Panel 2 “Through:” Building Daily Interactions to Promote Anti-Racist Pedagogy

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CREATING AGENCY IN LARGE STEM-COURSES

ACTIVE LEARNING, CIRCULAR ASSESSMENT, FREEDOM TO CHOOSE
Group Practice, Group Work, Creating Comradery

- Starts with the Syllabus
- Names & Identity
- Group Activities
  - Size
  - Group composition
  - Structured Learning with Roles
  - Active Sharing with the Class

### Table 3: MPC

1. Thanks to advancing technology, the lifespan of firms has been cut down 33% from what it was in the 1990 at 60 years to now about 20 years.
2. The future will be built by technology, specifically who uses it and how they will use it. With the internet being more vastly accessible and more open for influence and input, what’s on the internet will turn into what we know, believe, and how we will grow.
3. The main question on our hands as we move forward with technology shouldn’t be how technology affects us, but rather, what we will do with technology.

26A

1. At some point in time all people will be digitally connected by true machine intelligence.
2. There should not only be a focus on innovations but the innovators themselves. In the way they are being taught in schools and what is being taught in school. This is to adapt to new technologies sooner which can lead to some meaningful discoveries.
3. Taxes, regulations, content, grand challenges, can direct technical change towards machines.
4. Our generation will most likely bear witness to the creation of true machine intelligence, and the connection of all people via an artificial network.

### Room 1: MPC

1. People now at days and in the future will be able to access knowledge and put input out there.
2. Society will not be shaped by governments or large entities, but rather by the people who develop and use technology on a daily basis.
3. Machines can make better decisions in an increasing variety of fields, but humans still play a huge role in making the possible.
4. There’s never been a better time to be a person with the skill, talent, or luck to produce a good that can be delivered via the global digital infrastructure (arche).

26A

1. Technology brings far greater responsibilities in terms of managing our resources, and the idea that our work will not just be for the betterment of ourselves, but for everyone who should and will have access to more and more technology.
2. By maximizing the flexibility of our systems and mental models we will be in the best position to identify and implement these changes. It will also increase our willingness to learn from others’ ideas and adapt our own practices.
3. Technology now at days is being used in everyday simple day to day items. Allow it to improve and innovate to make it better to use.
Flexibility and Structure in Delivery & Assessment

- Synchronous In-person and remote
- VOD’s (all classes) recorded and posted for review
- Permanently Stored Notes for review

Assessment
- In-person & remote
- Choose-your-own-adventure (agency)
Accountability, Active Reflection, Reactive Teaching

• Polling is a powerful tool to be used in all learning environments
  • Gives students voice, especially those that would not normally respond or speak up within a classroom
  • Active assessment to direct instruction
  • Honesty is prevalent (when polling is anonymized)
  • Accountability through participation
SESSION 2 – “THROUGH:”
DAILY INTERACTIONS
& HOW A CLASS UNFOLDS
THROUGHOUT A SEMESTER

EASE SHOWCASE 2022 – SUSAN VARNOT FROM
SPARK: INTERSECTIONS OF ART & SCIENCE
ANTI-RACIST PEDAGOGY – LIBERATORY & EMPOWERING PRACTICES FOR STUDENTS & FACULTY

EXAMPLES FROM SPARK: INTERSECTIONS OF ART & SCIENCE

INTELLECTUAL GRAFFITTI ACT 1: DEVELOPING PRESENTATION CRITERIA

INTELLECTUAL GRAFFITTI ACT 2: STUDENT-FRAMED Q & A TO ENGAGE ASSIGNMENT

INTELLECTUAL GRAFFITTI ACT 3: LIBERATORY NOTES & PARTICIPATION
INTELLECTUAL GRAFFITI

ACT 1: DEVELOPING CRITERIA FOR PRESENTATIONS
STUDENTS DEVELOPING CRITERIA FOR PRESENTATIONS – CAT TALKS

- Engaging the audience (involve audience)
  - asked them to do activities
  - imagery
  - Frank’s metaphor
  - Stay on topic, until end question
- Giving questions
  - specific, action oriented
- Didn’t leave room to think, interpret
  - only enough to pay attention
- Gives information about himself
- Customized from their experiences
- Divided people’s attention, given directives to follow
  - but also room to interpret directives in relation to yourself
- Gives a topic to pay attention to subconsciously
- Expert
1. Provides expert-level content - knows topic and articulates it clearly and well

2. Engages the audience
   - Holds audience
   - Involve audience
   - Ask questions - specific, action-oriented
   - Ask audience members to do activities

3. Stays on topic & links to a wider theme
   - Takes topic to subconsciously
   - Overall topic and underlying thematic topic
   - Stays on topic until end question, which widens the application or significance of the topic

4. Uses meaningful imagery, metaphor “Frank,” & questions
   - Gives topic/idea/revelation to subconsciously
   - Connects with audience personally
   - Information about himself (the presenter)
   - Customizes connections from presenter's experience

5. Connects with audience personally
   - Gives information about himself (the presenter)
   - Customizes connections from the presenter's experience

6. Paces presentation - doesn't leave too much room for audience to think or interpret but enough room for them to process & to pay attention

Overall Score & Comments:

Spark: Art of Attention Project Presentation Rubric:

Rate each area (6 total) on a scale of 1-5 (1 - not used & 5 used impressively) & provide an overall holistic rating from 1-5 with a comment on what worked especially well and was memorable and what could be improved in future talks. Check off, underline, or mark areas that were particularly strong on the sheet. (*developed by class in teams 2/22/22)
INTELLECTUAL GRAFFITTI ACT 2:
STUDENT-FRAMED Q & A TO ENGAGE ASSIGNMENT

Questions related to annotated bibliography:

2. Should we include "Date Accessed"?
3. How can I find a connection between sources - specific/general?
4. How many articles should be in the ann. bib.?
5. Should all the articles have a connection?
6. Do we add quotations/how many?
7. Where should the connection be made - research question?

Answers:

1. Include date accessed for good practice.
2. Include all sources for analysis.
3. Eight (8) sources 4 Ann Bib.
4. List sources in order (most to least)
    a) 2 that are video
    b) 1.5 that are books
    c) All others: pop sources
5. Not required to quote:
   - Summary
   - Important info
   - Direct quote

6. Cite:
   - Author & year of publication
   - Title of book, article
   - Journal name
   - Volume/issue
   - Page numbers

7. Include key info:
   - List per article:
   - Study, research, why, etc.
INTELLECTUAL GRAFFITTI ACT 3:
LIBERATORY NOTES & PARTICIPATION

THERE WERE 3 AREAS TO COVER:
1. CONTENT
2. FASCINATION
3. APPLICATION

These notes were an experiment – widening frameworks rather than narrowing them to see what quality of information and inquiry students would share. Previously, the assignment was more scripted. The more flexible approach – general guideline for length and development – freed many students from scripts to think on the page critically and creatively.
ANTIRACIST PEDAGOGY TAKEAWAY POINTS

+ Engage intellectual dimensions as involved participants or co-producers of knowledge & testing

+ Prize critical thinking in action with approaches, difficulties, and solutions

+ Capitalize on the unique strengths, backgrounds, perspectives students have as members of many communities

WHAT I & STUDENTS UN/LEARNED

* Manage mess

* Communicate more frequently & intersectionally

* Provide space for process & acknowledge as such

* Frame, test, revise

* Don’t fear answers/ideas produced outside traditional margins

PRODUCT-PROCESS PATHWAYS

Controlled risk needs partners

Excellence or mediocrity can arrive in unexpected ways

Ease Showcase 2022 – Susan Varnot

From Spark: Intersections of Art & Science
Standing-Up & Stepping-Back for Anti-Racist Pedagogy

WRI 122 Special Topics in Rhetoric “Stand-Up Comedy? Seriously!”
Eileen Camfield, spring 2022
What does “student-centered” actually mean?
(Post)Pandemic Pedagogy: Radical “Backwards Design”

Students were shell-shocked
• Disconnected
• Depressed
• Discouraged

Needed a class that would help them feel (the “real” CLOs)
• Connected
• Cheerful
• Courageous
A New Course in Born!
HONORING STUDENT VOICES/AGENCY

New Structure – hijacked a traditional trope*
New Policies – e.g., co-created rubric** and dedicated significant portion of grade based on student labor
New Daily Practice – group work

* Homage to Alejandro Gutiérrez and Paul Gibbons
** Homage to Bristin Jones
In the past: Uncomfortable with student group work

• My classes seemed spontaneous, but actually were carefully scripted

• Hidden beliefs:
  • “If I don’t witness the learning, it’s not happening.” [Instructor-centric]
  • “Goofing off” (i.e., “unproductive time”) is wasted time. [Protestant work ethic]

• Contrary to my deep values!

  ➢ Rewarded by consistently strong course evaluations

Now: Prize Group Work

• Continuous monitoring of my own discomfort (i.e., unease ≠ a reason to avoid doing something)

• Vigilant commitment to my main goals/originating “CLOs:” Connection, Cheer, and Courage”

• Be open to surprise: people learn best in community (me, too)
  • E.g., impromptu discussion “eres una puta”
  • E.g., co-created rubric & peer evaluation for “risk-taking and bravery”

Was it a success?
Before you left tonight we all could not believe how the stage was full of all the people you met and that you got to see them for the first time. We collectively discussed how we would have felt if this class we did not know what to expect. We were in the box at the end and you got the same response. The box is not the end!

But ever since the beginning Professor Camfield was enthusiastic and passionate in her pursuit to make everyone feel heard and grow as a student.

I am so proud of all the students in our class and I feel so grateful to have had the opportunity to share the same journey. You made our class unique and special. We look forward to seeing you all again soon.

Thank you for everything.
New way of conceptualizing my teaching...

A spotter*:
• Provides support and guidance
• Lets students make the leaps
• Optimizes keeping people safe

* Homage to Tyler Marghetis