

A vibrant, multi-colored powder explosion against a dark blue background. The explosion is centered and radiates outwards, with colors including pink, purple, blue, green, yellow, and orange. The powder particles are captured in mid-air, creating a dynamic and energetic scene.

EICL and the Classroom

ADG Presentation

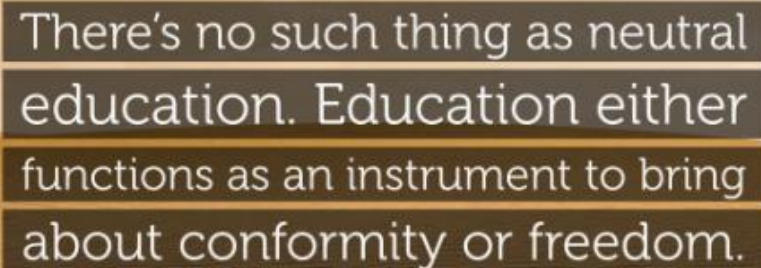
2.6.2023

“they ask me to remember
but they want me to remember
their memories
and i keep on remembering
mine.”

– Lucille Clifton

Agenda

1. Starter Question
2. EICL in the Classroom Questions
3. EICL and Discipline Goals



There's no such thing as neutral education. Education either functions as an instrument to bring about conformity or freedom.

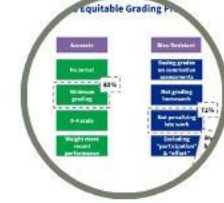
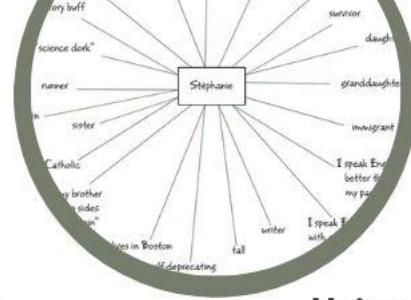
Paulo Freire



Starter Question

In what ways can an educator create an equitable and inclusive classroom?

Think specifically about your discipline or area of expertise.



Assess grading practices for information/learning you assume students' have learned



Using student-centered identity activities to learn about students' cultural references

Windows, mirrors, sliding glass doors

Some classroom content directly connected to EICL topics

Identifying your own cultural frames of reference

Essential question of course directly connected to EICL topics



Student co-created classroom agreements



EICL TEACHING PATH*

*NON-TEACHING STAFF CAN THINK OF SIMILAR STEPS IN THEIR WORK. THESE ARE ONLY A DROP IN THE BUCKET--THERE ARE SO MANY WAYS TO MAKE YOUR WORK MORE EQUITABLE AND INCLUSIVE!

Instruction and Environment

1. How does the physical environment of my classroom (what's on the walls/constantly visible materials) communicate messages of belonging to all students? (Are there “windows” and “mirrors” for all?)
2. What do I do to generate trust and to connect with students?
3. How am I intentionally building community in my classroom? What am I doing to create opportunities for students to get to know one another?
4. What instructional strategies do I use to engage different kinds of students/learners?
5. How might I challenge myself to see and respond to the power dynamics in the classroom?
6. How do I facilitate experiences in which students connect content with their everyday lives?
7. What do I do to encourage students to ask critical questions about all information they receive from me and curricular materials?

Curricular Content

1. What is my process for reflecting on whose voices, perspectives, and scholarship are being represented in my curriculum?
2. What histories within my discipline do I need to study in order to challenge (and not replicate) discrimination?
3. How do I present content from a variety of perspectives, rather than that of traditional majority groups?
4. What do I do to I avoid tokenism? How do I seamlessly weave content about underrepresented groups with that of overrepresented groups?
5. What do I do to ensure that my curriculum challenges stereotypes? How do I challenge the assumption that our society is inherently Eurocentric, male-centric, Christian-centric, heterosexual-centric, and upper-middle-class centric?
6. How do I ensure that my course content provides all students with “windows and mirrors” (“If the student is understood as occupying a dwelling of self, education needs to enable the student to look through window frames in order to see the realities of others and into mirrors in order to see her/his own reality reflected.”)

EICL and Discipline Goals

Imagine you are preparing for a discipline meeting about EICL and your workplan goals with your discipline:

- A) What are the questions from “EICL in the classroom” that you think would excite or interest members?
- B) Which of these questions might be a challenge for you discipline members?
- C) What are other possible challenges? (please email Ed and Bess challenges you anticipate so we can start thinking with you about these)