

Remote Learning and Anti-racist Pedagogy

Recommendations and Reflections

Compiled by the Summer Student Consultants at the Teaching and Learning Institute of Bryn Mawr and Haverford Colleges

Our Purpose

Though not exhaustive by any means, these recommendations aim to equip faculty with a deeper understanding of student experiences—particularly those of BIPOC students—and offer faculty actionable steps for moving toward **anti-racist, inclusive, equitable, and accessible teaching practices**. Through their pedagogy, faculty have the power to **redress the harms BIPOC students experience**. This work is especially important due to **challenges presented by COVID-19, during which a lack of equity and accessibility is even more apparent**. We hope faculty find these recommendations helpful when planning their courses for this period of remote or hybrid learning.

Start with and Sustain the Human

- Learn students' names, name pronunciations, and pronouns.
- Check in with students about their well-being and personal lives.
- Be affirming and empathetic; allow students to be tentative and imperfect in class.
- Share positive things and expressions of appreciation or hope.
- Acknowledge your limits, take time to care for yourself, and give students the space to do the same.
- Not all course modifications or extensions indicate a loss of rigor. Sometimes they are the most fair option given students' varying circumstances.

- Interrogate the racism, ableism, heterosexism, sexism, classism, etc. that is embedded in your ways of knowing, work, course, and institution. Take steps to redress any harm you have caused.
- Study racial justice movements and the roots of racism, especially those related to your field. Learn about racism's intersectional effects of racism.
- Decolonize/diversify your syllabi and invite BIPOC speakers to class.
- Set up opportunities for students to see each other (and thus, themselves) as valuable knowledge-producers through group work, study groups, peer review, or student-led classes.

Anti-racist Pedagogy

Remote Teaching and Learning

- Ensure that course materials, activities, and meetings are accessible to all students. Ask your institution's information technology services for help.
- Transform the course to an engaging online format rather than translate the in-person version. Ask students for feedback often.
- Provide students with multiple modes for engaging with the course (verbal/non-verbal, public/private, anonymously, design-your-own assignments).
- Be clear about learning objectives, acceptable study practices, class community expectations, and how the course will work.