, he is continuing a family tradition of learning and education. Joseph’s mother and father both completed advanced degrees and are eager to understand how they can support him in achieving his full potential.

Joseph’s family can trace their roots in North Carolina back several generations to the era of slavery. They take pride in sharing the stories of both their roots and their aspirations. In fact, carrying the stories of the past forward is a commitment Joseph’s family shares both at home and in their place of worship.

In his Kindergarten classroom, Joseph is quick to raise his hand when he knows the answer. He is fascinated with any aspect of science – animals, planets, dinosaurs, etc. But reading is not Joseph’s favorite thing. When it’s time to focus on reading, Joseph tunes out. When his family has asked him about this, his response has been that reading is “boring” and doesn’t relate to him. Joseph’s teacher is very concerned about his lack of interest in the reading curriculum.

For your consideration

What can you learn about evidence-based practices that support literacy in young black children?

What might you like to ask Joseph’s family about books and reading in their home?

If you were the teacher in Joseph’s classroom, what would your next steps be: 1) in terms of coordinating and collaborating with Joseph’s family; 2) in terms of implementing practices within the program that support Joseph’s needs? (and the needs of other children?)

Personas – Collections of infant/toddler, preschool, and early elementary age personas are posted at <https://fpg.unc.edu/presentations/inclusion-diversity-and-equity>

Resources for Promoting Conversations About Race & Racism

As the events of the past months have unfolded, issues related to race and racism have surfaced in ways that oblige faculty and professional development providers to both pay attention and take action. Attached to this issue of Faculty Finds is a 2-page collection of free, annotated resources for initiating and promoting conversations with adults and children about race and racism.

Race and Racism Resources

are also available at <https://fpg.unc.edu/presentations/toolkit>

Upcoming or Archived Webinar Resources for Faculty and Instructors

Shift Happens: Tools, Practices, and Resources for Supporting Excellence in the Current Early Childhood Context

Camille Catlett and Danielle Savory Seggerson presented a webinar for the Indiana Higher Education Forum. Content and examples focused on opportunities to use technology to build relationships and support learning (Danielle) and evidence-based practices and tools for supporting quality in EC and ECSE programs (Camille).

All the resources from this webinar are available at

<https://fpg.unc.edu/presentations/shift-happens-1>

Supporting Diverse Students/Adult Learners Using Universal Design for Learning (UDL)

DATE: **August 4, 2020** 2:00 PM – 3:00 PM EST

There’s still time to register for this free SCRIPT-NC webinar in which Paul Luelmo will share examples of ways in which to consider interactions, activities, and assignments for our diverse learners through a UDL lens. Special consideration will be given in this webinar on how to support diverse adult learners in an online context. The webinar will be recorded and all resources will be made widely available.

Register for this webinar at <https://tinyurl.com/scriptnc-adultlearner>



The EarlyEdU Alliance® website has free resources for addressing issues of bias, culture, diversity, and equity. Here are some examples.

Selected EarlyEdU Media Library Resources

John Powell Interview (20 minutes)

Civil liberties expert and advocate John Powell leads the University of California, Berkeley's Othring & Belonging Institute, and also holds the position of Chair in Equity and Inclusion. This 20-minute interview shares his journey and his vision for equity 2.0 or targeted universalism. Topics addressed include the concept of belonging, equity, and hope for the future.

Creating Awareness and Checking Our Biases (9 minutes)

A conversation between the hosts builds awareness about implicit bias and research supporting the gender and racial underpinnings of preschool expulsion. Specific suggestions about ways in which educators can learn about the extent to which their actions reflect bias with regard to ethnicity, race, or gender are offered.

Culturally Responsive Behavior Supports (7 minutes)

Watch Lillian Durán discuss the factors that create inequities in how schools support social and emotional development in children. She describes how educators can use behavior support strategies that build on the cultural norms and strengths of families and communities.

What You Don't See Doesn't Always Show What's Beneath: Understanding Culture-Based Behaviors (46-minute recorded webinar)

Presenters Amy Santos and Greg Cheatham discuss the links between behavior, social-emotional competence, and home-community culture. Examples of diversity and behavioral/social competence are provided, along with ways to assess and address children's behavior while considering home and community culture. Viewers are encouraged to note their own behavioral expectations and to change to a perspective of accepting culture-based social-emotional competencies.

Practice-Based Coaching Equity and Access (20 minutes)

Kathleen Artman Meeker discusses how the relationship-based nature of practice-based coaching makes it an effective strategy for addressing issues of culture, diversity, and equity. She reveals how data can be used to promote reflection and action on issues of equity in both program and individual practices.

Access to these resources requires signing up for a free individual membership in the EarlyEdU Alliance®

Individual membership includes access to robust Media Library materials and other diverse resources to support your teaching and professional development (PD) practice.

Learn more at <https://www.earlyedualliance.org/membership-benefits/>

A Few Words About Faculty Finds

Faculty Finds is distributed six times per year. Each issue focuses on early childhood content resources, instructional resources, and information about the effective preparation of early childhood and early childhood special education professionals. All resources are free. Sign up to receive Faculty Finds every other month at <http://eepurl.com/ggHi3j>

Faculty Finds is compiled by Camille Catlett with support from the EarlyEdU Alliance. All or part of Faculty Finds may be freely shared or copied. Past issues of **Faculty Finds** are archived at <https://www.earlyedualliance.org/modules-and-more/> To suggest resources/topics or provide feedback, please contact Camille (camille.catlett@unc.edu).

Race and Racism Resources¹

10 Children's Books About Racism and Activism to Help Parents Educate Their Children

https://www.huffpost.com/entry/10-anti-racism-books-parents-explain-black-lives-matter_l_5ed593d3c5b6db4977a17841

Talking with children about topics like racism and police brutality is never easy but putting off conversations about privilege and racism does not work. This resource offers both guidance about how to choreograph heavy conversations that yield long term benefits.

10 Ways Teachers Can Fight Racism and Teach Tolerance <https://www.weareteachers.com/teachers-fight-racism/>

This article offers ten thoughtful and doable ways in which teachers can fight racism and teach tolerance, with links to resources in each category. There are several sets focused on children (e.g., birth-Grade 1, K-Grade 5) and a set for adults focused exclusively on understanding and disrupting anti-black racism.

Equity and Culturally Responsive Resources

<https://www.bankstreet.edu/our-work-with-schools-and-communities/bank-street-education-center/center-on-culture-race-equity/resources/>

Several of the virtual and online resource collections from the Bank Street Center on Culture, Race & Equity focus on issues of race and racism.

Books Matter

<https://www.adl.org/education-and-resources/resources-for-educators-parents-families/childrens-literature>

This website from the Anti-Defamation League offers a searchable collection of children's books on issues of identity, bias, and bullying. Featured books come with discussion guides for teachers and family members.

Books to Help Explain Racism and Protest to Children

https://www.nytimes.com/2020/06/02/parenting/kids-books-racism-protest.html?fbclid=IwAR0PV-RdH7p5n-Z4rpT5b06R_eMASsXl2FwYiGij565_VXbinfPHlZSZJrk

This article from the New York Times provides guidance on when, why, and how to structure thoughtful conversations with children. This is followed by specific book suggestions for ages 0-3, 3-5, 5-8, 9-12, and over 12.

Our Children, Our Workforce: Why We Must Talk About Race and Racism in Early Childhood Education

<https://ccie-catalog.s3.amazonaws.com/library/5024950.pdf>

The title says it all, then the article shares why and how to do it.

Race, Identity and Kids' Conversations

<https://positiveparentingnews.org/news-reports/race-identity-and-kids-conversations/> (video in English or Spanish)

<https://www.colorlines.com/articles/study-most-parents-dont-talk-their-kids-about-race> (summary of research findings)

A recent study from Sesame Workshop and NORC at the University of Chicago revealed that the kids might not be all right after all: only a quarter (28 percent) of parents in America say that they "sometimes" talk to their children about their race and ethnicity, and a mere 10 percent of parents do it "often." Families of color are much more likely to talk to their kids about identity than their white counterparts.

Race Today: What Kids Know As They Grow

<http://modules.ilabs.uw.edu/module/race-today-what-kids-know-as-they-grow/>

This I-LABS module, written by Dr. Onnie Rogers, explores content that is essential to developing the ability of young children to understand race. Using the stories of children and evidence-based information related to race, inequities, and identity, this set of integrated materials (slides, audio, video) provides thoughtful and succinct content. The materials in this module were designed to be completed in 45-60 minutes. A discussion guide offers points of navigation through the content (e.g., key points, recommended stopping points), and references, a one-page brief, and related resources are listed.

¹ Compiled by Camille Catlett in June 2020. Yellow highlighting indicates resources that are available in English and Spanish.

Racing Towards Equality: Why Talking To Your Kids About Race Is Good For Everyone

<http://modules.ilabs.uw.edu/module/racing-towards-equality-why-talking-to-your-kids-about-race-is-good-for-everyone/>

This I-LABS module, written by Dr. Onnie Rogers, explains why it's important to talk with young children about race, and offers thoughtful strategies for how to do that. Using evidence-based information and examples, this set of integrated materials (slides, audio, video) provides thoughtful and succinct content. The materials in this module were designed to be completed in 45-60 minutes. A discussion guide offers points of navigation through the content (e.g., key points, recommended stopping points), and references, a one-page brief, and related resources are listed.

Racism and Violence: Using Your Power as a Parent to Support Children Aged Two to Five

<https://www.zerotothree.org/resources/1598-racism-and-violence-using-your-power-as-a-parent-to-support-children-aged-two-to-five>

This resource provides thoughts and guidelines for talking about the complex issues of racism and equality in age-appropriate ways with children aged two to five years of age. **Available in English and Spanish.**

Resources to Support Children's Emotional Well-Being Amid Anti-Black Racism, Racial Violence, and Trauma

<https://www.childtrends.org/publications/resources-to-support-childrens-emotional-well-being-amid-anti-black-racism-racial-violence-and-trauma>

Child Trends has assembled guidance for having effective conversations with children about race. Additional resources at this site include books and resources for children organized by age, resources for parents and other caregivers, and resource compilations.

Talking About Racism and Violence with Students: Resources for Educators

https://www.colorincolorado.org/talking-about-racism-and-violence-students-resources-educators?utm_source=Twitter&utm_medium=Hootsuite&utm_campaign=CCSocialMedia

This website offers a collection of resources to promote deeper understanding around the issues of racism and violence. They also can contribute to a discussion of these topics with colleagues and students. Resources are sorted by topics: being sensitive to trauma, talking about current events, talking about violence, teaching about race, racism, and violence, resources for families, and recommended readings.

Talking to Children about Race and Racism: Tips and Resources for Parents, Staff, and Children

<https://hsicc.cmail19.com/t/ViewEmail/j/1CD7577116F82D192540EF23F30FEDED/A9A8C031E9108EA4F6A1C87C670A6B9F>

This annotated collection of free resources was compiled by the Office of Head Start. It includes resources for talking with children (web resources and toolkits, articles, videos, and podcasts), children's books that address race, racism, and diversity, and resources for advancing racial equity in early childhood education.

Talking to Kids About Racism, Early and Often

<https://www.nytimes.com/2020/06/03/parenting/kids-books-racism.html>

For families who are wondering how to talk about the deaths and unrest with their children, how to keep the conversation about race and racism going when we're not in a moment of national outrage, and how to make sure all children see black people as heroes in a wide range of their own stories, this article offers ideas and options.

We Just Can't Go Back to "Normal": Research-Based Resources to Help you Teach, Talk, and Learn About Structural Racism

<https://group.sagepub.com/blog/we-cant-just-go-back-to-normal-research-based-resources-to-help-you-teach-talk-and-learn-about-structural-racism>

This website offers free resources for supporting meaningful conversations, teaching, and engaging others around issues related to racism. Examples range from articles and toolkits to videos and discussion questions.