

People

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Towards Engaged Educational Practices
Regarding Decolonisation, Anti-Racism, and
Inclusion

How to include students safely and comfortably?

We wanted to make sure that we were collecting and presenting students' stories, opinions, and ideas.

At the same time, we wanted to recognize the traditionally hierarchical structure in the University and its classrooms and its inhibiting effect on the expression of students' contributions.

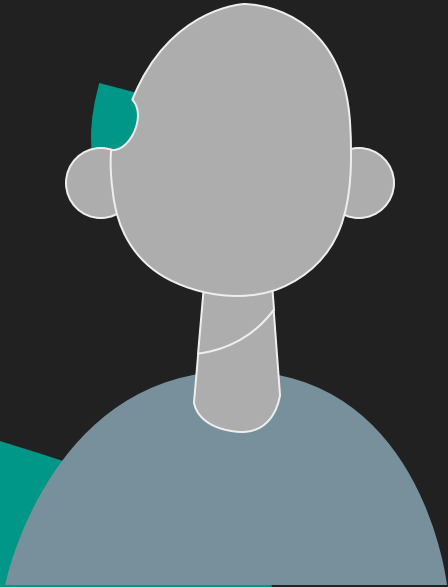
We wanted students to have safe and comfortable ways to contribute to the discussions.

Teaching with
Humanity:
Student Voices

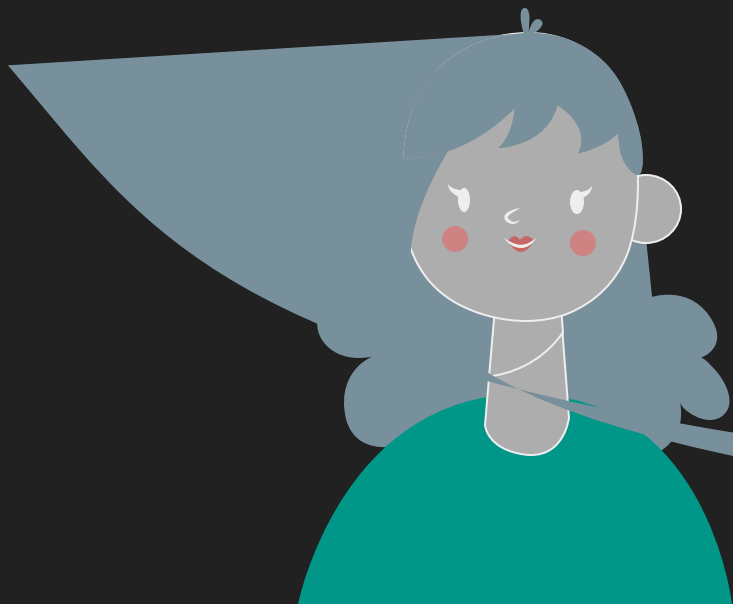
What are the practical ways we can think about fostering an anti-racist and decolonized student experience in the classroom?





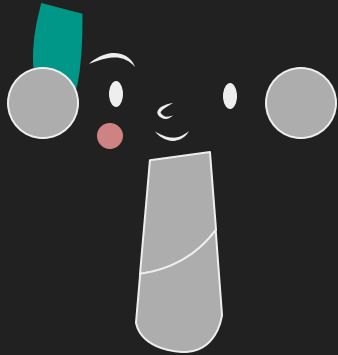


This student says...



This student says...

Student Submission





This student says...

Student Submission



By far the largest concern is how many courses include their 'diversity pieces' at the end of the syllabus, taught during the last few weeks at a point where students' attention is often divided—half actually in class content and the other half buried in all the other end-of-term work. This is how the presentation of diversity in curricula often feels like; an afterthought. A quick pat-on-the-back after tacking it on at the end to complete a teaching requirement. It would be so much more effective and genuine if it wasn't so obviously injected into the end of the syllabus as if to hastily satisfy the 'diversity component' but actually integrated throughout the course content as something worth talking about.”



Thank You!