Theme 3: Inclusive Teaching for Student Well-being

Moderator: Diana Jung

December 3, 2020
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Maintaining Well-Being in Reconciliation Work

Janet Pivnick, Educational Consultant, Centre for Educational Excellence, SFU

Engaging Difficult and Distressing Material in and Beyond the Classroom: Strategies and Resources

Evan Mauro, Lecturer, Coordinated Arts Program, UBC Vancouver
Fenn Stewart, English Department, Douglas College
Juliane Okot Bitek, Author & Professor, Literature Department, Capilano University
Maintaining Well-Being in Reconciliation Work

Janet Pivnick, Educational Consultant
Centre for Educational Excellence

December 3, 2020
<table>
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<tr>
<th>The challenge</th>
<th>Being a good ally</th>
<th>Culture Change Needs</th>
<th>Goals of Reconciliation</th>
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<tbody>
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<td>Instructor experience</td>
<td>&quot;Be the change that you want to see in the world.&quot;</td>
<td></td>
<td>Trauma Response</td>
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What is the instructor’s experience?

What type of supports are needed?

What is the goal of reconciliation?

Is there an ends / means alignment?
Instructor Support

• Allies Affinity Group (Holding Space for BIPOC Instructors)
• Trauma-Informed Practices
• Dialogical Processes
  • Creating Safe Spaces
  • Compassion-Focused
ENGAGING DIFFICULT AND DISTRESSING MATERIAL IN AND BEYOND THE CLASSROOM

Evan Mauro, Lecturer, Coordinated Arts Program, UBC Vancouver

Fenn Stewart, English Department, Douglas College

Otoniya Juliane Okot Bitek, Ellen and Warren Tallman Writer-in-Residence, SFU
OUR PANEL’S PREMISE

Don’t traumatize students
- Wellness and classroom climate
- Trauma-informed teaching
- Student bandwidth
- Institutional framework: campaigns, pedagogical support, scholarship

Do teach historical “traumas”
- TRC recommendations
- #ScholarStrike
- Ongoing “decolonization” of existing disciplines and fields

Last year:
- Institutional complicity in histories of dispossession
- Critiquing wellness as a framework
- Trauma can come from erasure

This year:
- Pandemic “wellness”; remote learning geographies
COMMUNITY ENGAGEMENT AND DIFFICULTY

Last year:

• In classes that engage community partners, how can we prepare students to engage responsibly with narratives of systemic violence?

This year:

• Decreased pandemic capacity: students and community partners
• Emphasizing institutional self awareness
“We have been reminded by [Saidiya] Hartman and many others that the repetition of the visual, discursive, state, and other and extraordinary cruel and unusual violences enacted on Black people does not lead to a cessation of violence, nor does it, across or within communities, lead primarily to sympathy or something like empathy. Such repetitions often work to solidify and make continuous the colonial project of violence. With that knowledge in mind, what kinds of ethical viewing and reading practices must we employ, now, in the face of these onslaughts?”

\[^1\) All we wanted to do was return home, O told me. All we wanted to do was go home.\]
Thank-you!

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Stay tuned for our 2021 events in late January and early February! More details soon.

https://covid19.bccampus.ca/thriving-beyond-campuses/