



Anti-Racist Community Engagement
Digital Companion

<https://compact.org/anti-racist-ce>

Designing Anti-Racist Community Education in Ethnic Studies

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Self-Assessment Questions

[Assessment is available on the next page.]



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Self-Assessment Questions

Week 1: “Getting to Know You” Form

The introductory form is designed to allow students to offer a baseline understanding of their context, assets, needs, and hopes for the semester. We orient students towards our approach to structuring the course and assessment practices. It also primes students to be proactive in their course engagement by thinking through their course goals, learning styles, and feedback preferences.

1. What name(s) do you prefer to be called? What's your preferred gender pronouns?
2. Why are you enrolled in this course? What is one learning objective you will set for yourself in this course? What are you hoping to do with what you learn in this course?
3. Complete the following sentences:
 - a. I learn best when...
 - b. My learning is slowed, discouraged, or stopped when...
 - c. A core value / asset / strength that I appreciate about myself is... (*Note. Values / assets / strengths can include aspects of your identity, your lived experiences, specific talents and / or skills you have.*)
 - d. One area where I'd like to grow or improve is...
4. Please review pp. 5-6 of our course syllabus—the section, entitled, "Feedback & (un)Grading." My goal is to provide feedback that is useful to your meaning making, learning, and development as we move through the course materials and assignments. To do that, I need to hear from you about the areas where you are most eager to grow; this is one way in which you are responsible for directing your own learning. I invite you to use the space below to think through what form(s) of feedback best enable your own learning so we may create an assessment strategy together. You're also encouraged to schedule an office hours appointment with me during Weeks 2 or 3 to discuss your course goals, how I can best support you and your learning this semester, and to ask any questions about my approach to feedback and grading.
5. What's your favorite song(s) (or musical artists) right now? (This is optional. If you'd like to share, I will add your songs and / or artists to a class playlist.)
6. Is there anything else I should know about to best support you and your learning this semester (e.g., concerns about access to technology, Academic Accommodations letter, family responsibilities, etc.)? I'll always respect your privacy, but letting me know about accommodations and/or family responsibilities can help us explore options to maximize your learning.