# **Racially inclusive teaching: student teaching and learning self-evaluation**

The tool is designed for students to review their own learning experiences in relation to racial inclusion. You may want to use this on your own as a personal reflection exercise. Alternatively, it could be used in partnership with your lecturer, course tutor or with others who support your learning to discuss your experiences of racially inclusive teaching and learning. In completing this self-evaluation, you are encouraged to reflect on your own attitudes, engagement and behaviours as well as those of others who influence the teaching and learning environment. **Please note that this may prompt you to reflect on your own racial identity, your racial biases and your experiences of race, which can be a challenging and sometimes uncomfortable experience.**

This tool is designed for students on taught programmes (undergraduate or graduate), although those on research programmes may also find the prompts helpful.

**This tool is divided into two parts:**

1. **Self-evaluation and reflection on teaching**
2. **Reflective statement**

## **Part 1: Self-evaluation and reflection on teaching**

This table asks you to reflect on **ten different areas** of racially inclusive teaching. The table includes two rows for you to record your reflections.

One row asks you to reflect on **your learning experiences, engagement and behaviours**. When completing this row, try to consider times where you have particularly engaged with or contributed to efforts to make the learning environment racially inclusive. You might also consider things you could do more of or do differently. **If you cannot think of anything to put in this column, try to include a short reflection on why this is an area you haven’t previously considered or engaged with.**

The next row asks you to reflect **how others are supporting your learning.**  When completing this row, try to consider any opportunities that have been provided for you that relate to the area of racially inclusive teaching in question. This could support provided by your tutor / lecturer / supervisor / course director / lab demonstrator; your peers; librarians; teaching support staff; or others who support your learning. You might consider actions or practices that you found particularly helpful to your learning, as well as things that could have been done differently. **If you cannot think of anything, try to give a (specific) suggestion of what you think could be done or what opportunities you would like to see.**

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| **Engaging in conversations about racially inclusive teaching** | **Your learning:** What do you think racially inclusive teaching might look like in your course or teaching context? Consider how you would articulate this to a tutor, peer or someone else who supports your learning. |
| **How others support your learning:** How have others engaged with you in conversations about racially inclusive teaching – for example, have you had opportunities to discuss steps taken to address this in your course (in teaching sessions, committees, evaluation forms)? If you haven’t encountered this, consider anything that you would like to see in this area.  |
| **Reflecting on race and racial bias in the context of what is traditionally taught** | **Your learning:** How might race or racial bias have influenced the findings, ideas, perspectives and voices traditionally represented in your subject? Consider any examples that you have encountered.  |
| **How others support your learning:** How have you been prompted to reflect on the influence of race or racial bias in your subject (by your tutor, by a peer, by a particular assignment, resource, etc.)? Consider any approaches that have been particularly effective or thought-provoking. If you haven’t encountered this, consider what could be helpful in this area.  |
| **Encountering the work and contributions of racially diverse scholars and authors** | **Your learning:** In your subject / course, why might it be important to learn from a range of racially diverse scholars, authors and contributors to the field? Consider the impact this might have on your learning experience. |
| **How others support your learning:**  How have you been / could you be supported to engage with a wide range of racially diverse scholars, authors and contributors for the field? For example, through reading lists, independent research, exploring specific collections, resources, museums, etc. |
| **Creating connections between race / racially diverse scholarship and other core areas of their study** | **Your learning:** When you think about race within your subject, what connections can you draw between race as a topic and other significant or prominent questions, topics, themes, research areas?  |
| **How others support your learning:** When you have been given opportunities to engage with race (as a topic) as well as racially diverse scholars / authors / contributors to your field, has this been integrated throughout your learning in connection to a wide range of topics, or have you noticed it just in specific lectures / sessions / courses / resources that focus on race? Consider how you experienced these opportunities.  |
| **Becoming aware of racial diversity within the discipline**  | **Your learning:** When engaging with the work of scholars, authors or contributors to your field how far are you aware of their racial identity and what, if any, steps do you take to find out about this? Consider how this might impact on your perception of racial diversity within your discipline.  |
| **How others support your learning:** How and when have others given you opportunities to learn **about** scholars, researchers and contributors to your field, including those from racially underrepresented backgrounds – for example, visual images ofscholars, biographical information on key figures, etc.? Consider what your experience of this has been and anything that has or would be particularly effective.  |
| **Respecting the racial identities of others** | **Your learning:**  Reflecting on your own behaviours and actions when in the learning environment and outside it, how do you make steps to ensure that all peers, regardless of racial background, feel able to contribute ideas, challenge ideas and participate in discussions? |
| **How others support your learning:**  How has your experience been of being welcomed and included in the learning environment? Consider anything that has had a notable impact on your sense of belonging (you may include reflections on racial inclusion if relevant).  |
| **Challenging problematic behaviours towards underrepresented racial groups** | **Your learning:** Are you aware of what constitutes a ‘microaggression’ (defined as an everyday insult directed at a member of a racially minoritised group)? Consider how you might avoid these behaviours / challenge them / raise a concern. |
| **How others support your learning:** In what ways are you made / could be made to feel supported that such behaviours will be challenged and that you can raise concerns about inappropriate behaviours?  |
| **Developing skills to manage challenging conversations and think critically about race and racial inequalities** | **Your learning:** When talking and thinking about race in a learning environment, do you reflect on what may have shaped your particular viewpoint, including possible biases you might hold? Consider any experiences you have of this. |
| **How others support your learning:**  What opportunities have others provided to support you to develop skills in managing challenging conversations and thinking critically about race and racial inequalities – for example, by providing glossaries of terms, facilitating discussions effectively, providing reflective prompts, etc.? Consider anything that has been particularly effective or which would support you in future.  |
| **Being made aware of material that is racist in tone and / or content**  | **Your learning:** At times during your learning you may have been asked to engage with material that depicts or confronts racism including racist behaviours, realities, experiences, language or imagery, because it is considered important and necessary for your learning. Consider any examples of when you have encountered this and how you experienced it. |
| **How others support your learning:** If you have been asked to engage in material that includes racist content, how have you been supported to do so in a way that recognises that the challenges (personal and intellectual) such material may raise? If you have not encountered this, what do you think would help you to engage with such content? |
| **Approaching racial diversity in specific, rather than generalised, terms** | **What you do:** When talking and thinking about racial identities within your discipline – for example, in relation to learning materials or the identity of authors / scholars – have you reflected on the significance of the terms chosen to describe these identities? (‘Terms’ might include, for example, ‘Black’, ‘African Caribbean’, ‘South Asian’, ‘Caucasian’.) Consider what it might mean to use ***specific*** terms to describe racial identities and the impact that might have on your thinking. |
| **How others support your learning:** What has supported you / would support you to think about racial identities in more specific terms – for example, a glossary of terms, a discussion around the use of any key terms, etc.? |

## **Part 2: Reflective statement**

This space is provided for you to write a short reflection on the self-evaluation exercise. You may wish to use it to reflect on your main takeaways from this exercise. For example:

* Anything that has surprised you as a result of engaging with this evaluation
* Anything that you have realised it particularly effective in helping you to engage with racially inclusive teaching
* Anything that you want to do as a result of engaging with this evaluation (i.e. what you might do next)
* Anything that you think could be done further to support you
* Anything that you remain unclear on / confused about

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