



# Professional Development for Researchers Who Don't Study PD

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Part II

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- Teachers' goals may be **different** than researchers' goals
- What might teachers **already** be doing in their practice?
- **How do we know** if the goals are being met? (re: aligning with students' culture, etc.) How do we work toward this **without quantifying** the tool?
- How do we position teachers as experts and highlight their strengths (for research as well as for themselves and their colleagues)?
  - Jilk, L. M. (2016). Supporting teacher noticing of students' mathematical strengths. *Mathematics Teacher Educator*, 4(2), 188-199.
- Reflecting on our own positionalities as womxn of Color (Asian American womxn)
  - Milner IV, H. R. (2007). Race, culture, and researcher positionality: Working through dangers seen, unseen, and unforeseen. *Educational researcher*, 36(7), 388-400.
- Healing informed and social justice approaches approaches
  - Alvarez, 2020; Camangian & Cariaga, 2021; Ginwright, 2016, 2018; Hannegan-Martinez, 2020; Kohli et al., 2015; Kokka, 2019; Pour Khorshid, 2020; Valdez et al., 2018

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## PD Considerations

# PD to Support Culturally Relevant Instruction of Computational Thinking

- PD Observation Tool
    - Teachers' comfort
    - Transparency
    - Co-developing themes with teachers
  - Culturally Responsive Teaching Tool
    - Is this lesson one that would be relevant to my students based on what I know about their experiences and backgrounds?
    - Does my way of communication differ from that of my students and their families?
    - How am I sharing my own personal experiences with students and modeling how students respect and honor those experiences?
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# Milner IV, H. R. (2007). Race, culture, and researcher positionality: Working through dangers seen, unseen, and unforeseen. *Educational researcher*, 36(7), 388-400.

## Researching the Self

- What is my racial and cultural heritage? **How do I know?**
- In what ways do my racial and cultural backgrounds influence how I experience the world, what I emphasize in my research, and how I evaluate and interpret others and their experiences? **How do I know?**

## Researching the Self in Relation to Others

- What are the cultural and racial heritage and the historical landscape of the participants in the study? **How do I know?**
- In what ways do my research participants' racial and cultural backgrounds influence how they experience the world? **How do I know?**

## Engaged Reflection and Representation

### Shifting From Self to System

- What is the contextual nature of race, racism, and culture in this study? In other words, what do race, racism, and culture mean in the community under study and in the broader community? **How do I know?**

# Thank you!

I enjoyed learning with all of you!

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