UCDAVIS
Center for Educational Effectiveness

Technologies to Advance Anti-Racist Teaching

2021 Summer Institute on Teaching and Technology

September 9, 2021 – 12:00 – 12:45 pm

CEE Facilitators:
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Please make sure that your preferred name and/or personal pronouns are displayed
Click on your own video/photo and choose “rename”

Please note this Zoom session is being recorded

Land Acknowledgement Statement

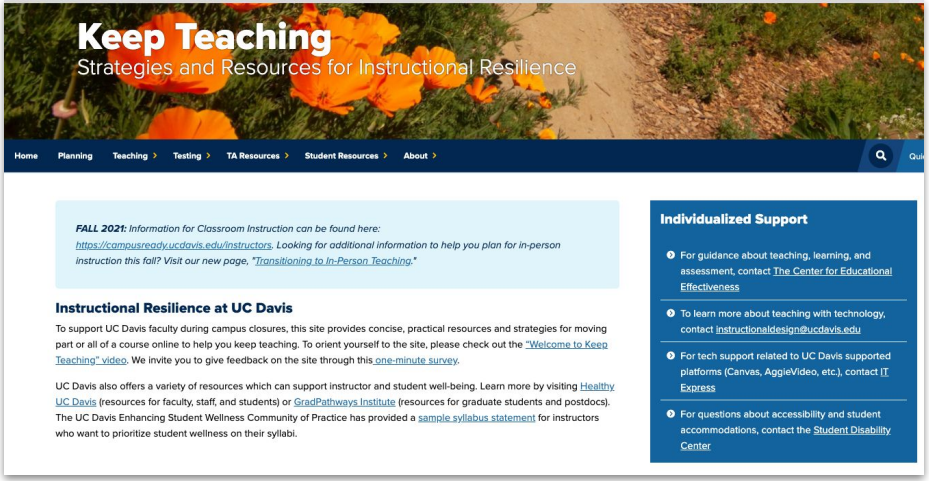
We should take a moment to acknowledge the land on which we are gathered. For thousands of years, this land has been the home of Patwin people. Today, there are three federally recognized Patwin tribes: Cachil DeHe Band of Wintun Indians of the Colusa Indian Community, Kletsel Dehe Wintun Nation, and Yocha Dehe Wintun Nation.

The Patwin people have remained committed to the stewardship of this land over many centuries. It has been cherished and protected, as elders have instructed the young through generations. We are honored and grateful to be here today on their traditional lands.

https://diversity.ucdavis.edu/land-acknowledgement-statement

The Center for Educational Effectiveness (CEE)

https://cee.ucdavis.edu



https://keepteaching.ucdavis.edu

About Us

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Session Objectives

- Define Anti-racism, Anti-racist pedagogy, Anti-racist educator
- Critically reflect on current pedagogical practices
- Explore how to build Anti-racist pedagogies using technology within teaching, cognitive, and social presences
- Examine Anti-racist pedagogical practices
- Review resources for continued Anti-racist work

Meeting Agreements

We promote an atmosphere for learning	We treat each other with respect	We take care of ourselves.
We are present	We actively listen	The Learning Leaves Our personal experiences stay here

This workshop may cover issues that are not always comfortable.
We will be comfortable with discomfort.

Ethics and Justice, Law, Regulation, and Policy

Designing Anti-Racist Technologies for a Just Future

We can't leave technology development and monitoring merely to those who have the technical know-how. The experiences and insights of the marginalized matter."
Dr. Ruha Benjamin

Source: https://hai.stanford.edu/news/designing-anti-racist-technologies-just-future Image source: https://www.ruhabenjamin.com/

What is Technology's Role for Power and Policies in the Classroom

Racist Power

Racist Policy

Racist Ideas to Justify

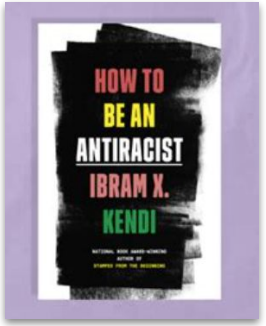
Racial Inequities

Anti-racist Defined

"One who is supporting an antiracist policy through their actions or expressing an antiracist idea." (p. 14)

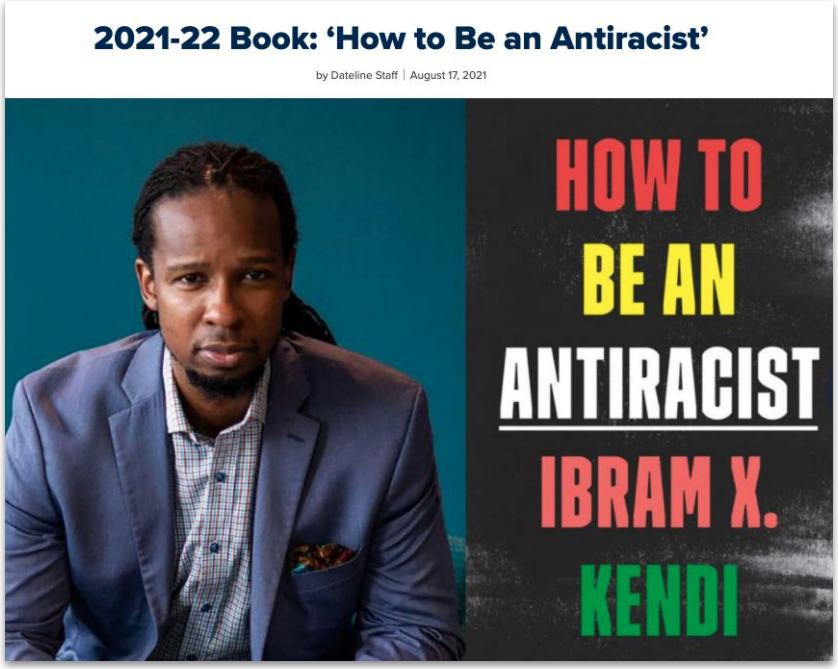
Connecting concepts:

- "One who is expressing the idea that racial groups are equals and none needs developing.
- ...and one who is supporting policy that reduces racial inequity." (p. 25)
- "The only way to undo racism is to consistently identify it and describe it– and then dismantle it." (p. 9)



Source: Kendi, I. (2019). How to be an Antiracist. One World: New York.

Anti-racist Campus Community Book Project



Source:https://www.ucdavis.edu/news/2021-22-book-how-be-antiracist

Anti-racist Pedagogy Defined

"Anti-racist pedagogy attempts to teach about race and racism in a way that fosters critical analytical skills, which reveal the power relations behind racism and how race has been institutionalized in U.S. society to create and justify inequalities" (p. 547).

"Anti-racist pedagogy is not about simply incorporating racial content into courses, curriculum, and discipline. It is also about how one teaches, even in courses where race is not the subject matter" (p. 540).

Source: Kyoko Kishimoto (2018) Anti-racist pedagogy: from faculty's self-reflection to organizing within and beyond the classroom, Race Ethnicity and Education, 21:4, 540-554, DOI: 10.1080/13613324.2016.1248824. Image Source: https://www.mprnews.org/story/2008/02/19/scsuclasses.

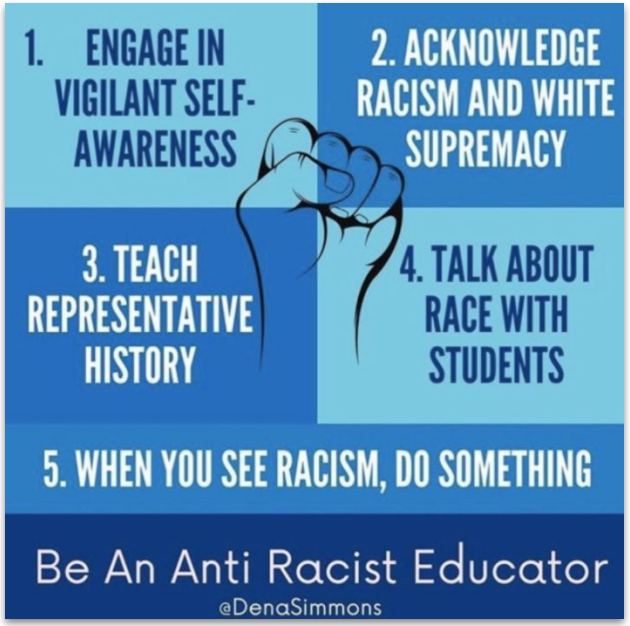
Anti-racist Educator Defined

"An antiracist educator actively works to dismantle the structures, policies, institutions, and systems that create barriers and perpetuate race-based inequities for people of color."

- Dr. Dena Simmons

Sources: Simmons, D. (2019). How to Be An Antiracist Educator. ASCD Education Update, 61(10).
https://www.denasimmons.com/how-to-be-an-antiracist-educator

Anti-Racism in the Classroom



Sources: Simmons, D. (2019). How to Be An Antiracist Educator. ASCD Education Update, 61(10). https://www.denasimmons.com/how-to-be-an-antiracist-educator

Self-Awareness and Reflection

Being an anti-racist requires...

- persistent **self-awareness**
- constant **self-criticism**
- regular **self-examination**

Take the necessary time to reflect on...

- our attitudes and actions
- our social identities
- our internalized experiences
- our use of technology

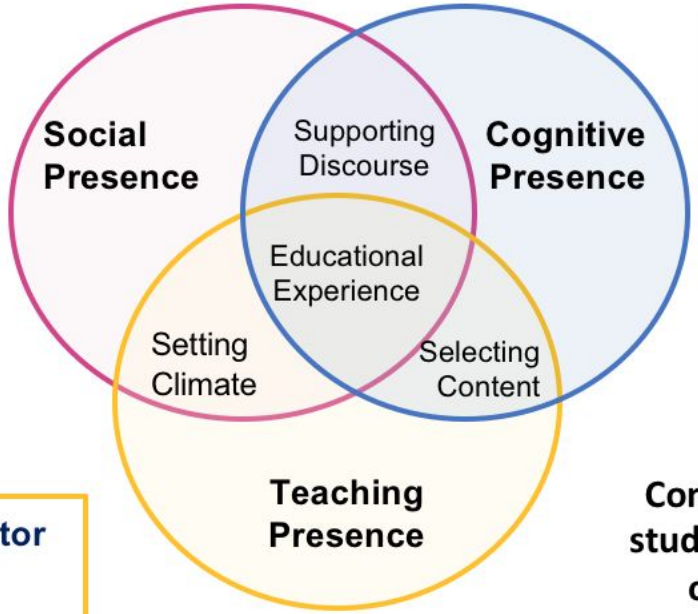
Engaging in Inquiry as Critical Educators

Questions to ask ourselves as critical educators when using educational technology:

- In what ways could a particular pedagogical practice, program, or policy **disadvantage my BIPOC and minoritized students**?
- Who, by race and ethnicity, is most likely to **benefit** from a particular practice, program, or policy?
- What access to technology do my students have?
- What teaching delivery formats will support learning for all my students?

Community of Inquiry (CoI) Model

Student-Student Interaction
Student Collaboration



Student-Content Interaction
Learner-centered Learning

Student-Instructor Interaction
Instructor as Facilitator

Community sustains student persistence in online learning

Garrison & Anderson, 2003

What is Technology's Role for Power and Policies in the Classroom

power in the classroom → policy in the classroom →

inequities in the classroom

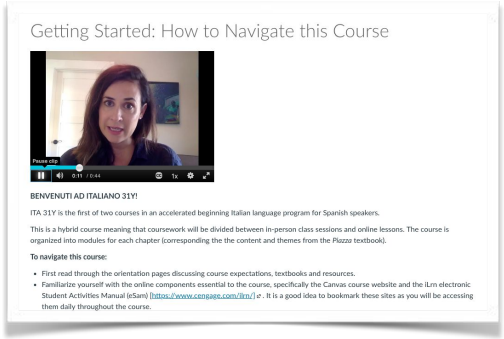
Social practices and recurring behaviors are also policies (de facto policies are just as important as written or institutionalized policies).

Be transparent about the **purpose** of your course content and activities, the **tasks** that students have to complete, the **technology** used in those tasks, and the **criteria for success** in your class.

Anti-Racist Teaching Presence

Use technology to make meaningful connections with students and to communicate that you care

- Use technology to get to know your students (e.g., Canvas course) and for them to get to know more about you (e.g., video introductions)
- Support instructor-student communication through different media (e.g., Zoom office hours, email, Canvas course, other discussion platforms)

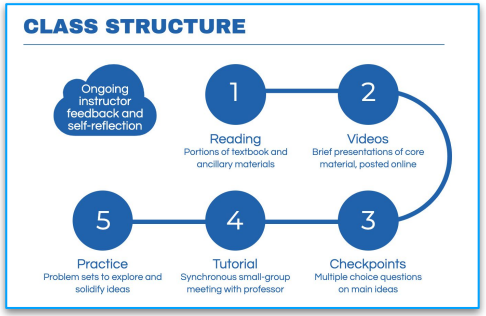


Welcome, preview/review, orientation, Q&A, reminder videos, notes, podcasts

Anti-Racist Teaching Presence

Use your syllabus to communicate about your technologies and that you care

- Include information in your syllabus about course technologies needed and where to obtain support or help (e.g., where to get a notebook for class, where to connect to wifi…)
- Include a Diversity, Equity, and Inclusion syllabus statement, guidelines for personal pronouns, a brief video where you read or explain your DEI statement
- Create an **infographic syllabus**, as a supplement to the long syllabus

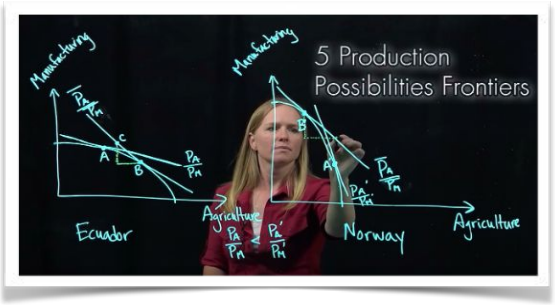


Anti-Racist Cognitive Presence

Use technology to ensure the learning environment is culturally relevant

- Consider **access** to the technology and **access to the knowledge** of “how to use” the technology
- Offer **guidance** on its use (e.g., tutorials and/or step-by-step explanations on how to use technology, resources and links to where students can get help)
- Offer both synchronous/asynchronous Zoom sessions and discussions for both access and flexibility

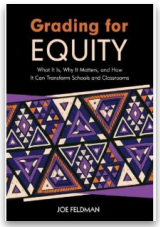
Modeling procedures, skills, methods; providing step-by-step explanations and examples



Anti-Racist Cognitive Presence

Critically evaluate how course content can be reflective of and advantage all of your students equally

- Consider whose voices, perspectives, and scholarship are being represented in the technology tools you use



- Use open-access technology tools that don't come with a financial cost
  - Google Suite (docs, slides, sheets, jamboard)
  - MentiMeter

canvas
Gradebook

- Explore equitable assessments and communicate these to TAs
  - Use Canvas features to anonymize student names and integrate rubrics
  - More equitable grading processes such as norming grading amongst TAs or grading by question number

Anti-Racist Social Presence

Use technology to help students make meaningful connections with each other

- Design collaborative assignments that integrate the use of technology as simple as Gdocs or as complex as mixed media lab reports
- If possible, intentionally create **diverse student groups** and explore how students can connect with new students in class
- Actively engage students in groups in class where the device to student ratio does not need to be 1:1

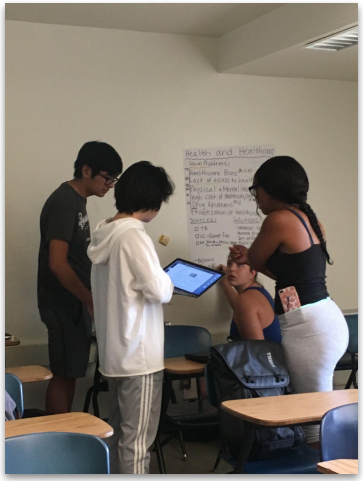
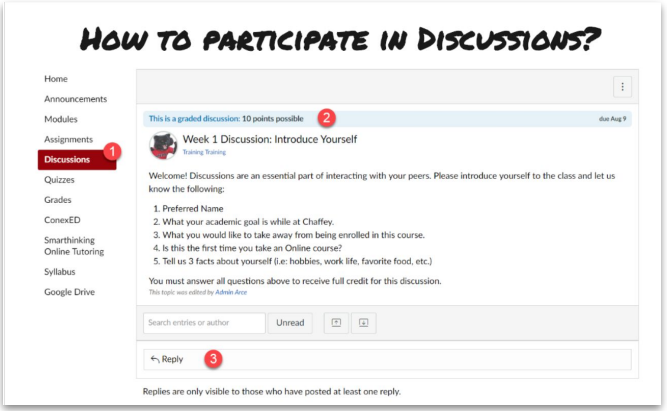


Photo taken 2019

Anti-Racist Social Presence

Have a plan for monitoring digital platforms like you would classroom discussions

- Consider how **microaggressions** might play out over technological media like in discussion boards or Piazza
  - Recognize **micro-aggressions** and decide to intervene, using **micro-affirmations**
- Establish **ground rules** in order to model civil discourse and a plan to engage in difficult conversations

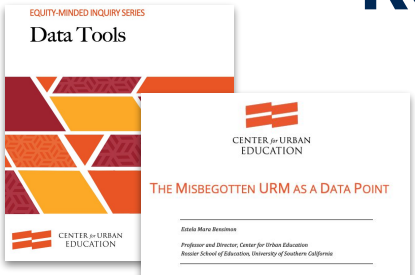


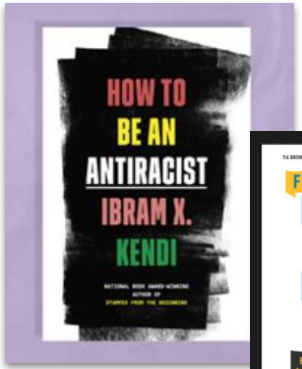
Breakout Session (5 min)

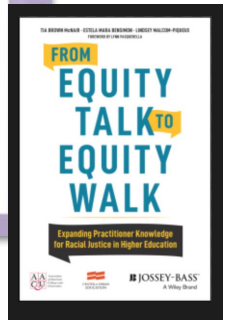
Breakout Room Discussion:

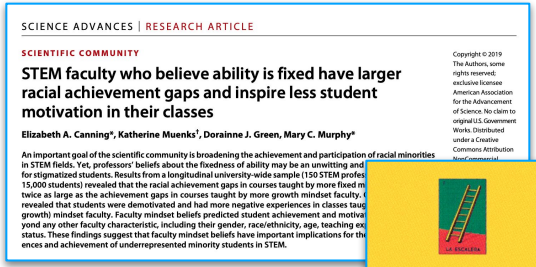
What is educational technology's role in advancing an anti-racist teaching agenda?

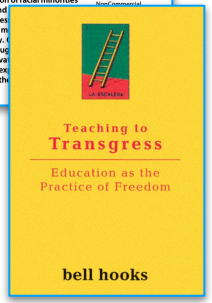
Anti-Racism Action Requires Self-Awareness, Reflection, and Self-Education

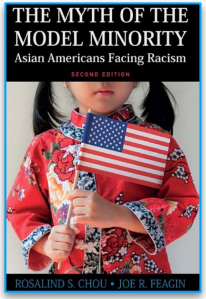










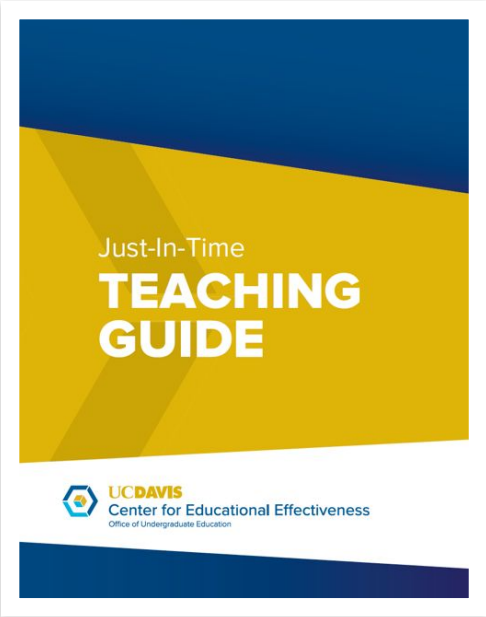


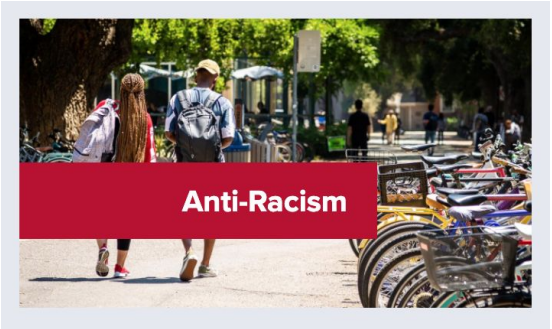
This ongoing process of self-awareness self-education helps us discover how racist biases, racist views, and racist practices still impact our institutions and the teaching and learning experiences of Black, Indigenous, and People of Color (BIPOC) and minoritized students.

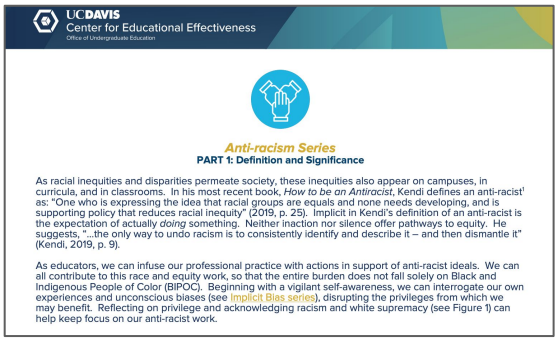
7 Steps for Continuous Action

- Think critically about academic literature
- Read timely peer-reviewed journals
- Keep abreast of current articles & interviews
- Watch videos and webinars
- Listen to podcasts
- Investigate and contribute to crowdsourced repositories
- Explore websites

Just-in-Time Teaching Resources







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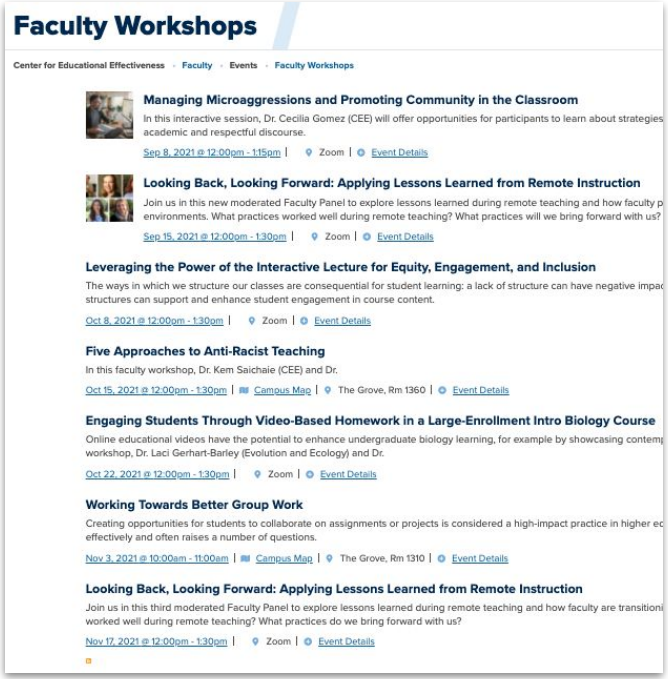
Upcoming Faculty Workshops



Faculty Workshops

Center for Educational Effectiveness · Faculty · Events · Faculty Workshops

Managing Microaggressions and Promoting Community in the Classroom
In this interactive session, Dr. Cecilia Gomez (CEE) will offer opportunities for participants to learn about strategies
academic and respectful discourse.
Sep 8, 2021 @ 12:00pm - 1:15pm | Zoom | Event Details

Looking Back, Looking Forward: Applying Lessons Learned from Remote Instruction
Join us in this new moderated Faculty Panel to explore lessons learned during remote teaching and how faculty p
environments. What practices worked well during remote teaching? What practices will we bring forward with us?
Sep 15, 2021 @ 12:00pm - 1:30pm | Zoom | Event Details

Leveraging the Power of the Interactive Lecture for Equity, Engagement, and Inclusion
The ways in which we structure our classes are consequential for student learning: a lack of structure can have negative impac
structures can support and enhance student engagement in course content.
Oct 8, 2021 @ 12:00pm - 1:30pm | Zoom | Event Details

Five Approaches to Anti-Racist Teaching
In this faculty workshop, Dr. Kem Saichaie (CEE) and Dr.
Oct 15, 2021 @ 12:00pm - 1:30pm | Campus Map | The Grove, Rm 1360 | Event Details

Engaging Students Through Video-Based Homework in a Large-Enrollment Intro Biology Course
Online educational videos have the potential to enhance undergraduate biology learning, for example by showcasing contem
workshop, Dr. Laci Gerhart-Barley (Evolution and Ecology) and Dr.
Oct 22, 2021 @ 12:00pm - 1:30pm | Zoom | Event Details

Working Towards Better Group Work
Creating opportunities for students to collaborate on assignments or projects is considered a high-impact practice in higher ed
effectively and often raises a number of questions.
Nov 3, 2021 @ 10:00am - 11:00am | Campus Map | The Grove, Rm 1310 | Event Details

Looking Back, Looking Forward: Applying Lessons Learned from Remote Instruction
Join us in this third moderated Faculty Panel to explore lessons learned during remote teaching and how faculty are transitioni
worked well during remote teaching? What practices do we bring forward with us?
Nov 17, 2021 @ 12:00pm - 1:30pm | Zoom | Event Details

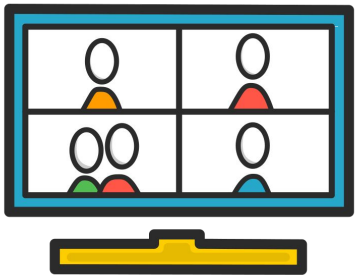
Looking Back, Looking Forward: Applying Lessons Learned from Remote Instruction
September 15th from 12:00-1:30 on Zoom

Five Approaches to Anti-Racist Teaching
October 15th from 12:00-1:30 in Grove 1360

https://cee.ucdavis.edu/learning-teaching/workshops/faculty

Q & A

Please post your questions/comments in the chat!



Thank you for joining us today!

Session Evaluation: https://tinyurl.com/2021SITT

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