

Video Transcriptions and Image Descriptions for the Anti-Racist Teaching Practices and Learning Strategies Workbook

This document contains the Video Transcriptions and image Descriptions of all the videos and images used within the "Anti-Racist Teaching Practices and Learning Strategies Workbook: Building anti-racist, anti-oppressive and decolonized teaching and learning practices through transforming knowledge, lesson preparation, classroom management, teaching strategies and assessment." By Warren Chalklen, PhD and Gcobani Qambela, PhD.

This document is provided to assist those who encounter difficulties in using the media used within the workbook. The transcriptions and descriptions appear in the same order that they appear within the workbook.

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1. Thanksgiving Story for Kids (video transcription)

Thanksgiving Story for Kids - The First Thanksgiving Cartoon for Children by Kids Academy (November 2019). [Thanksgiving Story for Kids](#)

This video is animated. A woman narrates while soft background music plays in the background for the duration of the 3 minute and 23-second video.

The video starts with images of a parade, confetti, balloons, a float in the shape of a ship with sailors on board, the crowds.

Narrator: Hello, boys and girls, let's talk about Thanksgiving, which is a very important holiday in America. On this day, we watch parades, decorate our houses, and have a big family dinner, but do you know where this holiday came from? Let's learn more about the first Thanksgiving Day.

Narrator: Many years ago, in 1620, a group of brave Englishmen got off their ship in America. They were called pilgrims.

The images change to depicting three men, a young boy and a woman standing on a ship. One of the men is controlling the ship's wheel. This ship bears the United Kingdom's flag (the Union Jack) and the flag of England. The image changes, now a group of people are standing on the shore looking at the land, with its green grass, hills, and bare trees.

Narrator: It was a tough cold winter, and they did not have enough food. Many people got very sick.

The image changes to a man carrying a pile of wood up a snowy hillside toward a little house. Inside the house, a group of people are huddled under blankets around a fire.

Narrator: When the spring came, the Pilgrims had to learn how to feed themselves.

The image shows a sunny day. One man is fixing the roof on the house; another is making a fishing net, two more are tending to a field and a woman carries a basket. In the next image for men, a boy and two women look sadly at their field and seeds.

Narrator: Native Americans showed them how to grow plants such as corn. Native Americans were the people who had long lived in America. They knew how to survive and grow food on this land.

The image shows a group of native Americans bringing crops to the Pilgrims and teaching them to farm.

Narrator: In the fall, the Pilgrims gathered a big harvest. This means that they had plenty of food to eat. They decided to have a fancy dinner. Their Native American neighbors were invited to the celebration. The Pilgrims were thankful that they had settled in a new place and started a new life. Since then, Americans come together on Thanksgiving to celebrate the things that they are thankful for. Family, food, shelter, and good health are just a few things that many people give thanks for on this day.

The images depict a fruitful harvest followed by a feast attended by the Pilgrims and the Native Americans. The image then changes back to the depictions of the parade shown at the beginning of the video.

End of the video

2. Little Red Riding Hood (video transcription)

Little Red Riding Hood by Gigglebox (August 2019) [Little Red Riding Hood](#)

This is an animated video. A man narrates while the animations depict what is being narrated.

Little red riding hood is depicted as a white girl with brown hair, blue eyes, rosy cheeks, and her red coat.

Mother is depicted as a white woman with brown hair, green eyes and wearing a purple dress.

The Big bad Wolf is depicted as a grey wolf with a deep male voice.

Grandma is depicted as an old white woman with curly purple-grey hair, rosy cheeks and wearing a pink nightgown.

The woodsman is depicted as a strong white male with brown hair, a long beard, brown eyes and carrying an axe.

Transcription:

This is the story of Little Red Riding Hood.

Once Upon a time there was a little girl who lived in a village near a big forest. Her grandmother had made her a beautiful red cloak with a big red hood, which she wore. Every time she went outside and so everyone in the village called her little Red Riding Hood. One day little Red Riding Hood's mother said: Grandma isn't feeling very well. Will you take this basket of food through the forest to her cottage?

Yes, mother. Said little Red Riding Hood. I sure would love to see Grandma. She put on her red cloak and she pulled up her red hood and she took the basket of food into the forest.

Remember. Her mother called after her. Don't talk to any strangers along the way.

I won't! Little Red Riding Hood promised, and she skipped down the path and into the Woods. Little Red Riding Hood did not have to worry about getting lost in the forest because she knew the way to Grandma's house very well, but along the way she saw some beautiful wildflowers growing near the path. I bet Grandma would really love these. She said to herself and she stopped to pick a few.

Hello there, Little girl, said a deep growling voice from behind her. Little Red Riding Hood was very startled. She spun around and saw a big bad Wolf standing in the shadows between 2 trees.

Oh! Hi. Said little Red Riding Hood. She didn't know that the Wolf was bad, and she had already forgotten her mother's words about talking to strangers.

Where are you going on this fine day? Asked the big bad Wolf.

I'm going to my grandma's cottage on the other side of the forest. Said little Red Riding Hood. She isn't feeling very well, so I'm bringing her this basket of food and these Flowers.

What a sweet girl you are. Said the big bad Wolf. He smiled and showed his mouth full of sharp teeth. The big Bad Wolf was quite hungry, and he was not interested in the basket of food.

Well, I had better get going. Goodbye Mr Wolf Said little Red Riding Hood and she skipped off down the path.

The big bad Wolf stomach grumbled and growled with hunger, and suddenly He had an idea. As quick as he could, he ran through the forest all the way to Grandma's Cottage. The sneaky Wolf opened the door very quietly and found Grandma asleep in her bed. He picked up the old woman, opened his great big mouth, and he swallowed poor Grandma in one gulp.

Then the big bad wolf climbed into the bed and pulled the blanket up to his chin. He put on Grandma's glasses and nightcap and waited for the little girl to arrive with her basket of food and flowers.

Little red riding hood arrived at the cottage, quietly opened the door, and found grandma lying in bed. Hello, Grandma. She said. Mother told me you weren't feeling well so I brought you some food and flowers.

What a sweet girl you are. Said the big bad Wolf in his fake grandma voice. Come closer, my dear. Little Red Riding Hood took a step closer and she noticed that something looked a little different about Grandma. My! She said, what big eyes you have grandma!

All the better to see you with. Replied the Wolf. Come closer, my dear.

Red Riding Hood took one more step closer. My! She said, what big ears you have grandma!

All the better to hear you with. Replied the Wolf. Come closer, my dear.

Red Riding Hood took one more step closer. My what big teeth you have grandma? She said in surprise.

All The better to eat you with. Growled the Big Bad Wolf. He jumped out of the bed and as he opened his great big mouth little Red Riding Hood shrieked and tried to run but the hungry Wolf grabbed her up and swallowed little Red Riding Hood in just one galp.

Outside the cottage a woodsman happened to be walking through the forest when he heard little Red Riding Hood's shriek of surprise, he hurried inside, and he saw the Wolf with his huge, round belly. The woodsman grabbed the big bad Wolf, turn him upside down and shook him by his feet. Little Red Riding Hood came tumbling out of the wolf's mouth, and grandma followed.

The three of them chased the big bad Wolf out of the cottage, out of the forest and over the Hill.

The big Bad Wolf ran for his life and was never seen again.

Little Red Riding Hood learned her lesson and she never ever talk to strangers again.

The end.

3. Whose knowledge is centred?

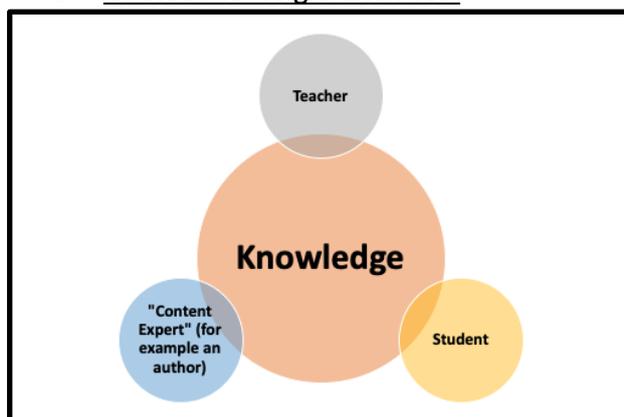


Image Description: a diagram containing four overlapping circles. The middle and largest circle contains the term "Knowledge", just above the middle circle is a smaller overlapping circle containing the term "Teacher", to the bottom left of the middle circle is a smaller overlapping circle containing the term "Content Expert (for example an author)" and to the bottom right of the middle circle is a smaller overlapping circle containing the term "Student".

4. How Are We Positioned?



Image Description: a cartoon depicting a desert-like setting. A police officer (Aboriginal Australian Person) is holding a grumpy looking boy (Aboriginal Australian Person) by the collar of his shirt in one hand and a baton in the other. The police officer's speech bubble reads: "you'll have to sit down and talk to your son about personal responsibility." In front of the police officer and the boy stands an unkempt man (Aboriginal Australian Person) in a hunched over position, holding a canned beverage. This man's speech bubble reads: "Yeah righto what's his name then." All the people are depicted as having big lips and flat noses. Their eyes have been drawn and shaded in a way that they are only visible as dark patches. There are dark shaded patches on everyone's clothes and skin: giving the impression that they are dirty.

5. Black Lives Matter – Australia



Image Description: People in a march/protest, holding a banner that reads: "BLACK LIVES MATTER STOP BLACK DEATHS IN CUSTODY."

6. Us and Them in the Media

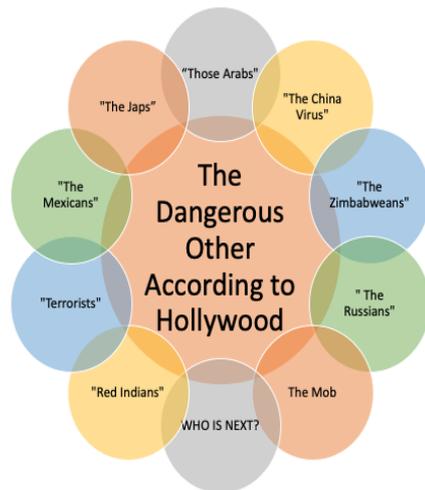


Image Description: a diagram containing a large circle in the centre containing the phrase: the dangerous other according to Hollywood. Surrounding this circle are smaller overlapping circles containing the following phrases: Those Arabs, The China Virus, The Zimbabweans, The Russians, The Mob, Who is next, Red Indians, Terrorists, The Mexicans and The Japs.

7. Principles of Culturally Responsive Teaching

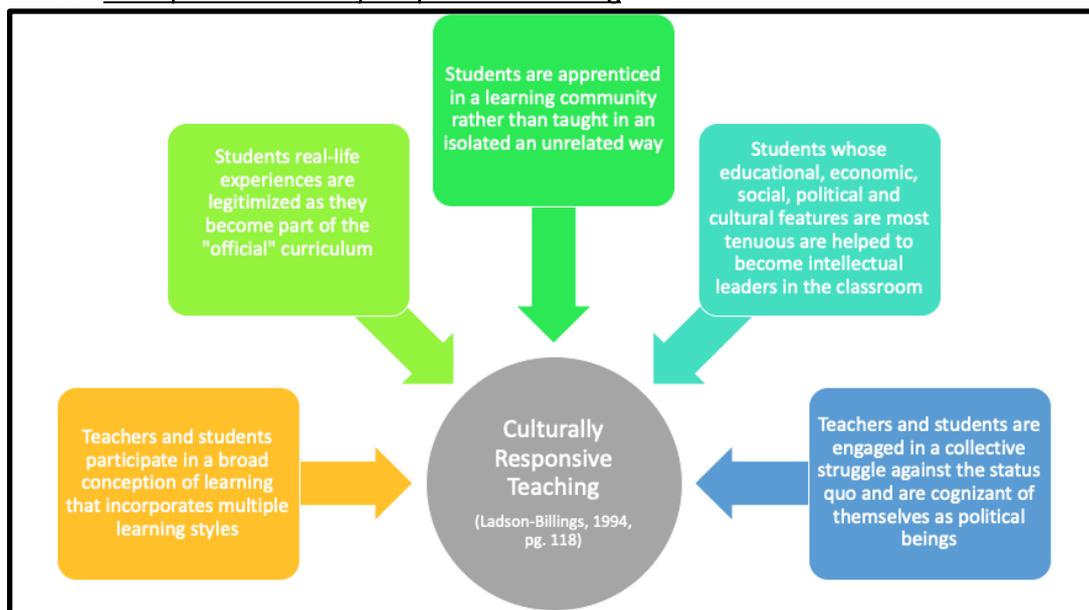


Image Description: a diagram with a circle in the middle containing the phrase Culturally Responsive Teaching. This circle is surrounded by text boxes pointing towards the circle. These text boxes contain the following sentences. Teachers and students partake in a broad conception of learning that incorporates multiple learning styles. Students real life experiences are legitimized as they become part of the official curriculum. Students are apprenticed in a learning community rather than taught in an isolated and unrelated way. Students whose educational, economic, social, political and cultural features are most tremendous are helped to become intellectual leaders in the classroom. Students and teachers are engaged in a collective struggle against the status quo and are cognizant of themselves as political beings.

8. Equity, Antiracism, and Remote Teaching and Learning Strategies (video transcription)

This webinar was presented by University of Pittsburgh School of Education on 13 Aug 2020. [Webinar](#) There is slides used in this webinar, but the conversation sufficiently discusses the slides. Access the slides [Here](#).

Greg Latchaw:

Good morning and welcome to today's webinar: equity, anti-racism and Remote Teaching and Learning Strategies which is proudly presented by the University of Pittsburgh School of Education and the Pit Ed Justice Collective. The pitt ed Justice Collective is engaged in anti-racist justice, directed initiatives with students, staff, faculty, alumni, families, youth and district and community partners.

In a moment, we will introduce today's esteemed panellists. But first a few housekeeping items. Today's meeting is being recorded and is being live-streamed. All attendees on zoom are muted and cannot display video. To ask a question of the panellists, please type your question into either—the Q&A Button on zoom or the comment section on YouTube. We will do our best to answer your questions.

At this time, it is our distinct pleasure to introduce the panellists and the moderator for today's webinar: equity, anti-racism and remote teaching and learning strategies. Dr Tinukwa Boulder is the director of innovative technologies in online learning and associate professor of practice at the Pit School of Education. Dr Detra Price-Dennis is an associate professor of education at the teacher's college at Columbia University in New York City. Doctor Sharon Ross is an assistant professor in Health and Human Development in the Pit School of Education. Dr Cassie Quigley is an associate professor of science education at the Pit School of Education. Our moderator is Doctor Valerie Kinloch, the Renee in Richard Goldman, Dean of the Pit School of Education. Thank you. Please enjoy today's webinar.

Dr Valerie Kinloch:

So, thank you all for having us. I'm going to ask if we can have our PowerPoint projected at this time. So as my colleague Greg Latchaw just announced, we are gathered here to talk about equity, anti-racism, and remote teaching and learning strategies, and for all of today's slides and resources, there is a link on the screen. That you can go to and we're also going to put that link in our chat box so that it's available throughout the session and after.

And so, Greg has already shared who our panellists are. I just want to offer a quick word about each of these wonderful human beings. So, Doctor Tinukwa Boulder joined us on February 1st of 2020, just a few months ago. Since she's been here in the School of Education, she has been wonderfully engaging in Innovative technologies work with faculty, staff, students, and members of the larger University community, so we're going to hear from Tinukwa in a few minutes about innovative technologies and what we all need to do and learn as we prepare for a new school year.

We are also here with Dr Detra Price-Dennis, Detra and I know each other very well from our time at Ohio State University, but Detra is now a faculty member at Teachers College and she is just one of the smartest, most hilarious people I know, who does this work, particularly around digital literacies. So, thank you for being with us Detra.

Cassie Quigley joined our faculty just a few years ago and Cassie is an associate professor in science education. She was most recently at Clemson University and I could not be happier that she is here on

faculty and the School of Education at Pit and then finally my colleague, Doctor Sharon Ross is an assistant professor. In our Health and Human Development's apartment and Sharon, she talks about she researches, and she focuses on health disparities and doing that work through an equitable lens. And so, Sharon thank you for being here with us today as well.

And you know me, Valerie, I'm the Dean of the School of Education. We're going to go to the next slide. And then the next one.

And so, Greg has already talked about the pit ed justice collective and so I'm not going to spend much time on this slide. I'm just going to hopefully invite people into conversations with colleagues in the School of Education at the University of Pittsburgh, People in the Community, and various folks in school districts weather locally, regionally, nationally, or beyond.

The pit ed justice collective started as a working group and I think that it's more than a working group now. I think it's a movement and it's a movement to really centre equity and justice: an anti-racist approach and teaching and learning. So, if you would like to learn more about our Pit ed Justice Collective, feel free to visit our School of Education's website. And search for the Pit ed Justice collective.

All right, let's jump into our session for today.

So, our session for today is framed around three big questions and I think 3 big questions that are urgent and that we need to take a moment to really think about and not just today, but throughout the work that we do with public education in universities and with communities. And the three questions that we have are definitely multi-layered.

The first question focuses on anti-racist teaching. What is it and what does it look like in practice?

The second question that we're talking about today is the relationship between equity and anti-racist teaching and thinking about the relationship between these two things, without conflating one as the other, but understanding how they are interconnected.

Then the third question, which is a two-part question, thinking about the implications for remote teaching and learning strategies, but also thinking about how we and how people here with us today construct curricula in this particular moment and it's a moment where. We are in COVID-19 pandemic and we are also confronted with racism and not new every day in the history of this entire country. And how do we take a moment to rethink education through equitable anti-racist perspectives that stem from various disciplinary areas including Literacies and language thinking about science and mathematics education, but also thinking about health, Human development with this larger framework of how do we do this with a remote teaching and learning environment?

And so, I am excited to go to the next slide because we're going to jump into the very first question and this question is about what is anti-racist teaching and how does it look in practice? I'm going to pause here. I'm going to ask my friends and my colleagues to start us off with conversation. So, what is anti-racist teaching? What does it look like in practice? I think you're getting us started Doctor Detra.

Dr Detra Price-Dennis:

I am, thank you so much for that beautiful introduction and thank you all for joining us today. We know you have 1,000,000 things going on in your lives and so for us being together here at this

moment, we have an opportunity to learn but teach each other, and so we welcome your questions. We welcome your comments and look forward to engaging with you. I'll start off by really just say I'm a black woman from Appalachia, so my first teachers were black and particularly my grandmother's and so that orients me to anti-racist teaching and importantly to equity through the lens of black feminist pedagogy. So, for me, anti-racist teaching is really about being something that's a catalyst for disrupting systemic oppression. And when I think about what that can look like in practice, for me, it means centring what's happening in our world. So, centring our socio-political context through the content in my courses and through the Context of what's happening in my students lives in their communities.

It really means representing black, indigenous people of color, particularly women as public intellectuals. Folks from our Community, having them positioned as theorists and knowledge bearers, and really, moving away from that happening in a unit or in a week, and you know I want to say that not to be shady, but we have so many folks out here in the field that might have the unit on diversity or one week where they take up issues related to the brilliance of people of color. And we have to move away from that practice, so I think really, representing the full humanity of people of color to learn from them to honor them and their brilliance in the contributions. And I really want to centre on that word Learn. The goal is to learn from them and to learn about and not just to know who they are. But what can we learn from them? And I'll stop there.

Dr Tinukwa Boulder:

Thank you very much for the introduction and thank you, everyone, for joining us today. I'm Next up to talk about what is anti-racist teaching, what does it look like? I tackled this question in terms of instructional design, cause I'm an instructional designer by trade. And so just to touch on a little bit and expand on what Detra talked about and that's this idea of looking at instructional planning from an equity lens.

So, as you think about your learning objectives and line back to your instructional materials, you're learning activities and your assessment and select appropriate educational technologies. You're also placing razor focus on parts of your instructional planning, you're also thinking about things like digital Accessibility as well, so you're considering how does your content, your digital content hub is that accessible for Especially individuals with sensory and cognitive disabilities. But you're also thinking as you develop your content, how you are tackling those issues of Social justice and equity and how does that relate to your academic discipline?

How are you encouraging students to think critically about race and racism? How you encourage them to think about racism and race on a local, regional, national, and global level. How does race intercept Gender, disability, sexuality, and so on, so you're thinking about those topics as you think about your academic discipline, Beyond that, and also as your lesson as well.

And so, part of this and again. I want to reiterate here and explain that this is a starting point, so instruction design and social planning is a starting point, so once you've designed your instruction. Then you have to think about how am I going to Facilitate this instruction in an online learning environment and how am I going to do that as my good colleague Doctor Elon Dempsey would say, how am I going to do this without causing more harm, right? So that's something that we have to think about, and so part of this process is also self-reflection. Reflection on our self-awareness, you know how comfortable are we addressing this topic and knowing that we are uncomfortable and accepting that discomfort, right? Because we have to do something that we're not used to doing. So, part of the

instruction plan, as Detra said, it's worth thinking about, disrupting, changing what we've done. And looking beyond Kind of Eurocentric ways of teaching, so I'm going to stop there. I could go on, but I was done.

Dr Sharon Ross:

Great job Tinukwa, thank you, everyone, for coming. Thank you for the introduction, Dean Kinlock. That's actually a really great segue into what I was going to talk about in terms of, so I come from health and physical activity, Health and Human development, and I think because of that I kind of see this. Perhaps in a different way, or I apply it differently than perhaps something like. Colleagues here today, so I wrote. It's anti-racist teaching. What does it look like in practice?

It's being able to name racism and disrupt multi-level factors that contribute to health inequities. So, if that is the goal of the course or if that is the goal of my teaching practice, then I need to, you know, apply approaches, readings and bring in guest speakers. That will give students the tools and kind of build their awareness and cultural humility in order to be able to do that. And Tinukwa I love what you're saying about just kind of reaching the place where you're being able to be comfortable talking about these things.

So, I teach undergraduate and graduate students in health and human development and you know, we spend a large majority of the beginning of the course just trying to help them understand that the difference between a comfort zone, so being comfortable like around with your familiar with what you're comfortable talking about. Then safety right so those are 2 very different things so knowing that we're going to be pushing students out of their comfort zone, toward this learning edge and as long as they are able to remain open to that and kind of lean into that. You know they're going to be able to receive some of this new information.

Other approaches are decentring whiteness in the classroom. I come there as a white English-speaking US foreign citizen upper middle class, so you know bring that positionality into the classroom, making sure that I'm including other voices bring in guest speakers and then helping students recognize? What does racism look like, particularly as it relates to health inequities in health disparities?

We spend a lot of time looking at the effects of racism on health so. The weathering the chronic stress that's caused by racism and discrimination, and how does that affect the body? How does that affect cortisol in the body? How does that lead to inflammation? And really, where people down and lead to chronic health issues? So yeah, so that's kind of what I'm going to say for now, and I'm sure we'll build on that from there.

Dr Cassie Quigley:

Alright, thank you so much and it's so nice to chat with everybody here. Really along the same lines of Sharon, is that I asked my students really to be permeable to the ideas. I'm a science educator, so I love a good analogy, a cell analogy there. So being permeable, open to these ideas is really the first step that I ask of my students and then acknowledging that the past that was created and what counts as knowledge really excludes future participation. This is a huge risk that we are taking in the construction of scientific knowledge and we're seeing it now more than ever. In stem, anti-racist teaching is acknowledging that science that we often learn in school promotes the work of the privileged viewpoint of modern Western science and that that viewpoint has both perpetuated both racism and white superiority. And so, this plays out in many and almost all aspects of science from who is promoted with the leaders in the field to whose ends up in medical trials receiving dangerous drugs and those who received the first safe vaccine. And so, in practice, anti-racist teaching asks us to

question this history and work to change it by promoting other voices, including representation, and altering what we privilege as knowledge. OK, thanks.

Dr Valerie Kinloch

Wow, this is wonderful. Thank you all for those responses and so before we move to the next slide. I do want to say what I think I've heard because I think what you shared leads really nicely into the next question that we have. So, I heard that Detra was talking about how she's a black woman from Appalachia and the importance of disrupting systemic oppression. By centring the socio-political within our classrooms and then thinking about ourselves, and our students and communities as both Theorizers people who theorized and also knowledge bearers. People who actually bear and produce and have knowledge and how do we begin to represent the humanity of all people in our teaching? Which connects nicely to what Tinukwa, Cassie and Sharon said about how do we learn and have these learning objectives that are tied to these learning goals that are also tied to the texts or readings that we are using as we also think about digital accessibility, as we think about the digital content as we think about encouraging students to think critically about race and identity but also as we build awareness, as we work towards more cultural humanity, as we decentre whiteness and as we think about our past histories and current practices as reproducing whiteness. There's a question at the very end for all of you and that is how do we decentre whiteness in the curricula in ways that lead to deeper anti-racist engagement. I want you to hold onto that and I hope to get back to that at the very end. For now, I want to go to the next question.

Dr Detra Price-Dennis

Yeah, thank you so much for summarizing that so beautifully and I hope that we have chance to circle back to that to take up that question. Did I jump into soon, dean Kinloch?

Dr Valerie Kinloch

No, you didn't, I think it's perfect because the question about decentring whiteness. I think in many ways or in full ways connect to this question here that I'm going to ask you to start answering first Detra. What is the relationship between equity and anti-racist teaching and feel free to use any examples that you want, but what do you see as the relationship?

Dr Detra Price-Dennis

Yeah, I love this question because so often. We have all of these terms that float around like anti-racist teaching culturally Responsive Pedagogy, Equity Oriented Instruction culturally sustaining pedagogy and they all stem from the same place and we can think through theory in a little bit, but they really are about from me examining hierarchical power structures in our society—and really having a commitment once we do that examination and that naming to dismantling the systems of oppression and really understanding how power circulates within those hierarchies if we don't have an understanding of that. It's really hard for me to think about the anti-part in racist teaching. We can't name what's racist and we can't examine the power and how that keeps people from accessing curriculum that actually humanizes them. That actually helps them think about their contributions and what's possible and brings critical hope and promotes criticality. It's really difficult to imagine a system that would be against that, right? So, for me, that power examination is really important, and I think if we start thinking about power in relationships, it helps us think about what it would mean to change and shift those relationships so that we're moving more to Co-constructing relationships with our families and the students that we serve. And when I say families, I think a lot about K-12. I'm currently not a K 12 educator, but it's hard for me not to connect these things, so for me, it's students and families also, these relationships will look more reciprocal. There would be more negotiation and there

would be really a focus on the collective good. And that to me is that for me, in my practice in my research is really important and I think I just echo everything that everyone already said about. Inviting discomfort into this place and I get really nervous sometimes when I feel like I'm in conversations with people who have arrived. I think this is a journey. This work is a journey and I hope you can talk to me in a year from now. I may be saying similar things, but I hope that my thinking has evolved and it's deeper and it is more nuanced and so I'll stop it there.

Dr Tinukwa Boulder

Thank you Detra, Tough act to follow. So, I am thinking about this question, I kind of saw it as challenging and disrupting learned, established Norm. So challenging way of knowing our way of teaching a current way of teaching and what we teach. And so, I want to kind of draw on something that Sharon shared with me. She is a man; she gave me permission to do this. I'm going to share this, who is telling the story? Who does the story benefit? And who is left out of the story? So, I think if we take those concepts and we apply that to how we teach, then we can look at this more critically. We can't have this relationship between equity and anti-racist teaching if we continue doing what we are doing. The other thing is an article that I read that talks about moving against white supremacy, against what is comfortable, against what is familiar. So, this the idea that pushes us towards change. So, we are focused on the Eurocentric content. So, we are looking at do black and brown students and families see themselves in the curriculum. Maybe they see themselves in the content that we are teaching. If not, we need to make some changes. How do we engage them to think critically about social justice, social activism? I will end with moving against what we are doing now towards something better, something more equitable.

Dr Sharon Ross

OK. I think you said that exactly right Tinukwa, that's a question that I often bring to my classes, which voices are not being heard. I work a lot with the Latinx population, and the immigrant, undocumented population. So, I am constantly thinking that and wondering about that and trying to bring that to the spaces that I come into and so for this question; what's the relationship between equity and anti-racist teaching I was thinking about the isms in the system of oppression, so we're talking about racism, but other isms could include sexism, transgender oppression, heterosexualism, classism ableism. There are all these different systems of power that Detra referred to. And I think that to pursue anti-racist teaching aligned with fighting oppression for any marginalized group. Both of the panellists have said that the status quo really enforces privilege, and we are rewarded if we go along with it. So, it's an active stance of pushing back against that. And I think also that it's difficult to recognize systems of inequity that are privileging us, so that's why I really do spend a lot of time kind of looking at social identities at diverse social identity as a social determinant of health and how those all impact our lived reality a kind of You know what we see to be true is true for us because that's our reality. But that doesn't make it true for everyone else. So just making sure that you know, we're kind of engaging in those discussions and really creating a space where we can have these courageous conversations with students so that they are able to go back. You know, maybe we're using it in the framework of anti-racist teaching, but then able to go back into apply it, you know in different areas, I work with health and physical activity, so a lot of times. You know ableism isn't something that we're really aware of. But as an able-bodied person. You know it's just I'm walking through you know, my world and I don't even think twice about how I'm accessing it or how maybe it's privileging me so just leaving the space. And the classroom being able to apply you know, these broader ideas of disrupting this system and. You know to apply to other marginalized groups as well to really fight for equity.

Dr Cassie Quigley

Alright, thank you so much, Sharon, yeah, I completely agree that it's so critical to keep exposing those systems of oppression. And as Detra also noted, that it's a continual process. Unfortunately, it seems like they pop up, you know, over and over again, and so, really, you know, continuing to learn that Process and then along the same lines that Detra shared about telling this story. You know from a scientific viewpoint, you know. I always ask my students whose knowledge is it who does it belong to? Who does that benefit? Um and thinking along those same lines that Detra mentioned in terms of Co-construction so we can shift those ideas of knowledge construction when we ask and participate with our communities in the construction of knowledge. In STEM, we are really good at excluding and allowing Only certain people to construct that knowledge in whitewashing the work, particularly of women of color such as Alice Ball and Patty Greene, who are two of my favourite chemists. And so anti-racist teaching for me really acknowledges that history—that history what we've done in the past but works actively to change it. So, for science, it's about ensuring that what is portrayed as a social and cultural endeavour that it is and not this just one system that you move through step by step to produce the results. Um, in this way, when you open up the ideas that there's more than one way to conduct science, that automatically ensures more participation and representation that benefits us all. Includes more people into helping to solve our world's most pressing problems. And let's be honest, if there was ever a time that we needed collective input to solve problems, it's definitely now.

Dr Valerie Kinloch

Wow, thank you all for those answers. And before we move on I want to pause and I want to just give you back a question from what you answered an ask you just to think with us for a bit about how you do this and so Cassie you just ended by talking about knowledge, construction, and you confess that stem Excludes and so can you give us at least the quick, tangible example of how you seek to do this work inside of your classroom with students with the curriculum in terms of science, education, and what does it look like in practice?

Dr Cassie Quigley

Yeah, absolutely. I had the opportunity to work with a lot of K-12 schools, particularly middle schools, and I find that those youth tend to be really ignored when it comes to what they get to investigate and learn about. And so, I love this example of if you'll remember way back too. The election of 2016 and the famous bots that were infiltrating our social media and there was all of this push that clearly, we're failing in computer science, literacy and our students don't understand what a bot is, and we need to, you know, make sure that those students understand this. And so, I thought, oh, that's a wonderful idea, right? So, I was working with the group of young students asking them about this like we're thinking about integrating this into your curriculum. What do you think? And one young man just looked at me and said, you mean, do we know what a bot is, and I said, well, yeah, we thought we'd teach you, right? And he said, oh well, we all know what a bot is. And he went through the four steps of, you know, you can click on this link and say oh look, this person is from Michigan supposedly, but they have no friends in Michigan. Look at this language. It doesn't quite make sense. And then he said, not only do I know what a bot is, but I create them. And I said, well, what do you mean? And he spoke. Oh, I love this clothing line, Supreme. But Supreme only drops their clothing line at noon on Tuesdays while I'm in school at noon on Tuesday. So, I can't ever buy anything cause it's already always sold out within 15 minutes. So, I created a bot to buy my clothes for me, and then I resell it on eBay for triple the price. And I thought, well, there's a perfect example of how When we allow our learners to lead the process right and to show us first of all, we don't need to be teaching them about bots. They clearly need to be teaching us and that we should open up the pathways for allowing them to investigate and dictate how they can investigate these problems. But then that we're really opening

that the opportunities for allowing who's constructing that knowledge, who's showcasing that work for us?

Dr Valerie Kinloch

Thank you for that, Cassie. Sorry, Tinukwa did you want to add into that?

Dr Tinukwa Boulder

Yeah. Yeah, I really like this idea. Thank you, Cassie, often when I work with faculty in social design it's tough because it's you're trying to think of ways in which faculty can give up control in the classroom right so you're not the owner of all knowledge and so I love this idea that you have just echoed that co-constructing of knowledge with your students. Not just you as the person who is all-knowing. Yes, you have the expertise, I know you are a doctor, but at the same time, it's recognizing the knowledge that the students bring into the classroom. So that you are collaborating as you are learning and teaching and so I am always talking of this idea of giving up control And so I just wanted to add that point.

Dr Valerie Kinloch

Giving up control what! and I think that's what some of us say, right? That's what some of us are like. I could do this, I can give up control, but when we are in the moment, sometimes it becomes hard to give up what this is what I've been trained to do. This is only the thing I know, and I think the point here is that but there's so much that we don't know that we have to make space for, in order to learn, and as other folks have been telling me, and also to unlearn, and so I'm happy that you said, how do we give up control? How do we invite as Detra talks about various voices, perspectives, and experiences into the classroom? And how do we embrace it? But not just embrace it to move on? Embrace it to truly learn from it and Sharon you talked about health disparities you've also talked about knowledge, construction and it was, I think, the question that Tinukwa says from you about who's left out. I wonder how do you do this in a classroom that is focused on Health and Human development or health and identity? How do you open up a pathway for people to enter into this conversation?

Dr Sharon Ross

Um yeah, so. You know some of the ways that I do. That is, I bring in guest speakers from the community, so I am not an expert on many of the topics you know that we're going through. I'm talking about disparities in gender and sexual orientation. I'm talking about disparities, viability status. So, I bring in experts from the University from the community. To come and speak on these topics to my class, which I think is super important. Number one so that they're not just hearing from me. And then they're really engaging in discussions with the guest speaker. It really is more of a conversation than the person just showing up. They don't really prepare too much, you know, except maybe to say what they do. Maybe if they're doing research, what their research is, or if they're from a community organization, kind of How they come alongside like trans youth, homeless youth? And what does this look like in practice? And then just starting to have that conversation? So that's one way. Also, there are fantastic Ted talks, so you know I just am able to bring in the experts in that way. I don't even necessarily need to know them. They've already thought very, you know about these topics in critical ways, so I'm able to bring in those voices. I assigned readings from diverse people. And I think you know; I also give the students some agency and put it on them talking about letting go of some of that power. I am more than willing to do that so, you know, trying to have the students apply and think critically about what they're learning in class and then going out. Because as we know, there is not a lack of opportunity to do that in this day and age with everything. In the news headlines.

Dr Valerie Kinloch

How perfect, wonderful thank you for that perspective. And there are so many other questions that are in the comments and the chat, so we're going to get to that eventually, but I want to go to the next slide and the next question. And so, this question, I think, begins to address some of the questions that are in the Q&A and in the chat, and it's about implications for remote teaching and learning strategies. What are some of those implications? How are you constructing curricula doing this particular moment and so I want to start, I think, with Detra, in terms of what do you see as some of the implications or starting with any one-off you wonderful people? How do we think about this Big question?

Dr Tinukwa Boulder:

Yeah, I think we're starting with me, this time because I'm going to touch on the implications and everyone else is going to talk about curricular construction and I can add on later on, so one of the issues. I mean, I focus on helping faculty online teaching and developing online content. One of the critical things, especially in this pandemic now is also a Technological pandemic, it is the digital divide and so most of almost everyone. I believe now is aware of the digital divide is a lack of high-speed Internet and technology and so when we talk about that in terms of equity. We know that there are students and families who don't have high speed Internet and technology so they don't have access to online learning they can't engage. Especially during this pandemic when we're relying heavily on the Internet, you know events like this for informal learning. We're relying heavily on the Internet for work for Commerce, online banking, and things like that, for social emotional well-being connected with families and friends. So, we're relying heavily on the Internet for all of these things also beyond education as well. So, there's the issue of no access, but expanding this idea of the digital divide even further is what happens when you do have access. So, when the teacher has access but doesn't have the requisite knowledge to use our technology to teach effectively when students have that access to technology. We don't know how to use it to run effectively and how schools will not have the knowledge of or perhaps funding to be able to. Integrate appropriate technologies to support learning and remote and online learning environment or learning in general, so talking about it in terms of those implications is the idea that the issue of the digital divide was a problem before the pandemic. But it's an emergency now because now we have people who don't have access and it's typically. Unfortunately, poorer family's students and families typically Hispanic immigrant families facing this challenge.

Dr Detra Price-Dennis:

Yeah, absolutely, and I really applaud all other people who are out there thinking outside of the box about how do we address some of those issues. Particularly thinking about just even Wi-Fi access. So much what you just said has resonated with me with conversations I've been having with teachers over the past 20 some weeks. Um, around these topics and so thank you for that.

I'll go next. Um so for me I am one of those people who have to always have some sort of heuristic to think through. It's really hard for me to just web and brainstorm and that be an entry point into, you know, what does this look like in my curriculum? And so, I use design thinking a lot in my research and I use it in my teaching, and I used it even before I knew what it was like. Couple decades ago, I was in the classroom and so for me, that's really thinking about re-imagining.

So how do I ID like what instructional practices are possible for online learning? And I try to be really specific around what practices matter to me. So, if it's around Community building collaborative thinking, if I were working with elementary teachers, I talked with them a lot about what does morning meeting look like. What does guided reading look like? What does read aloud look like? So, being

really specific about the practices that matter to you in your teaching and then re-imagining what's possible with those practices.

Next, engage, what tools are available to support that type of teaching and learning online? What are those tools? In a synchronous or do they look like an asynchronous platform? And specifically, around that I think about participation. I think about how students are going to be able to participate, if I were in a physical classroom, I think of this as topography, so students walk into the physical classroom and I think about how the setup is part of my pedagogy. But when students are in virtual classrooms, how do they even know who is in the classroom, how do they know their classmates, how do they know what the space looks like? So, I think it's our job to think about the way that we use technology to encourage participation, to give students space to process their ideas, so often technology is used at the very end as a part of that. But how do we use it to process and think through content and how do we use it to share work. All this to me falls under engage.

Then this goes to how do we examine, create space for students to develop their own critical inquiries about topics that matter to them and that's the most important thing for me when I design curriculum is leaving space in assignments and readings is leaving space for students to bring in things that matter to them and their community as they relate to that topic. So, we have done twitter chats for different organizations where my students came up with the questions for these conversations.

Then I move onto create. This is the most fun to me. How do students engage with multi mobile production to share what they've learned? Sometimes these look-like infographics, sometimes they're podcasts, sometimes they're animations, sometimes creating magazines. How do we put all the tools that matter to students on the table so that students can show what they know in modalities and for people that matter to them?

The part that is the hardest for me is the assessment. You know how we assess what students are learning and provide them with meaningful feedback that's consistent and that's transparent and I'll stop there.

Dr Cassie Quigley:

But that was just like a perfect segue cause I'm going to talk a little bit about assessment. So, thank you for that and, yes, just a big shout out to all our educators out there who I know are working hard to try to figure all of this out. Um and so for me, you know, I think about the ways in which we can view. To view assessments as the ultimate goal is to find our students strengths. And so, every student has them and it's our job as educators to both find and promote those strengths. So, as we know multiple choice tests and writing prompts are 2 forms of smartness that are really promoted in schools. But there are often so many other ways of forms of smartness that we can really tap into as Detra mentioned through these creative technologies and what better time to do that, then in a world mode setting.

As Detra said, the kids often already know how to use these things. These are things that they are engaged in in multimedia platforms with their friends. You know, I often watch YouTube right. They create YouTube right and so letting that. Creation to be a part of their assessment. So, thinking about it in terms of an in program that tells a story about the led in the pipes in their community. And looking for OK do they have that scientific knowledge that matches to my standards when they're displaying that through an infographic? Are they creating a podcast that discuss is plastic pollution, right? And again, do they understand the human impacts on the earth, which is a standard that I have to assess them? And then thinking about movies that the students are talking about on invasive species which

also looks at the life cycle of species and how things you know certain species takeover right? Or food chains or food webs? All of those can be assessed. But what it does is it highlights a new form of smartness that you can really elevate in terms of status in your classroom. And so, for me is a science educator. I'm really trying to dispel the notion that there are smart kids and not smart kids and sometimes we call them worse names. But that you know, what do we view as smartness in our classrooms and distracting that notion that there are only certain people who can contribute to science?

And can we change that through anti-racist teaching practices, I think so. Lastly, I hope that when we think about remote teaching that we don't only think about digital and online but that we think that this is an opportunity for our students to engage in play space education and what's happening in their community. So, for me, that's readily engaging them in environmental justice projects. So, learning why communities of color often are situated in areas that have higher incidents of air pollution, water pollution, no access to parks compared to white communities. This is a great opportunity to allow our students to engage in that work and get them outside in their communities while we are in this remote learning.

Dr Sharon Ross:

Alright so I'm going to bring it home and I would just echo what everyone is saying here. So, I do not have formal training in pedagogy in education, I'm public Health and Human development and family studies by background. so, I feel like every time that I talk with teachers and people who have been in the field or have learned these and know these frameworks. I just feel smarter just kind of being in your presence in hearing you for one minute and I tell Tinukwa this all the time because you know moving right now to remote teaching and learning, I've been teaching at the college level these topics for about 6 years now and so I am really thinking like what does this look like online how does this really translate how can I transition it and still be able to meet my learning objectives but before I can even do that especially in the current climate one of the things that I do is I check in with students and just make sure that their needs are being met. Right.

So, it's like a hierarchy of needs so if they aren't safe if they are food insecure, if their housing insecure they're not going to be able to learn and they're not going to be able to engage so I ask those questions out right to make sure you know if they have access to Internet if they have access to devices, do they have are they food and housing security. What are the preferred forms of communication are they safe and then so from there I'm able to move forward and kind of construct you know what the semester is going to look like? so how am I constructing curricula in this moment: I put on their HealthEquity 101 an application in our personal professional lives.

So, for many of our students coming from health and physical activity background their training is very individual focus so they're working on behaviour change and they're trying to work with individuals one on one generally and they're not always aware of the other factors that might be impacting health outside of the individual. whether it's on it you know an institutional level, community level, societal level.

So, I really start with the basics and I think I mentioned before like the current events in the political and social unrest COVID-19 I think this is all relevant and applicable. So, I'm using kind of what's out there in the news right now and drawing on some of those headlines and the current data that's coming into show like this is health disparity this is contributing to help disparities and what are the underlying factors what are the root causes what are those upstream factors and so the way that I'm

doing this remote teaching and learning thinking about online. So, I think I mentioned you know the reading, bringing in diverse perspectives and voices through the speakers and also engaging in some individual reflection and co-operative reflection. So, having them submit their own personal reflections where they're able to think critically about what they're reading and absorbing applying it to kind of their own personal and professional lives and then engaging corporately thinking you know about these topics for discussion boards online and just having them reply to a prompt and also responding to some of their peers to let that kind of develop organically and synchronously.

You know online we're not in the classroom will be probably on zoom so thinking about how we can do this with the tools available to us in zoom. I've thought about breakout rooms and kind of doing some of those small group discussions where many of our students feel more comfortable talking about these topics and then coming back and sharing with the larger group. Also, the whiteboard function on zoom is really awesome to be able to collaborate and create knowledge together but you know throughout the semester the goal is really to help them move across that continuum; for oppression too against oppression and kind of move from recognizing to educating themselves, to educating others. One of the ways I do that throughout the semester is helping them set goals to help them move along that action continuum; to move from one step to another create these action plans and creating change especially for their own lives in their own communities. Again, making it very relevant to them and thinking about how they can impact policy you know once they move on many of them will be in health and Wellness treating their own clients. How do you create a more equitable and just environment in the businesses that you're going to be working in or creating? I'll stop there.

Dr Valerie Kinloch

Thank you all for those wonderful suggestions. I think that we're going to look at the next slide, because we have lots of questions that I would like for us to get to. So, what is the next slide here and then let's keep moving. so first of all, thank you all for participating and joining us we have a lot of resources I want to go through them just really quickly and then I want to get us all back on the screen and then answer some questions. so, this page here is a list of resources it is in the PowerPoint. so, at this point can we get the shared screen off so that we all can be on the screen and let me actually first just say thank you all for all of your suggestions. Really thank you. we have lots of questions and what I want to do is to go back first to the question that I initially asked, and I want to connect it to a question that Russell Washington has posed for us.

so, the question that I originally asked after the first question was how do we decentre whiteness in the curriculum and asking that question, I look at Russell Washington's question. Here, he says he's loving this conversation. However, we are speaking from the assumption that teachers have sovereignty. what if they don't, so administration in some of our school districts are the ones who, with the district prescribed the curriculum. so, his question becomes that curriculum is aligned with state standards. state standards according to Russell Washington, are not concerned with anti-racist teaching. So, what do we do? what can you offer for this particular question?

Dr Detra Price-Dennis

I apologize we're having a thunderstorm here in New York City. so, if it's too loud I'll go ahead and pass the mic. but Russell I really love your question and I deliberately conducted my research in states that prescribed curricula were the norm. because I wanted to work with teachers who were in spaces where they were expected to align their work in ways it may not meet there or their student needs. So, the first thing I'd start off with, by saying is that the state standards Common Core curriculum; those are all the floor, they're not the ceiling. so, let's treat them as such.

Right, so I have never either codesigned with teachers, or designed on my own curriculum for students in the past decade that does not address any of the Common Core standards. but is rooted in anti-racism. so, the first thing I would say is to work with the questions that your students have. They are so brilliant, so multifaceted that there isn't work that you can't do or a line with the standards. I can't think of 1 example in the past decade where I haven't been able to do that.

So, I'll give you a really brief example. we started off by doing these stations around thinking about the conception of race the social construction of race with 5th graders. we wanted them to know what their race would be in the 1600s, 1700s, 1800s and 1900s. so that they can understand by looking at the US census and looking at how racism socially is constructed in our country overtime, who they are now might have been different, but what was beautiful in that moment is that the students were like yeah these are OK stations, but what we really want to talk about is this thing that we heard at the barbershop around Trayvon Martin.

What we really want to know is what if Trayvon Martin's life, so we want to create our own stations we want to get our own resources and then we want to make a podcast about this. we don't want to do this one thing that you think is important, or we want to do it a little bit. but we really want to do this other thing. so, we stepped back as a research team as Co teachers and let the students guide us with what they wanted to do, and we talked with the principle we talked with the families we invited them in for a showcase at the end. but these students created Flipboard magazines, they created a podcast, they created infographics using materials and then digital infographics using pixley and pico chart. so, they moved from material-based learning to digital learning just so that they had a chance to kind of construct and think and they created the infographics. which I think is the most important thing which is a standard. so, you can get to, for multiple audiences. the one that they put in the hallway was for K-1 students. The ones that they did digitally they wanted for their families. so, they even had a chance to think about audience so we're talking about multiple sources of information reading them synthesizing them analyzing them and then moving that content across multiple systems for different audiences across different mediums.

There isn't 1 standard we can't do with that comfort and so I know that's a really big picture example, but I just want to say hang in there. there is a possibility to find fractures in the curriculum where your students and the questions that they have will push us to places that the curriculum really wasn't designed to go and will do more will do way more will be off the floor so that would be my starting advice and I'll pass it to other folks.

Dr Cassie Quigley:

yeah, I completely agree. when we work in K-12 schools we absolutely cannot ignore the standards or will be completely irrelevant to teachers lives. and again, it is a requirement that we have to work within. but when you follow students' interest, as she just so beautifully outlined, they are really good at asking these questions.

So, one example that I can give you with the school that I worked with in South Carolina. they were having issues with mosquitoes and the students were in an environmental science course. they were studying about the effects of chemicals that were being used to eradicate mosquitoes. so, they said we don't like that these chemicals that are being sprayed in our classrooms. we want to do something about this. and so, this is a perfect opportunity to align it to the standards. they needed to learn about

these things as prescribed in their curriculum, and it was something that was really important to them, that affected their life. It also gave them this huge activism component. they constructed the scientific investigation to actually track the mosquitoes and do tests on their own and do a comparison; if we covered up these potted plants that are holding up all this water, what happens to our water or mosquito population? does it decrease? what if we can cover these drains with a netting? what happens then? and they produced all of these experiments and results and then presented it to the board. not only that but they actually did a kind of undercover investigation of the company that was doing the spraying and found that they were spraying in places they were not supposed to. unfortunately, the board kind of ignored their response because there was an outbreak of zika. so, they were worried about zika right. But what they ended up doing was going around and showing this presentation to all of the teachers in the school; and all of the teachers started posting no mosquito spraying allowed in my classroom. the board said that's fine if the teachers decide. but one by one these were posted up in the classroom so pretty much no one was allowing mosquito spraying in the classroom and then they were able to implement these alternative ways of controlling the mosquito population. Because they didn't want those either and so this was a really nice example of how something that generated from the students as a concern, that was perfectly aligned to the standards in their courses and was also able to elevate them in terms of activism and showing how science can really be a big part of changing the policies that we often just take for granted.

Dr Valerie Kinloch

Wonderful, wonderful and I know that Sharon you might have examples, but I do want to get to another question. Sharon, maybe if you can think through this question with us to start it's a question that someone has about creating space for students in the classroom to feel comfortable calling us out or calling us in when they are not represented in the classroom or their experiences don't match with our experiences or the experience is being presented. so how do we create that space for students? do you have some suggestions you might offer?

Dr Sharon Ross:

Yeah, I love that question and I really do believe like just as a whole we are not comfortable having these conversations, we don't have practice having these conversations. so, the way that I set it up is I start the very first day letting them know this is not going to be comfortable, it's going to feel uncomfortable. you are going to be triggered. these are the feelings you might have. your heart might start racing. you might start sweating. your hands might start sweating. you might want to shut down. you might want to leave. you might want to check out and I'm just asking you in that moment to use it as opportunity to learn and lean into that. so, I just right off the bat first day started off like that and then I also set some ground rules. which you can Co construct with students which is a really cool way for them to be participatory in it like what should this learning environment look like. how do we make it inclusive? I put down some of my own ground rules with undergrad just because we don't have as much time to set that up, it's a three-week module. but in my master's class we will be creating these together so the ground it really important speak from your own experience, don't generalize things, being respectful, letting everyone have the floor. by setting the environment up in the classroom up in that way it provides a space for students to feel comfortable in doing that but also again having them think through and complete these reflective practices. personally, like writing it out and thinking through it first and then coming to class and building on what they've already written now and thought through and learned I think is a really effective way at least with my students.

Dr Valerie Kinloch

thank you, Sharon thank you. I want to get to this other question cause I think it connects to the question that Cassie answered, what is a good door to open for parents who push back on this type of teaching or focus on diversity.

Dr Tinukwa Boulder:

Good question I'll have to think about that, because this is something, I'm personally going through with this school that my children attend in that they're trying to address racism because of some increase in racism. so, part of the ways of trying to do that is open conversations with communities and families to talk about race and racism. unfortunately, it is one of the issues of that is it's typically only involves people of color: black and Brown people, because yes, we are, I don't want to say the victim, but we are the ones who experience it but really this is a broader conversation that needs to be opened up to everyone within the community. so, when you have pushback from families I think if our focus is to disrupt and agitate then we have to kind of I want to say go full steam ahead and not allow yourself to be stopped and not allow discomfort and resistance. so, the idea is if you set yourself this particular goal to engage in this conversation then the idea is that we are then, maybe dragging people along kicking and screaming in some respects. working with people who are allies, working with people who want to engage in this work, but also doing our best to educate those people who may be resistant and as we were looking at by working with families sometimes it's part of it is just is educating and apart of this is informing, having conversations and some of those complicated conversations unfortunately for us who are doing the work might be frustrating but sometimes requires repetition.

Dr Valerie Kinloch

And so, we have about 9 minutes left, and I want to do at least two things in nine minutes. I want to ask this very general question because I think it encapsulates a lot of the things that could have been in our chat and in our question answer. then after we do that, I want to sort of like bring this to an end by offering an opportunity for you to share your final thoughts at this moment.

So, this first question I'm going to ask it comes from a framework that Detra writes about in one of your latest chapters titled what happens here can change the world preparing literacy teachers in the digital age. this is a question for all of us. Detra writes that we need to do a few things and I think you all talked about this today she said we need to create space for preservice teachers of color to explore their identities. she writes that when working with elementary students in particular we must position elementary students as adjective writers who can make change in the world as opposed to thinking that they're too young to engage and change but they can in fact make change. Detra also writes that we need to learn how to leverage students cultural and linguistic resources and then finally we must create space for students to write for real purposes and authentic audiences and we can do all of these things in our classrooms with preservice and in-service teachers and teacher educators, but we can also do these things in our elementary or middle and our high school classroom contexts. so if that's the work that we have out to do, that's what we have to commit to doing the question becomes for what larger purpose are we doing this? how do you think about this for the audience members who are here who offered questions in reference to but I can't do this because my administration in my school won't allow it? how do we actually think about that framework Detra and colleagues in terms of what is it that people should go into their classrooms prepared to do and then for what purpose?

Dr Cassie Quigley:

So, for me I tried to keep in mind you know are you right and what they deserve. I do worry, if I'm being completely honest about the harm that our schools can do to children of color and so for me it's

just a constant reminder of what is my responsibility. if I'm not going to do this work, I'm actually part of the racist society that is causing the marginalization of a large part of our population and that to me helps to drive this work.

I was a former high school biology and physics teacher and I taught for all different types of public schools, large urban public schools, and so I have experienced what it's like to have to test your students every three to four weeks to show proficiency. that's draining and exhausting and demoralizing but I also saw how you can infuse these projects into the school and position them as a way to say this is an opportunity for our school and our students to shine. I will say I find that administrators do respond to that. they like when they can see their students producing things, so I totally agree with Detra. I mean kids can start this work at age 5.

I worked with a school where we were having the students take pictures of their surroundings and talk about the science that was in their backyard and it was amazing the things these kids would come up with. at one point I remember, this was back when we had to use cameras and then actually take them to get developed, this one girl was staring at the ground taking the picture of a puddle and I thought, there's this beautiful tree up there. Look there and then when she developed her film, and she comes running up to me to show the reflection in the puddle of the tree that was backwards, and she was like why is the tree backwards and I was like you are so smart. this just opens the door, let's talk about reflection and reflection that happens in water. pure brilliance when you just open those doors and to the school administrator when we can ask what we're talking about we can tie it directly to the standards, so it is a bit playing the game but for me I always go back to the central point of the students, is what I'm doing going to cause them harm and I know that sounds dramatic but it's actually not.

Dr Valerie Kinloch

you know what that's yes yes I know I'm off mute so I'm having these reactions like it's what we are doing causing them harm and to ask that question. OK you just opened up more we need another like hour and a half but I'm not going to have that we have 4 minutes left. Tinukwa did you have something to add?

Dr Tinukwa Boulder:

What causes a harm and I agree looking at school, but I think we also need to take a step back. I talked about in terms of exploring identities and this is where we look at teacher education programs and preparation there because are, we doing that work there as well. but it starts with them because the teachers especially teachers of color are going to go into the schools and unfortunately have to assimilate. so, we have to kind of go with the status quo and so we want these teachers to recognize their identities as black and Brown people they have to be comfortable and be empowered and not to shed their blackness. they have to be empowered in their systems that sometimes are set up against them. So, what are we doing in terms of the teacher preparation programs to say OK we're recognizing your worth, your experiences in your contribution and how are you going to be comfortable making the change within the system?

Dr Valerie Kinloch

yes, yes Sharon what are your final thoughts

Dr Sharon Ross:

I think it was Detra who said I hope I'm not the same if you saw me again at this time next year. I hope that I don't look the same and I feel that way that those are like my own words, thank you for saying those and I just feel like yeah, it's an ongoing process and I think that you know in my course I'm always learning and I'm always growing and I'm always like my courses never done because I'm always updating and there's always new tools and there's always new material. so I think you know I just take it on myself like the onus is on me because I'm training up this next generation of health and physical activity professionals and they're going out into the world and if they're unaware of their biases or how their biases or how these other like institutional cultural factors are impacting others health we won't be able to disrupt those systems of oppression so I just wanted to end with one quote from the diversity forum one of the speaker trainings that I went to in the afternoon they said for folks who experience privilege equity feels like oppression and that just stood out to me so much because I think that we do get pushback and parents push back and students push back.

Dr Valerie Kinloch
Detra, final word?

Dr Detra Price-Dennis
I just want to say thank you first all my brilliant colleagues, we learned so much from each other. taking so many notes so I was looking down and thank you so much for that. I'll just go back to where I started you know I think about my great grandparents my family and education has always been tied to liberation and freedom and so anytime I walk into a school I carry that with me. there are people who didn't know me who had to try to work harder so that I could be where I am today so I can't walk into a school but whether it's 4th grade 5th grade 12th grade or doctoral students and not have that beside me, not carry those people beside me and given that schools are not neutral; that they are political spaces, that curriculum is not neutral space. every single thing I do is a choice and what we're doing now is so dehumanizing to so many students and for me dehumanizing students is not a choice so I think about the big picture there is no other choice but to help work for liberation freedom of students that I don't know, three generations down the road they can also think this there's another person who stepped out there and did this work so that they could be where they need to go. so, I guess I'll just end with one last piece when I think about my lessons and the conversations I've been having with students and teachers how does your curriculum, how does your teaching provide options for your students to learn?

Dr Valerie Kinloch
thank you all so much. so let me actually just say it's 11:31 and unfortunately time is up but before we go, I want to personally thank you Sharon and Cassie, Tinukwa and Detra for joining me and taking my invitation to talk about anti-racist teaching in this remote teaching and learning context and thinking really deeply across so much time about equity, I'm looking forward to continued conversations and partnerships with you.

this is presented by the Pitt school of education justice collective and if you would like more information about our collective please visit our school of education web page search for justice collective. I am going to end with a Comment that is in the question and answer and I think it's so appropriate it comes from our dear friend and colleague Ayana Brown and thank you for joining us Ayana, she says no questions sisters we my deep love and abiding faith in scholarship service and the thoughts expressed here today you are life living in the air and steps we take with grace. she says that it's her honor to have heard from all of us today and her very best. I echo those words from doctor Brown because the work has to continue and we have to have a deep love for what we do and for the people who we

work with and learn from because the work of equity justice and anti-racism is hard work but it is the most important work that we can commit to when we talk about and engage in teaching and learning so thank you panellists and colleagues for joining me and thank you everyone for tuning in we will have more to share this will be streamed to our pit ed justice collective website and so stay tuned for more from us thank you for joining us.

9. Planning for Effective Classroom Management

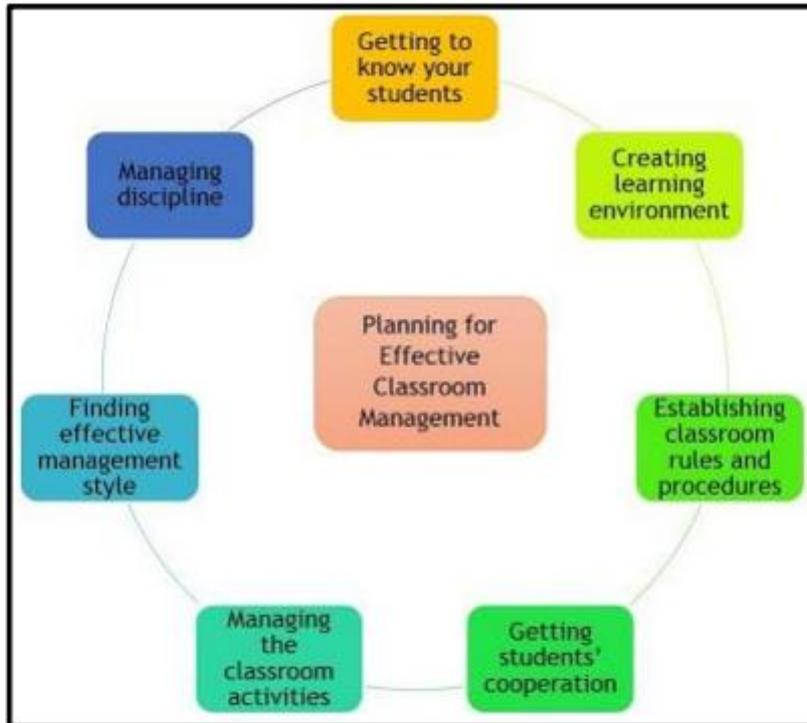


Image Description: a diagram depicting that planning for effective classroom management consists of: getting to know your students, creating learning environment, Establishing classroom rules and procedures, getting students' cooperation, managing the classroom activities, finding effective management style and managing discipline.

10. Assessment for Social Justice

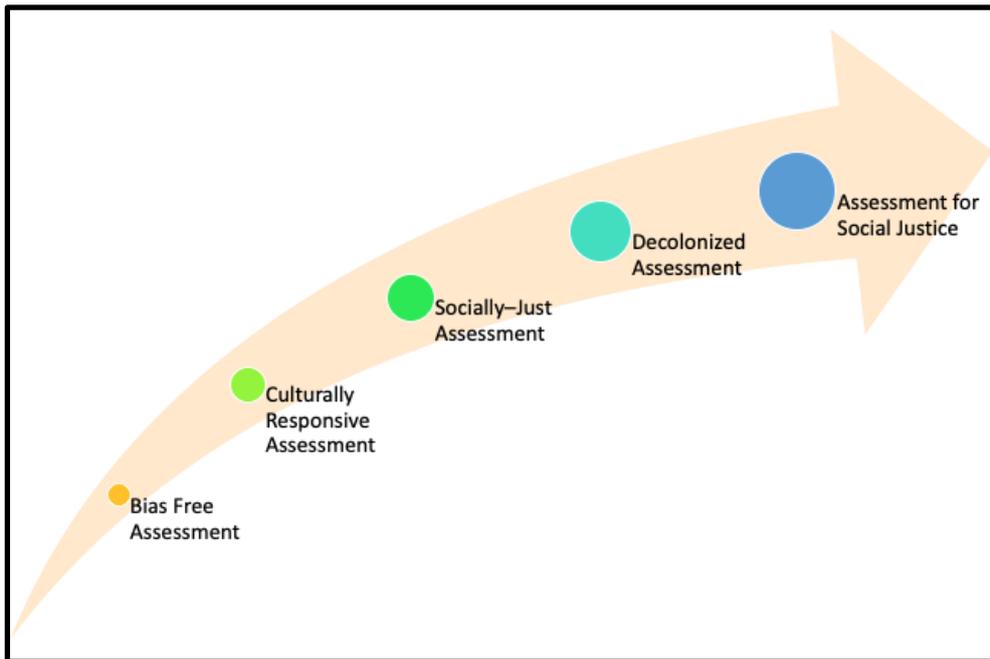


Image Description: a diagram containing the following terms in an upwards curving arrow: Bias Free Assessment, Culturally Responsive Assessment, Socially-Just Assessment, Decolonized Assessment and Assessment for Social Justice.

11. Socially Just Assessment as a Tool for Institutional Equity (video transcription)

This lecture was presented by Dr. Marjorie Dorimé-Williams on 7 July 2020. There are slides used in this webinar, but the conversation sufficiently discusses the slides. (Link to the slides was not provided).

Dr. Dorimé-Williams:

This is my contact information so you can find me on email: dorimewilliamsm@missouri.edu, Twitter and Instagram: @DrMiniMarge as well as my research group, the Williams Research group on Twitter and Instagram: @WRGMizzou

so really quickly I just wanted to start by framing our conversation and Renee Phillips if we can go to the next slide? What we're going to really focus on and talk about today and what would assessment talk be without outcomes?

And so, to get started I want to make sure that we're Really approaching this from a similar framework and using the same language to talk about what social justice assessments actually means. And there are a lot of parts that feed into that, so it's thinking about issues of diversity and equity. It's thinking about and really defining what social just assessment means and what it looks like and then when we think about what that Transitions to into practices. Thinking about our methods, how we analyze data and also how we use data and all of that ideally should be in service for fostering student success and thinking about how we can achieve equity among student outcomes.

So, we'll talk about all of that in our plan, so we'll start with the next slide and our first thought, I think in the first question to think about is. How do we Define diversity and whether that's at the individual levels or how do I define diversity? How other individuals might define diversity? How is diversity defined within our individual institutions? I'm sure lots of us have inclusion and equity statements or,

you know, presidents and chancellors send out emails talking about the value of diversity in higher education. And so, I think that having a common understanding about what diversity actually is really sets us up to better understand how assessment plays a role in these larger conversations.

So, we go to the next slide. So, I think one of the things that we need to think about is that there are lots of different types of diversity, and that's something that we often don't think about. Normally when people say what's diversity, we think right, of gender. Um, sometimes we might think about students with disability status, so that might be one way to think about diversity.

But really, there are three main ways that I want us to think about it in this context again and thinking about how this affects assessment and the work that we do within assessment. And so, on the next slide, running through conversion rate, what we'll see is that really, there are three main ways that I want us to think about diversity the first is structural, and that's typically the most common, and by that it's what are the numbers, right? So how many black undergraduates do we have? How many white undergraduates do we have? how many international students do we have? How many men versus women on campus are present?

And so, it's thinking about. How we break down our student population by the numbers. This also applies to faculty and staff, right? I think sometimes we forget that we're also members of these campus communities, and so structural diversity, purely looking at what do the numbers say about who is present on our institutions in Africa?

The next form of diversity that gets a little bit more complex singles beyond this idea of counting people's classroom diversity. And it's how do we think about how faculty, staff, educators, and instructors present diversity or conversations about diversity within the classroom throughout their pedagogy Within the curriculum. So, one example I teach a student affairs administration course and so we talk a lot about diversity and so we have readings from other scholars. Scholars of color is something that is present within the class. We have conversations about what it means to serve diverse students. And they go through exercises and talking about what diversity means beyond race or in addition to race.

One of the other pieces of classroom diversity is how faculty or instructors and educators engage with students about these conversations. So, whether it's one on one, conversations in the classroom but also outside of the class. And then finally we have interaction diversity and part of that, and I think what's really important in this definition is that it's about the quality of student engagement with others from various backgrounds. And again, the idea is to move past this, I think black, white binary that were often used to talking about and thinking about diversity as any form of difference, right?

Um, so I'm in East Coast. First generation of patient immigrant parents. Um born and raised in New York and then I went to school in Champaign, Urbana, for my PhD, right? So that's regional. Diversity's geographic diversity? Um, it's a little bit different from what I was used to, and so there are lots of different ways that we can think about diversity within our institutions that goes beyond sort of these counts and numbers.

Another piece of this that's important to think about is also like cultural diversity, as a student might have similar racial background but have very different cultural upbringing, and so this term diversity really needs to expand so that we're considering more than just can we count people. You know how many of X are present in our campus? So that's the foundation for Diversity in how we're using it in our conversation today.

So, on the next slide you'll see one of the other parts of this conversation is thinking about equity and equality and understanding that those two things are not the same, and so when we talk about equality, it's typically are we treating people to standard. Equity is much more along the lines of how we make sure that people are getting what they need to have similar outcomes or better outcomes or the same outcome. And so, when we talk about a quality, one example might be student whose right most students all pasted in fees.

If the same goes for every student, but we think about equity on campus, it's much more about how we are serving the needs of individual students so that they can be successful, and our students have a lot of different needs. Whether it's about being a minority student on a predominately white or majority campus, or perhaps it's about ability status or working with veteran students. So, there are a lot of different needs that are student friendly, campus and it's important that we remember any historical or contemporary issues that they might be facing.

Again, I think 2020 is a great example. Just the entire year there are a lot of contemporary issues that are facing our students right now. It's also about removing barriers and so it's not just, well. I treat all my students the same, but it's thinking about how do we actively engage in practices that remove barriers to success for students and then making appropriate accommodation.

And so, this last one also is really important because we need to make sure that as practitioners, an assessment professional when we're engaging in assessment that it's not just all students are taking the same task right. It's thinking about Oh well, students were looking at setting to English may not be their first language. We might have to make accommodations to what data sets, right?

So, we'll talk a little bit more about that later, but I have a quick graphic that I want to show that I think really do a good job of highlighting the difference between equity and equality and why it's so important.

Upper middle class so they have access to financial resource into other opportunities that some students may not. And then on the other end, I think it's important to also think about the fact that some students are coming from a deficit in terms of what they've been provided from school or through their education, and so the world isn't equal. As soon as we're not getting people places and it's important for us to remember that.

So, in the next slide you'll see in addition to this right, diversity isn't just, well, let's just get more people in and that will solve the problem. Well, let's get more people from these different groups and that solves the problem because it doesn't fix the issues that are along this pipeline. And again, I think assessment is a really great tool for us figuring out what doesn't work and how do we make it better. And so, the idea of equity, as you'll see on the next slide, is really about how do we take what we know and fix these problems right? And so, a lot of this is a part of our assessment processes anyway, it's about collecting data disaggregation analysis.

It's about full setting or right thinking about outcomes and what are learning outcomes. It should be or learning goals should be. It's about providing training so that we are all engaged in equitable practices and it's understanding how what we might do, both unintentionally and sometimes intentionally, might impede equity and successes. So that's the framework for diversity, equity and equality. Well, right, our institutions can support.

So, when we talk about social justice, what we're talking about is making sure that our students are able to fully and equally participate within our institutions and that we, as faculty and staff and administrators are meeting their needs. So, within this context, I think another important quote and

again thinking about this idea of equity and equality and social justice you'll see on the next slide is a quote about thinking. It is a quote in thinking about how we apply this in a higher education context.

And really, it just means that. we can't focus on equitable affair treatment, right? It's not about giving people equal treatment that I treat my students the same. It means that we need to be focused on what our students needs are and that those are going to be really different, right?

And so that diversity of student needs is something that we need to address. And so, equity and social justice or social justice assessment really thinks about. How do we take these ideas of making sure students have what they need? Making sure that we're treating them equitably and applying it to our practice?

So, I know you all know what assessment means, so we'll go to the next slide really quickly. But it's really thinking about right, how do we improve outcomes? What are the methods of collecting data that informed decision making and then it's ideally right in the best-case scenario and organize on going systematic process that is aimed at understanding and improving student learning?

The environment for student learning and our college operation. So, there's a lot that goes into supporting student success. Certainly, more than students going to class and then going home because we know that doesn't happen. And so, when we take this idea of social justice in assessment, right?

So, assessment as a Practice at thinking about stating information I think what we can get and when we think about socially just assessment as you'll see on the next slide is really about how do we consider what we're doing?

How do we consider our methods of assessment? How might that accurately or inaccurately Demonstrate student learning how it might Contribute to or hinder student success in development, and again, ideally the goal is that what we're doing is assessment practitioners and professionals is helping to foster an environment that support student learning and success. not just for some student groups or not, just for some students who you think well these are going to be successful in today, or maybe on the other end.

Wow, you know, we think these students are working through such a deficit. I need to focus on retention here really socially. Just assessment is about how do we take what we know, make sure that we're applying it accurately and appropriately and that the goal is to help improve student outcomes across all groups within our institution.

Along the same lines, when we think about culturally responsive assessment which is similar but a little bit different, I think one of the main questions that we need to ask ourselves and you'll see it on the next slide, is how do we think about data across all of these different users, right? So, whether it is our tools and our methods of collecting data, or whether it's the analysis of data or again the reporting out and then that use of data to do something within our institutions.

How does data support equitable student outcomes and how does it foster environment? And so I thought one of the good ways to think about this and how does this apply to your own institution or your own institutional practice is through case study.

And so, in the next slide you'll see some background information about Simon State College, and so this is a large urban public master's college they have a Transfer student population that makes up about 30% of their undergraduates. In addition, having increasing transfer student assignment state

have led to more black, Latin X and Community College students attending. They are classified as an MPZ, so they have a high percentage of Asian, Asian American Native American Pacific Islander students. It's about 27% weight because it's been except black and and less than 1% of American. It's also known for its School of Technology and Engineering, so that is the school to go to.

So, this is Simon State College. And now I'm gonna ask you guys for a little bit of participation. So, we're going to talk about sort of a first case scenario, and on the next side you'll see at Simon State College they're dealing with some issues around assessment in their school, technology and engineering. Typically, that uses senior capstone Paper, and they use it to assess various learning outcomes for their majors It comes at the end of the year, so it's the very last thing students are doing. The committee hasn't changed this assessment or the assignment in six years, so rubric is the same. The course is the same. Absolutely nothing has changed. In over half a decade.

And um their assessment Rep collects information from multiple sections and then those papers are created by the same faculty who teach the course. In addition, um, their have been some complaints. Unfortunately, about faculty in terms of racial and gender bias in creating, so this is an issue that is for doing this. The committee also keeps students' names on papers and their rationale is so that they can. Provides a specific feedback or context during their assessment scoring process. Lastly, many of the faculty members feel like some people just aren't good at particular subject areas like math or engineering, and it's not their fault if students don't do well or if they're not retained in the program. So, this is your context. For the first case scenario for Simon State College.

Um, so here's where you guys come in, we have a quick poll to share with you, um And Renee will set it up, and so you'll see the question and it's really thinking about what's the most concerning thing to you about this scenario. And so, I'll give you all a Couple seconds to Answer.

Yeah. So interesting I wasn't sure what to expect with this question? But the majority of you actually look to the racial and generalize complaints, not being addressed and that is absolutely I think the challenge that we face sometimes. In this scenario, it's specific to race and gender, but there are all kinds of biases that might be apparent within both reports as well as the assessment process right and so.

If you have faculty who Have a history of bias against particular students. You'll see how this is connected and their names are on these papers there might be bias in the assessment scoring. Um, there also challenges when we think about what the assessment actually is, so we don't know, you know, it's been six years. Is this assessment effective? Is it not effective? Does it make sense to students? Is it absolute? What's going on in the course?

So absolutely, for those of you that they haven't updated or run through, but I think that's absolutely valid and again, thinking about how all of these are connected and how there's so many pieces of our assessment processes that we can really think about. Engaging in because we still often have all of the information, or we might have all of the information, and so I think one of the other things that comes from this is what questions do we need to ask ourselves when we're engaging in these accepted practices?

So, who's in charge of storing your assessment? Or if it's simply a survey, who's in charge of looking at that data? Who creates the assessments? Are they equitable and fair? Does it use language that makes sense to all students? Um, who's responsible for thinking about what courses we're getting, assessments, problem, and so perhaps this capstone course is not the best place to assess students for this particular learning.

There are a lot of pieces that come into this puzzle. When we were thinking about. Assessment and evaluation and so at the first step, I think one of the things that we can ask ourselves and we'll see it on the next set of slides is really thinking about. Um assessment methods and data collection. Right, so if we're thinking about what are the things that we saw in this case, well, it might be the assessment tool itself.

It might be the individuals who are responsible for administering and scoring the assessment. Um, and So what I want us to think about is this question on the next slide that shows what are we saying to ourselves when we're engaging the assessment planning process are, we thinking about the tools that we're using? Are we thinking about whether or not we have English language learners' students or ESL students who might be taking an assessment and may have trouble, not because we don't understand the content, but because it's not an appropriate way to measure their learning. So, all of this goes into saying and thinking about how do we set up mechanisms that help us be more aware of some of these things that we may not even think that? Um, one of the methods that has been particularly helpful is thinking about creating a checklist, and so you know can all of our students understand this? Is this applicable to all faculty in all courses, or do we need to? Use this in a different setting or do we need to create multiple assessments? That look at the same learning outcomes from different perspectives one of the ways that I think we can do this, and you'll see it on the next slide is thinking about how is it that we collect data. And I know and I'm I'm sure looking at all of you or some of your videos right surveys are kind of our go to, they're quick, they're easy to get to lots of students really quickly.

Uhm, you know, often asking your leaders are interested in just what are the numbers? Give me the numbers and I don't want to hear anything else, but really, we need to think about how we're collecting assessment data from multiple perspectives, and that includes qualitative and quantitative methods, so not for surveys. As well as thinking about both Direct and indirect methods assessment. And so qualitative methods again are complete surveys or things that numbers should describe or talk about responses that can be summarized in a quantitative way. Qualitative assessment thinks about, you know broad questions, general categories. It's a way, I think, that we can perhaps provide. In depth information about student learning and experiences in a way that we don't typically get or simply isn't possible Using qualitative methods like surveys.

And then indirect and direct assessment. And so direct assessment, a student writes a paper, and we assess the paper to assess their writing skills or knowledge, right? It's looking at examples or artifacts or things that come from students that demonstrate their learning Whatever the context, both inside and outside the classroom. And then indirect assessment thinks about reflections on learning, so it's not an actual demonstration, but how would you rate your learning? Did you engage in these activities? You know, if we're looking at longitudinal surveys, you know, looking back on your experience, how would you say you did? Or how would you say you learn something?

And I think that it's important for us to remember that there's value in all of these methods. One because, right, it diversifies that are really big, collect information about things in different ways, but also as we think about. How can you read in a second through different methods? It also helps us to think about what that service students and what assessment methods are most going to provide us with. We engage students equitably in the assessment process as well as give us information that we can then use to create equitable environments for student learning.

So that's sort of the first scenario thinking about methods and data collection and how we can think about this in the frame of social justice ethics. Another thing I think is really important as we go to the next slide, you'll see really what we want our substance to do is provide particle relevant evidence. Assessment isn't perfect. Nothing is perfect, but I think part of what we want to engage in

this process is thinking about what information do we actually want to get from this and why is it actionable.

So, I had colleagues that I work with and they had an example of a survey and they said, you know what hours would you like to see it open And I thought, oh That's great, right? You're responding to students and you're giving them what they need, and they said, oh, we can't actually change our hours. You just wanted to know what they were doing and thinking.

So, let's not do that, right. But let's make sure that the information that we're collecting have a purpose in use and that our methods are engaging students in a way that allows them to demonstrate their learning to the best of their abilities? so that we can then respond appropriately.

The next slide shows that again, thinking about sort of these principles of good assessment. The most important thing is that they're reasonably accurate. Yes, you know they should Be useful and cost effective. But if we're collecting information and we're not being truthful about either, the information that's coming in or are not sick of it, then I think the first question is what's the point? And the 2nd is That's not helping us serve our student population, and I know that assessment can be challenging for individuals, particularly who might work with marginalized or minority student population.

So, our cultural centers, disability centers and our academic success centers that typically work with, you know, first-generation low-income students. and since you may not have the same academic preparation as their peers and so often for these spaces it's really difficult to say, hey, we need to begin assessing what we might already know what the answers are and not wanting to show bad results.

Well, if these results are accurate, I think one of the things that we can do to reframe these conversations again, particularly for a minoritized student Is that hey, here's what we have a gap in need, and here's where we can invest more resources. And we know this because we looked at it. We know it because we have accurate and truthful information about what it is that's happening to our students right now. This is, I think, a really important perspective to take, and one that we should absolutely be sharing when we're engaging in an assessment and again for our minoritized and more constant population because so often what we get is when we just want to show what a good job we're doing and yes, that is absolutely important. We want to highlight good work, but also if we know that there. Are some shortcomings this, Is a way that allows us to address them right and then create more effable environments for students. If we're not using that information, and we're not addressing it, then we're going to see that we're going to continue the status quo, right That we're not going to be able to meet . We don't have the resources that we need, and again, the students who suffer the most are the ones who needed help.

For the next scenario, is the Continuation of Simon State College and it's the same assessment. And so, the committee meets, and they said, hey, you know our scores keep decreasing what's going on, and one of the assistant teams on the committee says, well, it's probably got something to do with all these checks. Incidents without coming in at the chair said, well, you know, they're not as prepared because we have all these. We stop students. Except corner says, well, you know, maybe there's something else going on that we could think about that might lead to visual export. We probably shouldn't jump to conclusions about what the scores are saying. You could probably look at this data a little bit more in depth, but this aggregated maybe should look at transfer students and. Students who started at the institution in that first year for sensitive and so now you're gonna start for participation again. So, the next set of questions. You'll see on the side and they'll be a quick poll. So, what is most concerning to you about this particular scenario? Most of you are saying all of the above.

There is no right or wrong answer, but yes, I couldn't, and I tried to think of one that wouldn't apply or be concerning, but it's all concerning. Yep, all of the above. And that the assessment results may be biased seated backwards practices, right? And the assumption that we're actively concerned students will lead to better assess results.

So, all of these things are absolutely valid in terms of thinking about this scenario. And again, what does it mean for us as a separate partnership? And so again, when we're thinking about social justice. And we're having these conversations around how we best support students. How do we engage students as well as our colleagues? I think that there are a lot of things that we need to consider that others may not. And so, you know, in this scenario, our systems. He may also not have looked at any data but simply assume, well, we have more transfer students. And I suppose I've gone down an initially one of those answers where correlation is not causation, but I thought. That was too heavy. And so, I think again, what this should highlight and what you'll see on the next slide.

Is that just as important as our methods of collecting data are; How do we think about our analysis of our assessment data? And so, I think there are a couple of things that should be highlighted and that we should think about as assessment practitioners and professionals who are engaged in this work with faculty and staff and lots of different spaces and so the next slide will show one that as we're thinking about assessment analysis. One of the things. We should be considering is us. Right, so what is it that we're? Doing we're beginning to now analyze data. Are we just aggregating scores? Are we thinking about equity? In the scenario you know who's doing the scoring?

If we're looking at writing or certain artifacts, are they impartial or they faculty members who may want to score that entire because it's their class? Right, and then that sense of being judged and not wanting to have back. So that means we need to consider, and you see on the left side as well is bias and that's both our own internal biases are unconscious bias. It maybe the bias of staff or faculty members that we're working with and so there are lots of questions. I think on our end that we need to ask to make sure that our assessment processes again what our social cultural impact is.

So, we're thinking about for certain population is if we need to disaggregate our data that we're doing that and that we're getting results and we're looking at our results in a way that is it simply, yes, no good or bad. Our assessment should be taken in context with the larger Institutional knowledge with. Any other information and data that we can gather it's really difficult to say that this one assessment is the reason that we should do it.

And so, it's really Important to keep in mind that our analysis bar something we could also be appropriate in the same way that our message should be appropriate in the same way that as we're thinking about the process in his impeachment that those people have information or knowledge, or that we're providing that information or knowledge to help them be aware, understand how their own. Biases or prejudices might interfere with our ability to actually get the assessment results that you need. And again, that those results are actionable. And so, the last part of the case study scenario and so you see it on this next screen is so the school Fair Assessment Committee recommendation and they decided to say you know what we should just take the GPA and that way you need a higher GPA to get a program and will have Proceedings more confident access to the president and what has this problem acceptant result. And so, the committee says, well, if you do this and will have their graduate will improve our ranking and reputation, so it's all but there are all these good things only come out of Changing the GPA.

Except for the fact that it would happen disproportionately negative impact on my life. So one more time, I'm gonna ask your participation and thinking about what most concerned about this scenario. And again, there's no right or wrong answer. But I think there are lots of things for us to think

about in terms of this last piece of assessment. Because I got nothing only about button like in Black and Latin X, students will be disproportionately negatively affected by this policy. Yeah, thank you to those systems, that policy change doesn't address student learning. At all. It's very much an administrative solution. Is about right, 87% of you said all of the above. And that's absolutely true.

So, if we look at the statements in the scenario and the questions that it asks, one is that. This process does not address the curriculum is designed as a student Learning it doesn't talk about the assessment really. What it looks at is, well. How do we fix the problem beforehand, right? If you have better students that you have better or something. And really, I think that we need to change our mindset and figure how to be student ready colleges, right?

What is it that we're doing to support students, not simply saying well? Students just need to be better. Uh, so it doesn't talk About student learning instead of just regular teaching, perhaps faculty could use additional training in teaching. Whatever capstone courses are. And again, I think one of the things about this is we really need to be conscious of how our policies impact students across difference.

And again, this is where this aggregating our data is really important. So, this particular policy with disproportionately impact black and white mixed feelings you if you're already in a minority at this institution. Numerical minor differences, and so it doesn't seem to me that this particular approach is one that's going to encourage ethical outcomes. It's not one that is to take the perspective of lens of being socially just or culture your content, right? Because we know that there are all these other things that were addressed within scenario.

So, the last slide really thinks about assessment from the perspective of the institutional policy. And so, one. Of the questions that we asked on the next side Really think about how we frame what we're doing around this. And so, if we're engaging in an assessment practice, who does it affect if policies are being implemented as a result of the data that we've provided, what's the goal of the Policy is it about student success is about teaching is about learning. It's about student engagement or is it just makes the institution look good, I think another way of framing these questions as good as this policy help, and so I think one of the goals in the second configured social justice estimate is that this is the tool that we can use to help.

This is a tool that we can use to help improve our institution, and I think about do they need it as much as others? And so again, our re engagement policies that simply take the data that we collected and advantage of those who do have advantages. Or are we engaging in practices that actually focus on supporting students who might be marginalized or minority clients, or get as we're thinking about these equitable approaches Who needs it most right? Who needs this Additional help and support? And then I think Lastly, and this question really applies to every step of what we discussed today is, is this a student-centered approach? Are we engaging in our assessment practices in a way that center on and focus on student success? Or are we perhaps doing things that are just convenient, right? How many of us use the Nessie? Right, that's a popular survey which I love. I have a paper out on it, but if we're not being conscious about what the information is that we're collecting and that we're using it in a way that's meaningful again, particularly for marginalized, minoritized population, then I kind of have to say what's the point?

So that's the end of. The formal presentation we've got about 10. Minutes for question and answer. So, Renee, I guess I'll turn it over to you and let you coordinate it.

Renee:

Yeah, so I think the best way for us to do this today is you can privately message myself if you have any questions For Marjorie And will go ahead and dress it is there so. I'll give you all a few minutes if

there's any comments, thoughts, you can privately message me in the chat function and. Will address them. The people are saying it was insightful and helpful, so since this example was more focused on academic assessment, is there a good example that you've seen in student affairs.

Dr. Dorimé-Williams:

Yeah, so one of the things that I think has gone really well and so I'll use a Cultural Center one for example, at my current institution. We my research team is partnered with our Division of Social Justice and so that includes our rape and sexual violence Prevention Center and our multicultural center. And so, there was a lot of hesitation, as we indeed in thinking. No. But evaluation in this aspect of these spaces, because they are typically underfunded, they're understaffed, and many of our whole students and staff because we met with a lot of individuals, feel marginalized on this campus. And So, what we did was ask Students, but they wanted administrators to know, and then we took that information back to the stack and created the assessments based on what students prioritize. Obviously was important and direction from staff, and So what? They give us a way to write. Make sure that it was student centered two engage students of voice and we, you know, promise them that they would see what the final report looks like.

That when we spoke to the pros and the Chancellor at the time that we would invite them to those presentations, and so they were really excited and engaged in that process as well. For those I think first that we spent a lot of time building trust, but we didn't get to touch on in this presentation. But it really took a lot of time for us to make sure that they knew that we understood where they were coming from. And so, as you're engaging in practices and soon affairs across various departments, I think we we probably all know that trust is really important. And so, one of the things that we made sure that they would know was that we would share our Results with them. 1st and and that we would help them frame their assessment reports in a way that if they did see shortcomings in African area or this didn't go as we planned, you know, assuming leadership, training or some particular event, we really took a lot of time to make sure that they understand how to talk about that in a way that wasn't coming back for perspective, but instead putting the onus on administrators to further support the work that they're doing. So, for example, we had a leadership program in another unit that we were partnered with to do an assessment and evaluation.

They were underfunded understaffed. Not surprisingly, a lot of what we saw from the assessment results for that particular unit This is a part of our social justice centers; um was that students just weren't getting enough out of the program. And so, we use that along with aligning with some of our institutional goals about training. You know students and leadership and leadership development and so the report was very much framed in if you say as an institution this is a priority?

Well then you need to provide additional support to the students in this program and the stack. This program so I think another way of thinking about how we do this work beyond sort of like the methods and the data collection piece is also in our framing in our discussions, particularly with senior leadership who often don't speak this language.

So, with my students and no one in our administration is ever taken a higher Ed Course, but they Have it and so I think our job is also to help him understand why these little things matter and that you don't get to graduation and retention rates. Without that work in between.

So that's one of the ways that we framed these conversations and so again. It's putting the ownership of the assessment process in the hands of the staff and asking them what they want to prioritize what they think is most important and then framing it for senior leadership in a way that they can best understand. So that we can get students what they need. And some other questions emerging around folks that have done really good qualitative analysis.

But yet when they share the results at being dismissed, as an anecdote so how would you recommend addressing that kind of Perspective Um, so I feel the same way. I think I'm a mixed methods researcher, but I love policy the research and so one of the things that we have done is Look for spaces where we can take qualitative research and part with what we know quantitatively so from institutional data. Also, one of the things that we've tried to do is to make sure that it's not just anecdotal evidence. So, the net the actually has a qualitative section, but no one ever looks at and. So, we as a research team decided to go to qualitative results and I said, Hey. This isn't just antidote.

This is hundreds of students who responded to this, um and one of the number one thing is that we had a Conversation about um Was the institutions language around diversity and inclusion because it was really clear from numerous comments that students felt really polarized either as it doesn't do enough or was, he does, too much and so those are I think important things. And so. If we're saying that these are priorities as an institution these are institutional values.

So sometimes it's Getting more if you can or looking for spaces that that information already exists on campus and supplementing it with the quantitative um. Yeah. I think one of the things that I've also shared is is finding partnerships in places where if their faculty were interested in this work, partnering with faculty. It's unfortunate and having formerly been an administrator and now being a faculty member. But There's privilege and in my position in roles of practice from now that I didn't have administrator, even though I'm saying the same things, I think right?

My messaging hasn't changed, just my title and so I think one of the things during this assessment work as a faculty member and working with staff has given me the opportunity and say hey, this is also research and so framing it in that lens has also helped. I think some administrators listen where they otherwise may not. So that that framing partnership pairing it with quantitative data and then finding spaces where you might have more data than you realize. So, it's not just just that it's more than maybe a focus. We have 10 students or even 20 students. Versus hey, this is data that we already have, so I encourage you also look at your Nessie results if you can.

Renee:

Um, but it's interesting. So at least I want to be respectful of time. There's a lot of questions. So, I'll recommend I just went ahead and put all the information in the chat function that has a Doctor Williams email Twitter etc. So, you can go ahead and get ahold of her and engage in those conversations. I also want to say thank you for your time and expertise. Today I think we just learned a lot. I really appreciate the advice on creating a checklist. Before engaging in this work, I think that's a great cognitive function to do anyways, and so I just think that that's a great tool in task that I'll definitely be utilizing myself.

So, this session will be recorded and uploaded. I'll be sending it out to the Sol listserv again. I apologize for all the zoom bombing that happened this morning. I've already addressed it with us solve board member. Our, our leader of the board and so hopefully we'll address that going forward and maybe change some of our protocols.

But again, thank you. I'll be sending out the information so thank you everyone for joining us today and thank you Doctor Marjorie Williams. Thank you everyone.