

Virtual networking & discussion:
Anti-racist pedagogical strategies for online
social work education

Weds, April 12, 2023 at 5:00-6:30pm CT / 6:00-7:30pm ET

Matthea Marquart and Lia W. Marshall

Social Work Distance Education Conference, Session # 2542912

Abstract

We invite our colleagues to an interactive virtual networking session and conversation on the theme of pedagogical approaches that promote anti-racism in synchronous online courses. Anti-racism is an element of human rights that has global applications, as students and faculty join online courses from around the world, international students participate in US-based online programs, and the social work profession takes on global challenges with a social justice perspective.

AGENDA

Theme: Pedagogical approaches that promote anti-racism in synchronous online courses

1	Welcome, introductions, and warm-up
2	Review & discuss a handout that will spark conversation and sharing of additional concrete strategies, questions, and challenges around implementing anti-racist teaching in synchronous online courses
3	(If time) Additional discussion questions: Connecting anti-racism and human rights
4	Wrap up and thank you

What's in this for you?

Goal for this virtual networking session:

- Host a conversation that will enhance peer learning and support as we all strive to move toward anti-racist online social work classrooms globally that help prepare students to become anti-racist social workers



- Share experiences

- Ask questions

- Add to your toolkits

Your Facilitators



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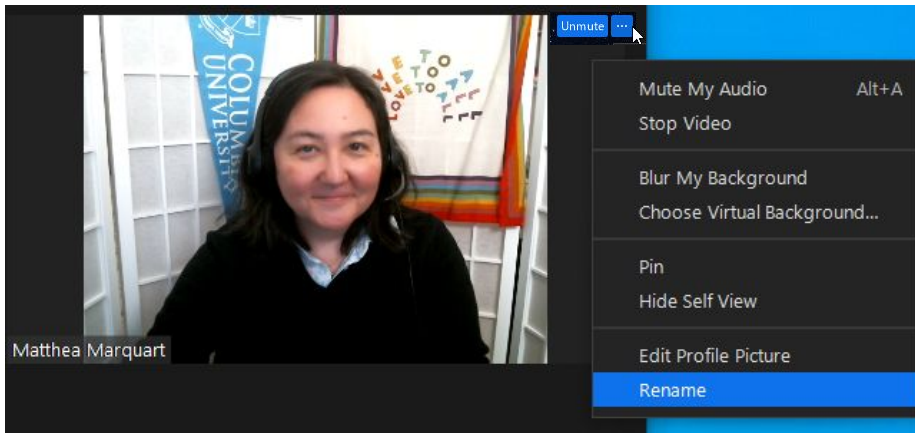


Introductions (part 1)

For this virtual networking session, we welcome folks to be on webcam & mic throughout, or you can participate via chat -- whatever works best for you

Step 1: Please update your Zoom name to include your school & where you're located today

- The purpose of this is to help us with networking



The “Rename” option is here. Go to the top right corner of your image & select the 3-dot menu

Introductions, continued

Please share in chat or on mic/webcam

- What brings you to this networking session?
- Choose which of the images below resonate most with how you're feeling today and let us know which one and why



Image sources: Our personal photos

Proposed community agreements for this session

(Questions, additions in chat)

Core agreements for CSSW's Online Faculty Development Series:

1. Encourage, affirm, celebrate, validate, thank, respect, and support each other -- in chat, on mic/webcam, and in breakouts
2. Listen to each other with respect, curiosity, and honoring of lived experiences; share the space and time; step up, step back
3. Call people in, not out; give the benefit of the doubt but address impact
4. Brave space; demonstrate humility and social work values in how we treat each other; use "I" statements and avoid assumptions
5. It's ok to make mistakes, make typos, and say "I don't know"
6. Share the learning from the workshop, but keep personal details confidential
7. Be present, engaged, and open to learning and self-reflection
8. Practice self- and community-care

Warm-up to continue building community

- Our time together is precious, and one way to honor that is to dedicate it to someone who means something to us
- Choose someone (real or fictional, living or dead) who means something to you and to whom you'd like to dedicate your time today
- Let us know in the chat or on mic/webcam who you choose and why

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Anti-racist pedagogical considerations and strategies for synchronous online courses

Matthea Marquart, Lia W. Marshall, Rebecca Y. Chung, Kristin Garay, and the Columbia University School of Social Work's Online Campus Community

This poster curates a sample of our community's ideas from discussions during virtual faculty development sessions for online educators during 2021-2022; we see ongoing conversations around inclusivity and anti-racism as critical, and hold space for these conversations regularly. By sharing collectively generated advice and tips, we hope this poster demonstrates an approach to knowledge generation that challenges the white supremacy culture characteristic of individualism.

<p>"Co-creating the classroom experience holds us accountable to ensuring that no one voice, paradigm, or perspective dominates the learning environment. Co-creation can send a clear message to participants that their full selves are welcomed and that we all take responsibility for shaping the agreements that govern our shared experience and the learning that transpires."</p> <p>— Zuleika Henderson</p>	<p>Collaborate with students on community agreements & other class decisions</p> <ul style="list-style-type: none"> Use tools (e.g. chat, polls, breakout groups, discussion forums) to create community agreements together Prompt students to address the use of tech in your agreements, e.g. muting mics, indicating when one has stepped away, preferred uses of chat Review community agreements regularly & update as needed Seek student input, e.g. on assignments and grading rubrics 	<p>Be clear about expectations, and be inclusive of first-gen students</p> <ul style="list-style-type: none"> Use grading rubrics and connect them to grading in the learning management system Clarify expectations around academic reading: Share assignment examples Promote academic resources such as the Writing Center uniformly to all students, and clarify how online students can access these resources Explain how students can meet with you virtually for office hours 	<p>Prioritize community-building</p> <ul style="list-style-type: none"> Recognize that online students may feel isolated and reluctant to share or take risks during class, and help students build relationships with each other, e.g. through community-building check-ins, class discussions, small-group discussions, chat participation, group projects, discussion of digital communication Use breaks and pre- or post-class time for quick community-building activities, including activities that activate prior knowledge and connect to course content 	<p>Prepare to address micro- and macro-aggressions when they come up in class</p> <ul style="list-style-type: none"> Example model for addressing microaggressions: the NAME Steps (Notice the microaggression, Acknowledge the instructor's responsibility to address it, Make space to address it, and Engage the group about moving forward) Be aware that these can occur publicly on webcam, on mic, in the typed chat, in polls, etc., or privately in breakout groups or private chats 	<p>"Although the sting of experiencing or witnessing a microaggression in class had driven me to retreat in the past, I now respond to the discomfort by reacting across differences and attending to the social and political undercurrents of them, while centering student relationships. I believe this lesson has significantly improved my experience with students and my facilitation of braver spaces."</p> <p>— Christine Holmes</p>
<p>"Community agreements are a key strategy for addressing the inaccessibility of white supremacy in the classroom. Community agreements make the often implicit norms of classroom culture and western educational culture EXPLICIT. Having community norms not only functions as a tool for accountability but also as a direct contradiction to the white supremacy cultural norms that law often left unnamed and unexamined."</p> <p>— Amalia Ortega</p>	<p>Amplify BIPOC voices</p> <ul style="list-style-type: none"> Make sure that authors of color are represented in the required readings, videos, and course materials Invite BIPOC guest speakers from around the world Highlight role models from underrepresented populations Make sure to give white and BIPOC students equitable opportunities, encouragement, & mentoring (be aware of biases and reflect on your own identities as the instructor, including hidden identities) 	<p>"Like fighting an addiction, being an antiracist requires persistent self-awareness, constant self-criticism, and regular self-examination."</p> <p>— Ibrahim X. Kendi, <i>How to Be An Antiracist</i></p>	<p>"Educators are compelled to confront the biases that have shaped teaching practices in our society and to create new ways of knowing, different strategies for the sharing of knowledge."</p> <p>— bell hooks, <i>Teaching to Transgress: Education as the Practice of Freedom</i></p>	<p>Name & address white supremacy culture when it shows up in the classroom</p> <ul style="list-style-type: none"> Characteristics of white supremacy culture include: perfectionism, sense of urgency, defensiveness, quantity over quality, worship of written word, only one right way, paternalism, either/or thinking, power hoarding, fear of open conflict, I'm the only one, progress is bigger/more, belief that objectivity exists, right to comfort for those with power 	<p>"Anti-oppressive practice includes mindfulness about our learning environments, and how easily we uphold principles of white supremacy. It is essential to recognize that a sense of urgency, perfectionism, competitiveness, 'professionalism,' and 'progress' are contrary to creating equitable space, and to encourage dialogue about these ubiquitous characteristics."</p> <p>— Jose Torral</p>
<p>"Antiracist pedagogy is not just about implementing social science theories into curricula and discipline. It is also about how one is able to acknowledge privilege and positionality and advocate within an institution (doing the necessary aliarbeit work that builds capacity to strategize around and survive inequitable experiences within institutions), even when race and racism is not the subject matter."</p> <p>— Fatima Madrak</p>	<p>Address classism in course design</p> <ul style="list-style-type: none"> Make sure all required readings are available to students for free online or digitally via Columbia's Library, as physical library reserves are not accessible to online students Be mindful that students represent a range of incomes and backgrounds Be aware that income differences may be visible on webcam or audible on mic 	<p>Be mindful about student technology</p> <ul style="list-style-type: none"> Consider if/when to require student webcam use Share info re: ways to lower internet and tech costs, e.g. federal Affordable Connectivity Program, student discounts for computers, Columbia IT's free/discounted software Share advice about home technology setup & problem-solving to minimize issues and maximize learning 	<p>Be mindful that online ed opens access & can create more diverse classrooms</p> <ul style="list-style-type: none"> When teaching with examples/case studies, consider that students are coming from many backgrounds, including race, class, geography, country of origin, religion, etc. For students who are caregivers or share space, be clear about expectations around the presence of children and others during class 	<p>Implement trauma-informed teaching principles & Universal Design for Learning Principles</p> <ul style="list-style-type: none"> Take advantage of the online teaching tools that can reduce barriers and provide choice, connection, support, encouragement, and flexibility in ways that info is presented and students engage Tools apply to in-class interaction, homework, and viewing of recordings 	<p>"There are so many important reasons I could reflect on for critically engaging white supremacy in the online classroom, social work ethics, modeling theory in action, or the imperative of critical dialogue. (But I think what it comes down to for me is that to be a good teacher I have to be learning. To deserve my students' respect, I have to be learning. And to be learning I have to be working to undo white supremacy."</p> <p>— Elizabeth Anable</p>
<p>"For many students who are coming into grad school without any financial safety net and who are budgeting carefully and anticipating having to pay back \$100,000 or more in combined graduate & undergraduate loans, required readings that aren't free can create barriers to learning or force students to choose between their readings and another necessity. We have so many invisible identities, and class is so often made invisible, especially in predominantly middle class and upper-middle class spaces like a university. Striving to have every discussion with the understanding that people with lived experiences of class oppression are in the room is a useful approach and helps to undo the well-known binary that social workers dedicated to social justice must grapple with."</p> <p>— Malwina Andruszyk</p>	<p>"It is imperative for educators to understand the oppressive nature of requiring students to be on camera at all times. Everything from webcam fatigue, to eye strain, to signing into a virtual classroom while living in a harmful environment must be considered when developing and enforcing expectations about webcam presence. I understand our desire to engage and connect with our students online, but it's possible to cultivate connections and support with students when not on camera."</p> <p>— Dawn Shadick</p>	<p>"The chat or microphone option is a decidedly simple but major way online classrooms practice inclusive education. What a student no longer needs to navigate barriers to classroom participation stayed in abilities, racism, and classism, and can instead fully engage in the exchange of ideas and perspectives uninhibited, the entire learning community benefits."</p> <p>— Kristiana Reyes</p>	<p>"Trauma-informed teaching centers empowerment, choice, and collaboration, from choosing the course content to grading and giving feedback. Instructors can actively use diverse cultural and historical perspectives throughout their teaching to acknowledge the power and agency in those who have been oppressed."</p> <p>— Johanna Crawford Black</p>	<p>"Anti-racist and anti-oppressive teaching must be our lens in each and every course—This teaching requires a responsibility to use a trauma-informed approach, create community and trust, and practice from a place of humility to ensure that dialogue and learning can take place. Thus, it is imperative that we commit to engagement in ongoing, critical, self-reflective work."</p> <p>— Arty Kapadia</p>	



2022 Annual Online Learning Symposium
 Antiracist pedagogical considerations and strategies for synchronous online courses

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4	Wrap up and thank you

Additional discussion questions: Connecting anti-racism and human rights

Anti-racism has been connected to human rights since the start of the anti-racism movement (Werkmeister Rozas & Garran, 2016), and both are part of the CSWE's competencies, including "Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice" (CSWE, n.d.). Human rights and anti-racism are interconnected (IFSW, n.d.; Sousa-Meixell et al, 2022; Staub-Bernasconi, 2012; Werkmeister Rozas & Garran, 2016).

Questions:

- What connections do you see between anti-racism and human rights?
- What practical strategies for creating anti-racist classrooms can help prepare students to support human rights work?

References

- CSWE. (n.d.). What You Need to Know About Teaching Diversity and Justice Under the 2022 EPAS. <https://www.cswe.org/centers-initiatives/center-for-diversity/>
- International Federation of Social Workers. (n.d.) Human Rights. <https://www.ifsw.org/human-rights-policy/>
- Sousa-Meixell, L., Kim, S.H. & Silmere, H. (2022). An Exploration of Human Rights and Social Work Education in the United States. *Journal of Human Rights and Social Work*, 7, 189–201. <https://doi.org/10.1007/s41134-021-00178-w>
- Staub-Bernasconi, S. (2012). Human Rights and Their Relevance for Social Work as Theory and Practice. In Healy, L.M., and Link, R.J. (Eds), *Handbook of International Social Work: Human Rights, Development, and the Global Profession*. <https://doi.org/10.1093/acprof:oso/9780195333619.003.0005>
- Werkmeister Rozas, L., & Garran, A. M. (2016). Towards a Human Rights Culture in Social Work Education. *British Journal of Social Work*, 46(4), 890–905. <https://doi.org/10.1093/bjsw/bcv032>

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We hope to see you tomorrow!

DESIGNING ENGAGING AND INTERACTIVE SYNCHRONOUS ONLINE CLASS SESSIONS

*Using Adobe Connect to
maximize its pedagogical value*

Edited by Foreword by
Matthea Marquart Ray Schroeder
Lia W. Marshall
Rebecca Y. Chung
Kristin Garay

Session # 2210530

Sharing online pedagogical practices: A global virtual collaboration & learning opportunity project

April 13, 2023 at 10:00-10:45am CT / 11:00-11:45am ET

In this session, we will share about our ebook project:

Designing Engaging and Interactive Synchronous Online Class Sessions

Link to read/listen for free:

https://edtechbooks.org/designing_engaging_interactive_synchronous_online_classes

Continuing the peer learning & support

For those who'd like to stay connected after this session, you are welcome to share in the chat:

- Your LinkedIn, Twitter, or other social media
- Your email
- Other ways to connect with you

Sharing CSSW Online Campus resources about anti-racist teaching

<https://blogs.cuit.columbia.edu/csswonlinecampus/anti-racist-inclusive-teaching-online/>

Also: application for our summer 2023 [Institute on Pedagogy and Technology for Online Courses](#) (deadline April 24):

<https://forms.gle/z94YsiyTDAn2XsQL7>

Thank you!

Please share your key takeaway from this session in the chat so that we can all learn from each other

Connect with us

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