

Questions and Tips from Day 3

June 10, 2020, [#ShutDownAcademia](#)

10:30 am - 12 pm cohort (facilitated by A. Quigley)

Note: I am providing these notes to give a sense of how we traveled through this workshop, and to show how I structured the sessions. I received really helpful feedback from my cohort that helped to shape how the synchronous sessions evolved. This helped me to envision how I might structure my synchronous remote meetings and classes moving forward. I hope it is helpful!

Note: Our Macalester workshop took place in June 2020. On this day of the workshop, we recognized [#ShutDownAcademia](#), #ShutDownSTEM, and #Strike4BlackLives by offering our synchronous Zoom sessions as spaces to focus on anti-racist pedagogies and practices. These were optional meetings, as we wanted to recognize and invite each of our participants to do what they thought was best with the day.

Technical Note: I started the practice of sharing questions and prompts in a shared Google Doc so that people in the cohort could refer back to questions more easily and even see each other's notes. I found the Zoom chat box unreliable in this regard. It also rapidly evolved as people chimed in, so questions were sometimes buried.

Framework:

Let's think about the question of what it means not to do "business as usual" today (even in the midst of not doing business as usual?). In speaking with Joan Ostrove about this day, she posed some very important questions that I thought we could perhaps continue to think about throughout today: What is there to learn about this request to stop and discard or reframe the original plan for the day and engage in the call to end anti-Black racism in our pedagogy? How is the resistance or reluctance we might feel to discard the original plan part of whiteness/white supremacy, and what would it take to examine and dismantle it?

<https://www.shutdownstem.com/>

Large Group Discussion: (20-25 minutes)

- What is an anti-racist pedagogy?

Grounding Moment and Break: (5-7 minutes)

Introduction and exercise courtesy of Liz Schneider-Bateman, Director of Counseling

"This is an optional experience- if it doesn't work for you, please spend the time finding another way to bring some sense of connection and groundedness to your body. This choice-based framing is central to trauma-informed practice.

Walking Meditation: If walking is available to you, walk slowly through the space you are in, and practice noticing each step as your feet touch the ground. Notice which part of your foot touches the ground first, and where you notice the pressure. Notice your feet leaving the ground, and the moment where you are balancing on one foot as you take the next step. If walking is not available to you,

use another physical movement or sensation that you can connect with and experiment with slowing it down and bringing awareness and curiosity to each little part.”

Also, I want to share this artwork with you: <https://jasonpattersonart.com/Timeline> from 2016, and reposted on Instagram in June 2020. Jason Patterson’s work focuses on African American history and highlights the role the past has in cultivating our current political and social conditions in the United States.

Small Group Discussion: (20-25 minutes)

- Group 1: How does your own racial identity, and your other social identities, shape your experiences as a learner in this environment right now? As a professor?
- Group 2: How would colleagues who may feel their courses have nothing to do with race or with anti-racism address those ideas or integrate anti-racist pedagogy?
- Group 3: What are the specific affordances (possibilities?) and limitations of technology in anti-racist pedagogy?

Large Group Reflection: (~25 minutes)

- What does it mean to support learning across age, race, culture, ability, geography? How can we build platforms to do that?
- How can critical digital pedagogy help to examine, dismantle, or rebuild structures, hierarchies, institutions, and technologies of education?
 - Institutionally, is there a space to consider this question?

Final words from a member of our group: In academic and intellectual spaces, we talk abstractly about structural violence, and we need to name George Floyd, Breonna Taylor, and Ahmaud Arbery among many others as present in the space we share