Remote Teaching & Learning

Lightning Talks

Building the Inclusive Classroom

JUNE 25
I respectfully acknowledge that we gather here on the territory of the many indigenous Massachusettan peoples, who have stewarded this land for hundreds of generations. I pay respect to the Massachusett elders, past, present, and emerging. I acknowledge the truth of violence perpetrated in the name of this country, including the erasure of Indigenous people’s histories.

In saying these words, I understand that Land Acknowledgements are a small but important step towards building a culture of respect, truth, and accountability. I hope we can listen and amplify Indigenous people’s voices amongst the many voices that are part of conversations for change in our commitment to diversity, equity, and inclusion.

Wording borrowed from Emerson College, Boston; MA Peace Action; and The MA Center for Native American Awareness
Quick Reminder
For optimal viewing experience, you can change your view options. We recommend Speaker View over Gallery View.

Optional: Add your department, program or school to your Zoom name.
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Q&A

Please share your questions in the chat feature and the moderator will address at the completion of all presentations.
Paula Austin
Assistant Professor, Dept. of History
African American Studies Program

Minding (Disciplinary) Power and Privilege in the Classroom

Joshua Wiscons, Assistant Professor
Mathematics
California State University Sacramento
Power dynamics
Epistemic marginalization
Decolonizing vs diversifying
Multiculturalism vs Intersectionality
● When was my discipline professionalized (first professional organization/convention)?
● Who are the standard bearers for my discipline?
● What are the deeply held traditions of my discipline? (Think about my own training: content, methods, research areas....)
● **Who** is missing? (Why? What does that mean?)
● What are the disciplinary assumptions about *research standards, methods, course content, classroom approach, assessment strategies, assessment tools*?
● What do we ask people to give up in order to be successful in our discipline?
● How do we repair the (historical and contemporary) damage done by our discipline?
Thank You
Jessica Kent, PhD
Senior Lecturer
College of Arts & Sciences Writing Program

Trauma-Informed Practices in the Age of COVID-19
What is Trauma?

The US Department of Health and Human Services describes individual trauma as resulting from "an event, series of events, or set of circumstances that is experienced by an individual as physically or emotionally harmful or life threatening and that has lasting adverse effects on the individual’s functioning and mental, physical, social, emotional, or spiritual well-being."

https://www.samhsa.gov/trauma-violence

ACES (when experienced before the age of 18):

- Emotional Abuse*
- Physical Abuse*
- Sexual Abuse*
- Emotional Neglect*
- Physical Neglect*
- Domestic Violence (witnessing)*
- Single Parent Home (due to separation/divorce/death)*
- Substance Abuse (one or both parents)*
- Incarcerated Parent(s)*
- Parent(s) Suffering from Mental Illness*
- Parent(s) Suffering from Chronic Illness
- Witnessing violence
- Living in an unsafe neighborhood
- Living in foster care
- Being part of the juvenile justice system
- Experiencing bullying
- Experiencing discrimination or racism
- COVID-19
Trauma-Informed Pedagogy

- acknowledges effects of trauma on ourselves and our students
- benefits all students

FOCUS: SAFETY, CONSISTENCY, RELATIONSHIPS

- Build community and relationships
- Be consistent and transparent
- Consider your disciplinary policies
- Practice active listening and empathy
- Avoid re-traumatization
- Recognize student strengths and resilience
- Provide opportunities for choice and autonomy
Secondary Traumatic Stress (STS)

- may result in burnout
- may result in educator feeling triggered in their own trauma
- may result in educator experiencing trauma symptoms even if they do not have a trauma history

What can I do?

- Practice self care
- Ask for help
- Set boundaries
- Learn More
Thank You
Q&A

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Luz M López, PhD, MSW, MPH
Clinical Professor, Director Global Health Core
Boston University School of Social Work
Center for Innovation in Social Work and Health

Advancing Intercultural Inclusive Practice in the Classroom
Intercultural practice is deeper than multicultural or cross-cultural approaches.

- It promotes individual and collective transformations.

- Examining Intersectionality is crucial (Crenshaw, 2018).

Nicole Hernandez (2017)
Case Example: Debate on the use of **Latinx** vs **Latino/a/e**

**Latinx**

Used as a **non-binary, gender neutral, inclusive term**, embraced by many in the LGBTQI community (Johnston-Gerrerro, 2016; Ramirez & Blay, 2016).

Or… a **symbol of Anglicizing language and colonialism**, viewed as attack on **Spanish language** (Lowe, 2019).

**Latino/a or Latin/e**

Includes the inherited **use of gender in Spanish**. It is also viewed as **cultural shift to raise awareness of gender as non-binary inclusive language** (Torres, 2018).
Intercultural Evidence Based Practice & Storytelling

• How might your own cultural bound assumptions influence your interactions with students?

• No one is left unchanged because we learn and grow sharing each other’s cultural perspectives and experiences.

Thank You
Hamid Nawab
Professor, College of Engineering

Inclusive Engineering Classroom:
Multidimensional Paths from Within and from Without
Getting in Touch with Inclusive Self

- Do you know the “left out” feeling?
- Do you know the feeling of having to “earn a place at the table” when others get an automatic pass?
Paths to Inclusivity

From Within:
- Vulnerability
- Accessibility
- Approachability

From Without:
- Versatility
- Accountability
- Advocacy
Inclusivity Expands the Dimensions of Excellence in Engineering
Thank You
Swati Rani

Lecturer, College of Arts and Sciences
Faculty and Staff Network Leadership Team, SAFEBUDS,
Office of Diversity and Inclusion

Honesty, Safety, and Creativity:
Principles to Support Intersectionality and
Inclusion in a Course Focused on Race Relations
In Person or Online, Learning is Relational

Critical Race Theory Teaches Us:

“However self-sufficient we may fancy ourselves, we exist only in relation—to our friend, family, and life partners; to those we teach and mentor; to our co-workers, neighbors, strangers; and even to forces we cannot fully conceive of, let alone define. In many ways, we are our relationships”

– Derrick Bell
struggling to express my thoughts and concerns with my liberal desi family on the issue. I felt a connection to Hasan’s message. Just wanted to express my gratitude for this class as it is giving me the confidence boost to have a voice regarding issues in our community! Have a great rest of your evening :)

Yes! All of this and you’re doing the hard work, in collaboration with your peers. Writing is a medium, a material artifact as you revise. See you!
Desiree Okoh
Double Terrier BU Alum, Artist, Activist, Neighbor
@des_thecreatix

Inclusion
As Praxis

Inclusion
As Access

Remote Teaching & Learning
Lightning Talks
Thank You
Lorre Wolf, Moderator
Director of Disability & Access Service

Acknowledging Disability in Diversity and Inclusion Efforts
Understand
Acknowledge
Embrace
Boston University strives to be accessible, inclusive and diverse in our facilities, programming and academic offerings. Your experience in this class is important to me. If you have a disability (including but not limited to learning or attention, mental health, concussion, vision, mobility, hearing, physical or other health related), require communication access services for the deaf or hard of hearing, or believe that you require a reasonable accommodation for another reason please contact me to discuss your needs.
Disability & Access Services

Phone/TTY: 617-353-3658

Email: access@bu.edu
Thank You
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Q&A
Closing Remarks

Crystal Williams

Associate Provost for Diversity & Inclusion
Professor of English
Thank you for your participation in the Lightning Talks Speaker Series.

For a list of upcoming talks, visit bit.ly/BULightningTalks

Questions or feedback?
Email digital@bu.edu.