

FLORIDA STATE UNIVERSITY PROGRAM FOR INSTRUCTIONAL EXCELLENCE

**Equity Pedagogies &
Culturally Inclusive
Teaching**

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WHAT WE'LL DO TODAY ...

- 1) Haiku (Self Reflection)
- 2) Cross the Line (Group Reflection)
- 3) Frozen Image Tableau (Exploring Perceptions)
- 4) Present our Stories (Sharing Experiences)
- 5) Discussion (Analyze & Strategize)

As we work on getting to know each other ...
remember that relationships are the fundamental
aspect of successfully educating for equity and justice.



HAIKU (SELF REFLECTION/SHARING)

- ▶ Using your smart device, write a haiku poem that reflects your thoughts on what it means to be a culturally inclusive educator.
- ▶ Haiku is a three-line poem with seventeen syllables written in a 5/7/5 syllable count.
- ▶ Example (I had a bit more time to think of this than you will; so don't be shy if your syllabic pattern is not perfect):

Rhonda advocates.

Students are priorities.

Relationships rule!



HAIKU PROVIDES:

- ▶ The opportunity to articulate a concise teaching and learning philosophy.
- ▶ A formula to counter distractions and maintain focus on the educational goals.
- ▶ A shared cultural activity that creates a bond for the class participants.
- ▶ *How might we implement this activity in a campus v. virtual learning environment?*



TEACHING BEYOND CULTURAL INCLUSIVITY

It is vital that we create spaces where educators can safely explore the strengths and limitations of their professional preparation without judgement. We must also assist educators to forge bonds with a wide cadre of individuals who can facilitate their expansion of knowledge and capability to teach for equity and justice (Jeffries, 2017).



GROWING TOWARD EQUITY & JUSTICE

- ▶ Diversity asks, “Who’s in the room?”
 - ▶ *Equity responds: “Who is trying to get in the room but can’t? Whose presence in the room is under constant threat of erasure?”*
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- ▶ Inclusion asks, “Have everyone’s ideas been heard?”
 - ▶ *Justice responds, “Whose ideas won’t be taken as seriously because they aren’t in the majority?”*



GROWING TOWARD EQUITY & JUSTICE

- ▶ Diversity asks, “How many more [pick any minoritized identity group] do we have this year than last?”
 - ▶ *Equity challenges, “What conditions have we created that maintain certain groups as the perpetual majority here?”*
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- ▶ Inclusion asks, “Is this environment safe for everyone to feel like they belong?”
 - ▶ *Justice challenges, “Whose safety is being sacrificed and minimized to allow others to be comfortable maintaining dehumanizing views?”*



DIVERSITY, INCLUSION & EQUITY BASED PEDAGOGIES

BASIS: Diversity → Inclusion → Equity → Justice

DISPOSITION: Recognition Oriented → Outcome Oriented

ACTION: “We **ACKNOWLEDGE**” → “We **IMPROVE**”

We must make equity and justice the yardstick by which leaders measure progress instead of merely diversity and inclusion (Stewart, 2017).



CROSS THE LINE (GROUP REFLECTION)

- ▶ Let's divide ourselves into 2 lines facing each other.
- ▶ We will take turns asking our colleagues to “cross the line if _____”; filling in the blank with qualifying descriptors.
- ▶ Examples:
 - 1) Cross the line if this is your first year at FSU.
 - 2) Cross the line if you have a pet.
 - 3) Cross the line if . . .



CROSS THE LINE PROVIDES:

- ▶ The opportunity to identify benign trends as well as implicit biases that occur within cultural identities.
- ▶ An ability to explore intersections that exist across apparent cultural boundaries.
- ▶ A pedagogical tool where equity and course content can be merged; i.e., “Cross the line if you have considered high school Algebra as a gatekeeping course to STEM fields”.
- ▶ *How might we implement this activity in a campus v. virtual learning environment?*



THEATRE OF THE OPPRESSED

- ▶ Augusto Boal, a Brazilian dramatist, developed Theatre of the Oppressed techniques based on the ideals of Paulo Freire's *Pedagogy of the Oppressed*.
- ▶ Boal championed the notion that theatre, like language, can be appropriately used by anyone to understand social reality and change it. The primary goal is to promote reform and increase opportunities for disenfranchised people.
- ▶ Both works are founded on the belief that there is no room in society for the passive spectator. There is a time to observe and then there is a time to act.



FROZEN IMAGE (EXPLORING PERCEPTIONS)

- ▶ Let's divide ourselves into small groups.
- ▶ Think of one event from your teaching/educational experience and consider an image or frozen pose that you can create with your body that represents that experience.
- ▶ Present your *individual* frozen image to your group and discuss the meaning of your image.
- ▶ Discuss among your group members how the intersectionality of your identities influenced your image.
- ▶ Create and present a *connected*, frozen image with your group and discuss the impact of relationship in your collective image.



PRESENT OUR STORIES (SHARING EXPERIENCES)

- ▶ Describe some aspects of equity pedagogy where you feel proficient and where you could experience growth.
- ▶ How can we utilize relationships to expand our equity pedagogy skill sets?
- ▶ What are some ways that we might effectively create and sustain a culture where we can discuss our strengths and weaknesses without the threat of judgement?



DISCUSSION (ANALYZE & STRATEGIZE)

- ▶ Sharing narratives in a safe [enough to change] and critical environment illicit deep, engaged conversations and hopefully inspire action at various levels from the classroom to the community.
- ▶ Let's talk about it . . . Continue to craft complex yet considerate conversations.
- ▶ Let's be about it . . . Continue to cultivate compassionate and caring communities that expand opportunities that serve those most in need.

