

PUTTING EQUITY INTO PRACTICE:

Social Justice Education

EQUITY-MINDED DIGITAL LEARNING Strategy Guide Series



Keith, H.R., Kinnison, S., Garth-McCullough, R. & Hampton, M. (2023, July)
Putting Equity into Practice: Social Justice Education; Equity-Minded Digital Learning Strategy Guide Series. Every Learner Everywhere.

PUTTING EQUITY INTO PRACTICE: SOCIAL JUSTICE EDUCATION

Social justice in higher education is an emerging equity-minded teaching and learning approach that creates liberating learning environments for students who have historically been marginalized due to their race, ethnicity, gender identity, religion, or differing abilities. Implementing teaching practices that validate students' cultural values can address inequities, injustice, and disparities that have impeded the success of Black, Indigenous, Latiné, and people of color (BILPOC).

Advancing social justice in education requires establishing educational spaces that foster students' critical consciousness and ability to analyze systems, policies, and practices that lead to inequitable and unjust experiences and outcomes. A social justice approach to education involves two strategies that will be featured in this guide: anti-racist teaching and abolitionist teaching. Both approaches allow faculty to disrupt the restrictive nature of oppressive forms of traditional pedagogy and institute educational methods that provide meaningful, relevant, and liberating learning experiences that uplift students. The goal is to develop social justice-centered instruction where students and faculty are empowered to challenge systems of oppression (Sensoy & DiAngelo, 2009, p. 350).

Anti-racist pedagogy is not about simply incorporating racial content into courses, curriculum, and discipline. It is also about how one teaches, even in courses where race is not the subject matter. It begins with the faculty's awareness and self-reflection of their social position and leads to application of this analysis in their teaching, but also in their discipline, research, and departmental, university, and community work. In other words, anti-racist pedagogy is an organizing effort for institutional and social change that is much broader than teaching in the classroom.

(Kishimoto, 2018)

Both of the social justice education (SJE) instructional strategies included in this guide require faculty to acknowledge how race plays a role in society and education while also recognizing that social construction of reality is based on an individual's intersecting identities, culture, positionality, and lived experiences. One outcome of social justice education in higher education is to ensure that course content and curricula do not reproduce social and racial inequalities. This work requires that faculty critically assess instructional content, curriculum, course materials, and practices to identify how current instructional approaches might continue to perpetuate educational injustice.

Social justice education requires that the expertise of scholars of color be intentionally embedded into disciplines through instructional materials and coursework. Incorporating materials that are inclusive of the work of BILPOC scholars and that accurately represent these communities. These efforts should be intentional and not be tokenizing or performative. SJE requires that those who hold dominant identities purposefully engage in race and equity work and that the burden is not placed on individuals with marginalized identities. (Twyman-Ghoshal & Lacorazza, 2021).

Overview

To authentically engage in a social justice education model, faculty should be open and willing to create space that encourages students to critically question their educational experience, course content, and curricula through a lens of self advocacy and agency. When embedding SJE into course content and curricula, faculty must intentionally engage in self examination. Faculty must know, and understand the perpetual injustices of the curriculum as well as the experiences of their students and the communities they come from. For social justice learning to occur, students should read the words, theories, and contributions of leaders in the field who are part of marginalized and racialized communities.

As faculty implement social justice as a pedagogical approach, the following foundational concepts and practices must be considered:

- Develop the ability to recognize, name, and take action to dismantle and eliminate unfairness and inequities while advancing freedom and social justice in educational spaces.
- Be mindful and aware of who students are, where they come from, and the assets they bring.
- Build skills and ways of thinking that acknowledge and confront biases.
- Create an environment where students can authentically and safely question content, ideologies, perspectives, dominant norms, and ways of learning.



READ MORE social justice frameworks

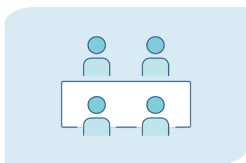
In centering the joy, complexity, beauty, genius, and cultures of BILPOC students, faculty can begin to transform and liberate educational spaces where these students thrive rather than survive their higher education experience.

“Seeing students requires [faculty] to recognize them as valuable contributors to the classroom space, as opposed to social, cultural, and academic burdens on the so-called master in the room — the teacher.”

Crystal Belle, Director of teacher education at Rutgers University-Newark.

WHO BENEFITS?

Students



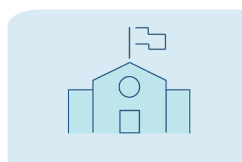
Through engagement with a social justice education framework, students develop a critical consciousness and awareness of what is just and fair as it relates to their educational and social experiences. Students understand and recognize dominant narratives that uphold traditional approaches within political, social, and educational systems. Faculty should ensure a classroom culture that validates students’ cultural identities and lived experiences through course curricula and instruction. When implemented with intentionality and fidelity, students gain a greater understanding of power dynamics, develop respect for cultures different from their own, and learn how to address inequities in their communities through social justice change.

Faculty



These instructional strategies equip faculty to intentionally engage in examining and addressing potential patterns of inequities in their practice, counter the status quo of higher education teaching, and transform course content and curriculum to better serve BILPOC students through a lens of social justice. Instruction that is more culturally responsive, validates students' identities, and relates more closely to their backgrounds improves students' learning experiences; reduces drop, failure, withdrawal, and incomplete (DFWI) rates; and increases the number of students who complete courses.

Institutions



Institutions benefit when students succeed and communities thrive. By equipping students to address social justice issues and concerns, colleges and universities can begin to affirm, validate, and embrace their students from diverse cultures, backgrounds, and lived experiences in authentic ways that lead to improved success, graduation and employment rates. Through this process colleges become inclusive and antiracist institutions that best serve the next generation of students, leaders, and community members.

Social Justice Teaching in Higher Education



Research indicates that when college students are exposed to social justice content that addresses systemic inequities, they are better equipped to challenge and dismantle these systems and structures in society (Storms, 2012). As colleges are charged with cultivating students who uphold social justice and espouse a commitment to becoming antiracist institutions, social justice education and teaching are foundational to this paradigm shift (Belle, 2021.) As student demographics continue to become more diverse, colleges are being challenged to shift their teaching and learning practices to address social justice inequities that impact their local communities and student outcomes including success, retention, transfers, and completion. Current learning environments are poised for a paradigm shift that can transform the student experience.

Through service learning and civic education projects, students can apply and connect social justice course content to community-based projects while working with community partners to address social justice issues and concerns (Garnett & Huber, 2018). These experiential opportunities provide ways for students to learn in real world

contexts and develop skills of community engagement. Research indicates for students, engagement in social justice-centered courses leads to:

- Improved academic outcomes through the demonstration of higher order thinking, critical consciousness, problem analysis, problem solving, and cognitive development
- A better understanding of self related to issues of injustice and equity
- Being better equipped to develop into social justice advocates



READ MORE in the article
[What Is Social Justice Education Anyway?](#)



Cause to Wonder: Pause and Reflect

As you move from developing awareness and understanding to implementing social justice action, it is important to recognize whose input and ideas are considered in the teaching and learning space.

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?”

This guide describes two strategies to intentionally implement social justice education, and provides suggestions for using digital learning tools to meet teaching and learning goals for social justice education.

PEDAGOGICAL PRACTICE: SOCIAL JUSTICE EDUCATION STRATEGIES

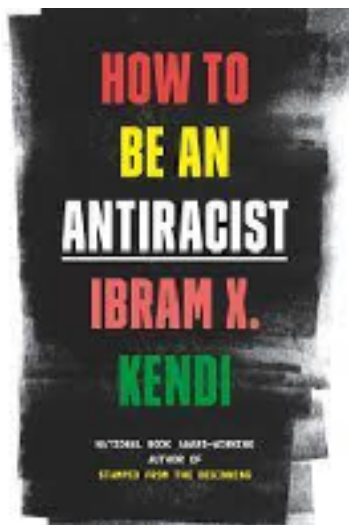
Strategy 1: Antiracist Teaching

Strategy 2: Abolitionist Teaching

STRATEGY 1: ANTIRACIST TEACHING

Overview:

Antiracist scholars define antiracist teaching as intentionally creating syllabi, course content, curricula, and materials alongside actions, practices, and pedagogy that develop racial equity (hooks, 1994; Imazeki, 2020; Kendi, 2019; Kernahan, 2019; Kishimoto, 2018). Antiracist teaching is an approach to learning that acknowledges,



addresses, and disrupts racism within educational environments (Kendi, 2019). Faculty must understand and recognize that past racial structures within education continue to academically, psychologically, and socially impact students from historically marginalized identities and backgrounds. Implementing antiracist strategies to address inequities in education includes designing race-conscious course content, curricula, and instruction that counters racism and leads to racial equity (Kishimoto, 2018). For example, faculty can counter historical narratives that perpetuate stereotypes and the absence of people of color and their contributions in disciplines such as math, science, philosophy, and STEM by providing accurate historical depictions.

Antiracist teaching goes beyond incorporating race-conscious content into courses and curricula. It focuses on how faculty approach teaching through a lens that critically examines instructional practices, course assignments, and assessments. This requires decentering dominant ideologies and canons while including voices and perspectives that are not historically included in content, materials, and curricula or that have historically been silenced. The Center for Urban Education's (2020) [Syllabus Review Protocol](#) focuses on equity-minded practices and provides examples of how to effectively implement antiracist approaches in the curriculum.

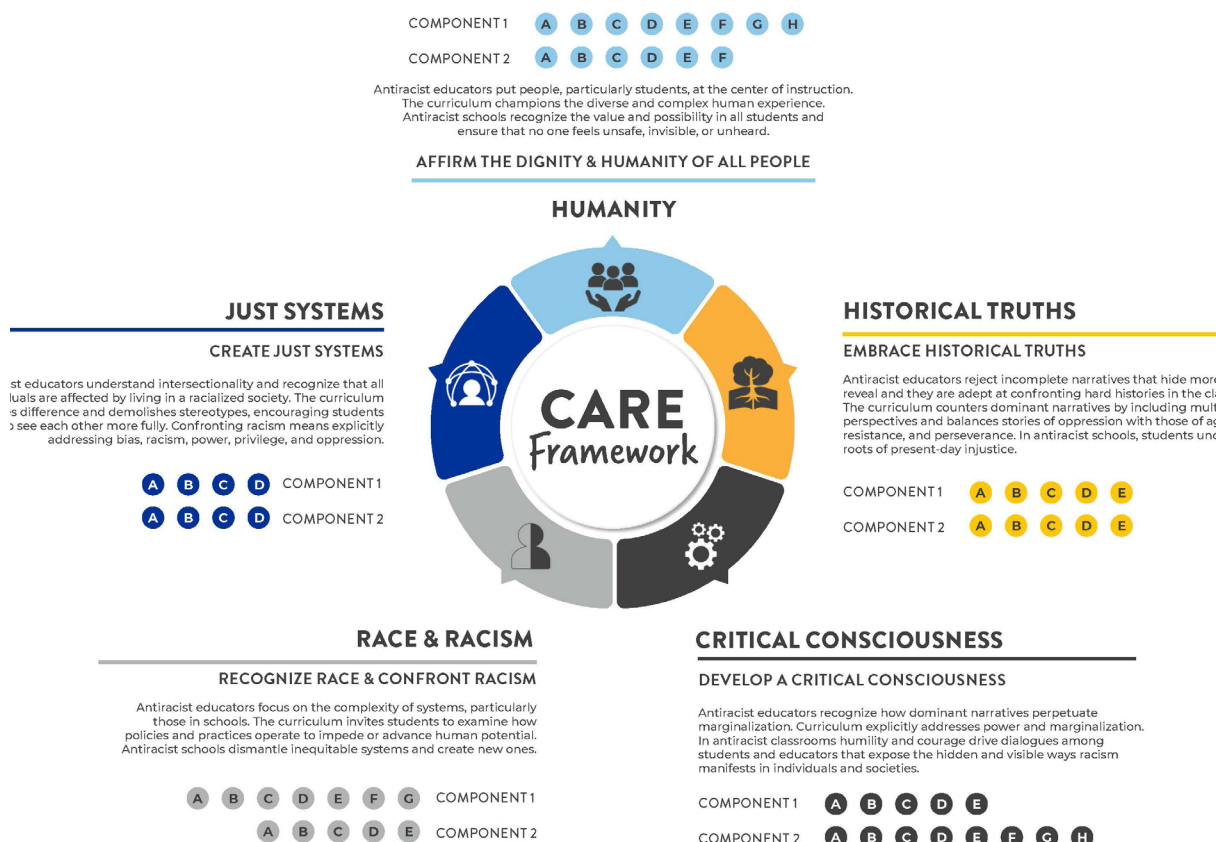
As faculty delve into the process of becoming antiracist educators, the CARE framework provides clear, practical steps to advance antiracist teaching and learning. The five CARE principles are designed to guide educators in transforming instructional practices, curriculum design, and student engagement through a race-conscious lens.

CARE FRAMEWORK

The CARE framework from the former Center for Antiracist Education provides educators with practical steps to begin the journey toward becoming antiracist practitioners. The five CARE Principles focus on the following actionable steps:

- **Affirm the dignity and humanity of all people.** Champion the identities, lived experiences, and cultures of diverse students while intentionally creating educational spaces that holistically values the voices of students that have traditionally been silenced.
- **Embrace historical truths:** Thoughtfully provide accurate BILPOC histories and depictions that counter dominant narratives through curricula that include diverse perspectives, representation, and historical content.

- **Develop a critical consciousness:** Course content should intentionally address power, positionality, and injustice while engaging in conversations that foster students' critical consciousness.
- **Recognize race and confront racism:** Curricula should illuminate the complexity of systems, policies, and practices that lead to racial inequities within education. Antiracist teaching takes action to create equitable educational experiences and outcomes.
- **Create just systems:** Faculty address bias, racism, privilege, and oppression that impact the learning experiences of BILPOC students through the creation of equitable learning environments. Antiracist educators intentionally create spaces where intersectionality is recognized alongside the awareness that all students engage in racialized educational spaces.



To continue exploring the CARE framework visit [Stand.org](https://stand.org).

PUTTING IT INTO PRACTICE: HOW DO YOU DO IT?

Develop course content and curriculum grounded in antiracism.

Educators engaging in antiracist teaching must interrogate traditional academic ideologies, canons, and pedagogical approaches to identify and recognize how dominant norms are perpetuated throughout the educational experiences of historically marginalized and racialized students (Simmons, 2019). Teaching moves that advance social justice education through the strategy of implementing antiracist teaching can uplift communities of color and acknowledge and recognize their contributions while amplifying and centering the voices and perspectives of BILPOC students.

In creating a course framed in antiracism, faculty must be intentional about embedding readings, videos, blogs, and podcasts that affirm historical experiences and contributions from communities of color. Course content should speak directly to antiracism and social justice as it relates to the lived experiences of BILPOC and communities.

- Research, identify, and embed discipline-specific readings, videos, blogs, and podcasts that foster antiracist teaching and learning.
- Intentionally implement and present a curriculum that authentically represents the history and experiences of students, people, and communities of color.
- Develop assignments that allow students to engage with accurate and affirming depictions of people of color as a means to disrupt dominant narratives while creating counternarratives through the voice, representation, and recognition of people of color.
- Critically assess course content materials, discipline-specific core objectives, and concepts that inform discipline outcomes through an antiracist lens to identify how and where course content and curricula maintain dominant ideologies, values, and norms.



READ MORE antiracist strategies and practices here

[Strategies for Antiracist and Decolonized Teaching](#)

[Practicing Anti-Racist Pedagogy - Inclusive Teaching](#)

[New York University Metro Center Culturally Responsive Curriculum Scorecard](#)



Antiracist Activity Ideas

To build their antiracist repertoire, students need to be able to reflect on their relationships to power and privilege. Several approaches can help students investigate these sensitive topics as a community.

- Help students build empathy by engaging them in role-playing activities related to characters from literature or history. For examples, see the Zinn Education Project's lesson plans on historical role-plays.
- Study literary and historical narratives with your students that reflect a variety of experiences for people of color, including those of excellence and ingenuity. (Sites like *The Root* or the social accounts for institutions like the National Museum of African American History and Culture provide endless ideas.)
- Lead students in a reflection based on Peggy McIntosh's article, "Unpacking the Invisible Knapsack." The Teaching Tolerance website also has lessons on white privilege and whiteness.
- Ask students to play the role of social scientists for a week by observing the world with a racial-justice lens. Ask students to track how different racial groups seem to experience the world. What trends, similarities, and differences do they notice? At the end of the week, lead a reflection where your citizen scientists report their findings and generate questions or theories based on the evidence.

© 2019 ASCD. All Rights Reserved
From "How to Be an Antiracist Educator,"
Education Update, 61(10), by Dena Simmons

What does it look like?

- Do not tokenize people of color or simply add on content in an attempt to make a course antiracist.
- Engage students in reading, analyzing, and discussing course content and materials through an antiracist lens.
- Intentionally create opportunities for students to engage with critically conscious course content and pedagogy in ways that validate those people who have been marginalized and othered by systems of oppression.



Refer to [5 Ways to Incorporate Social Justice Education](#)

When do you do it?

Antiracist teaching must be woven into the course content and curricula during the semester and should be embedded in teaching and learning across disciplines. Faculty should be mindful that these pedagogical practices are not perceived or experienced as add ons or tokenizing.

PUTTING IT INTO PRACTICE: HOW DO YOU DO IT?

Center and amplify the marginalized voices and experiences of BILPOC students.

- Create social justice assignments that allow students, specifically BILPOC students, to become agents of change through their own voices and lived experiences.
- Include relevant current events while making historical and disciplinary connections to present-day news, local happenings, and topics.
- Ensure authentic student engagement by being mindful of the impacts of dominant norms and approaches to assessment.
- Recognize whose voices are included and whose voices are left out of learning experiences and learning environments.

What Does It Look Like?

- Develop assignments that allow students to choose discipline-based social justice issues within U.S. systems (education, health care, legal system, social services) that have historically produced inequities for BILPOC students and communities of color.
- Ask students to research, analyze, design, or develop solutions for dismantling systems, policies, or practices that oppress marginalized individuals and communities as it relates to the course discipline. For example, design assignments that give students opportunities to choose topics related to the course content and to create solutions for existing injustices.
- Create classroom space where students can apply their knowledge and research findings, being mindful that assignments do not ask students to engage in traumatizing experiences.
- Use student-created grading rubrics.



[READ MORE in this article on antiracist teaching strategies](#)

When do you do it?

- During the course design process
- Throughout the units of the course
- During discussions in each class
- While interpreting and applying insights from student feedback surveys

DIGITAL TEACHING AND LEARNING CONNECTIONS

Examples used to implement this strategy include digital storytelling tools:



Learning Management System (LMS)/Courseware features that support this approach:

- Enable editing capabilities of module tools to invite students to contribute to course content and activities, discussion forums,
- Wiki tools for collaborative assignments, and peer feedback.

A Conversation on Race and Privilege with Angela Davis and Jane Elliott



In 2018, students at the University of Houston initiated a discussion series centered on Social Justice. They invited Angela Davis and Jane Elliott to engage in a conversation around race and privilege. **Click on the Play button to hear the full discussion or access the transcript.**

Pedagogical Resources

[What is Your Social Justice IQ: Leading Social Justice in Higher Education](#)

[Anti-Racist Pedagogy in Action](#)

[Anti-Racist Teaching Resources](#)

[Resource for developing anti racist muscles](#)

[Diversity and Social Justice in Higher Education](#)

[Teaching and Learning for Social Justice and Equity in Higher Education](#)

[Building Trauma-Informed Approaches in Higher Education](#)

[Trauma-Informed Pedagogy](#)

Cause to Wonder: Pause and Reflect

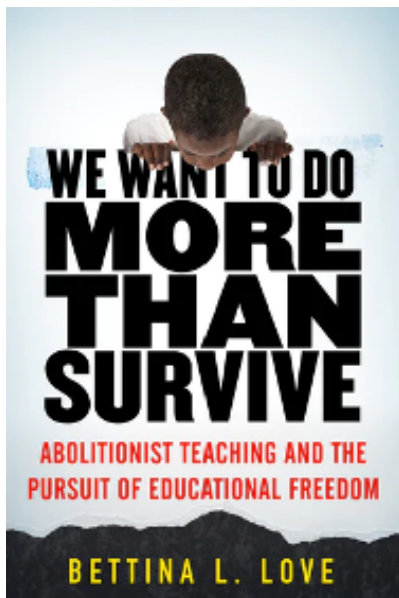


How do you incorporate expertise from BILPOC scholars into the course content where it has previously been excluded or minimized?

What biases influence your development and delivery of course content? How can you identify these in your selection of content throughout the course?

STRATEGY 2: ABOLITIONIST TEACHING

Overview



In her book *We Want to do More Than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom*, Love (2019) coined the term Abolitionist Teaching. She asserts that abolitionist teaching is a way of being and is grounded in understanding, affirming, and embracing the beauty, joy, and resilience of BILPOC students.

Love states that throughout history abolitionists have used imagination as an effective tool of resistance against injustice. This freedom-dreaming gives educators a collective space to methodically tear down the educational survival complex and collectively rebuild a school system (Love, 2019). Abolitionist teaching is about creating learning environments and educational experiences where BILPOC students thrive rather than just survive.

This approach allows BILPOC students to engage in learning environments that center the joy, complexity, beauty, genius, and cultures of these students.

Abolitionist teaching and learning begins with centering freedom for BILPOC students. This pedagogy goes beyond reimagining, reframing, or reforming the current system and instructional practices. It prioritizes educational freedom, liberation, and transformation. Faculty are challenged to approach these efforts with urgency, commitment, authenticity, diligence, and the bravery of an abolitionist (Haymarket Books, 2020).

Abolitionist instructional practices not only value but also uphold the inherent worth of Black, Latinx, and Indigenous students; the funds of knowledge they bring to higher education settings; and the communities they come from (Muhammad, 2020). For example, faculty of all disciplines center course content and materials that amplify the contributions that BILPOC leaders, scholars, and faculty have made to the field. Additionally, they acknowledge the complexity of the BILPOC diaspora and experience.

This approach assesses the current and historical state of higher education and teaching and learning in the U.S. It asks faculty to become abolitionists that go beyond educational reform and champion systemic change by recognizing and dismantling racially harmful and oppressive systems, policies, and practices (Banks, 2020). The pedagogy, academics, and curricula of higher education traditionally

center and maintain dominant ideologies, curricula, and heteronormative teaching practices.

Abolitionist teaching within higher education is not about tweaking and making minor changes to course curricula or adjusting teaching practices by implementing a variety of best practices. Abolitionist pedagogy requires that faculty address what needs to be dismantled and then shift the focus to what and who needs to be uplifted in learning environments. This requires implementing pedagogy in higher education that centers racialized and minoritized students as capable learners while placing importance on the ways BILPOC students are positioned in educational spaces (Haymarket Books, 2020).

Garcia (2020) asserts that liberatory education is a process during which BILPOC students engage in teaching and learning that dismantles socio-historical systems of oppression in conjunction with experiences that educate and empowers students to free themselves from these systems. This liberating approach to abolitionist teaching aligns with Paolo Friere's foundational work from his book *Pedagogy of the Oppressed*. Abolitionist educators seek to liberate the educational experiences of minoritized students through:

1. Disrupting historical systems of oppression
2. Empowering students to develop the skill sets to become social justice agents that lead to action, transformation, and freedom
3. Providing space for students to understand their own identities and how their identities influence how they are situated in educational spaces

Abolitionist educators should create course content that recognizes and affirms the strengths, contributions, and accomplishments of BILPOC and their communities while supporting all students in the development of critical consciousness that acknowledges, addresses, and dismantles systems of oppression and racism. Additionally, faculty have a responsibility to hold space for BILPOC students to thrive rather than survive traditional educational environments. The journey for freedom requires consistent and constant efforts. The beauty of this work is the collectivist approach of co-conspirators developing a social justice-centered society (Love, 2019).

We Want to More Than Survive: Abolitionist Teaching



Click on the Play button to hear Dr. Bettina Love discuss her book at the City Club of Cleveland.

PUTTING IT INTO PRACTICE: HOW DO YOU DO IT?

Engaging students through a lens of cultural care, upliftment, and love.

Express messages through culturally-responsive language, policies, syllabi, and communication

Example: Communicate with students in ways they have expressed they prefer including text messages, emails, and phone calls.

Check in with students frequently to demonstrate concern, care, and support for the whole student.

Example: Reach out to and engage with students outside of course content matters by asking questions such as, “What did you do this weekend?,” “How are your children?,” or “How is your new job going?”

Acknowledge and respect that students have full lives outside the classroom.

Example: Provide several options for deadlines in case students have life experiences that impact their abilities to fully engagement in course expectations.

Be mindful of how course policies might create barriers for students with familial, work, parenting, and cultural responsibilities while being flexible with course deadlines, due dates, and expectations.

Example: Release all assignments at the beginning of the course or provide access to three weeks of course assignments at a time.

Develop a communication plan with students as a means to support student learning and engagement.

Example: This plan can include reaching out to students before class begins to introduce yourself and the course, checking in with students at regular intervals to alert them of any concerns and to ask how they are doing, and congratulating students who are doing well throughout the semester.

Create a culture of care and affirmation in the learning environment.

Example: Implement antiracist, trauma-informed teaching when appropriate to demonstrate care and concern when students are experiencing trauma from recent incidents that are directly connected to their racial identity or impact their community.

What does it look like?

As faculty take an approach to engage students through a lens of cultural care, upliftment, and love, Wood (2019) provides 10 intentional culturally-responsive ways that align well with Love's notion of love in the classroom. The following practices center students in teaching and learning in ways that ask faculty to engage with students beyond course content and holistically embrace students and their educational journey.

- Build faculty-student relationships through an approach that embraces the whole student, and not only views them as a math major, for example.
- Incorporate faculty-student conference time into the course.
- Consider current events that impact students with racialized and marginalized identities.
- Show caring about students that goes beyond surface-level interactions. (Refer to the image below.)

"I have never encountered any children in any group who are not geniuses. There is no mystery on how to teach them. The first thing you do is treat them like human beings and the second thing you do is love them."

-Asa Hilliard

"Love your neighbor as yourself and love children as your children. Teach them with love, discipline them with love, build personal relationships with love, as if they were your own."

-Luke Wood

LOVE

1. Excitement of arrival
2. Learn about them with interest
3. Want the best for them
4. Advocate for them
5. Worry about them
6. Discipline them with love
7. Boast about them
8. Time investment
9. Shared investment
10. Guard them from others

When do you do it?

Implement these practices throughout the semester, in one-on-one conversations with students, during office (student) hours, before and after class and in small-and large-group discussions. In syllabi, use language that demonstrates positive beliefs about students and their academic abilities, a caring tone, and willingness to provide intentional holistic support that leads to student success. Post a welcome video or send an email in addition to regular LMS announcements.

PUTTING IT INTO PRACTICE: HOW DO YOU DO IT?

Create educational spaces where students have liberating experiences.

- Curate and teach disciplinary content that makes real-world connections that are transferable to students, their lives, their communities, and their future goals.
- Involve students in projects with local community agencies that relate to course content. For example, allow students with web development skills to collaborate with community organizations and agencies on website development.
- Design curricula that represent BILPOC in historically accurate ways.
- Engage students in curricula that counter the dominant narratives of marginalized students, people, and communities.
- Intentionally dismantle curricula that others and oppresses students with marginalized identities.

What does it look like?

- Create learning environments that allow students to engage in assignments that affirm who they are based on their racial and cultural identities.
- Design educational spaces where BILPOC and students with marginalized identities do not have to navigate instructional practices, policies, and spaces that require them to assimilate to dominate norms and ideologies.

When do you do it?

- As you build and redesign your courses for the term
- In each class session throughout the semester

“The ultimate goal of abolitionist teaching is freedom. Freedom to create your reality, where uplifting humanity is at the center of all decisions...equal rights, liberties, and citizenship for dark children, their families, and their communities”

Love (2019, p.89).



PUTTING IT INTO PRACTICE: HOW DO YOU DO IT?

As a means to decolonize course content and curricula, revise and design content that recognizes and uplifts the contributions of communities of color .

- Conduct and implement race-conscious research in your discipline and include it in course content.
- Include representation of BILPOC inventors, scientists, engineers, activists, and scholars specific to your discipline.



Start with the following resources

[African American Inventors](#)

[8 Native American Scientists And Their Important Contributions](#)

[Hispanic Heritage and Inventions](#)

- Provide course content and examples of accomplishments and achievements of people and communities of color that go unmentioned or overlooked.
- Assign research designed to identify individuals of color who contributed to the disciplinary field and more importantly, include disciplinary work from individuals that are not historically or traditionally recognized or acknowledged in the field.

What does it look like?

- Ask students to explore and examine the contributions of people of color to the discipline and how what they learned counters traditional narratives.
- Allow students to determine how they present their research/findings and what they have learned in ways that are meaningful to them. Presentation methods may include video, digital storytelling, blog, etc.
- Create social justice assignments that carry the same or similar weight of other assignments and are not perceived as add-ons or optional projects on race and social justice.

When do you do it?

- Throughout the semester, scaffold projects. Each aspect of the project can be broken into mini-assignments that progress toward the completion of the project.

PUTTING IT INTO PRACTICE: HOW DO YOU DO IT?

Conduct student surveys to build relationships and rapport with students through an abolitionist lens.

How do you do it?

Create a survey, and incorporate the following questions.

- What will help me better understand you as a person?
- How can I be the best professor for you?
- How can this course be a place where you feel seen, valued, and excited to learn?
- What matters most to you in (life, college, your community)?
- How can I support you mentally, emotionally, and academically?
- What is your preferred form of communication (text message, email, phone call, etc.)?

What does it look like?

- Utilize student responses to inform how you engage with all students.
- Implement student feedback into your instructional practices.

When do you do it

- Through the course LMS prior to the start of the semester
- At the beginning of the semester
- In the middle of the semester

DIGITAL TEACHING AND LEARNING CONNECTIONS

Examples of current digital tools used to implement this strategy include:



COLLEGE PULSE



Poll Everywhere

formative

Learning Management System (LMS) courseware features that support this strategy

- Enable editing capabilities of module tools to invite students to contribute to course content and activities, discussion forums, and Wiki tools for collaborative assignments.

Pedagogical Resources

[Abolitionist Teaching](#)

[Abolitionist Teaching Network](#)

[Facilitating Success: A Guide to Creating a Trauma-Sensitive Classroom](#)

[The Case for Abolitionist Pedagogy](#)

[Teachers 4 Social Justice 2020 Resources for Abolitionist Teaching and Solidarity in These Times](#)

[Tear the Walls Down: A Case for Abolitionist Pedagogy in Arts Education Teacher Training Programs](#)

[What is service learning or community engagement?. Vanderbilt Center for Teaching.](#)

[The Case for Abolitionist Pedagogy. Visible Pedagogy: A Teach@CUNY Project.](#)

[Building trauma-informed approaches in higher education. Behavioral Sciences 12\(10\), 368.](#)

[Fostering social justice in higher education. Diverse Issues in Higher Education.](#)

[Impact of service-learning and social justice education on college students' cognitive development.](#)

References

- Banks, E. (2020, December 3). 5 ways to implement abolitionist teaching in your classroom. Medium: LatinxEd Community. <https://latinxedcommunity.medium.com/5-ways-to-implement-abolitionist-teaching-in-your-classroom-22a9eb2e2bac>
- Belle, C. (2021, September 15). What is social justice education anyway?. Education Week. <https://www.edweek.org/teaching-learning/opinion-what-is-social-justice-education-anyway/2019/01>
- CARE Framework. Stand for Children. (2023, September 11). <https://stand.org/blog/care/#:~:text=The%20CARE%20Framework%20recognizes%20the,and%20leaders%20through%20professional%20learning.>
- Center for Urban Education. (2020). Equity-minded inquiry series: Syllabus review. Rossier School of Education, University of Southern California. https://static1.squarespace.com/static/5eb5c03682a92c5f96da4fc8/t/5f3a1ad2dd13385c2b4e76bd/1597643493581/Syllabus%20Review_Summer2020.pdf
- Anti-Racist Pedagogy in Action: First Steps. (n.d.).Columbia University in the City of New York: Columbia Center for Teaching and Learning. <https://ctl.columbia.edu/resources-and-technology/resources/anti-racist-pedagogy/>
- Freire, P. (2000). Pedagogy of the oppressed (30th anniversary ed.). Continuum.
- Garcia, G. A. (2020, May 28). Is liberation a viable outcome for students who attend college? HigherEdJobs. <https://www.higheredjobs.com/blog/postDisplay.cfm?post=2256&blog=28>
- Garnett, J. M. and Huber, G. W. (2018). What is your social justice IQ: Leading social justice in higher education, Journal of Curriculum, Teaching, Learning and Leadership in Education, 3(1), 16-22. <https://digitalcommons.unomaha.edu/ctlle/vol3/iss1/5>
- Haymarket Books. (2020, June 23). Abolitionist teaching and the future of our schools [Video]. YouTube. <https://www.youtube.com/watch?v=uJZ3RPJ2rNc>
- hooks, b. (1994). Teaching to transgress: Education as the practice of freedom. Routledge.
- Imazeki, J. (2020). Anti-racism and allyship in the classroom.
- Kendi, I. X. (2019). How to Become an Antiracist . Random House Publishing.
- Kendi, I.X. (2019). How to be an antiracist. One World.
- Kernahan, C. (2019). Teaching about race and racism in the college classroom: Notes from a white professor. West Virginia U.P.
- Kishimoto, K. (2018). Anti-racist pedagogy: From faculty's self-reflection to organizing

within and beyond the classroom. *Race Ethnicity and Education*, 21(4), 540-554.

Love B. L. (2019). *We Want to Do More Than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom*. Beacon Press.

McGreevy, L. (2020, November 19). Abolitionist teaching brings a new perspective to education. *Cedar BluePrints Magazine*. <http://cedarblueprints.com/2020/11/19/abolitionist-teaching-brings-a-new-perspective-to-education/#:~:text=%E2%80%9CAbolitionist%20teaching%20is%20really%20about>

Muhammad, G. (2020). *Cultivating Genius: An Equity Model for Culturally and Historically Responsive Literacy*. Scholastic.

Sensoy, Ö & Diangelo, R. (2009). Developing Social Justice Literacy an Open Letter to Our Faculty Colleagues. *Phi Delta Kappan*. 90. 345-352. <https://doi.org/10.1177/003172170909000508>

Storms, Stephanie Burrell. "Preparing Students for Social Action in a Social Justice Education Course: What Works?." *Equity & Excellence in Education* 45, no. 4 (2012): 547-560. DOI: 10.1080/10665684.2012.719424

Twyman-Ghoshal, A., & Lacorazza, D. C. (2021). Strategies for antiracist and Decolonized Teaching. *Faculty Focus*. <https://www.facultyfocus.com/articles/equality-inclusion-and-diversity/strategies-for-antiracist-and-decolonized-teaching/>

Wood, J.L. (2019). *Black minds matter : realizing the brilliance, dignity, and morality of black males in education*. Montezuma Publishing.