Student-generated, Annotated List of Resources on Trauma-Informed, Antiracist Pedagogy and Remote Teaching and Learning

Sponsored by the Teaching and Learning Institute at Bryn Mawr and Haverford Colleges
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In an effort to support faculty's moves toward increasingly anti-racist, inclusive, equitable, and accessible teaching practices, we, the TLI Summer Student Partners, have compiled the following resource list. Though not exhaustive, these resources and readings aim to equip faculty with a deeper understanding of student experiences—particularly BIPOC students—and offer actionable steps that faculty can take. Through their pedagogy, faculty have the power to redress some 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. The following resources provide suggestions and recommendations for this period of remote or hybrid learning.

The following are **links to student partner-created summaries** of the essential points of important sources on trauma-informed, antiracist, and remote teaching and learning. Each summary also includes a link to the original source (video, article, website, podcast). We have included a brief summary of each source in the Table of Contents, in the hope that this signposting will help you navigate the many documents and sources with ease.

For a short list of key student partner recommendations that cut across resources, see this document.

Start with and Sustain the Human
1. Communicating Compassionately with Students by the Summer Student Partners

    a. The student partners highlight key takeaways from two short articles (less than a 10 minute read each) from *Inside Higher Ed*, "Communicating Compassionately During COVID-19" and "Hope Matters: 10 Ways to Support Students and Help them Learn During COVID-19."

2. [Trauma-Informed Pedagogy](#) by Mays Imad
    a. An hour-long webinar and its supporting resources that give a basic overview of trauma's impact on learning and how instructors can engage, validate, and support students coping with trauma.

3. [Student Partner Perspectives on Remote Teaching and Learning](#)
    a. A 3-page long document containing recommendations for resources and strategies for teaching during COVID-19. Recommendations are gathered from pedagogical partnership program directors and student partners who worked with faculty members at nine different institutions through the shift to online teaching and learning in Spring-2020.

Antiracist Pedagogy

1. [A Guide to Coded Language in Education](#) by *class trouble*
    a. List of around 20 commonly used words and phrases that hide the impact of white supremacist, ableist, classist, cis-heteronormative policies on BIPOC students. The Google Doc compiled by the student pedagogical partners contains not only a summary of many of the terms in class trouble's Guide to Coded [A Guide to Coded Language in Education](#) Language, but also concrete advice for how teachers can actively combat discrimination in their classrooms and teaching practices.

2. [Becoming an Anti-racist Educator](#) by Wheaton College Massachusets
    a. A website from Wheaton College. Includes a section on how professors can "Make a Concrete and Actionable Plan to Change." Give yourself some time to poke around the website and follow the links, including links to the National Museum of African American History and Culture resources, ["Talking About Race"](#) and ["Being Anti-Racist](#)."

3. [How to Make Your Teaching More Inclusive](#) by Viji Sathy and Kelly A. Hogan
    a. An article (20-25 minute read) from the *Chronicle of Higher Education*. The authors give tips for a range of class sizes and styles. The end of the article includes a list of resources (books, journal articles, podcasts, websites, and training opportunities) for professors.

4. [Selected Stories of Black Students' Experiences at Haverford](#) by @blackathaverford on Instagram
    a. An Instagram site where Haverford's Black students and alumni have anonymously submitted snapshots of their experiences at the college to

call students to action and raise awareness about the culture of White supremacy at the institution.

5. [White Supremacy Culture in Organizations](#) by Tema Okun
   a. A list of 15 characteristics of white supremacy culture that show up in organizations, including universities and classrooms. Characteristics include "perfectionism," "individualism," "either/or thinking," and "right to comfort." The list includes ways that professors and students can push back against these characteristics of white supremacy.

6. [Validation Theory](#) by Laura I. Rendón
   a. A scholarly article about Validation Theory: the idea that academic and interpersonal validation can be powerful ways of combating the discrimination built into institutions of higher learning.

Equity and Justice

1. [Equality or Equity: Which One Will We Feed?](#)
   a. A 1.5 hour-long talk by Jeff Duncan-Andrade about the difference between equality and equity. A very important talk to watch.

2. [Embedding Equity Into Assessment Practice](#)
   a. A scholarly article that explores what equitable education looks like, and also what equitable education does not look like.

[Teaching Justice: Resources for the Times](#)

[A New Decade for Assessment:Embedding Equity into Assessment Praxis Equity in Assessment](#)

Remote Teaching and Learning

1. [5 Low-Tech, Time-Saving Ways to Teach Online](#) During [Covid-19](#) by Flower Darby
   a. A short article (10-minute read) from *The Chronicle of Higher Education* with 5 concrete suggestions for professors teaching online.

2. [Active Learning in Hybrid and Socially Distanced Classrooms](#) by Derek Bruff
   a. A blog post (~15 min read) from the Director of the Vanderbilt University Center for Teaching. Bruff is writing specifically for teachers who are planning to teach a hybrid in-person/online course this semester.

3. [Flexible Teaching](#) by Duke Learning Innovation
    a. A web page from Duke about designing a course that can be successful when delivered face-to-face, online, or in a hybrid form. The approach emphasizes "'transforming' your course to take advantage of the options, tools and flexibility that digital learning offers.'" The web page includes a discussion of how the Fall 2020 semester of teaching is different from the abrupt switch to online in the spring of 2020. The web page also includes a number of recommended resources for professors. The student-partner document includes a number of reflections from student partners on their own experiences with online learning.
4. [How to Run a Remote Workshop, Openscapes/Open Leaders Style](#) by Julie Lowndes
    a. A blog post (less than a 10 minute read) with advice for running a web discussion where each participant is actively engaged. For more content, follow the link ["Designing a Remote Workplace"](#) for an hour-long recorded workshop, slides, and notes.
5. [Small Teaching Online: Applying Learning Science to Online Classes](#) by Flower Darby and James Lang
    a. A book about how small, manageable changes are largely impactful in the online classroom. While online learning has become a more common option in the learning landscape, it comes with its challenges to engagement and accessibility. Through small actions, professors have the power to help all students learn in their online classes.
6. [Student Partner Perspectives on Remote Teaching and Learning](#)
    a. A 2-page document in which the pedagogical partnership program directors and student partners who worked with faculty members at nine different institutions share what they learned through the shift to online learning in Spring 2020. They recommend paying attention to the human dimension of learning, embracing equitable and accessible practices, offering students choices for learning, and focusing on meeting learning goals rather than hourly requirements.