Thank you for your hospitality and for sharing your innovative work!

♥ As SUNY Online grows, the work of everyone here is vital

♥ Your online students are older than 30, mostly female, and diverse

♥ You are thinking about how to serve students who may be disaffected after earlier online experiences

♥ You don't mind if some people think you're "coddling" students – you're providing as much support as they need

♥ You are thinking about ways to include online students in access to campus services, e.g. food banks and professional clothing fairs

♥ You are thinking about adult learners as people with other identities and responsibilities – people who aren't a student first & foremost

Your Presenters

Matthea Marquart, MSSW; Twitter @MattheaMarquart
Director of Administration, Online Campus; Lecturer
Columbia University School of Social Work

Beth Counselman Carpenter, PhD, LCSW; Twitter @ElisabethAnneCC
Assistant Professor of Social Work
Southern Connecticut State University's School of Health and Human Services

COLUMBIA
SCHOOL OF SOCIAL WORK

Make waves. Move mountains. Change lives.

https://socialwork.columbia.edu/academics/online-msw/

Southern Connecticut
State University
SCSU

https://www.southernct.edu/academics/schools/health/

Matthea's lenses on online education

- Online administrator
  - Master of Science in Social Work
  - Institute on Pedagogy and Technology for Online Courses

- Online instructor
  - Social work courses
  - Management courses

- Online student:
  - Microcredential in Business
  - Online Learning Consortium's IELOL (hybrid program)
  - Master of Science in Bioethics

Beth's lenses on online education

- Online synchronous instructor, MSW program
  - Foundation Courses (1st year)
  - Advanced Practice Courses (2nd year)
  - HBSE-B course – Gender and Sexuality

- Online asynchronous instructor, DSW
  - First year, second semester course – Therapeutic Relationships

What's in this for you?

- Describe ways to build a respectful and supportive classroom community that encourages participation from all students, including nontraditional adult learners

- Discuss strategies for dealing with potential challenges around power, privilege, and oppression that may come up in courses

- Identify pedagogical best practices from courses on topics of diversity that can be applied to courses on any subject

- Share your ideas
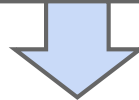
- Ask questions
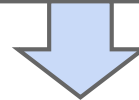
- Add to your toolkit

Quick intro activity

- Please get your paper and writing or drawing implement ready

- For this exercise, you will be given a series of 11 brief instructions

- We're happy to repeat the instructions as needed, but will not elaborate on each direction

AGENDA: Engaging Adult Learners by Creating Inclusive Online Classroom Communities

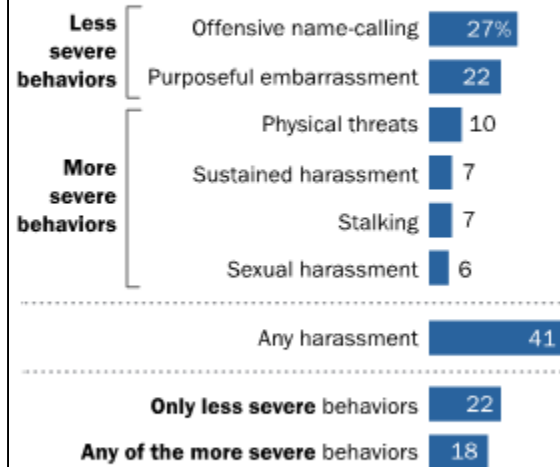|	
1	Welcome, introductions, agenda
2	Community agreements
3	Example: Course on Racial Identity Development
4	Example: Course on Gender & Sexuality
5	Activity: Issues of power, privilege, and oppression that apply to any course
6	(If time permits) Activity: Planning to respond to microaggressions in classrooms
7	Wrap-up, Q&A, and thank you

Quick hand-raise poll (or share with each other in the livestream)

- How many of you have witnessed an instance of harassment online?

- How many of you have changed your online behavior as a result?

It is common to have witnessed or experienced online harassment

Roughly four-in-ten Americans have personally experienced online harassment

% of U.S. adults who have experienced _____ online

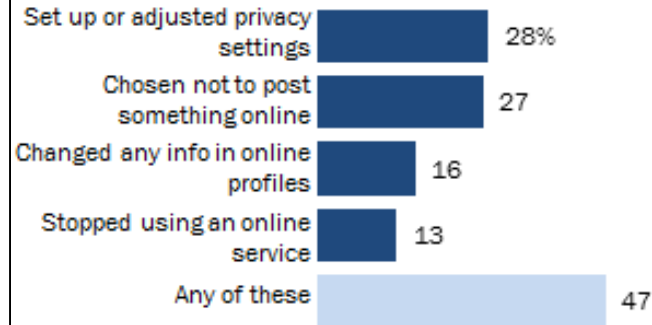|		
Less severe behaviors	Offensive name-calling	27%
	Purposeful embarrassment	22
More severe behaviors	Physical threats	10
	Sustained harassment	7
	Stalking	7
	Sexual harassment	6
	Any harassment	41
	Only less severe behaviors	22
	Any of the more severe behaviors	18

Source: Survey conducted Jan. 9-23, 2017.
"Online Harassment 2017"

PEW RESEARCH CENTER

More than a quarter of Americans have chosen to not post something online after seeing harassment of others

% of U.S. adults who have _____ after witnessing harassing behaviors directed toward others online

Set up or adjusted privacy settings	28%
Chosen not to post something online	27
Changed any info in online profiles	16
Stopped using an online service	13
Any of these	47

Note: Total may not add to 100% because respondents could select multiple options.
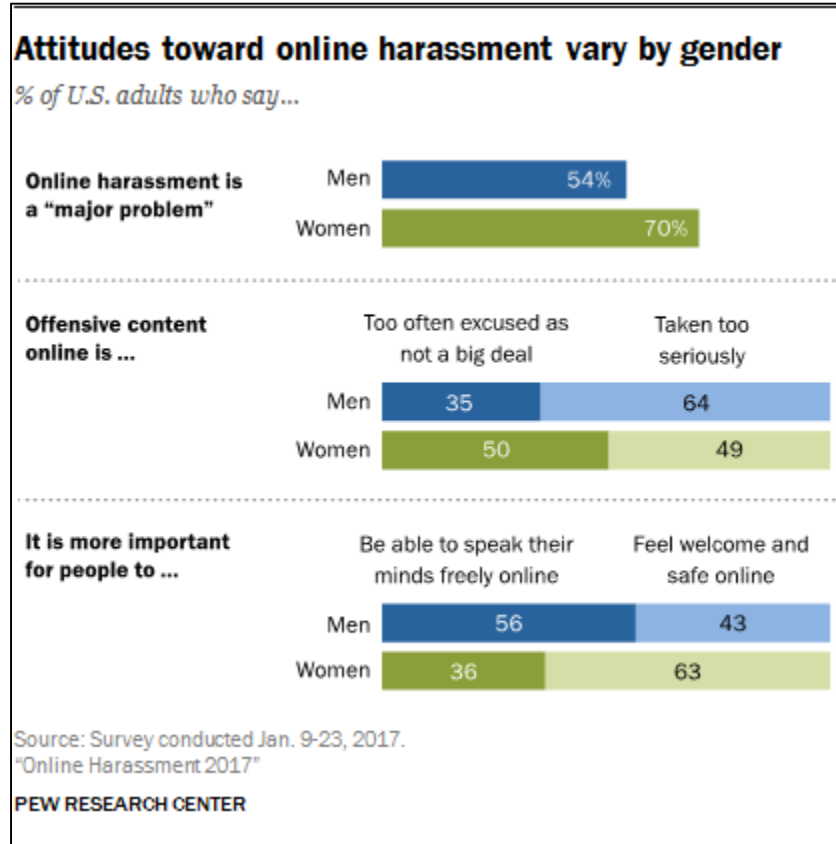Source: Survey conducted Jan. 9-23, 2017
"Online Harassment 2017"

PEW RESEARCH CENTER

Source: Duggan, M. (2017, July 11). Online Harassment. Pew Research Center. https://www.pewresearch.org/internet/2017/07/11/online-harassment-2017/

Women are more likely to consider online harassment a problem

Attitudes toward online harassment vary by gender

% of U.S. adults who say...

Online harassment is a "major problem"
- Men: 54%
- Women: 70%

Offensive content online is ...

	Too often excused as not a big deal	Taken too seriously
Men	35	64
Women	50	49

It is more important for people to ...

	Be able to speak their minds freely online	Feel welcome and safe online
Men	56	43
Women	36	63

Source: Survey conducted Jan. 9-23, 2017.
"Online Harassment 2017"

PEW RESEARCH CENTER

Source: Duggan, M. (2017, July 11). Online Harassment. Pew Research Center. https://www.pewresearch.org/internet/2017/07/11/online-harassment-2017/

A note about the word "safety" for class

Calling a classroom a "safe space" can be a microaggression, because "safety" is impossible for racially, socially, and/or economically marginalized students.

Alternatives to "safe space" include:

- Brave space

- Respectful community

- Civil environment

- Anti-oppressive classroom

For more info: Barrett, B. J. (2010). Is "Safety" Dangerous? A Critical Examination of the Classroom as Safe Space. *Canadian Journal for the Scholarship of Teaching and Learning, 1(1)*, 9. https://eric.ed.gov/?id=EJ1073567

Our Community Agreements [type during the session]

- Setting guidelines or community standards
- Agreeing to respect each other
- Every single discussion – be polite and professional even when disagreeing
- Lead with curiosity not with assumptions
- Assume your parents are in the discussion
- Assume the Chancellor is in the discussion
- Trust – develop trust
- Model the behavior and tone
- Added by virtual attendee: Have them introduce themselves to each other in the first session of class so they get to know each other and feel comfortable talking to each other

Community Agreements Debrief

Show of hands or type into the chat:

- How many of you do a similar activity in your classrooms?
- How many of you recommend that others do community agreements?
- Who would be willing to connect with colleagues who want to talk this through about this at a later date?

AGENDA: Engaging Adult Learners by Creating Inclusive Online Classroom Communities

1	Welcome, introductions, agenda
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Columbia University School of Social Work's Online Campus

https://socialwork.columbia.edu/academics/online-msw/

- Master's of Science in Social Work
- Online & residential MSSW programs are integrated
- Primary model: Synchronous classes in Adobe Connect + asynchronous homework in Canvas
  - Courses have an instructional team: Instructor, associate/TA, live support specialist
  - Chapter with info on the model: https://www.igi-global.com/chapter/instructional-strategies-for-synchronous-components-of-online-courses/148897

Course: Racial Identity Development

- First-year, second-semester course in Master's program
- 7 weeks during spring semester; 5 weeks during summer
- 25 students max
- Types of discussions:
  - Whole-class discussions during class sessions via combo of webcam, mic, typed chat
  - Small breakout group discussions during class via mic, typed chat
  - Asynchronous discussion forums for homework

Why is it important for students to participate in the classroom?

"Learning results from what the student does and thinks and only from what the student does and thinks. The teacher can advance learning only by influencing what the student does to learn."

HERBERT A. SIMON, one of the founders of the field of Cognitive Science, Nobel Laureate, and University Professor (deceased) at Carnegie Mellon University, from: *How Learning Works: Seven Research-Based Principles for Smart Teaching*

What risks do we ask students to take when participating in discussions?

We ask students to be vulnerable in front of others:
- Speaking in public
- Volunteering to have people look at them / their words
- Admitting they don't know the answer
- Being wrong, being right, feeling judged either way
- Experiencing conflict / disagreement
- Sharing personal opinions, thoughts, experiences

The other people include:
- Potential crushes, exes, competitors, friends, peers
- The instructor who has power over them

How can we create a classroom in which students feel comfortable taking risks & participating?
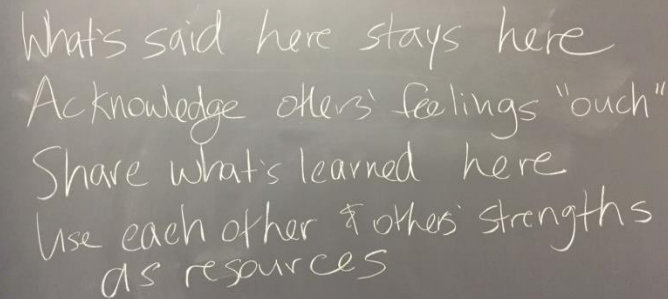
Community agreements: Creating, using, and enforcing

Building community prior to the semester

Building community during the semester

Closing the community

Example community agreements: Workers and the Workplace

- What's said here stays here
- Acknowledge others' feelings; give feedback, e.g. by saying "ouch"
- Share what's learned here
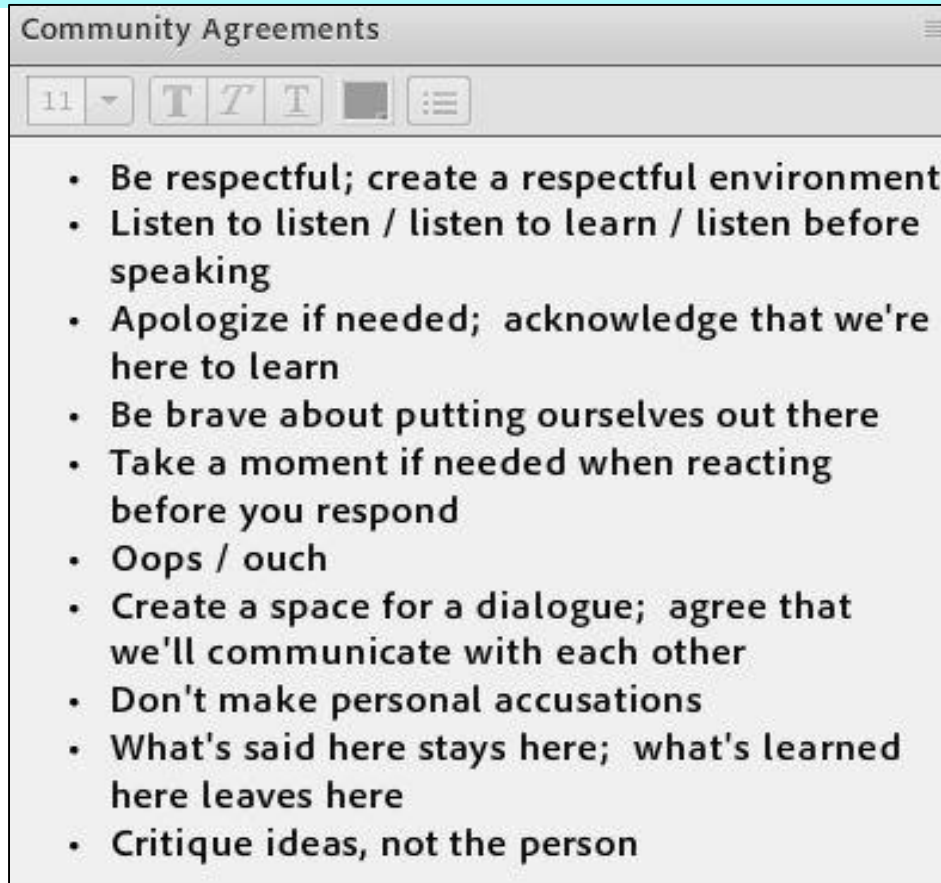- Use each other & each other's strengths as resources

Example community agreements: Institute on Pedagogy and Technology for Online Courses (faculty training)

13 | T T T

- kind responses even during struggles or disagreements // Kindness
- assume the best intentions // remembering we're all tired from a long day, not being judgy or snippy // elicit and ask for feedback without assuming it is negative // Intention vs. Impact
- Being honest
- Listen to learn and understand
- reflect before responding // practice critical reflection :)
- Confidentiality
- Using preferred pronouns when applicable.
- asking questions rather than making assumptions // Ask clarifying questions (rather than assume or jump to a conclusion)
- Take Risks
- Flow in/flow out // one person speaks at a time
- Being respectful and patient as we all learn how to navigate the technology // Patience // ask for help when you need rather than disengaging // be patient
- using clear and straight forward language // using non-gendered terms // avoid big words or buzz words that don't really mean anything and don't nec convey what we are really trying to say
- Keep your mic muted unless otherwise noted
- Rcognize the expertise in the group // creating an environment where we agree to be open about what we know, and what we don't know // Speak from your own experience
- Stay engaged
- say ouch (then educate the group) if something is offensive and oops as a way of apologizing
- Practice self care // take the self care break, you need it!
- address power dynamics as best we can
- Forgive typos in the chat
- using the icons (applause, smile, turtle and rabbit) reguarly

Example community agreements:
Racial Identity Development

Community Agreements

11

- Be respectful; create a respectful environment
- Listen to listen / listen to learn / listen before speaking
- Apologize if needed; acknowledge that we're here to learn
- Be brave about putting ourselves out there
- Take a moment if needed when reacting before you respond
- Oops / ouch
- Create a space for a dialogue; agree that we'll communicate with each other
- Don't make personal accusations
- What's said here stays here; what's learned here leaves here
- Critique ideas, not the person

Example: Using & enforcing community agreements in Racial Identity Development course

- Community agreements reviewed:
  - At the start of each class session, with potential to edit / add to the agreements
  - Within each small group breakout discussion

- Community agreements enforced:
  - In grading rubrics for class sessions
  - In grading rubrics for online class discussion forums
  - In the moment during live class discussions

Example class slide (online)

Revisiting our Community Agreements

Community Agreements

- Be respectful; create a respectful environment
- Listen to listen / listen to learn / listen before speaking
- Apologize if needed; acknowledge that we're here to learn
- Be brave about putting ourselves out there
- Take a moment if needed when reacting before you respond
- Oops / ouch
- Create a space for a dialogue; agree that we'll communicate with each other
- Don't make personal accusations
- What's said here stays here; what's learned here leaves here
- Critique ideas, not the person

Anything to add or change? If these are still ok with you and you still agree to follow them, please give us a green check.

Example class participation rubric

HBSE B: Racial ID Dev - Live Session Participation Rubric (6)
You've already rated students with this rubric. Any major changes could affect their assessment results.

Criteria	Ratings	Pts
Arrived on time and ready to participate	*This area will be used by the assessor to leave comments related to this criterion.*	1.0 pts
Present in session throughout (excluding any breaks) and stayed until the end	*This area will be used by the assessor to leave comments related to this criterion.*	1.0 pts
Technology functioning as per online student agreement (no wifi, headset mic working, webcam working, etc.)	*This area will be used by the assessor to leave comments related to this criterion.*	1.0 pts
Participated in the chat	*This area will be used by the assessor to leave comments related to this criterion.*	1.0 pts
Participated in all of the polls	*This area will be used by the assessor to leave comments related to this criterion.*	1.0 pts
Contributed to the group during breakout sessions (e.g. taking on the recorder or reporter roles, contributing to the group discussion, joined the group on webcam when reporting back, etc.)	*This area will be used by the assessor to leave comments related to this criterion.*	1.0 pts
Responded to instructor requests (e.g. using status icons when asked, volunteering to participate on webcam and mic)	*This area will be used by the assessor to leave comments related to this criterion.*	1.0 pts
Behaved in a professional manner -- supportive of your colleagues and followed the community agreements	*This area will be used by the assessor to leave comments related to this criterion.*	3.0 pts

Total Points: 10.0

Example discussion forum instructions

In your discussion forum post, due on Monday at 11:59pm EST:

- Share who you'd like to interview, and why. Note: fake names are perfectly ok if there's a reason you'd prefer not to say, and you don't have to tell us it's a fake name.
- Share your list of 10 questions for your interviewee.

By Wednesday at 11:59pm EST, reply to at least two of your classmates. In your replies:

- Share something that resonated with you about their post, or that you found interesting
- Share feedback about the questions they plan to ask -- you can provide unlimited positive feedback, but you have a maximum of ONE piece of constructive feedback if you have something helpful to suggest, e.g. about the phrasing of a question, a tip about the overall approach, etc. So, think carefully about what you'd like to say.
- Engage with those who have responded to your post
- Keep in mind that tone can be difficult to interpret online, so be extra careful to write your responses in a respectful tone, and remember to follow our community agreements

This discussion forum is worth 20 points. The points for this assignment will be for:

- Submitting your first post on time (2 points)
- In your first post, sharing who you'd like to interview and why (4 points)
- In your first post, sharing a list of 10 questions you'd like to ask your interviewee (4 points)
- Submitting your responses to two of your classmates on time (2 points)
- In your responses, following the instructions (4 points)
- Demonstrating professionalism and a supportive tone in your language, and following our community agreements (4 points)

Example discussion forum rubric

Rubric for discussion forum on who to interview & questions to ask ✏️ 🔍 🗑️
You've already rated students with this rubric. Any major changes could affect their assessment results.

Criteria	Ratings	Pts
Submitted first post on time	*This area will be used by the assessor to leave comments related to this criterion.*	2.0 pts
In first post, shared who you'd like to interview & why	*This area will be used by the assessor to leave comments related to this criterion.*	4.0 pts
In first post, shared a list of 10 questions you'd like to ask your interviewee	*This area will be used by the assessor to leave comments related to this criterion.*	4.0 pts
Submitted responses to at least two classmates on time	*This area will be used by the assessor to leave comments related to this criterion.*	2.0 pts
In responses, followed the instructions	*This area will be used by the assessor to leave comments related to this criterion.*	4.0 pts
Demonstrated professionalism and a supportive tone in your language, and following our community agreements	*This area will be used by the assessor to leave comments related to this criterion.*	4.0 pts

Total Points: 20.0

How can we create a classroom in which students feel comfortable taking risks & participating?

Community agreements: Creating, using, and enforcing

Building community prior to the semester

Building community during the semester

Closing the community

Example welcome announcement

Dear Racial Identity Development Class,

Welcome to the course! I'm delighted to be working with you this semester, and I look forward to each of your contributions to the class discussions, both in the Canvas course site and in class. Everyone at CSSW brings a wealth of experiences to share, and the more you contribute, the stronger this course will be.

For class on Wednesday, please do three things: [continued….]

My policy is to start every class on time. To avoid getting points taken off for lateness, please log in earlier than you think you need to log in; this will help you deal with any unexpected technical difficulties. I will be in class about 20-30 minutes early each week for anyone who wants to chat, ask questions, or get to know each other, e.g. so that I can be a good reference in the future.

I look forward to seeing you in class!

Best,
Prof Marquart

Example opening discussion forum

Getting acquainted - Building community by getting to know what we have in common

70 190

In this course, we are going to have some personal conversations, and we'll be coming from all sorts of different perspectives. Therefore, before we get into conversations about race, I'd like us to take a little time to connect with each other as human beings and colleagues. The goal is to start to build a supportive community.

In your discussion forum post, due on Tuesday at 11:59pm EST:

- Tell us where you're from and where you live now, and something you like about each place.
- Share 1-2 things that you care about or love, and why. This should be general enough that other people can relate.

By Wednesday at 11:59pm EST, reply to at least 3 of your classmates. In your replies:

- Share something that resonated with you about their post, or that you have in common.
- Engage with those who have responded to your post.
- Keep in mind that tone can be difficult to interpret online, so be extra careful to write your responses in a respectful tone.

The points for this assignment will be for:

- Submitting your first post on time (1 point)
- In your first post, answering the questions (1 point)
- Submitting your responses to three of your classmates on time (3 points)
- In your responses, following the instructions (3 points)
- Demonstrating professionalism and a supportive tone in your language (2 points)

How can we create a classroom in which students feel comfortable taking risks & participating?

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Examples of community-building strategies

Community-building discussion forums & informal opportunities to meet outside of class

Class celebrations/ congratulations

Ask students to tell each other what they appreciate / respect about each other

Share fun or personal music / videos / images before class or during breaks

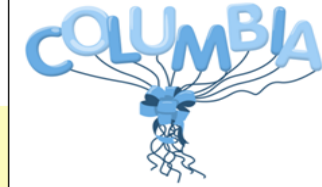# Example class slide

Congrats on nearing the end of your first year at CSSW!
Sooner than you know it, you'll be here!

Example class slide

Some class celebrations

___ – Happy birthday!

___ – Happy 3-year anniversary & upcoming marriage!

___ – Congratulations on your summer fellowship!

___ – Happy 2nd birthday to your daughter!

Anything else to celebrate? Please type into chat.

Example class slide

2-Minute Self-Care Break

V118: Roar, Lion, Roar!
6,170 views

https://youtu.be/--zv6V8OfKg
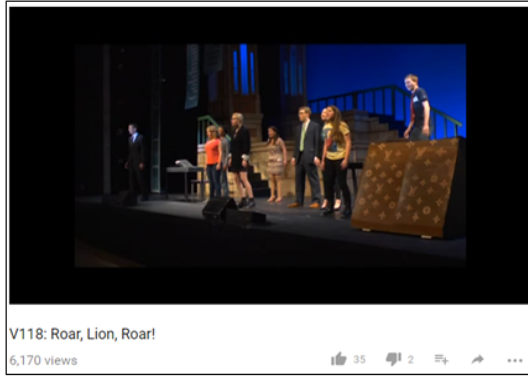
Roar, Lion, Roar!
-written by Corey Ford (CC '23)

Lyrics:

Roar, Lion, Roar
And wake the echoes of the Hudson Valley!
Fight on to victory evermore
While the sons of Knickerbocker rally 'round
Columbia! Columbia!
Shouting her name forever!
Roar, Lion, Roar!
For Alma Mater on the Hudson Shore!

Example class slide

2-Minute Self-Care Break

Columbia Goes Gangnam Style

ColumbiaSpirit

▶ Subscribe 16

39,280 views

https://youtu.be/hYjQt_oiQqk

Example class slide

Pre-breakout chat question

Chat

What's something that you respect about your colleagues in this class?

Example class slide

Review: What's something that you respect about your colleagues in this class?

- being brave
- everyone's attention to detail :)
- ability to listen
- willing to have a conversation about race
- Thoughtful, considerate listeners
- Everyone is open-minded and committed to social equity
- listening!
- consideration for everyone else
- They are intelligent, respectful, and supportive
- Willingness to be present and listen
- being able to handle this subject
- everyone seems open to changing their mindset
- being respectful of peers, openness, diverse experiences

- respect each other's opinion even if they do not always agree
- I respect people's ability to open up and ask questions regarding their gaps in knowledge on race
- Open to other viewpoints
- open-minded
- considerate and respectful
- willingness to be honest and brave
- Willing to learn, open minded, willing to change
- Their dedication to constantly strive towards excellence within themselves, and applying that same passion to helping those in need through evidence based social work practice.

How can we create a classroom in which students feel comfortable taking risks & participating?

Community agreements: Creating, using, and enforcing

Building community prior to the semester

Building community during the semester

Closing the community

Example class slide

Welcome back!

Please share:
- What's something you'd like to thank your colleagues for?
- What's something about your colleagues you've been impressed by?
- If you could give your colleagues a gift, what would it be and why?

Chat

Example class slide

Welcome back, and thank you for a wonderful course!

I look forward to seeing you at graduation in 1-3 years (depending on your program)

AGENDA: Engaging Adult Learners by Creating Inclusive Online Classroom Communities

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7	Wrap-up, Q&A, and thank you

Course: Gender & Sexuality

- First-year, second-semester course in Master's program

- 7 weeks during spring semester; 5 weeks during summer

- 25 students max

- Required course – initially developed in a way that students would self-select in; now required for students.

Learning from mistakes

- **First manifestation of the course involved a focus on gender-based violence and the creation of informational pages (Wikis) to co-create knowledge.**
  - Students struggled both with the material and the assignment – focusing more on the technology required than the critical analysis of the assignment.
  - A problem-based learning model was the primary lens of the readings, and media was not regularly included.

- **Students in their discussions were either very vocal (group monopolizer, perpetuating certain microaggressions, or at the other end - very silent).**
  - Students who identified as 'conservative' were struggling with some of the concepts and identities and students who identified on the spectrum often felt oppressed by their students who had not yet grasped the material.

Time to try a new model:

Online Constructivist Learning Environment vs. Problem Based Learning

- OCL as a learning environment challenges problem-based learning (PBL) in which one problem is analyzed and deconstructed.

- Replaces it with a model in which multiple voices are drawn out in order to co-construct meaning.

- The goals of the online constructivist learning environment (CLE) include testing and challenging dominant ideas against alternative views and contexts, the understanding that there are multiple world views, and as such, multiple viewpoints, and experience of, with and in multiple perspectives (Cunningham et al, 1993, Savery and Duffy, 1995, Duffy and Cunningham, 1996).

- Within the online CLE, addressing diversity is not a problem to be solved, but an opportunity to maximize the student learning experience through multiple standpoints (Holzl, 1999).

Online Constructivist Learning Environment (CLE)

Jonasson's Model (1998) and Holzl (1999):
1. The Question/Case/Problem/Project/Issue
2. Related Cases
3. Information Resources
4. Cognitive (Knowledge–Construction) Tools
5. Conversation and Collaboration Tools
6. Social/Contextual Support

1. ***The question/problem/case:*** rather than something to be solved, should highlight multiple voices and perspectives. How can students co-construct meaning of this problem/issue?

2. ***Problem context:*** how can the instructor frame this in a way that is consistent with different cultures?

3. ***Related cases:*** are these based in cultural diversity? Cases should be chosen in a way that scaffolds student memory and enhances cognitive flexibility.

4. ***Cognitive flexibility.*** Can students be pushed to think outside their personal cognitive boundaries?

5. ***Information resources.***

Synchronistic Opportunities

Synchronistic Classes (90 minutes in length):
- 40-50 minutes of lecture
- 10-30 minutes of media to discuss in a panel format

>   *use of randomizer

>   *importance of camera/panel format of up to 5 students

- 20-30 minutes of breakout group discussion
>   *importance of teaching team rotating through group
- New for 2020: visually based PhotoVoice assignments integrated throughout the semester.
- Use of anonymous polls that are then broadcast for universalization of group questions/thoughts.
- Course associate managing and mining chat
- Mining of participation log (whose voices are being heard? Whose voices aren't?)

Asynchronistic Opportunities

1) Discussion Forum

- Required posts that may not be graded for content, but are graded for activity, posts and responses to colleagues.
- Resource forum where students share resources from their placements, or life experiences and engage in dialogue about how they may be used.

2) Reflection logs

3) "Treasure Hunts"

- Students take ownership of their co-creation of the resources, media and articles discussed in class.

Reflection Journal Assignment

- Each week for the first 6 weeks, students were required to reflect on certain media chosen by the teaching team.

- Every week, the questions for reflection remained the same, which allowed for students to bridge their experiences with different media from week to week.

- Students had to generate at least 2 questions for every entry that the instructional team answered in the 'secure' setting of individual assignments.

- Both members of the teaching team read each submission, and mine the logs for general themes which are shared in the upcoming class (logs are due 24 hours before a live session). No direct quotes from logs are shared in the live session.

- The final week, students selected **3 of their own media** choices, shared the links and reflected on those.

Journal Reflection Question

- Please identify your level of exposure to this topics prior to this week's assignments.

- How this media related or differed from your multiple identities?

- How does this knowledge influence your social work practice?

- How did this material intersect with your personal values and your social work professional values?

- What questions did this bring up for you? (please list in bullet point format).

- DO NOT WRITE A SUMMARY OF THE READINGS AND THE MEDIA

Best practices

1) **Sound tech**. preparedness & support for live session, with a DRP (Disruption Readiness Plan).

2) **Inclusive learning plans for students with accommodations**, in particular Deaf students and visually-impaired students.

3) **The use of inclusive media standpoints** with a focus on intersectionality and representation of domestic and international voices with media that includes depth and diversity of racial identities in addition to diverse gender and sexual identities.

4) **Framework of non-burdening**. For students who identify as LGTBQIA+, framing the curriculum so that it specifically does not ask them to be the spokesperson. Choosing diverse, interactive activities including lecture, large scale panels, breakout groups, and reflective journal create multiple opportunities for dialogue without perpetuating burden.

5) **Diverse selection of course readings**: in addition to research articles from peer-reviewed journals, this syllabus includes graphic non-fiction, graphic novels, Ted Talks, podcasts, and blog posts.

Pedagogical Questions

- **_Level of self-disclosure:_**

How much should the instructor disclose about their social identity, multiple standpoints and how will this influence the co-creation of knowledge in the class?

- **_Microaggressions synchronistically/asynchronistically:_**

What plan is in place to handle perpetuated "isms" in the classroom? Is there a framework for restorative justice?   A plan as to how to follow-up with student who have been impacted?

- **_Diversity of resources:_**

How and when are you mining the data for resources? Peer-based versus socially-based resources? Is there an audit trail in place to track how these selections were made?   Are multiple reviewers involved in the process?

References

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AGENDA: Engaging Adult Learners by Creating Inclusive Online Classroom Communities	
1	Welcome, introductions, agenda
2	Community agreements
3	Example: Course on Racial Identity Development
4	Example: Course on Gender & Sexuality
5	Activity: Issues of power, privilege, and oppression that apply to any course
6	(If time permits) Activity: Planning to respond to microaggressions in classrooms
7	Wrap-up, Q&A, and thank you

Example class slide

Note: When you introduce yourself, sharing your pronouns is optional

"…until the world is 100% safe for people of all genders, I'll continue to do the most feminist thing I can: to defend and uphold the right to proudly speak one's pronouns, to protectively conceal them as needed, and to also work ardently for the world to change."

Marine, S. (2018, July 24). Whose (dis)comfort? Claiming, Naming, and Holding Pronouns in the Classroom. *That Wasn't on the Syllabus Blog.* Retrieved from https://gcci.uconn.edu/2018/07/24/whose-discomfort-claiming-naming-and-holding-pronouns-in-the-classroom/

"… as the student explained to me later, having to say her pronouns in a room full of strangers terrified her…. Divulging one's gender through an announcement of pronouns at best contradicts the reality that our gender may be ambiguous, and at worst forces students to reveal a potentially vulnerable part of themselves. There are other ways to get to know one another as the semester unfolds."

Reis, E. (2016, Sept. 25). Pronoun Privilege. *The New York Times.* Retrieved from https://www.nytimes.com/2016/09/26/opinion/pronoun-privilege.html

Activity: Issues of power, privilege, and oppression that apply to any course

In pairs/small groups, in the chat, or in a personal reflection, discuss:

- What are the issues of power, privilege, and oppression in your courses, or the courses you help faculty develop? How can you address them? For example:
  - What are inclusive ways you can learn your students' gender pronouns?
  - How might you handle a situation in which you mix up students' names?

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Helpful tool for responding to microaggressions in courses of any subject: The NAME Steps

A tool that provides flexible guidance for naming and responding to microaggressions in classrooms.

At CSSW, we trained our online faculty on this tool during an online faculty meeting; it took about 30 minutes.

For more info:

- McInroy, L. B., Byers, D. S., Kattari, S. K., & CSWE Council on Sexual Orientation and Gender Expression. (2019). *The NAME Steps: How to name and address anti- LGBTQIA2S+ microaggressions in social work classrooms*. Alexandria, VA: Council on Social Work Education.
  https://cswe.org/CSWE/media/CSOGIE/6861_cswe_CSOGIE_TheNAMESteps_Guide_WEB72_REV2.pdf
- Byers, D., McInroy, L., Craig, S., Slates, S., & Kattari, S. (2019). Naming and Addressing Homophobic and Transphobic Microaggressions in Social Work Classrooms. *Journal of Social Work Education*.
  https://doi.org/10.1080/10437797.2019.1656688

Summary: The NAME Steps

- **<u>Notice</u>**: "Recognize that a microaggression has happened in class….As soon as you can, take the opportunity to name what you are noticing in class—whether in the moment or at a later date."

- **<u>Acknowledge</u>**: "Acknowledge [your] responsibility to help the group to name and address microaggressions when they come up, regardless of who commits them."

- **<u>Make space</u>**: "Provide students an opportunity to reflect on their feelings about what happened, and attempt to understand it."

- **<u>Engage the group</u>**: "Engage the class in discussion about how to move forward as a group in a reparative way"

Activity: When something oppressive happens in class, in a discussion forum, or in a group activity outside class

In pairs/small groups, in the chat, or in a personal reflection, discuss:

1. Share an example of a time that you handled an oppressive incident in class, and what you learned

2. Create a plan for how you might address a future oppressive incident with students who are adult learners

3. If you need help thinking of an example, here are two scenarios:

   - A student is learning English as a second or third language. When the student participates in discussion forums, other students make fun of their spelling, or correct their spelling

   - A guest speaker has been introduced in writing and out loud as a woman. Students keep referring to the guest speaker as "he."

Example of handling an oppressive incident in a class and lessons learned

Lessons Learned: Practical Tips

- When a microaggression occurs in your classroom and you didn't notice it/aren't sure if you agree, try not to feel defensive, and rather focus on supporting your students in their emotional reactions
- Collaborate whenever possible, and try to see it as something that will take you further rather than taking longer
- If you teach alone, locate another voice to support your framework (TedTalk, consult a colleague, blog)
- Keep all students involved--including student(s) who are responsible for the microaggression
- Use technology to build community (e.g. webcam, chat curator)

Sources: Ortega, A. and Marquart, M. (2016, June 18-19). Creating Anti-Racist Learning Environments Online. Two-day session facilitated at the St. Cloud State University 7th Annual Anti-Racist Pedagogy Across the Curriculum Workshop, St. Cloud, MN. Slides deposited in Columbia University's Academic Commons: https://doi.org/10.7916/D8GT60QB
Ortega, A., Andruczyk, M., & Marquart, M. (2018, January 4). Addressing Microaggressions and Acts of Oppression Within Online Classrooms by Utilizing Principles of Transformative Learning and Liberatory Education. *Journal of Ethnic & Cultural Diversity in Social Work, 27*(1), 28-40. https://doi.org/10.1080/15313204.2017.1417945

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Wrap-up reflection question

What is your key takeaway from this session?

Q&A

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THANK YOU!

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