Readings, Recordings & Courses

A compilation of resources for reading, watching, listening to, participating in.... compiled by members of the Anti-racism and learning technology Group.

Get Started

A great place to start is the list compiled at Edinburgh: Antiracist Reading List with 80+ entries (the PDF version is open access).

Recordings & Blogs for April- June 2023 activities

- Achieving inclusive education using AI, Dr Olatunde Durowoju. He talked about how AI can be used as a levelling up tool to address inclusivity challenges such as the awarding gap and disparity in the learning experience for ethnically diverse student groups (June 7, 2023) - Read the Blog | View the Slides | Watch the video

Recordings & Blogs for January-March 2023 activities

- Anti-oppressive Pedagogies in Online Learning, María Miguéliz Valcarlos. In this webinar, Maria talked about a paper she co-authored titled 'Anti-oppressive pedagogies in online learning: a critical review'. She discussed what it means to draw on critical pedagogies. Drawing on several works around anti-oppressive environment, Maria established that a good place to start is to allow opportunities for critical dialogues that promotes social awareness and to find ways to redress the power imbalance between the educator and student (March 9, 2023) - Read the Blog

- Creating visibility for POC LTs in junior roles, Dr Teeroumanee Nadan. This meeting was centred around discussing ways to address the disparity in the progression opportunities for POC staff in junior roles. Issues discussed include the lack of representation of POC at senior levels and the reticence of White allyship who can provide the right sponsorship for junior POC staff. It was agreed that sponsoring junior staff to increase their visibility

within and outside their institution was a step in the right direction. (February 23, 2023) - [Read the Blog](#)

Recordings & Blogs for October-December 2022 activities

- Reading group activity: Emma Dabiri, What White People Can Do Next. Penguin, 2021 (December 6, 2022) - [Read the Blurb](#) | [Watch the video](#)

- Anti-racist Approaches in Technology with Liza Layne. In this webinar, Liza highlighted an important course called FutureLearn that was developed by [Coding Black Females](#) to surface racist stereotyping and biases in technologies. The session also featured questions and answers from the event chair and audience. (November 3, 2022) [Read the Blog](#) | [Watch the Video](#) | [Presentation slides](#)

- Black History Month and what it means for Learning Technologists, Dr Teeroumanee Nadan and Dr Tânia Dias Almeida Fonseca. Two important questions addressed in this meeting were what BHM means for Learning Technologists (LTs) in the UK, and how LTs can get involved. (October 20, 2022) - [Read the blog](#) | [Presentation slides](#)

- Suggestions for the Academic year 22-23 (October 20, 2022) - [View the Slides](#)

Recordings & Blogs for July-September 2022 activities

- Skip your sleep, it is 23:59, Dr Teeroumanee Nadan (September 13, 2022) - [Read the Blog](#)

- ALT Pre-conference: What we do, who we are, how you can get involved (31st August) - [View the Slides](#)

Recordings & Blogs for April-June 2022 activities

- Co-chairs review & Future work + Open forum for discussion during the Meet-up event (June 8, 2022) - [View the Slides](#)

- An intersectional approach to learning technology (May 24, 2022) - [Read the Blurb](#) | [Watch the Video](#)

Recordings & Blogs for January-March 2022 activities

- Taking an action-oriented approach to recruitment, Dr Teeroumanee Nadan (March 9, 2022) - [Read the Blog](#)

- Improvising anti-racist conversation, Dr Teeroumanee Nadan (February 10, 2022) - [Read the Blog](#)

- Ad-hoc: Discussion on recent blog from Teeroumanee during the Meet-up event on 10th February: Race equality in learning technology – digital poverty, Dr. Teeroumanee Nadan (February 6, 2022) - [Read the Blog](#) | [View the Slides](#)

- Modern slavery in UK HEIs, Dr Teeroumanee Nadan (February 1, 2022) - [Read the Blog](#)

- Developing an Anti-Racism Toolkit for technology-enhanced learning: Seeking your feedback, Samantha Ahern, Alistair Cooper & Coco Nijhoff (January 18, 2022) - [Read the Blog](#)

CoP ALT 2021 conference presentations

1. Title: "We are committed to diversity and equality of opportunity": an intersectional text analysis of job postings in learning technology" - ALT Winter Conference Dec 2021

   Abstract: https://tinyurl.com/tcv5rfs

   Presentation: https://tinyurl.com/ycknrf2r

   Conference Take Away Notes: https://tinyurl.com/2p9ewy9a

   Speaker's pre-conference blog post: https://tinyurl.com/bdf75a6k

   Speaker's followup blog post: https://tinyurl.com/yckp5j7a

   Recording: https://www.youtube.com/watch?v=32Z5e557CXo

2. Title: Developing an anti-racism toolkit for technology-enhanced learning: An update from the Content Developers subgroup of the Anti-racism in Learning Technology Community of Practice - ALT Winter Conference Dec 2021

   Recording: https://www.youtube.com/watch?v=53KBHKVk9cY

3. Title: When learning technologists tackle sectorial racism via recruitment and staff development - ALT Conference Sep 2021

   Abstract: https://tinyurl.com/2p82z3wj

   Presentation: https://tinyurl.com/5hbk9sjm

   Recording: https://www.youtube.com/watch?v=Dom1y4DWCdU&t=165s

   Conference Take Away Notes: https://tinyurl.com/bde286t6

4. Title: How do I become an anti-racism researcher - ALT Conference Sep 2021

   Abstract:https://tinyurl.com/24eu3j5k

   Presentation: https://tinyurl.com/4pn9knea

   Recording: https://www.youtube.com/watch?v=A-W9anFceqo

CoP ALT 2021 blog posts

An Introduction - Part 1 of 4

> https://altc.alt.ac.uk/blog/2021/03/the-anti-racism-learning-technology-community-of-practice-an-introduction-part-1-of-4/
> Matt Lingard is the Digital Learning Director at London College of Communication (UAL) and the Co-Chair of Annual ALT Conference 2021 &
> Dr Monica Chavez, Educational Developer (TEL) at the Centre for Innovation in Education at the University of Liverpool

Guidance for Content Developers - Part 2 of 4

https://altc.alt.ac.uk/blog/2021/04/the-anti-racism-learning-technology-community-of-practice-guidance-for-content-developers-part-2-of-4/

By Samantha Ahern, Faculty Learning Technology Lead (The Bartlett), UCL

Alistair Cooper, Educational Technologist, School of Clinical Medicine, University of Cambridge

Sheetal Kavia, eProjects Manager, Centre of Technology in Education, St George's, University of London

Coco Nijhoff, Senior Teaching Fellow (Library Services), Imperial College London

Jim Turner, Senior Learning Technologist (Teaching and Learning Academy), Liverpool John Moores, University

Research Connected Activities - Part 3 of 4

https://altc.alt.ac.uk/blog/2021/04/the-anti-racism-learning-technology-community-of-practice-research-connected-activities-part-3-of-4/

Dr Teeroumanee Nadan; Melissa Highton, University of Edinburgh; Dominic Pates, City University of London; Jim Turner, Liverpool John Moores University; Katie Gardner, University of the Arts London

Recruitment and Staff Development - Part 4 of 4

https://altc.alt.ac.uk/blog/2021/05/the-anti-racism-learning-technology-community-of-practice-recruitment-and-staff-development-part-4-of-4/

Dr Teeroumanee Nadan; Tracey Madden, University of Edinburgh; Dr Monica Chavez, University of Liverpool

[A review of frameworks as a starting point for anti-racism content development](https://altc.alt.ac.uk/blog/2021/06/a-review-of-frameworks-as-a-starting-point-for-anti-racism-content-development/)

https://altc.alt.ac.uk/blog/2021/06/a-review-of-frameworks-as-a-starting-point-for-anti-racism-content-development/

Samantha Ahern, Faculty Learning Technology Lead (The Bartlett), UCL; Coco Nijhoff, Senior Teaching Fellow (Library Services), Imperial College London; Alistair Cooper, Educational Technologist, School of Clinical Medicine, University of Cambridge

[Staff Development for Anti-Racist Practice](https://altc.alt.ac.uk/blog/2021/08/staff-development-for-anti-racist-practice/)

https://altc.alt.ac.uk/blog/2021/08/staff-development-for-anti-racist-practice/
Dr Monica Chavez, University of Liverpool; Dr Teeroumanee Nadan; Tracey Madden, University of Edinburgh

Articles by members

- ❖ [Modern slavery in UK HEIs](https://teeroumaneenadan.com/2022/02/01/modern-slavery-in-uk-heis/)
  https://teeroumaneenadan.com/2022/02/01/modern-slavery-in-uk-heis/
- ❖ [Equity analysis of 6 job blurbs – a podcast for TalkingHE](https://teeroumaneenadan.com/2021/12/22/equity-analysis-of-job-blurbs-talkinghe-podcast/)

  https://teeroumaneenadan.com/2021/12/22/equity-analysis-of-job-blurbs-talkinghe-podcast/
- ❖ [Stripping the recruitment exercises from my ALT Winter 2021 presentation](https://teeroumaneenadan.com/2021/12/16/stripping-recruitment-exercises/)
  https://teeroumaneenadan.com/2021/12/16/stripping-recruitment-exercises/
- ❖ [Preparing for ALT 2021 Winter conference – to showcase or not to showcase discrimination in job adverts](https://teeroumaneenadan.com/2021/12/09/preparing-for-alt-2021winter/)
  https://teeroumaneenadan.com/2021/12/09/preparing-for-alt-2021winter/
- ❖ [The fear of talking about racism](https://teeroumaneenadan.com/2021/09/30/the-fear-of-talking-about-racism/)
  https://teeroumaneenadan.com/2021/09/30/the-fear-of-talking-about-racism/
- ❖ [Becoming an antiracist researcher](https://teeroumaneenadan.com/2021/09/16/becoming-an-antiracist-researcher/)

  https://teeroumaneenadan.com/2021/09/16/becoming-an-antiracist-researcher/

External articles

For Women and Minorities to Get Ahead, Managers Must Assign Work Fairly
https://hbr.org/2018/03/for-women-and-minorities-to-get-ahead-managers-must-assign-work-fairly
(Article discussed at March 2021 meeting)

Inclusive Citation: How Diverse Are Your References?
https://blog.mahabali.me/writing/inclusive-citation-how-diverse-are-your-references/

BAME staff experiences of academic and research libraries
https://www.sconul.ac.uk/sites/default/files/documents/BAME%20staff%20experiences%20of%20academic%20and%20research%20libraries_0.pdf

Understanding Diversity, Equity, Inclusion, And Taking Action
https://foundation.mozilla.org/en/blog/understanding-diversity-equity-inclusion-and-taking-action/

Beyond BAME: Rethinking the politics, construction, application, and efficacy of ethnic categorisation. Stimulus Paper

https://pureportal.coventry.ac.uk/en/publications/beyond-bame-rethinking-the-politics-construction-application-and-

The Journal of Educational Innovation, Partnership and Change – available at:
https://journals.studentengagement.org.uk/index.php/studentchangeagents

Videos

Racism at work Webinar Series (from Pearn Kandola, June 2020). Includes *Be An Active Bystander* & *Managing Micro-Incivilities in the Workplace*.
https://vimeo.com/user91187644

Recordings from the London College of Communication *Value Talks* series:

- Decolonising the curriculum bit.ly/3pPrMyZ
- The role of education and sports in fighting racism bit.ly/3qNlxNx
- Exploring Black Authorship bit.ly/3qLU52B

Campaigns

Options for campaign/ pledge for anti-racism https://www.raceequalitymatters.com/my-name-is/

Courses

Decolonising Education: From Theory to Practice (4-weeks x 3-hours)
https://www.futurelearn.com/courses/decolonising-education-from-theory-to-practice

Other

Active Allyship: Supporting Racial Justice (From Brook Graham Consultancy)
https://static1.squarespace.com/static/5d8cf4612626e64bdc7087ff/t/5eda36e8491eb942da6f7cd8/1591359210688/Active+Allyship+2020.pdf

WonkHE Black Lives Matter Recordings And Resources (July 2020). Includes reading list.
https://wonkhe.com/blogs/black-lives-matter-recording-and-resources/

Covid x BLM Index (Edition 1)
https://www.arts.ac.uk/__data/assets/pdf_file/0036/269793/Covid-x-BLM-Index-Edition-1-15.01.20-.pdf
Produced by staff and students for UAL's Decolonising Arts Institute, "...selected resources for UAL staff

and students to support thinking, visualising, making and enacting resistance in and beyond the pandemic – against racism and for social justice"

Materials from Advanced HE

Tackling Racism on Campus: Race equality and leadership - I
https://www.advance-he.ac.uk/knowledge-hub/tackling-racism-campus-race-equality-and-leadership

Decolonising Identity podcast: new episode on masking authentic identity –
https://www.advance-he.ac.uk/news-and-views/new-episode-masking-authentic-identity + Podcasts
and documents available at:
https://www.advance-he.ac.uk/knowledge-hub/decolonising-identity-today-world-im-playing-part

Let's Talk about Race - The Scottish Funding Council has released new resources to help universities address racism on campus. Developed in partnership with Advance HE, the resources contain guidance around concepts such as micro-aggressions and institutional bias, templates for promotional tools such as posters and website banner images, and information on how to report incidents of racism.
http://www.sfc.ac.uk/news/2021/news-83455.aspx +
http://www.sfc.ac.uk/access-inclusion/equality-diversity/race/race-equality.aspx

Diversity monitoring data: Guidance on how to collect data about the identity characteristics of staff and students in UK higher education. The guidance contains recommended questions by Advance HE to ensure the wording, where applicable, meets reporting requirements and statements to encourage participation which clearly explain why an institution is collecting the particular data, how it will be used and who will have access to it along with the potential benefits of the activity. A useful mapping exercise is also included in the updated guidance showing how Advance HE's recommended questions and response options align with other data collection approaches, such as HESA and UK censuses.
https://www.advance-he.ac.uk/knowledge-hub/guidance-collection-diversity-monitoring-data

Office for Students access and participation resources and analysis: The OfS has published a raft of reports and data on access and participation in higher education in England. This is the second year of the Office for Students' new approach to HE institutions' Access and Participation Plans (APPs), originally launched in late 2018 as the vehicle for achieving key performance measures on entry and continuation rates and degree outcomes. The plans are a regulatory mechanism to ensure HE providers support access, success and progression for underrepresented and disadvantaged students. As the OfS points out in its latest report, "the importance of this has become even greater during the pandemic".
https://www.advance-he.ac.uk/knowledge-hub/office-students-access-and-participation-resources-and-analysis

Race Equality Charter Review - [Race Equality Charter Phase 2 Review](#) report by Douglas Oloyede consultants a+ [Phase 1 report](#) (2019) by Dr Nicola Rollock

Valuing diversity starts with governing boards: For Victoria Holbrook (Assistant Director, Governance at Advance HE), governing boards embracing diversity could be the key that helps universities thrive in an uncertain future. https://wonkhe.com/blogs/valuing-diversity-starts-with-governing-boards/

 Build Back Higher: dialogue and community will return to post-Covid learning: https://wonkhe.com/blogs/build-back-higher-learning-2/

Organisations working on EDI

https://ace-ed.org/?doing_wp_cron=1617093439.0614380836486816406250