

TEACHING AND LEARNING CASE STUDY	
Name of Institution/ Organisation	South East Technological University (SETU)
Who led the initiative?	Department of English School of Humanities
Date and timeframe of the initiative	Friday 22 February 2024 9.30am – 1.15pm
What was the reach of the initiative?	Staff Workshop – 25 people Student Workshop – 60 people
Initiative Title	How To Talk About Race
Aims/ Objectives	The aim of this initiative was to support SETU staff in learning how to raise the topic of race particularly when teaching in a predominantly white community. The objective of the workshop was to help lecturers deal with any concerns about assumptions and racial stereotypes in the classroom, the fear of saying the wrong thing or dealing with conflict and emerging biases. A secondary aim was to explore how teachers can model racial awareness, thereby inviting students into the process of active learning, and help lecturers discuss issues of race in a way that leads to effective conversations in the classroom. The initiative included a three-hour workshop for staff focused on how to teach race and a two-hour workshop for students on how to have critical conversations about race.
Rationale and Identified Needs	With the recent global Black Lives Matter movement, many organizations, schools and staff have prioritized the need to proactively address racial inequity and inclusion in the classroom to facilitate equality of experience for all students and staff irrespective of race, nationality of descent or ethnicity. To this end, race, racism and antiracism have become very important. It has become even more important to bring these conversations into the classroom because race is a growing part of public conversation and integrated into so many aspects of how our social world is organized. Students want to learn, and they should be part of that conversation. Irrespective of race, all students should be discussing race because they are members of a multicultural society and world.
Frameworks, Policies, or Strategies Aligned (internal, local or national)	The Equality Act 2010 SETU EDI Policy 2023

Summary	The workshops created a safe space for students to develop their racial literacy and critically reflect on race and racism to effect societal transformation. As educators, we learned how to engage in culturally responsive teaching that uses the cultural knowledge of ethnically diverse students to make learning encounters more relevant and effective. All participants left the workshops with an imbued sense of the important role they can play in dismantling social and structural inequalities and creating a world that values and embraces diversity.
Did you collaborate with internal and/or external stakeholders to deliver?	Dr Eburn Joseph Race Relations Consultant/ Director and Founder of the Institute of Antiracism and Black Studies/Special Rapporteur Racial Equality and Racism Ireland
Organisation and Planning	We started by clarifying the objectives of the event and choosing an appropriate guest speaker whose values aligned with our SATLE goals. This was the critical success factor as it was a single event. Dr Eburn Joseph was the best choice for the event as she has extensive expertise in the field of race relations. We then organized the venue and IT facilities, and refreshments for workshop participants. The venue was promoted in the university with a poster designed by Dr Jenny O'Connor. A reading list was circulated to all participants by Dr Christa de Brun to ensure maximum value from the event and the workshops were followed by a podcast with staff and student representatives to connect with a wider audience.
What resources did you need?	We needed a large room with a projector and Wi-Fi connectivity to facilitate the workshops, this was provided by SETU. We needed funding for our guest speaker, this was paid for by our SATLE fund. We needed refreshments for our workshop participants, this was paid for by our SATLE fund.
Has it been evaluated? How successful has it been?	All participants were asked for feedback on their workshop participation, directly after the workshops took place. The workshops were successful with all participants reporting a greater understanding of race relations and the importance of taking an anti-racist approach in the classroom. Participants did, however, request more training in this area as we move towards a more diverse learning and teaching environment.

Any future plans, including the sustainability of the initiative?	Future plans include a critical analysis of anti-racist strategies, projects and organizations in Ireland and other regions and a commitment to moving from a non-racist approach which is a neutral stance to an anti-racist approach which is a practice that actively opposes systemic racism.
Key Learning Points	<p>Key learnings included:</p> <ol style="list-style-type: none"> 1. A more informed understanding of the concepts of race, racialization, racism, and anti-racism. 2. A deeper realization of the historical and contemporary links between race, racism, colonialism, capitalism, orientalism, and nationalism. 3. Insight into how racism shapes structural inequalities, exclusions, hierarchies, privilege, and violence in Ireland and in other regions. 4. A more nuanced conception of how racism intersects with other forms of oppression: sexism, classism, ageism, ableism.

Teaching and Learning Focus Areas (please tick all that apply)

Categories	Elements	Topics	Target Groups
Commit <input type="checkbox"/>	Leadership, Strategy & Governance <input type="checkbox"/>	Digital Transformation <input type="checkbox"/>	Students <input checked="" type="checkbox"/>
Coordinate <input type="checkbox"/>	Curriculum and Assessment <input type="checkbox"/>	Education for Sustainable Development <input type="checkbox"/>	Staff <input checked="" type="checkbox"/>
Consult <input type="checkbox"/>	Innovation in Teaching <input type="checkbox"/>	Academic Integrity <input type="checkbox"/>	Wider community <input type="checkbox"/>
Create <input type="checkbox"/>	Professional Development <input type="checkbox"/>	Inclusive and Equitable Teaching Practices <input checked="" type="checkbox"/>	Other <input type="checkbox"/>
Celebrate & Continue <input type="checkbox"/>	Research and Evaluation <input type="checkbox"/>	Innovations in Assessment and Feedback <input type="checkbox"/>	

		Student Engagement and Partnership <input checked="" type="checkbox"/>	
		Collaborative and Interdisciplinary Approaches <input type="checkbox"/>	
		Artificial Intelligence <input type="checkbox"/>	
		Other <input type="checkbox"/>	

Contact Details

Contact Name/s	Christa de Brún/Jenny O’Connor
Date	18/11/2024
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Links	I have enclosed a copy of the poster, photos from the day and a link to the podcast with Dr Ebon Joseph featuring Dr Jenny O’Connor, Dr Christa de Brún and student Chika Dike.

Podcast that followed the Event - <https://podcasts.apple.com/ie/podcast/the-nerve-an-english-and-arts-podcast/id1287423717>

Photos from the Event [on next pages]

How to talk about race with Dr Eburn Joseph

Date: Fri 23rd February

Venue: T&L restaurant

SETU Waterford, Cork Road campus

Student workshop: 9.30-11.15am

Staff workshop: 11.45am-1.15pm



Funded by the National
Forum's Strategic Alignment
of Teaching and Learning
Enhancement

About this workshop: With the recent global Black Lives Matter movement, many organisations, schools and staff have taken a renewed interest in proactively addressing racial inequity and inclusion in the learning environment to facilitate equality of experience for all students and staff irrespective of race, nationality of descent or ethnicity. It has become even more important to bring these conversations into the classroom because race is a growing part of public conversation and integrated into so many aspects of how our social world is organised. Young people want to learn and they should be part of that conversation. Irrespective of race, all students should be discussing race because they are members of a multicultural society and world.

Refreshments (tea/coffee, blaas and biscuits) will be served from 11.15 to 13.15.





PURPOSE OF LIFT IN EDUCATION

- To provide additional support and resources for students with learning difficulties
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