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

Recommendations & Reflections: The Most Condensed/Brief Version

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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.

Sustaining the Human & Remote Teaching and Learning:

- Check in with students; care about their well-being and their personal lives. Facilitate non-academic conversations. Tell students you support them and ask how you can help.

- Trust students, especially through assignment flexibility and extensions. Not all differences in assignment modifications or extensions are unfair. Sometimes they are the most fair option given students' varying circumstances.

- Not all course modifications indicate a loss of rigor. Balance rigor and support. Students might need more support than rigor.

- Don't increase the amount of work required of students merely due to the transition to remote learning or due to fear of a loss of rigor.

- Create opportunities for students to talk with one another.

- Be affirming and empathetic; allow students to be tentative and imperfect in class.

- Allow for student choice and provide instructional materials in multiple formats, as well as multiple methods of participation and a variety of assignments.

- Ask for feedback and implement it, or explain why you are hesitant to implement it.

- Emphasize learning goals and make the purpose of class activities explicit.

- Discuss study practices/codes of conduct/class community guidelines given our increased online interactions and remote work.

- Be clear about learning objectives, expectations, and how the course will work.

- Ensure that course materials, activities, and meetings are accessible to all students.

- Don't ask students to buy books unless it is absolutely necessary. If it seems necessary, consider using other books or alternative, less costly modes of accessing them.

- Transform the course to use tools available online, rather than directly translating the course. Don't feel pressured to use every new technological tool. Ask LITS for help.

- Share positive things and expressions of appreciation/hope.

- Acknowledge your difficulties/limits, and take time to care for yourself.

Anti-racist Pedagogy:

- Read the "Selected Stories of Black Students' Experiences in the Bi-Co" document.

- Interrogate the racism, ableism, heterosexism, sexism, classism, etc. that inform your reasoning. Interrogate your expectations of the "ideal" student.

- Understand the impact of white supremacy in your work: racism is expressed in individual lives and within institutions. White supremacy does not only impact students of color but your colleagues, as well. Racism can impact the health of students of color.

- Learn about movements surrounding racism and racial justice, and roots of racism. Learn how racism affects different populations, like Black women and Black LGBTQ+ people.

- Decolonize/diversify your syllabi. When in doubt, lessen canonical readings.

- Make space for Black students in class. Make space for Black women to speak and give them the space and time to breathe. Acknowledge Black women's intellectual production.

- Learn students' names, name pronunciations, and pronouns.

- Recognize that students of color have the same cognitive capacity as white students.

- Be prepared to engage in difficult discussions about race. Use resources such as those on the [National Museum of African American History and Culture website](#).

- Set an example of openness by sharing how topics make you feel. Acknowledge your challenges. Allow for the expression of emotions/personal experiences in class.

- Build a compassionate environment that allows for mistakes. Give students time to think.

- Invite BIPOC/FGLI guest speakers to class. Incorporate the voices of BIPOC/FGLI individuals, whether through students themselves or readings.

- Call students' attention to institutional supports (tutors, library resources, writing center).

- Allow students' interests to direct some discussions, and let students lead the class.

- Set up opportunities for students to see each other (and thus, themselves) as valuable knowledge-producers through group work, study groups, peer review.

- Provide positive feedback and constructive criticism on assignments.

- Don't shame students who ask for extensions. Don't shame students in general.

- Ask for feedback and discuss it with students, even if it makes you uncomfortable.

- Provide students with multiple modes for engaging with the course (verbal/non-verbal, public/private, anonymously, written/spoken/creative, design-your-own assignments).