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
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

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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.
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

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)

Anti-racist Campus Community Book Project

2021-22 Book: ‘How to Be an 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).

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

Anti-Racism in the Classroom

1. ENGAGE IN VIGILANT SELF-AWARENESS
2. ACKNOWLEDGE RACISM AND WHITE SUPREMACY
3. TEACH REPRESENTATIVE HISTORY
4. TALK ABOUT RACE WITH STUDENTS
5. WHEN YOU SEE RACISM, DO SOMETHING

Be An Anti Racist Educator

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-Instructor Interaction**: Instructor as Facilitator
- **Social Presence**: Supporting Discourse, Setting Climate
- **Teaching Presence**: Selecting Content
- **Cognitive Presence**: Educational Experience
- **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

- 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
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 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
Anti-Racism

As racial inequalities and disparities permeate society, these inequities also appear on campuses. In curricula and in classroom. In its most recent book, How to be an Antiracist, Kendi defines an antiracist as “One who is expressing the idea that racial groups are equals and none needs developing and it is supporting policy that reduces racial inequality” (2019, p. 25). Inspired in Kendi’s definition of antiracism is the expectation of actually doing something. Neither inaction nor silence offer pathways to equity. As educators, we can infuse our professional practice with actions in support of anti-racist ideals. We can all contribute to this race and equity work, so that the entire burden does not fall solely on Black and Indigenous People of Color (BIPOC). Beginning with a vigilant self-awareness, we can interrogate our own biases and preferences, and seek ways in which our teaching and research benefit those groups who may benefit. Reflecting on privilege and acknowledging racism and white supremacy (see Figure 1) can help keep focus on our anti-racist work.

https://cee.ucdavis.edu/jitt
# Upcoming Faculty Workshops

## 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**

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### Faculty Workshops

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[https://cee.ucdavis.edu/learning-teaching/workshops/faculty](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](https://tinyurl.com/2021SITT)

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