

Anti-Racist Pedagogy in Action: A Columbia Faculty Panel

October 12, 2022 at 12:00-1:30pm ET

Event link: [Anti-Racist Pedagogy Speaker Series](#)

Shortened link to this handout: <https://tinyurl.com/panelhandout-CTL-Marquart>

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Panelists from across Columbia schools and departments include:



Tugce Bilgin, PhD
Lecturer in Frontiers of
Science Fellows Program



Nicholas Bock, PhD
Lecturer in the Discipline of
Earth and Environmental
Sciences



Latisha Hanson, DNP, PMHNP-BC
Assistant Professor of Nursing and
Director of Diversity Programming at
the School of Nursing, CUIMC



Matthea Marquart, MSW
Assistant Dean of Online
Education and Senior
Adjunct Lecturer, CSSW



Rochelle Mendonca, PhD, OTR/L
Assistant Professor of
Rehabilitation and Regenerative
Medicine (Occupational Therapy),
CUIMC

 COLUMBIA | CTL
Center for Teaching and Learning

 COLUMBIA | Faculty Advancement
Diversity and Inclusion, Faculty Pathways, Work/Life

Matthea Marquart

Assistant Dean, Online Education

Senior Adjunct Lecturer

Columbia University School of Social Work

[LinkedIn](#) | [Twitter](#) | [Website](#)

Bio for this panel:

Matthea Marquart is the Assistant Dean of Online Education and a Senior Adjunct Lecturer at Columbia's School of Social Work (CSSW). Her role includes overseeing the recruitment, hiring, and training of instructors for CSSW's Online Campus, which has included the creation and co-facilitation of CSSW's award-winning Institute on Pedagogy and Technology for Online Courses. She began working with CSSW's Online Campus in 2014 during beta testing and launch preparation, helped launch the Online Campus in 2015, and has focused on collaborating on the online program's continuous improvement and growth since then. She regularly collaborates on presentations and publications about student-centered, trauma-informed teaching and learning, and recent topics have included [Anti-racist pedagogical considerations and strategies for synchronous online courses](#); [Creating community agreements collaboratively with online students: Reasons, anti-racist considerations, and logistics in Adobe Connect](#); [Creating anti-racist learning environments online](#); and [A conversation about anti-racist approaches to student webcam requirements in online courses](#). Most recently, she collaborated on editing the open source ebook [Designing Engaging and Interactive Synchronous Online Class Sessions](#).

This handout offers my references for each of the pre-planned panelist questions and for a question that came up during the Q&A.

1) Can you talk a little bit about how your pedagogy has changed and evolved taking this anti-racist pedagogical stance? What does that look like for you and your students? What motivated you to make this change?

- Link to download a poster from CSSW's Online Campus, on Anti-racist pedagogical considerations and strategies for synchronous online courses, which we presented at the CTL's 2022 Celebration of Teaching and Learning Symposium: [Anti-racist pedagogical considerations and strategies for synchronous online courses](#)
- Link to a chapter about creating community agreements: [Creating community agreements collaboratively with online students: Reasons, anti-racist considerations, and logistics in Adobe Connect](#)
- Link to The NAME Steps model for dealing with microaggressions in classrooms (applicable to a variety of microaggressions, although the funding was specific to Anti-LGBTQIA2S+): [The NAME Steps: How to Name and Address Anti-LGBTQIA2S+ Microaggressions in Social Work Classrooms](#)
- Columbia Alumni Association - History of Women at Columbia College: [History of Women at Columbia College](#)
- Columbia University & Slavery: [Post-1865: Students](#)
- Kendi, I. X. (2019). How to Be an Antiracist. Random House Publishing Group. Link to the ebook in the Columbia Library: [Columbia Library ebook link](#)

2) There are agreed upon underpinnings and values around anti-racist pedagogy. But you all teach very different classes and topics, and in the classroom, these values have to be enacted in disciplinary-appropriate and specific ways. How have you made those decisions, and what has that process looked like?

- Practical strategies for trauma-informed teaching online (link to download slides from a conference presentation): [Trauma-informed Teaching and Learning: Principles, Practices, and Grading in Online Courses](#)
- Considerations about power, trauma, and grading (link to download slides from an intensive workshop): [Intensive Workshop on Power, Trauma and Grading](#)
- Chapter about using polls to give students a choice about class check-ins: [Using polls to guide class check-in time](#)
- Chapter about giving students a few minutes at the start of class to share actions or resources in response to current events: [A Moment of Action: Opening an inclusive, engaged, and trauma-informed classroom](#)
- Chapter about involving students in deciding what counts as class participation: ["Good point. I agree.": Challenging students to create "thoughtful contributions" in class](#)

- Blog article about sharing power with students by seeking their input on a grading rubric [Sharing power with students by seeking their input on a grading rubric](#)
- Handout from Asao B. Inoue's workshop for the CTL: [Understanding and Doing Antiracist Classroom Assessment](#) **I've modeled this handout after Inoue's handout**
- Kyoko Kishimoto. (2018). Anti-Racist Pedagogy: From Faculty's Self-Reflection to Organizing within and beyond the Classroom. [Anti-racist pedagogy: from faculty's self-reflection to organizing within and beyond the classroom](#)
- Social work code of ethics: [NASW Code of Ethics](#)
- Social work grand challenges: [Grand Challenges for Social Work](#)

3) How have students responded to your pedagogical approach? Have you faced challenges or resistance? If so, how have you navigated that?

- Inspiring trust and risk in online discussion (link to download workshop slides): [Inspiring Trust and Risk in Online Discussion](#)

4) What kinds of personal and professional development have you participated in while developing your anti-racist pedagogical practice? What advice might you have for faculty looking to strengthen their own practices?

- Okun, T. white supremacy culture. dRworks. [white supremacy culture](#)
- Frank Tuitt's keynote at the CTL's 2022 Celebration of Teaching and Learning Symposium: [2022 Celebration of Teaching & Learning Symposium](#)
- To join the School of Social Work's email list for news & events, scroll down to the bottom of our website and share your email in the "Keep in touch with us" section: [Columbia School of Social Work](#)
- To see upcoming events at the School of Social Work: [Columbia School of Social Work | Events](#)

Other (came up during Q&A):

Question: "I'm struck by how the 2020 uprisings have profoundly shaped your work. I am wondering if that suggests a need to support and cultivate student activism on and off campus. What are some ways you are currently supporting student activism and how does that feed back into your work?"

- Social Work licensing exam pass rates, with clearly disparate results by race: [2022 ASWB Exam Pass Rate Analysis](#)
 - Example advocacy responses:
 - [Responding to the ASWB Report](#)
 - [ASWB: End Discriminatory Social Work Licensing Exams](#)

Other resources that may be of interest:

- [Additional resources about online education](#)
- [Quick resources about pedagogy and technology that may be helpful to share](#)
- [CSSW Online Campus presentations at the CTL's Celebration of Teaching and Learning Symposium, 2016-2022](#)
- Free ebook: [Designing Engaging and Interactive Synchronous Online Class Sessions: Using Adobe Connect to Maximize its Pedagogical Value](#)