LEADERSHIP DEVELOPMENT FOR SOCIAL WORK EDUCATORS AND TRainers: BEST PRACTICES FOR ADDRESSING POWER, PRIVILEGE AND OPPRESSION WHEN TEACHING TOPICS OF DIVERSITY AND INCREASING THE INTERSECTIONAL LENS IN THE CLASSROOM

Teachers College Winter Roundtable, February 29, 2020, 10:30-12:30
Welcome!

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Teachers College, Columbia University
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Twitter @MattheaMarquart
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ICEBREAKER

PLEASE INTRODUCE YOURSELF TO YOUR PARTNER WITHOUT ANY DIRECT OR INDIRECT REFERENCE TO YOUR:

• occupation, job title or employer
• race, ethnicity, nationality or cultural identity
• gender, biological sex or gender identity
• sexual orientation or sexual identity
• socioeconomic status
• religion or spiritual practice/affiliation
• geographic home (current) or origin (place[s] of birth. childhood)
• relationship status
• parenting status
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Before we get into the course content, let’s create community agreements for this session -- but first, a note....
Calling a classroom a “safe space” can be a microaggression, because “safety” is impossible for racially, socially, and/or economically marginalized students.

Alternatives to “safe space” include:

• Brave space
• Respectful community
• Civil environment
• Anti-oppressive classroom

COMMUNITY AGREEMENTS FOR THIS SESSION

What are your hopes and dreams for how we will treat each other in this session?
[type into the slides]
1. Be respectful -- respectful when others are talking, ideas that are different from your own -- respecting that people are at different developmental levels / education levels and different areas within our helping fields generally -- respecting different perspectives -- let’s be careful about what respect looks like and who it’s benefitting (it’s not a neutral term) -- respect doesn’t mean not calling people out / respect means also teaching people & challenging people

2. Be mindful

3. Listen to understand, not listen to respond

4. Be curious and ask questions if we’re not understanding each other -- if we don’t understand, ask for clarification

5. If you’re someone who tends to share a lot, think about scaling back a little, and vice versa -- note: people process things differently, some may need to share a lot in this space -- be aware of other people, give space for others to also share what they need to share (be aware of oneself) -- share authentically

6. Not freezing people in time -- give them space to grow and learn without forcing a label

7. Speak from an I statement, instead of speaking with “we believe” or “we feel”

8. Not making assumptions about what someone has said

9. Be aware that there are varying levels of exposure & experiences that might impact use of language -- help each other learn the words to use, particularly if we’re learning how particular words are used in English, and learn the impact of our language, which can have violent & harmful impacts

10. How to challenge each other? Be ok with getting our feelings hurt or knowing we have more work to do -- if we can’t say amen, say ouch -- discomfort can signal we’re being challenged and have room for growth -- question dominant identities, critically reflect

11. How to handle ouch moments and support everyone involved? Offer support

12. Gratitude along the way

13. If people want to use other languages than English to get something out, use that language -- or draw something, show a picture, use nonverbals
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Master of Science in Social Work

Online & residential MSSW programs are integrated

Primary model: Synchronous classes in Adobe Connect + asynchronous homework in Canvas

More info:


First-year, second-semester course in Master’s program

7 weeks, 1.5 credits

25 students max

Types of discussions:
- Whole-class discussions during class sessions via combo of webcam, mic, typed chat
- Small breakout group discussions during class via mic, typed chat
- Asynchronous discussion forums for homework

CASE STUDY: TEACHING A COURSE ON RACIAL IDENTITY DEVELOPMENT
CLASS PARTICIPATION IS ESSENTIAL FOR LEARNING

“Learning results from what the student does and thinks and only from what the student does and thinks. The teacher can advance learning only by influencing what the student does to learn.”

HERBERT A. SIMON, one of the founders of the field of Cognitive Science, Nobel Laureate, and University Professor (deceased) at Carnegie Mellon University, from: How Learning Works: Seven Research-Based Principles for Smart Teaching
What risks do we ask students to take when participating in discussions?
SOME RISKS WE ASK STUDENTS / TRAINING PARTICIPANTS TO TAKE

We ask them to be vulnerable in front of others:
• Speaking in public
• Volunteering to have people look at them / their words
• Admitting they don’t know the answer
• Being wrong, being right, feeling judged either way
• Experiencing conflict / disagreement
• Sharing personal opinions, thoughts, experiences

The other people include:
• Potential crushes, exes, competitors, friends, peers
• The instructor who has power over them
How can we create a classroom in which students feel comfortable taking risks & participating?

Community agreements: Creating, using, and enforcing

- Building community prior to the semester
- Building community during the semester
- Closing the community
Example community agreements: Workers and the Workplace

• What’s said here stays here
• Acknowledge others’ feelings; give feedback, e.g. by saying “ouch”
• Share what’s learned here
• Use each other & each other's strengths as resources
Example community agreements:

Institute on Pedagogy and Technology for Online Courses (faculty training)

- kind responses even during struggles or disagreements // Kindness
- assume the best intentions // remembering we're all tired from a long day, not being judgy or snippy // elicit and ask for feedback without assuming it is negative // Intention vs. Impact
- Being honest
- Listen to learn and understand
- reflect before responding // practice critical reflection :)
- Confidentiality
- Using preferred pronouns when applicable.
- asking questions rather than making assumptions // Ask clarifying questions (rather than assume or jump to a conclusion)
- Take Risks
- Flow in/flow out // one person speaks at a time
- Being respectful and patient as we all learn how to navigate the technology // Patience // ask for help when you need rather than disengaging // be patient
- using clear and straightforward language // using non-gendered terms // avoid big words or buzz words that don't really mean anything and don't nec convey what we are really trying to say
- Keep your mic muted unless otherwise noted
- Recognize the expertise in the group // creating an environment where we agree to be open about what we know, and what we don't know // Speak from your own experience
- Stay engaged
- say ouch (then educate the group) if something is offensive and oops as a way of apologizing
- Practice self care // take the self care break, you need it!
- address power dynamics as best we can
- Forgive typos in the chat
- using the icons (applause, smile, turtle and rabbit) regularly
Example community agreements:

**Racial Identity Development**

- Be respectful; create a respectful environment
- Listen to listen / listen to learn / listen before speaking
- Apologize if needed; acknowledge that we're here to learn
- Be brave about putting ourselves out there
- Take a moment if needed when reacting before you respond
- Oops / ouch
- Create a space for a dialogue; agree that we'll communicate with each other
- Don't make personal accusations
- What's said here stays here; what's learned here leaves here
- Critique ideas, not the person
Example: Using & enforcing community agreements in Racial Identity Development course

• Community agreements reviewed:
  – At the start of each class session, with potential to edit / add to the agreements
  – Within each small group breakout discussion

• Community agreements enforced:
  – In grading rubrics for class sessions
  – In grading rubrics for online class discussion forums
  – In the moment during live class discussions
Revisiting our Community Agreements

- Be respectful; create a respectful environment
- Listen to listen / listen to learn / listen before speaking
- Apologize if needed; acknowledge that we're here to learn
- Be brave about putting ourselves out there
- Take a moment if needed when reacting before you respond
- Oops / ouch
- Create a space for a dialogue; agree that we’ll communicate with each other
- Don't make personal accusations
- What's said here stays here; what's learned here leaves here
- Critique ideas, not the person

Anything to add or change? If these are still ok with you and you still agree to follow them, please give us a green check.
<table>
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<tr>
<th>Criteria</th>
<th>Ratings</th>
<th>Pts</th>
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<tbody>
<tr>
<td>Arrived on time and ready to participate</td>
<td>This area will be used by the assessor to leave comments related to this criterion.</td>
<td>1.0 pts</td>
</tr>
<tr>
<td>Present in session throughout (excluding any breaks) and stayed until the end</td>
<td>This area will be used by the assessor to leave comments related to this criterion.</td>
<td>1.0 pts</td>
</tr>
<tr>
<td>Technology functioning as per online student agreement (no wifi, headset mic working, webcam working, etc.)</td>
<td>This area will be used by the assessor to leave comments related to this criterion.</td>
<td>1.0 pts</td>
</tr>
<tr>
<td>Participated in the chat</td>
<td>This area will be used by the assessor to leave comments related to this criterion.</td>
<td>1.0 pts</td>
</tr>
<tr>
<td>Participated in all of the polls</td>
<td>This area will be used by the assessor to leave comments related to this criterion.</td>
<td>1.0 pts</td>
</tr>
<tr>
<td>Contributed to the group during breakout sessions (e.g. taking on the recorder or reporter roles, contributing to the group discussion, joined the group on webcam when reporting back, etc.)</td>
<td>This area will be used by the assessor to leave comments related to this criterion.</td>
<td>1.0 pts</td>
</tr>
<tr>
<td>Responded to instructor requests (e.g. using status icons when asked, volunteering to participate on webcam and mic)</td>
<td>This area will be used by the assessor to leave comments related to this criterion.</td>
<td>1.0 pts</td>
</tr>
<tr>
<td>Behaved in a professional manner -- supportive of your colleagues and followed the community agreements</td>
<td>This area will be used by the assessor to leave comments related to this criterion.</td>
<td>3.0 pts</td>
</tr>
</tbody>
</table>

Total Points: 10.0
In your discussion forum post, due on Monday at 11:59pm EST:

- Share who you'd like to interview, and why. Note: fake names are perfectly ok if there's a reason you'd prefer not to say, and you don't have to tell us it's a fake name.
- Share your list of 10 questions for your interviewee.

By Wednesday at 11:59pm EST, reply to at least two of your classmates. In your replies:

- Share something that resonated with you about their post, or that you found interesting
- Share feedback about the questions they plan to ask -- you can provide unlimited positive feedback, but you have a maximum of ONE piece of constructive feedback if you have something helpful to suggest, e.g. about the phrasing of a question, a tip about the overall approach, etc. So, think carefully about what you'd like to say.
- Engage with those who have responded to your post
- Keep in mind that tone can be difficult to interpret online, so be extra careful to write your responses in a respectful tone, and remember to follow our community agreements

This discussion forum is worth 20 points. The points for this assignment will be for:

- Submitting your first post on time (2 points)
- In your first post, sharing who you'd like to interview and why (4 points)
- In your first post, sharing a list of 10 questions you'd like to ask your interviewee (4 points)
- Submitting your responses to two of your classmates on time (2 points)
- In your responses, following the instructions (4 points)
- Demonstrating professionalism and a supportive tone in your language, and following our community agreements (4 points)
# Example discussion forum rubric

You've already rated students with this rubric. Any major changes could affect their assessment results.

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<tr>
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<th>Pts</th>
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</thead>
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<tr>
<td>Submitted first post on time</td>
<td>This area will be used by the assessor to leave comments related to this criterion.</td>
<td>2.0 pts</td>
</tr>
<tr>
<td>In first post, shared who you'd like to interview &amp; why</td>
<td>This area will be used by the assessor to leave comments related to this criterion.</td>
<td>4.0 pts</td>
</tr>
<tr>
<td>In first post, shared a list of 10 questions you'd like to ask your interviewee</td>
<td>This area will be used by the assessor to leave comments related to this criterion.</td>
<td>4.0 pts</td>
</tr>
<tr>
<td>Submitted responses to at least two classmates on time</td>
<td>This area will be used by the assessor to leave comments related to this criterion.</td>
<td>2.0 pts</td>
</tr>
<tr>
<td>In responses, followed the instructions</td>
<td>This area will be used by the assessor to leave comments related to this criterion.</td>
<td>4.0 pts</td>
</tr>
<tr>
<td>Demonstrated professionalism and a supportive tone in your language, and following our community agreements</td>
<td>This area will be used by the assessor to leave comments related to this criterion.</td>
<td>4.0 pts</td>
</tr>
</tbody>
</table>

Total Points: 20.0
How can we create a classroom in which students feel comfortable taking risks & participating?

Community agreements:
Creating, using, and enforcing

Building community prior to the semester
Building community during the semester
Closing the community
Dear Racial Identity Development Class,

Welcome to the course! I’m delighted to be working with you this semester, and I look forward to each of your contributions to the class discussions, both in the Canvas course site and in class. Everyone at CSSW brings a wealth of experiences to share, and the more you contribute, the stronger this course will be.

For class on Wednesday, please do three things: [continued…]

My policy is to start every class on time. To avoid getting points taken off for lateness, please log in earlier than you think you need to log in; this will help you deal with any unexpected technical difficulties. I will be in class about 20-30 minutes early each week for anyone who wants to chat, ask questions, or get to know each other, e.g. so that I can be a good reference in the future.

I look forward to seeing you in class!

Best,
Prof Marquart
Getting acquainted - Building community by getting to know what we have in common

In this course, we are going to have some personal conversations, and we'll be coming from all sorts of different perspectives. Therefore, before we get into conversations about race, I'd like us to take a little time to connect with each other as human beings and colleagues. The goal is to start to build a supportive community.

In your discussion forum post, due on Tuesday at 11:59pm EST:

- Tell us where you're from and where you live now, and something you like about each place.
- Share 1-2 things that you care about or love, and why. This should be general enough that other people can relate.

By Wednesday at 11:59pm EST, reply to at least 3 of your classmates. In your replies:

- Share something that resonated with you about their post, or that you have in common.
- Engage with those who have responded to your post.
- Keep in mind that tone can be difficult to interpret online, so be extra careful to write your responses in a respectful tone.

The points for this assignment will be for:

- Submitting your first post on time (1 point)
- In your first post, answering the questions (1 point)
- Submitting your responses to three of your classmates on time (3 points)
- In your responses, following the instructions (3 points)
- Demonstrating professionalism and a supportive tone in your language (2 points)
How can we create a classroom in which students feel comfortable taking risks & participating?

Community agreements:
Creating, using, and enforcing

Building community prior to the semester

Building community during the semester

Closing the community
Examples of community-building strategies

- Community-building discussion forums
- Class celebrations/congratulations
- Ask students to tell each other what they appreciate/respect about each other
- Share fun or personal music/videos/images before class or during breaks
Congrats on nearing the end of your first year at CSSW!
Sooner than you know it, you’ll be here!
Example class slide

Some class celebrations

___ – Happy birthday!
___ – Happy 3-year anniversary & upcoming marriage!
___ – Congratulations on your summer fellowship!
___ – Happy 2\textsuperscript{nd} birthday to your daughter!

Anything else to celebrate? Please type into chat.
Roar, Lion, Roar!
-written by Corey Ford (CC '23)

Lyrics:
Roar, Lion, Roar
And wake the echoes of the Hudson Valley!
Fight on to victory evermore
While the sons of Knickerbocker rally 'round
Columbia! Columbia!
Shouting her name forever!
Roar, Lion, Roar!
For Alma Mater on the Hudson Shore!

https://youtu.be/--zv6V8OfKg
Example class slide

2-Minute Self-Care Break

https://youtu.be/hYjQt_ciQgk
Pre-breakout chat question

What’s something that you respect about your colleagues in this class?
<table>
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<tr>
<th>Review: What’s something that you respect about your colleagues in this class?</th>
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<tbody>
<tr>
<td>• being brave</td>
</tr>
<tr>
<td>• everyone's attention to detail : )</td>
</tr>
<tr>
<td>• ability to listen</td>
</tr>
<tr>
<td>• willing to have a conversation about race</td>
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<tr>
<td>• Thoughtful, considerate listeners</td>
</tr>
<tr>
<td>• Everyone is open-minded and committed to social equity</td>
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<tr>
<td>• listening!</td>
</tr>
<tr>
<td>• consideration for everyone else</td>
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<tr>
<td>• They are intelligent, respectful, and supportive</td>
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<tr>
<td>• Willingness to be present and listen</td>
</tr>
<tr>
<td>• being able to handle this subject</td>
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<td>• everyone seems open to changing their mindset</td>
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<tr>
<td>• being respectful of peers, openness, diverse experiences</td>
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<tr>
<td>• respect each other's opinion even if they do not always agree</td>
</tr>
<tr>
<td>• I respect people's ability to open up and ask questions regarding their gaps in knowledge on race</td>
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<tr>
<td>• Open to other viewpoints</td>
</tr>
<tr>
<td>• open-minded</td>
</tr>
<tr>
<td>• considerate and respectful</td>
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<tr>
<td>• willingness to be honest and brave</td>
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<tr>
<td>• Willing to learn, open minded, willing to change</td>
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<tr>
<td>• Their dedication to constantly strive towards excellence within themselves, and applying that same passion to helping those in need through evidence based social work practice.</td>
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How can we create a classroom in which students feel comfortable taking risks & participating?

Community agreements:
Creating, using, and enforcing

Building community prior to the semester
Building community during the semester
Closing the community
Welcome back!

Please share:

- What’s something you’d like to thank your colleagues for?
- What’s something about your colleagues you’ve been impressed by?
- If you could give your colleagues a gift, what would it be and why?
Welcome back, and thank you for a wonderful course!

I look forward to seeing you at graduation in 1-3 years (depending on your program)
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HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT
Gender & Sexuality graduate course

EXPLORING THE SOCIAL ENVIRONMENT
and its impact on our gender and sexual identity development

INTERSECTING IDENTITIES
how gender and sexuality interact with our other social identities (e.g. race, socioeconomic status, ability, etc)
CREATE A BRAVE SPACE

- Community agreements: students and instructor collaboratively develop a list of agreements to create space for exploration, authenticity and vulnerability.
- Instructor acknowledges the course as an opportunity for my own learning and evolution; experienced, not an expert.
- Instructor injects examples of my own exploration of power and privilege in a professional context.
CREATE A BRAVE SPACE

- Use “social Identity Wheel” in first class to set context of the course for all
- NOTE: I engage this process in professional/CE trainings as well as graduate courses
REALIZATION OF CISGENDER IDENTITY

• I acknowledged her desire and effort to be affirming
• We discussed the value of affirming people’s identities
• I referred back to Social Identity Wheel tool from 1st class
• Rich class discussion about other aspects of affirming identity we all can relate to (ethnic and/or multi-syllabic names, age, etc)
A white, cisgender, heterosexual male student questioned the existence and validity of heteronormativity as evidenced by some social and legal advances of late (marriage equality, more queer people visible in pop culture)
CHALLENGING HETERNORMATIVITY

• Acknowledged his perspective in recognizing these shifts
• Encouraged the entire class to identify examples of heteronormativity that are still prevalent
• Discussed the social, health and economic impact of heteronormativity
• The original student was deeply engaged in these discussions
A cisgender, queer student of color found it difficult to identify any privilege based on her primary intersecting identities.
MARGINALIZED PEOPLE DENYING PRIVILEGE

• Acknowledged her willingness to share this and discuss with the class
• Affirmed the challenges for any marginalized people in recognizing any privilege
• Discussed the contextual nature of our identities
MARGINALIZED PEOPLE DENYING PRIVILEGE

• Shared my own exploration and reflection on privilege in my travels abroad as an American woman (contextual); and as a cisgender lesbian
• Referenced the Social Identity Wheel and intersectionality
• Shared resources after class that were relevant to this discussion
CHECK IN ON MY EXPERIENCES with marginalization, privilege and power

CREATE BRAVE SPACE FOR MYSELF support system, receive mentoring, read, learn

READ AND RECEIVE FEEDBACK student and participant evaluations and feedback

GROUNDING RITUALS

REFLECTIONS AS A TRAINER/EDUCATOR
REFERENCES

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HELPFUL TOOL FOR RESPONDING TO MICROAGGRESSIONS

The NAME Steps - Flexible guidance for naming and responding to microaggressions:

• **Notice**: “Recognize that a microaggression has happened in class….As soon as you can, take the opportunity to name what you are noticing in class—whether in the moment or at a later date.”

• **Acknowledge**: “Acknowledge [your] responsibility to help the group to name and address microaggressions when they come up, regardless of who commits them.”

• **Make space**: “Provide students an opportunity to reflect on their feelings about what happened, and attempt to understand it.”

• **Engage the group**: “Engage the class in discussion about how to move forward as a group in a reparative way”
HELPFUL TOOL FOR RESPONDING TO MICROAGGRESSIONS

The NAME Steps - More info:


In pairs/small groups, discuss:

1. Share an example of a time that you handled (or saw a teacher/trainer handle) a microaggression in class, and what you learned

2. Create a plan for how you might address a microaggression in class. If you need help thinking of an example, here are two scenarios:
   - A student is learning English as a second or third language. When the student participates in discussion forums, other students make fun of their spelling, or correct their spelling
   - A guest speaker has been introduced in writing and out loud as a woman. Students keep referring to the guest speaker as “he.”
EXAMPLE OF RESPONDING TO A MICROAGGRESSION

Lessons Learned: Practical Tips

- When a microaggression occurs in your classroom and you didn't notice it/aren't sure if you agree, try not to feel defensive, and rather focus on supporting your students in their emotional reactions
- Collaborate whenever possible, and try to see it as something that will take you further rather than taking longer
- If you teach alone, locate another voice to support your framework (TedTalk, consult a colleague, blog)
- Keep all students involved—including student(s) who are responsible for the microaggression
- Use technology to build community (e.g. webcam, chat curator)

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<th>Agenda Item</th>
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<td>Welcome and introductions</td>
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<td>Icebreaker</td>
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<td>Wrap-up, takeaways, Q&amp;A, and thank you</td>
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WRAP-UP
REFLECTION

Which image says something to you about this session, and what made you choose the image?
THANK YOU!

All of you!

- Peiyi Woo
- Kristin Garay
- Rebecca Chung
- Johanna Creswell Báez
- Steven Schinke
- Julien Teitler
- Columbia University School of Social Work
- Columbia University School of Social Work’s Online Campus
- Teacher’s College, Columbia University
- The #WRT2020 team
- The Teacher’s College AV team