

Antiracist Pedagogy Spring 2022

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Track B- Facilitating culturally competent conversations in the classroom

From Article by Gloria Ladson-Billings “Yes, But How Do We Do It: Practicing Culturally Relevant Pedagogy” Link: [Yes, But How Do We Do It?](#)

How do we think about the social contexts, the students, the curriculum and our instruction?

- When I think about many of the texts I use I need to remember that they are a resource but not the only resource; that I can use them as an outline and supplement with up to date and culturally, historically and current, relevant information;

How do I push myself to continue to be “culturally relevant”?

- What ways to I consistently educate myself, evaluate my bias, and supplement my classroom conversations with appropriate content

How do I connect what I am teaching to the larger social purpose of the work?

- This statement stood out to me as I continue to work hard to do this, how do I link for my students what they are learning and how it relates to the clients they will be working with. This also links to the trauma resource. The “Trauma Informed Practices” highlighted something for me that I realized might be different for other instructors. I assume that 95% of my students have experienced some form of trauma and therefor teach from that lens and talk to them with the assumption that 100% of their clients will have experienced some form of trauma.

Students live complex lives that challenge teachers’ best intentions:

- Just a reminder that all students have so much going on, balancing jobs, families and school; finding affordable places to live; and other ongoing challenges that they may or may not share with me and holding space for having empathy for their struggles.

View students as being filled with possibilities

- what I imagine they will become, how they might help others

- having a vision of my students not just right now in my class but in the future, how is what they are learning going to support them in their work as helpers

Sympathy vs empathy feeling for vs feeling with

- I talk a lot about this in my classes and it is an important and ongoing reminder that sometimes in the classroom, before, during and after class, to hold space for student experiences

Education as a vehicle for social advancement and equity

Use curriculum as an outline and fill in with culturally relevant material “deconstruct, construct, reconstruct” (fill in the holes)

Curriculum is not a cultural artifact not an ideologically neutral document (e.g. counseling theories is based off of old white men’s ideas about what is wrong with upper middle class white women)

Structure of a classroom- lecture vs flipped vs some combination (structure and conversation)- checking in with students to see how the new format was working made adjustments along the way

Talk about the “why” is this information important, relevant, applicable; what is learning this supposed to accomplish

What are both short and long term goals

- I do this a lot with intensive academic advising as well as during class conversations; what are the costs and benefits of pursuing one path or another

Helping students to recognize and honor their own cultural beliefs and practices while acquiring access to the wider culture:

- multicultural assignments- students do a cultural autobiography and really try to dig into what their culture is and often this is challenging for them to really be willing to say they even have a culture; also asking them to evaluate where they learned what. Additionally having them learn, in broad strokes, about other cultures’ experiences and perspectives.

Our responsibility to students is a long term commitment both to the student and to society

- How is what we talk about in class impact them individually and how can they, then, go out and have a positive impact on others.

From [Trauma Informed Practices for Higher Education](#) by Education Northwest

Creating social networks and Social emotional learning- learning in the context of relationship

- As an instructor how can I encourage relationships between students as well as healthy safe relationship with me; creating a learning environment that fosters healthy and safe conversations
 - Introductions with preferred name and pronoun
 - Short check in before and at the beginning of class, even just engaging in conversation before class
 - Being available for conversations after class
 - Setting clear boundaries during class (as well as outside of class)

Students are experts in their own life

Takes time to build trust

Normalize, validate, provide resources

[Talking About Race](#) [Being Antiracist](#) (Online resource from the National Museum of African American History and Culture)

- Seek clarity: “Tell me more about _____.”
- Offer an alternative perspective: “Have you ever considered _____.”
- Speak your truth: “I don’t see it the way you do. I see it as _____.”
- Find common ground: “We don’t agree on _____ but we can agree on _____.”
- Give yourself the time and space you need: “Could we revisit the conversation about _____ tomorrow.”
- Set boundaries. “Please do not say _____ again to me or around me.

One last thought from our group conversations:

Hand model of the brain (Dan Siegel)- how to respond when someone else has “flipped their lid”

- Students often comment to me about how I pause before I respond, I think and then reflect