

Edited and Compiled Chat from Anti-Racist Course Facilitation

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Edited Chat Transcript

Presenters:

Sasha Adkins, Lecturer, Institute of Environmental Studies

Susan Haarman, Associate Director, Center for Experiential Learning

Betsy Jones Hemenway, Senior Lecturer and Director, Women's Studies/Gender Studies Program

Kristin Krueger, Associate Professor, Department of Anthropology

Jessica Mansbach, Associate Director, Faculty Center for Ignatian Pedagogy

Thea Strand, Advanced Lecturer, Department of Anthropology

Aana Vigen, Associate Professor, Department of Theology

Note: The following transcript has been edited for length and clarity and organized by overarching topic. Participants' names have been made anonymous.

Logistical questions or concerns? Please [email Jack Nuelle, Program Manager, Faculty Center for Ignatian Pedagogy.](#)

Student Comfort Online

Names and Pronouns

Participant 1: Does anyone know how students using Zoom on a phone (as opposed to a computer) can access the 'Rename' function?

Participant 2: I don't know if they can access it in real time, but they can change the name through their online account using the Zoom website.

Participant 3: Could you clarify how to use the rename function on Zoom?

Participant 4: You can go to the place where you mute and unmute and pull down that menu. There is a rename option there.

Participant 5: Look at your 'face' rectangle and click on the "..."

Participant 6: You have to log in to your primary account and add pronouns after your last name to make it permanent. If you change it during a session, it is only temporary and will be visible for that session.

Participant 16: Would it be appropriate with 1st class online class introductions to ask for cameras to be on?

Jessica Mansbach: You can ask, but you cannot require. You can explain why you would like the cameras on, but for a variety of reasons you cannot require students to turn cameras on. Some students, for example, may not be using devices with cameras

Name Pronunciation

Participant 15: When going through introductions, what if I have to ask a student with an unfamiliar name to repeat it several times in order to figure out how to pronounce it? I always try and write it out phonetically but sometimes it takes me a couple of times to get that down

Participant 9: I also write it out phonetically

Participant 17: What if students say "Just call me X" and it seems like it is not a preference but a response to dealing with instructors who can't pronounce their names?

Thea Strand (she/her): I think making a point of saying before introductions/calling roll, that you really care about getting names right, and you want them to correct you. That's helped for me at least!

Large Classes

Participant 14: As I messaged before, I have over 80 students in my first-year law class, so I love most of the suggestions, but I am having difficulty determining how to apply them in such a large class.

Participant 18: A couple of thoughts: 1) regarding introductions. I usually have students interview each other in dyads and then they introduce their partner. This promotes interpersonal relationships, interview and listening skills etc.

Aana Vigen (she/hers): For large classes -80 students - do you have a TA? do you divide up the large class in subsets for discussion times?

Participant 5: In math, we do a lot of group work on problems. The keeping stack idea might not carry over to that. How do we foster participation from people who do not feel safe to participate---either due to real-or-perceived lack of background skills or due to (un)intentional white-supremacist language from group members?

Participant 18: Yes, the 80-person class in zoom would be challenging. When I do sessions with more than 50, I do polls and breakout sessions, but not as much interaction as we do in a smaller class. Otherwise, we spend too much time (IMHO) managing logistics. The reality is, sometimes students have to know how to "listen" to a lecturette for 30 minutes or so.

Thea Strand (she/her): Yes, breakout rooms could work. You can set the number of students per room at any number.

Jessica Mansbach: One of the tools in Zoom that can be helpful for larger classes is the polling tool. You can engage a lot of students through the poll and you can do it relatively quickly

Thea Strand (she/her): I think in such a large class using a survey could be really useful. And then when students do participate in class, ask them to share their name and pronouns before their comment.

Participant 22: One of the FOTL sessions a year or two ago, had break-out groups of 4 people. And if someone didn't want to speak, the team nominates a "speaker" to provide the "teams response". This helps not spotlight specific people who are nervous speaking. However, gives them a chance when they are ready to be the "speaker for their group" and represent the "teams views instead of their views". Helps reduce focus our attention on themselves.

Participant 14: In law classes, we have time that is allocated; they have a relatively strict schedule, and I have a limited ability to use break-out rooms. I do not have the ability to break them into groups of 20 for instance to teach large portions of the course. I also have the problem of coverage for the bar examination, and the unfortunate expectations of the profession upon their entry

Participant 14: Large physical classes with few students of color often invite microaggression

Participant 14: I think Zoom might help that but I am concerned about the chat going on

Participant 26: How do you adapt these strategies for an online, large, asynchronous class?

Participant 14: How much of the syllabus should be within their control

Participant 6: I do worry about private chats as one student sent a chat to me meant for another student once.

Susan Haarman (she, her): Quick note - you can download the content of ALL chats, (even private ones) at the end of a session if you host. I tell students this because I think it makes them re-examine how they speak to one another and it's transparent.

Participant 14: That is what I did with my law students last semester, and they acted differently when they found out that I would know how they treated each other in chats

Susan Haarman (she, her): I hate to think about them feeling "censored" but the function is built in and I think it's dishonest to not let them know about it - even if I choose not to look at the chat afterwards.

Participant 18: Good idea, Susan - I didn't know that. I like the concept of having students do a self-assess / reflect.

Course Design

Participant 20: How do you handle the "syllabus agreement" - do you ask that they email you individually if they want to share this?

Participant 21: For my online summer course, I asked them to upload it to the assignments tab on Sakai (similar to a drop box). I also was using this as a low stake dry run because I also had them upload their exams

Susan Haarman (she, her): I'll be thinking about encouraging students to do weekly summaries of their content using meme. It's a great clever summary and often allows for really interesting self-expression!

Student Expectations

Participant 8: I worry that talking about my whiteness and privilege up front in a math class will just emphasize the distance between me and students and perhaps reinforce confirmation bias. Any advice?

Kristin Krueger: I think it totally depends on the class & topics. I do it because it's natural with the topics at hand. In a math class, it might not be natural to discuss, so you'll want to approach it in a different way.

Participant 3: I believe honesty with students, in terms of who you are and where you are coming from, really helps to build rapport

Participant 10: My perennial problem is students who say, "I have to take this class because of Core" and therefore think they shouldn't have to do significant academic work in it

Course Discussion

Participant 14: How would can we pair up with Zoom? Break out rooms?

Susan Haarman (she, her): Participant 14, you can do break out rooms in class, or set up a separate time to meet with that student on Zoom, similar to them coming to your office.

Thea Strand (she/her): [Fishbowl exercise](#)

Participant 28: More [class discussion strategies](#)

Group Work

Participant 6: I work with students to create large group and small group ground rules rather than tell them the rules.

Susan Haarman (she, her): If students are aware that they'll have that role ahead of time it's less stressful for folks for whom that's not their ideal role, but keeps space for them to have their voice heard in class.

Participant 14: When students self-select a small group, how about students who are left alone? Also, self-selection might generate micro-aggression.

Participant 18: According to the MBTI Manual U.S. sample, 51% of the population = Introverts! I often share this info, and it makes people feel more confident about contribution, or more comfortable about listening and thinking, which is what Introverts do really well :-)

Participant 19: Yes, I have white students that don't feel safe speaking up thinking they will be personally attacked

Susan Haarman (she, her): Participant 19, having a class discussion that sets up group norms can be helpful in terms of making students feel like they can speak up. Then as you are able to, as a group, abide by those norms, students might be able to think about whether or not they are scared to speak up because they are being personally attacked vs. they are having an idea they have that's never been questions before analyzed for the first time.

Participant 14: I poll very often, so that students in large classes can participate in a low risk fashion

Participant 6: I usually don't let them self-select into groups. I will do random groups in zoom or assign them into small groups for projects.

Participant 14: I will use randomized break out participants

Participant 18: And yes, I love the roles conversation. I often have them do "role-playing", and they have a lot of fun with this and really get it.

Participant 23: I use random groups as well as it helps students get to know other students in the class vs self-selection.

Participant 14: Also, students worry about free riders, and randomization can help that.

Sasha Adkins (they/them): Although random groups won't allow students with marginalized identities to form a "safe space" home base...

Sasha Adkins (they/them): Here is [a group roles](#) description.

Thea Strand (she/her): I think small group self-assessment works well! Helps students be accountable in small groups, and also gives an easy opportunity for sharing difficulties.

Participant 17: I use VoiceThread for group projects in online classes and students are in discussion groups and post to smaller forums. I make a Topic titled Group 1, Group 2, etc. and assign 5 students to each group. They respond to discussion forum and each other within their group.

Thea Strand (she/her): I like to use assigned small groups, but I usually do 2-3 rotations in a semester to be able to change groups that aren't working and for students to get to know more classmates well.

Jessica Mansbach: Taking time to set ground rules and community guidelines with your student goes a long way. Those guidelines should also apply to work students do in groups. And those guidelines can be revisited throughout the semester

New Thinkers to Introduce

Susan Haarman (she, her): Fannie Lou Hamer

Participant 8: The women in Hidden Figures

Participant 18: Toni Morrison

Participant 7: Kimberle Crenshaw, Patricia Hill Collins, Mary Romero,

Participant 10: Frank Snowden, Shelley Haley - but not necessarily for the intermediate Latin class I'm teaching next term!

Participant 13 : ['Dave' the Potter](#)

Participant 30: Lauren Underwood

Participant 7: When I teach stats, we talk about “intersectionality” when discussing sampling methods

Participant 31: Honestly I think it is important to bring in some pedagogy from folks like bell hooks or George Yancy or Freire to talk about why you are intentionally doing things a certain way—to bring the students into the conversation about how class is being organized or facilitated, even when not teaching or learning, etc.

Participant 1: bell hooks, Norma Mota-Altman in my Writing classes. Gloria Naylor and Nana Kwame Adjei-Brenyah most recently in an intro Literature course

Participant 4: Also, for those of you teaching research, a good site: weallcount.com. Has some great material on race as a proxy variable, also about who we do our work for- the community or the academy?

Participant 12: Roxane Gay, Fatimah Asghar, Cathy Park Hong

Kristin Krueger: I've been working with a stats prof on how to incorporate anti-racism in his classes, and we found a lot of machine learning & racial bias information. You can find the material if you look for it.

