

Mourning: Exclusion and Extremism



Mourning

Delaina Ashley Yaun

Paul Andre Michels

Xiaojie Tan

Daoyou Feng

Elcias R. Hernandez-Ortiz, injured

(Additional victim names not yet released)

#StopAsianHate

“An anti-oppressive teacher is not something that someone is. Rather, it is something that someone is always becoming.” (Kevin Kumashiro, *Troubling Education: Queer Activism and Anti-Oppressive Pedagogy*)



#StopAsianHate

Teaching: Renewing a Common World

...Education is where we decide whether we love our children enough not to expel them from our world and leave them to their own devices, nor to strike from their hands their chance of undertaking something new, something unforeseen by us, but to prepare them in advance for the task of renewing a common world.

What is Inclusive Teaching?

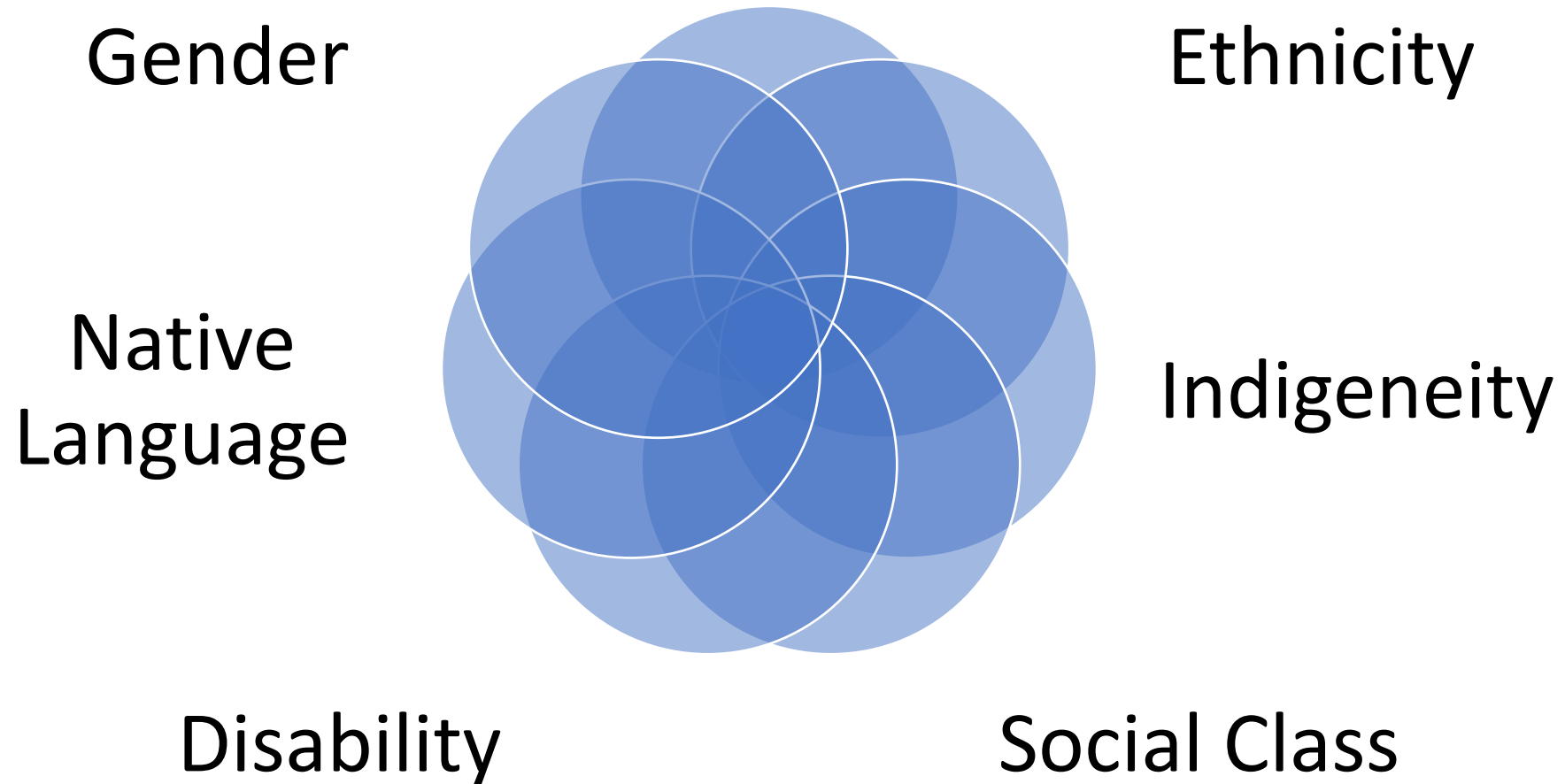
At the level of the classroom, inclusivity refers to the philosophy and pedagogy of engaging and valuing every student, and seeking to enhance the relational dynamics of the class as a whole, by intentionally attending not merely to the intellectual but also to the social and emotional climate of the classroom.

Educational Exclusion

In recognition of the fact that our classrooms exist and are constructed within broad cultural, social and political contexts, and that higher education has not traditionally been equally accessible or welcoming to all, the aim is to enlist each teacher in the ongoing work of making each classroom maximally effective as a learning space for each and every student, and for the class as a whole.

Centuries of US Educational Exclusion: Race

(Federal Title Programs)



Curriculum AND Instruction

Classrooms grounded in inclusivity are classrooms where each student encounters not only a course, but a classroom environment that has been intentionally shaped to enhance his or her sense of inclusion and safety, and a teacher, regardless of the subject matter, who is committed to the principles and practices of inclusivity.


A Venn diagram consisting of two overlapping circles. The left circle is labeled 'Curriculum' and the right circle is labeled 'Instruction'. The overlapping area in the center is shaded a darker blue than the individual circles. The text inside each circle is centered.

Curriculum

(eg. course content,
subject area standards,
overall field of study)

Instruction

(eg. Instructional design,
learner assessments,
instructor accessibility)

A portrait of Alison Gash, a woman with long, curly brown hair and glasses, smiling slightly. The background is a soft, out-of-focus light green and grey.

Alison Gash

2020 | HERMAN AWARD FOR SPECIALIZED PEDAGOGY

Anti-Oppressive Pedagogy

Educator Reflection Questions:

What do I know and believe about students?

What do I know and believe about my academic field?

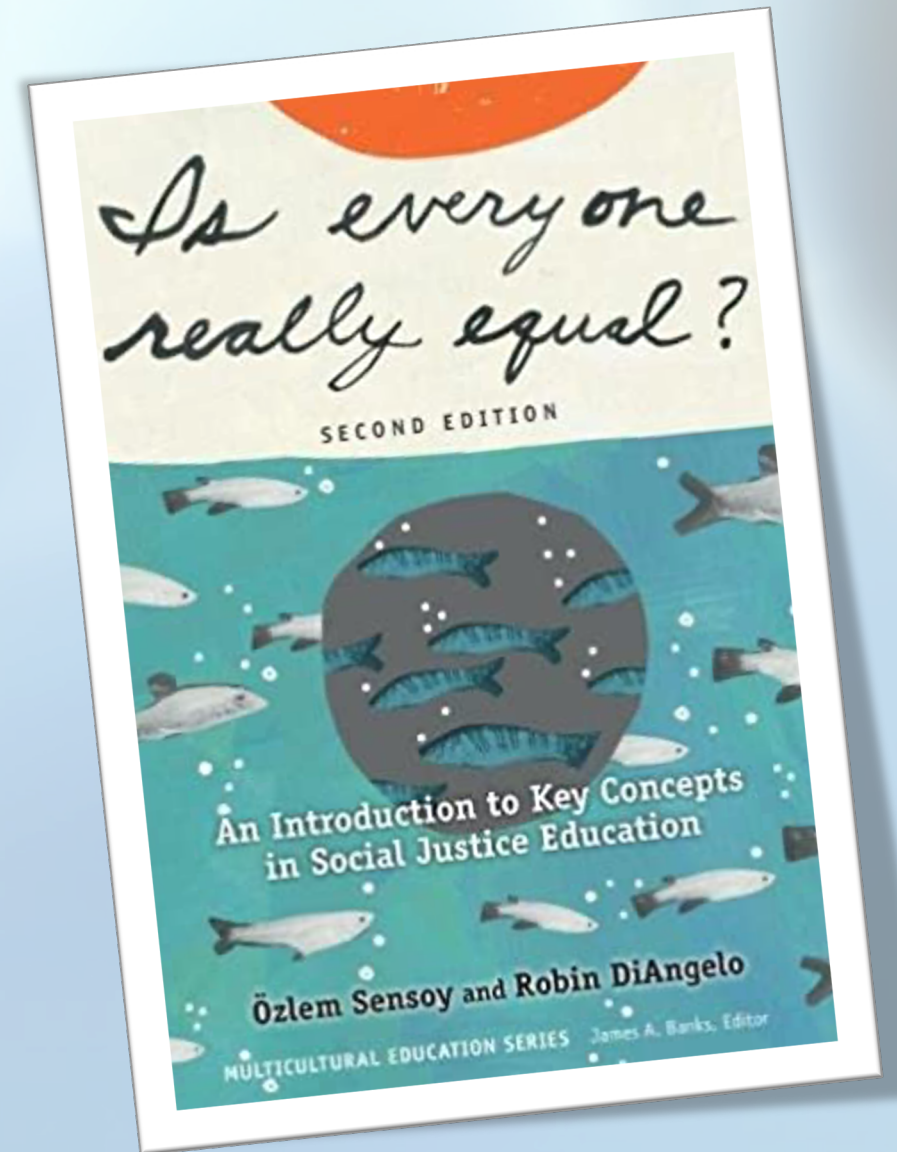
What do I know and believe about the practice of teaching?

What do I know and believe about social power and social stratification in education?

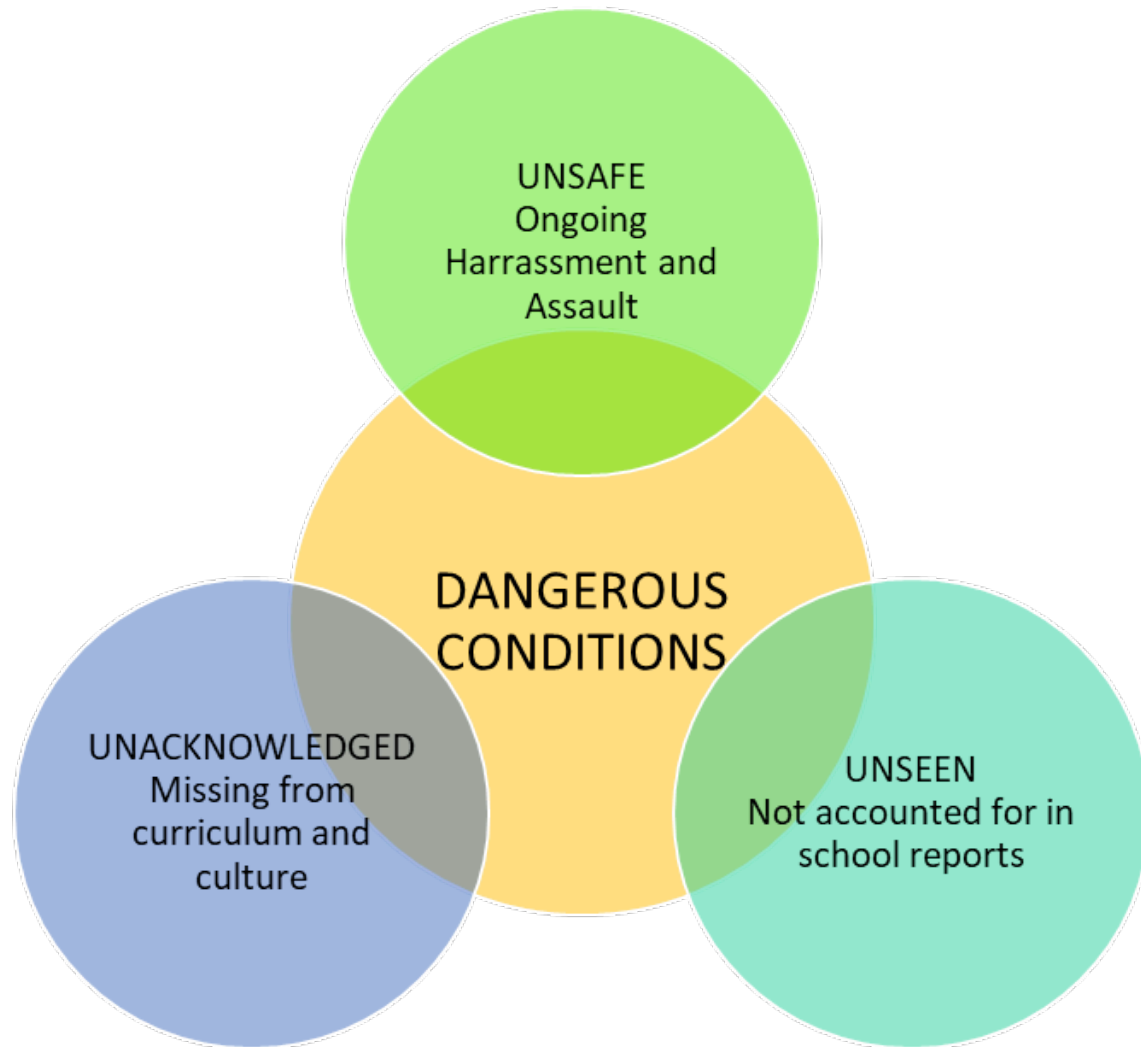
What do I know about the educational field of anti-oppressive pedagogies?

What is my next step in my professional work?

What do I know and believe about how individual students approach and experience my classroom?



Unsafe, Unseen, Unacknowledged Oregon Youth





Intersectional
Impacts



Race

Color

Religion

National
Origin

Sovereign
Citizen

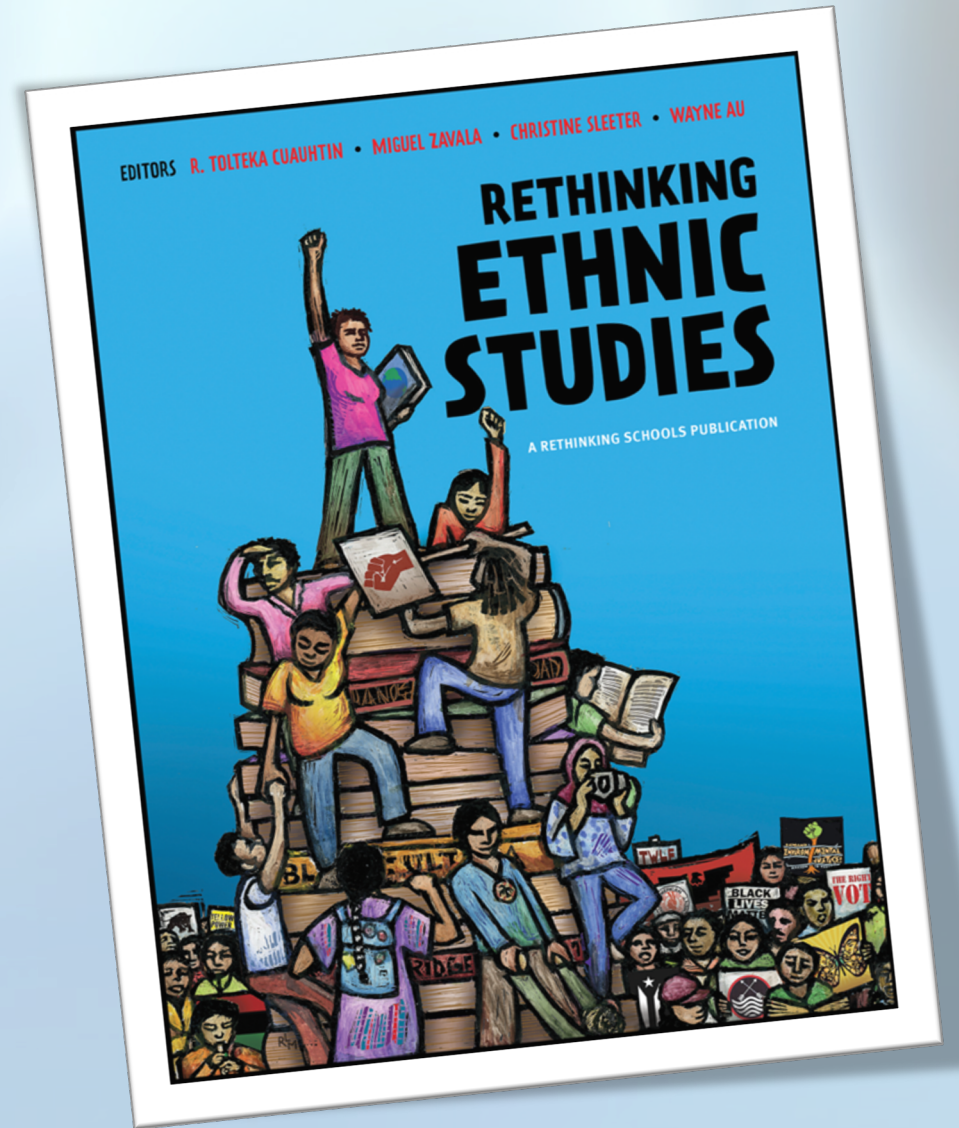
Sexual
Orientation

Sex / Gender
Identity

Age

Disability

What do I know
and believe about
my academic field?



Foundational Exclusion

- What is the history of developing theories in my field?
- Who was, and still is, explicitly structurally excluded from the foundations of the field?
- Who decides today what counts as knowledge in my field?
- Who implicitly own the field and who is occasionally invited into the field?



WOMEN IN MATH

FOR ALL WOMEN WHO LOVE MATH

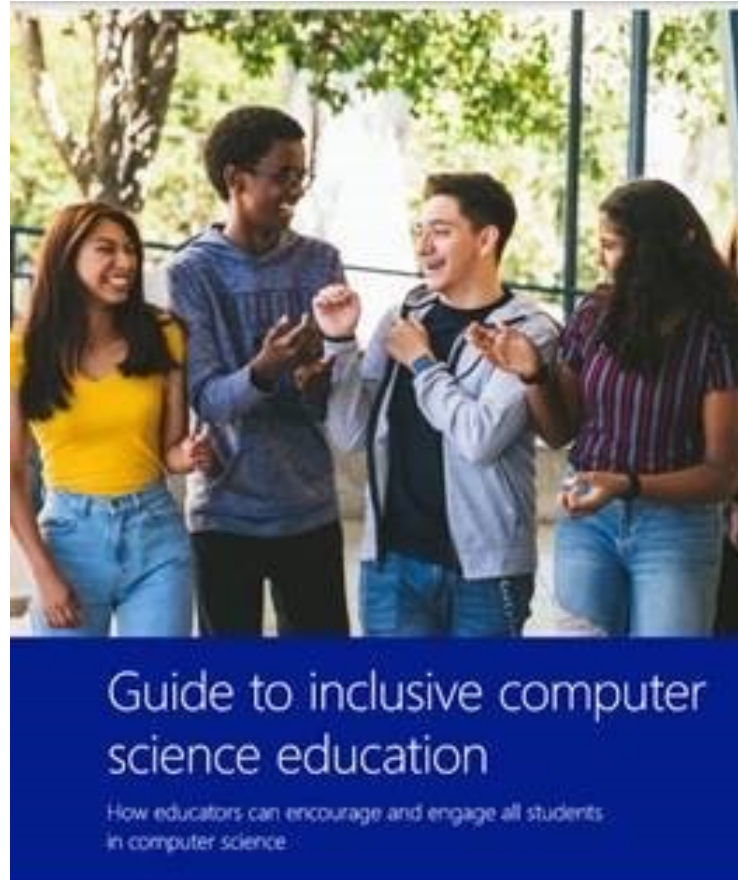
SURVEY OF TOPICS

2/21/18 • 5:30PM

Room 111 TMCB

COME LEARN ABOUT RESEARCH DONE IN DATA SCIENCE, TOPOLOGY, NUMBER THEORY, AND DYNAMICAL SYSTEMS FROM FOUR BYU MATH PROFESSORS

Transforming Exclusionary Fields



Wednesday Evening Session

Technology & Educational Equity
with Dr. Joanna Goode and Max Skorodinsky

Transforming Exclusionary Curriculum

Teaching Hard History with Dr. Brett Rushforth and UO Common Reading: The 1619 Project

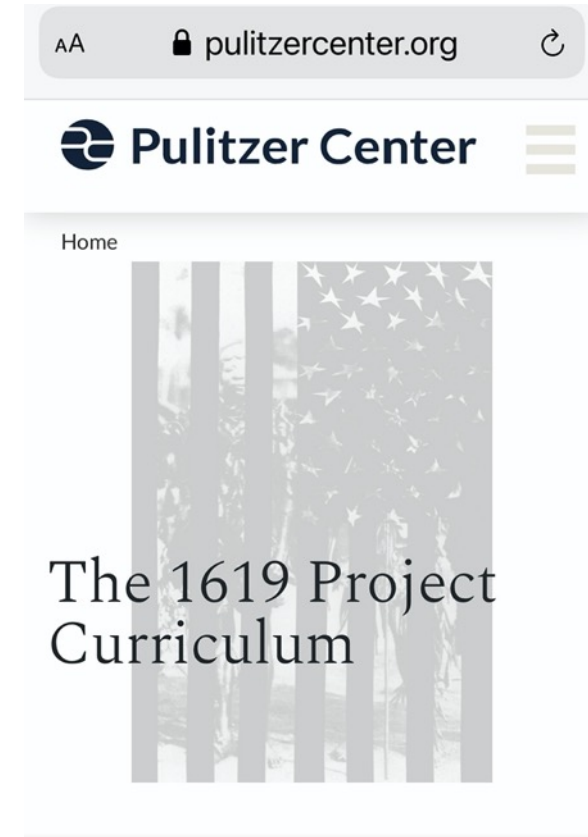


Enter keyword...

SEARCH



Tuesday Session



Expanding the Exclusionary Canon

This is My America author talk Dr. Kimberly Johnson



As we begin 2021, we find it necessary to clarify what #DisruptTexts is—and is not.

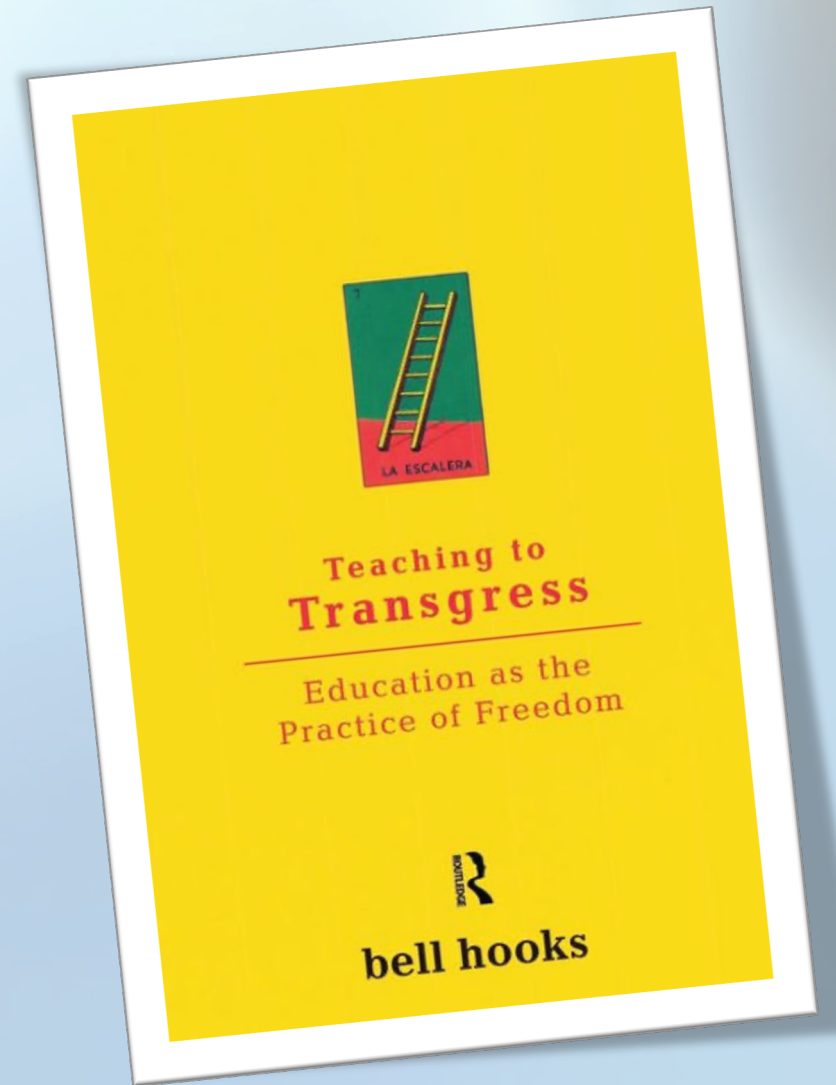
As [our mission statement](#) says, [#DisruptTexts](#) is “a crowdsourced, grassroots effort by teachers for teachers to challenge the traditional canon in order to create a more inclusive, representative, and equitable language arts curriculum that our students deserve.” We believe that education, and literacy in particular, can be transformative.



Thursday Session



What do I know and believe about neutrality in the practice of teaching?



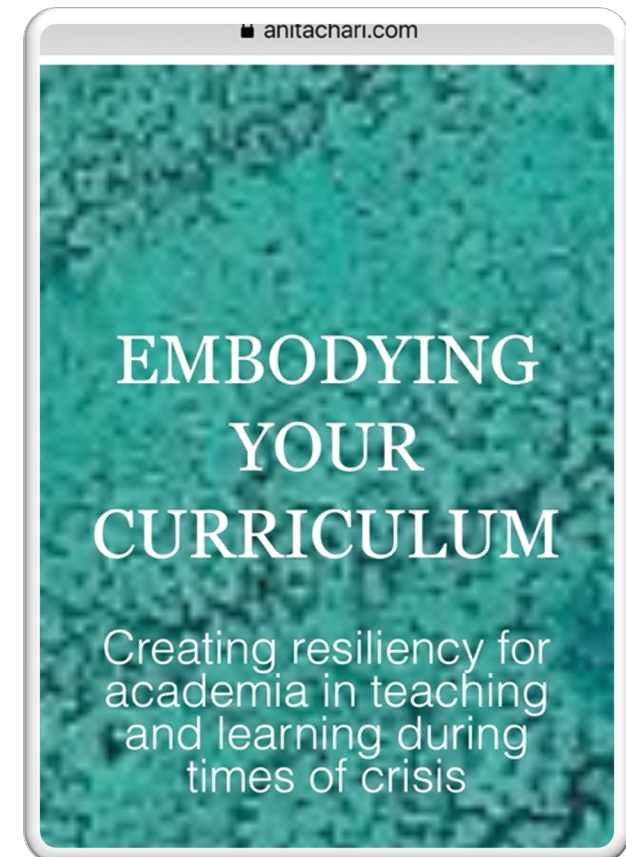
What has changed today in the practice of teaching?



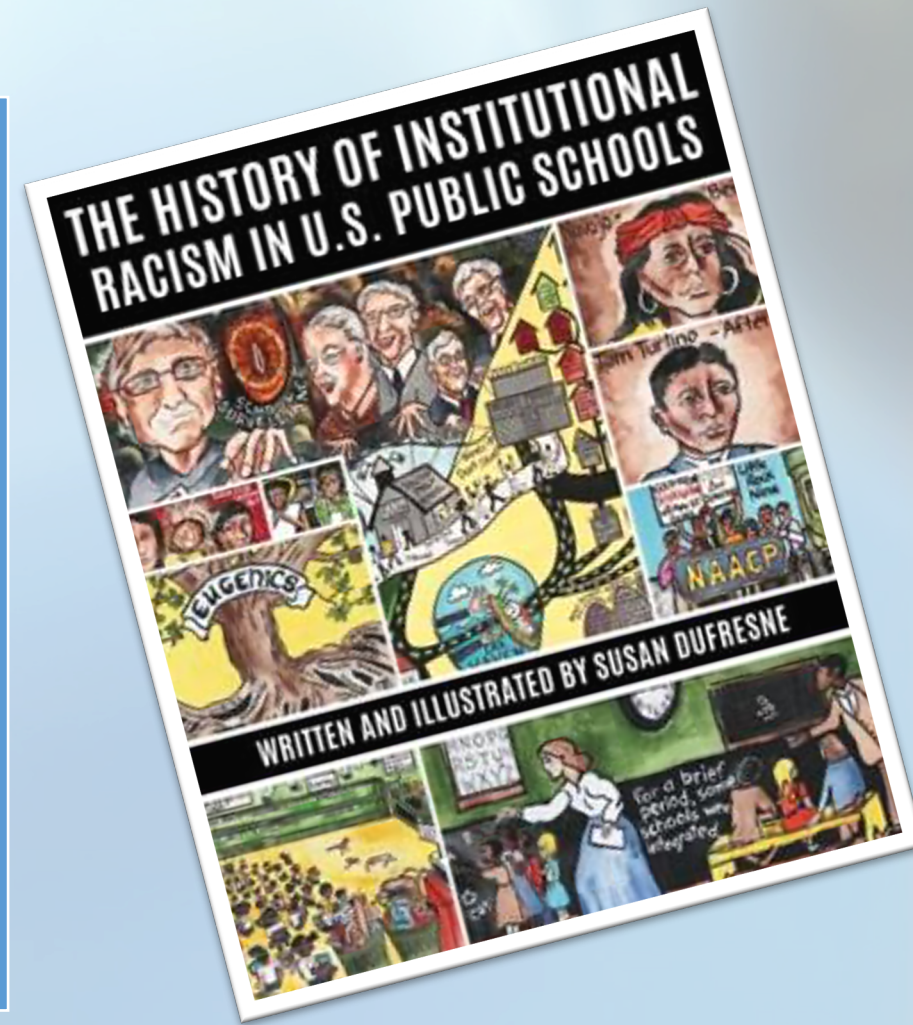
Anti-Oppressive Pedagogies

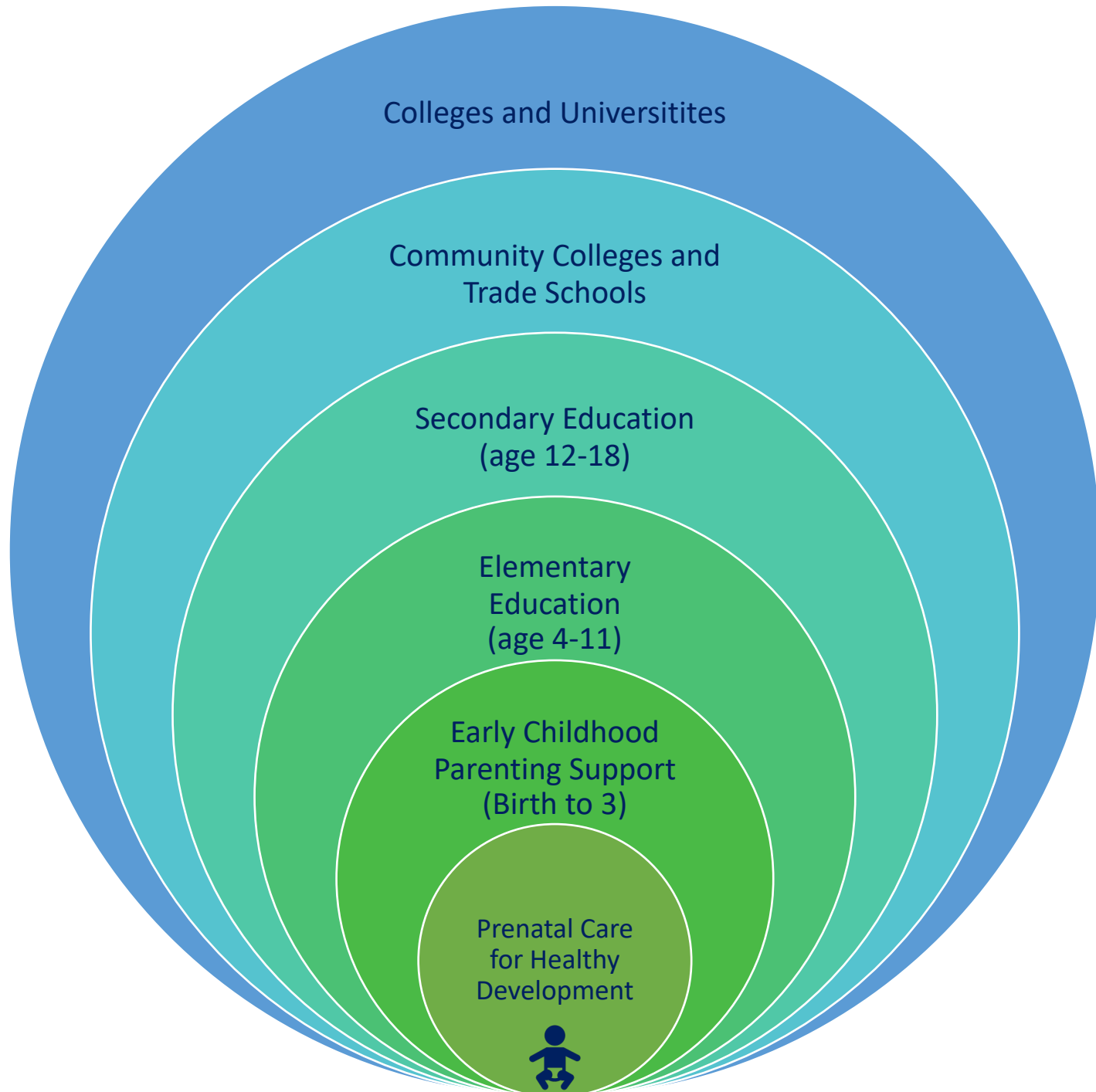
Dr. Anita Chari, and Angelica Singh, M.A.,
BCST, UO Political Science

Chari and Singh apply the fundamentals of trauma-informed pedagogy and tools of nervous system regulation to critical anti-oppressive curriculum and teaching.



What do I know and believe about power and inequality in education?





Purpose

Was this educational sector developed for an exclusionary group?

How does exclusion impact the norms and standards in this sector?

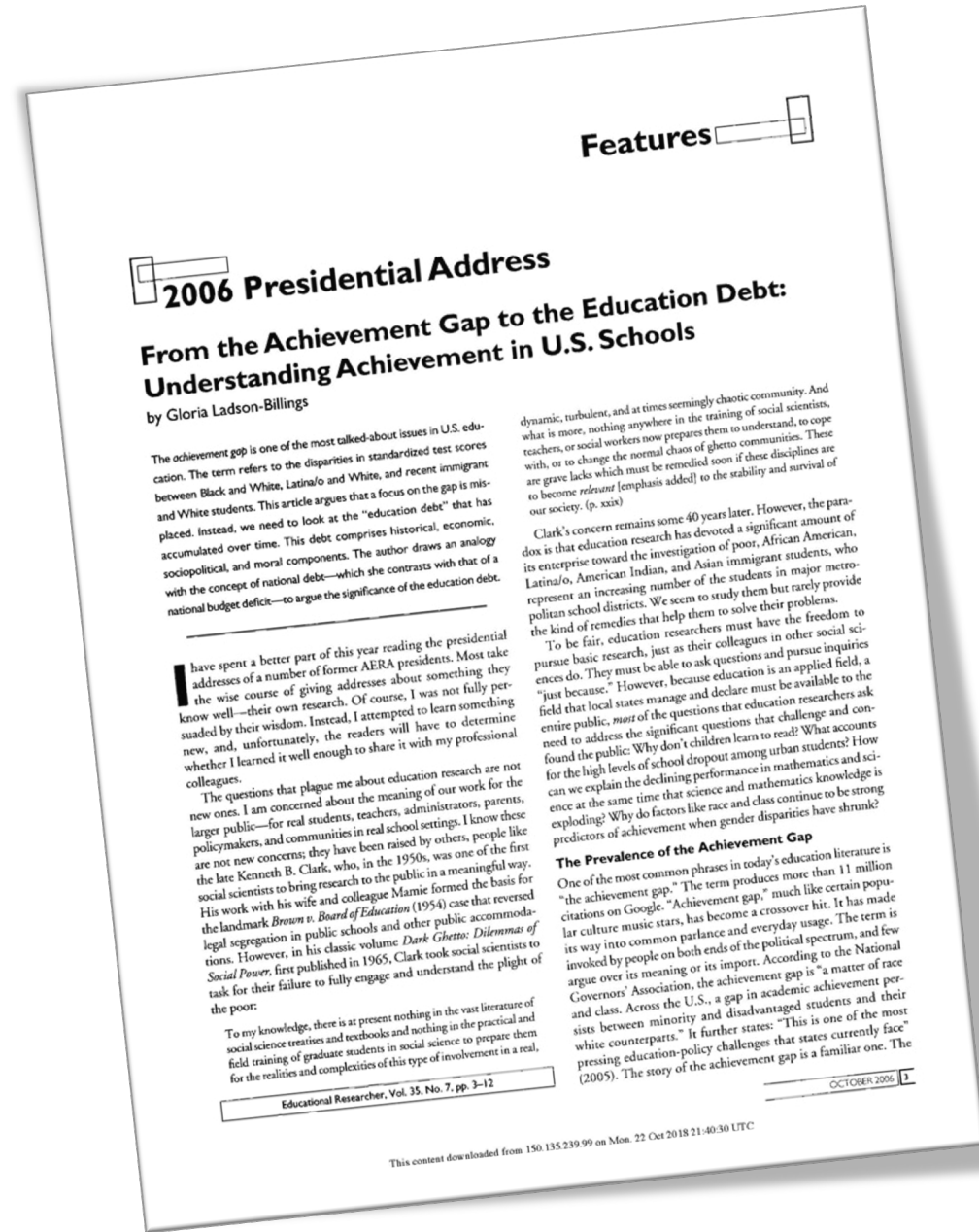
Are diverse communities evaluated as lacking in standards developed outside of their input?

Access

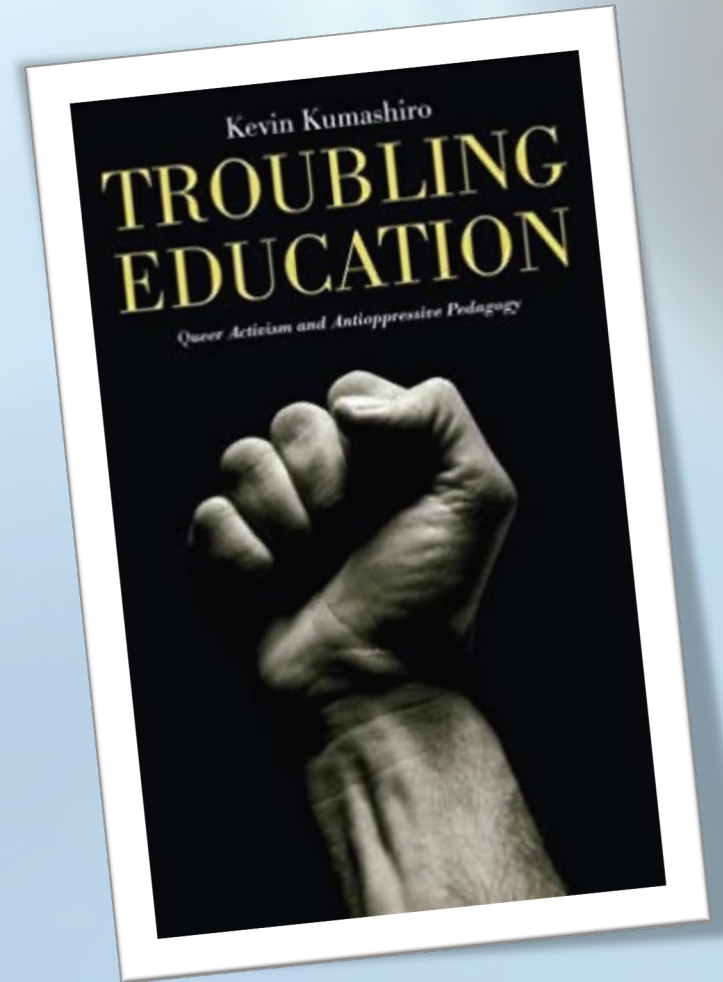
Do contemporary communities have equal access to the sector?

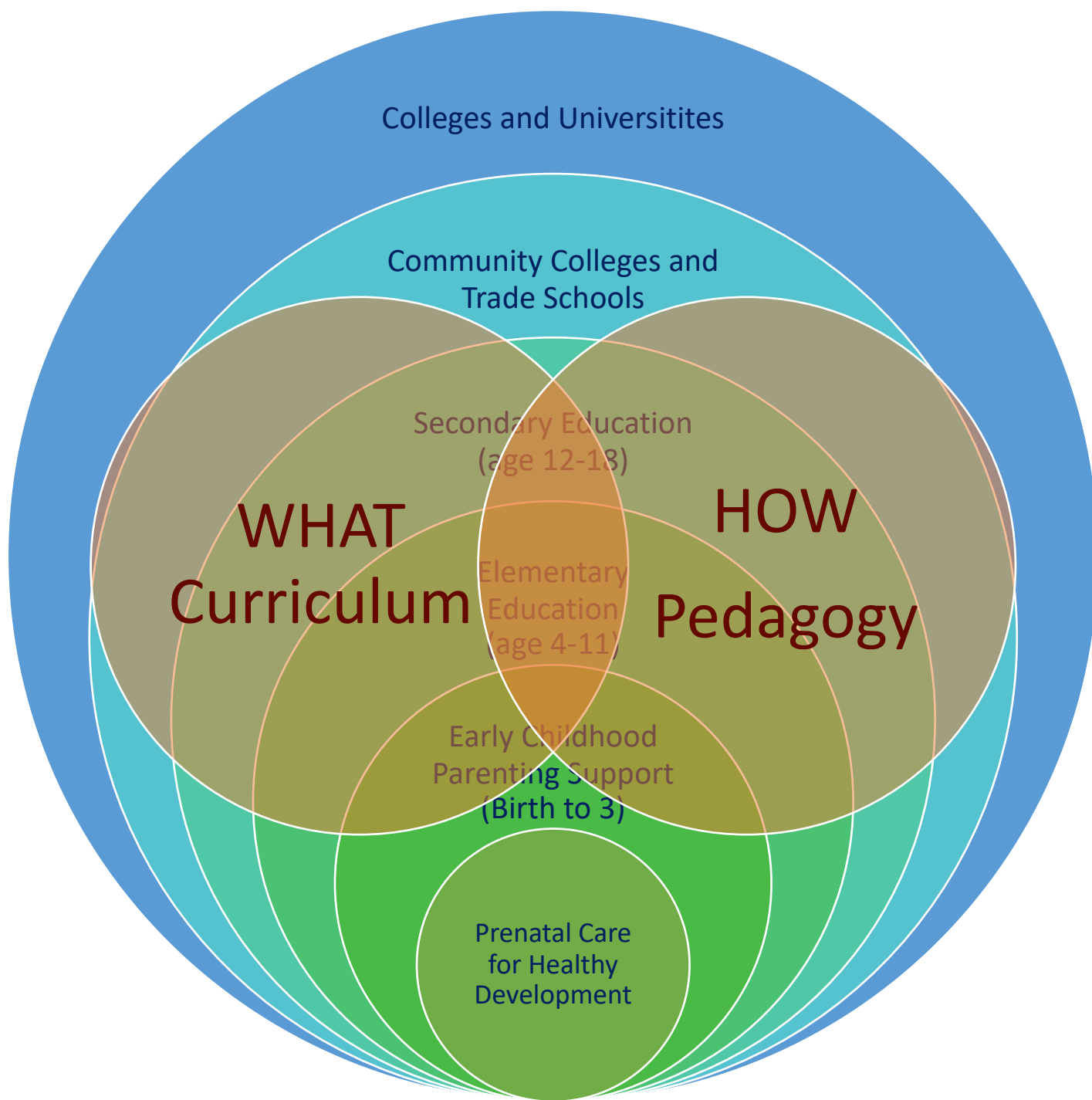
From the Achievement Gap to the Education Debt: Understanding Achievement in U.S. Schools

- **Historical Debt:** 300+ Years of Structural Exclusion and Segregation
- **Economic Debt:** Spending per student and earnings with matching educational backgrounds
- **Sociopolitical Debt:** Exclusion from the Civic Process
- **Moral (Ethical) Debt:** The gap between our words and our actions



What do I know about
the educational field
of anti-oppressive
pedagogies?





ANTI OPPRESSIVE PEDAGOGY -

1. LEARNING FOCUS on improving the learning conditions for historically and structurally marginalized learners.
2. INSTRUCTIONAL FOCUS on affective and cognitive aspects of learning and teaching inclusive of and centered on experiences of historically and structurally marginalized learners.
3. RESILIENCE focus on providing time for metacognition, reflection, and rewriting personal and cultural narratives



CORE – STANDARDIZED - CURRICULUM
Mono-cultural
Mono-lingual
Eurocentric
Normative Sex/Gender
Able Bodied Centered



MULTICULTURAL CURRICULUM
Identifies and *celebrates* racial,
cultural, and linguistic difference from
the unnamed norm



ANTI-OPPRESSIVE
CURRICULUM
Pluralizes Central Frameworks
De-centers Colonial/White/Patriarchal
Critical Studies
Addresses Questions of Power

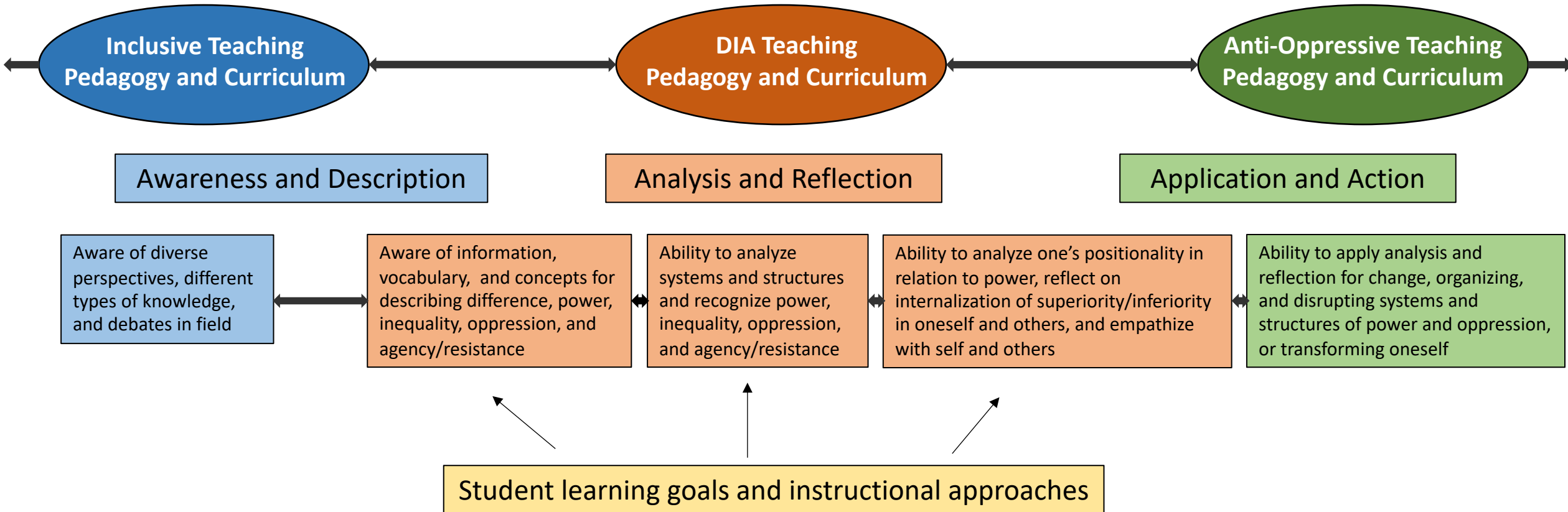
An anti-oppressive teacher is not something that someone is. Rather, it is something that someone is always becoming.

Kevin Kumashiro, Troubling Education: Queer Activism and Anti-Oppressive Pedagogy

From inclusive to
anti-oppressive

Inclusive to Anti-Oppressive Teaching Continuum

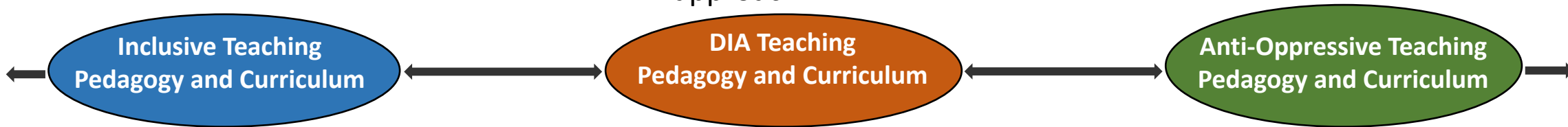
An approach



Adapted from St. Clair, D. and Kishimoto, K. (2010). "Decolonizing Teaching: A Cross-Curricular and Collaborative Model for Teaching about Race in the University," *Multicultural Education*, 18:1, 18-24. For inclusive teaching, see <https://hr.uoregon.edu/ua-mou-course-evaluations-article-20.pdf>. For DIA teaching, see <https://provost.uoregon.edu/changes-core-education-group-and-multicultural-requirements>. The four dimensions on the following pages (content, methods, students, instructor) come from Bailey Jackson, as adapted by Marchesani, Linda S. and Maurianne Adams. (1992). "Dynamics of Diversity in the Teaching-Learning Process: A Faculty Development Model for Analysis and Action," *New Directions for Teaching and Learning*, 52 (Winter), 9-20.

Inclusive to Anti-Oppressive Teaching Continuum

An approach



Content

What do I teach?

My course content includes diverse perspectives and voices, including racial, ethnic and gender diversity of scholars and practitioners. Knowledge is presented as evolving through inquiry and varying positions. I help students connect content with lived experiences and their own lives.

My course content includes a diverse range of views, including scholarship, cultural production, perspectives, and voices from members of communities historically marginalized. Content focuses on analysis of intersecting aspects of identity; uses of power to classify, rank, and marginalize on the basis of these aspects; the agency of marginalized groups; and examination of structures, forms of knowledge, cultural practices or ideologies that perpetuate or change distribution of power in society.

My course content includes a diverse range of perspectives, scholarship, practices, and testimonies from members of multiple social identities and communities. Content includes critical analyses, change strategies, action narratives, and visions of transformation for disrupting structures and systems of power, enacting diverse modes or styles of being, and constructing new social structures and systems.

Methods

How do I teach?

My course uses a range of strategies and modes of student engagement, including opportunities for students to draw on their talents, experiences, and prior knowledge. I include low-stakes chances to practice, receive feedback and reflect, and I adjust my approaches to trends in their learning.

My course uses a range of strategies and modes of student engagement, including opportunities for students to draw on their talents, experiences, and prior knowledge. Specifically, I provide students with tools for respectful listening and ethical dialogue or moments for student reflection on their own multiple social identifications and how they are formed and located in relation to power.

My course uses a range of strategies and modes of student engagement, including opportunities for students to draw on their talents, experiences, and prior knowledge. Specifically, I provide students with tools and tactics for social organizing and action or personal transformation.

Students

Who are they?

I get to know some of my students' names and their interests, goals, strengths, or anxieties around learning. I also try to include their feedback about learning to adjust my approaches or clarify them better.

I get to know some of my students' names and their interests, views, or anxieties around identity and power. I challenge students to reflect on their assumptions and identify how their interests, views, etc. relate to power and the different views and experiences of others.

I get to know some of my students' names and their interests, views, or anxieties around identity, power, resistance and transformation. I challenge students to reflect on their assumptions, identify how their interests, goals, etc. relate to power and the different views and experiences of others, and to engage in actions that disrupt "normal" or routine social norms or personal ways of being and acting.

Instructor

Who am I?

I reflect on my assumptions about who my students are, how they learn, and what they need to learn effectively. I also work to build connections with my students and invite them to get to know me. I engage in learning about diverse views in my field and how scholars' experiences or social identities might inform their research or perspectives.

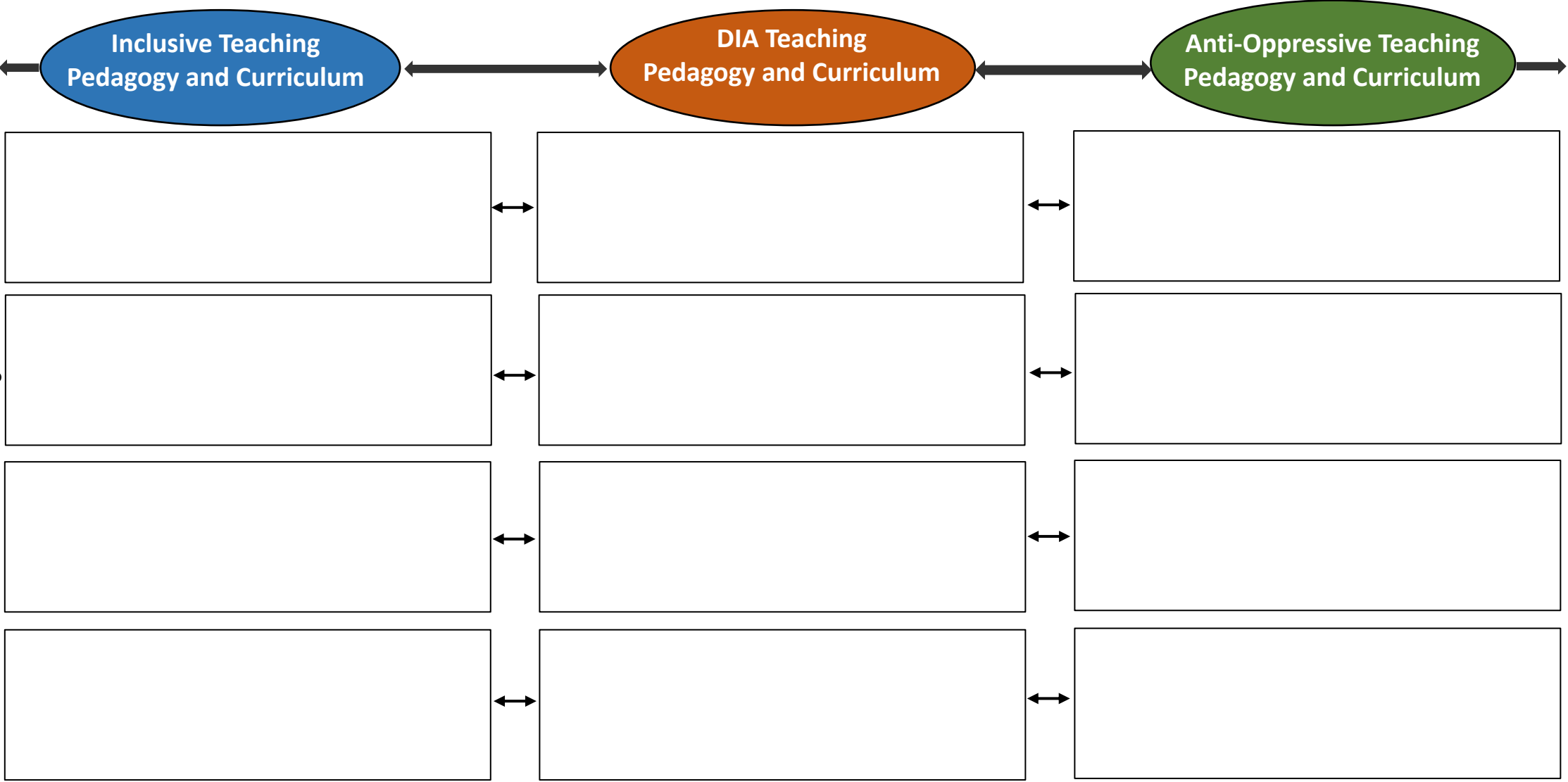
I reflect on my assumptions about students, my social positionality in relation to power, and how this influences institutional and classroom dynamics. I also build connections with students and invite them to get to know me. I engage with critical discourses in my field and interdisciplinary debates in my research.

I reflect on my assumptions about students, my social positionality in relation to power, and how this influences institutional and classroom dynamics. I deliberately disrupt typical classroom power dynamics and design my course to disrupt typical pedagogical modes and experiment with diverse alternative modes – and I invite students into such work. I also engage with critical discourses in my field and interdisciplinary debates in my research.

What is my next
step in my
professional work?

Inclusive to Anti-Oppressive Teaching Continuum

Charting my approach



You can use the above chart to reflect on your student learning goals and instructional approaches in language that makes sense for your teaching and discipline. Your goals and approaches may overlap with those articulated on the previous pages or include different aspects and emphases. Any blank areas can be seen as potential opportunities for development.