



MASTER of
**EDUCATIONAL
TECHNOLOGY**

Anti-racism Speaker Series

Hosted by:

Dr. Keri Ewart - MET Faculty and Anti-Racism and
Community Outreach Coordinator and

Dr. Samia Khan - Faculty Member in Curriculum and
Pedagogy and 2021-2022, MET Director

Presenter: Dr. Sheliza Ibrahim

Assistant Professor, University of Toronto





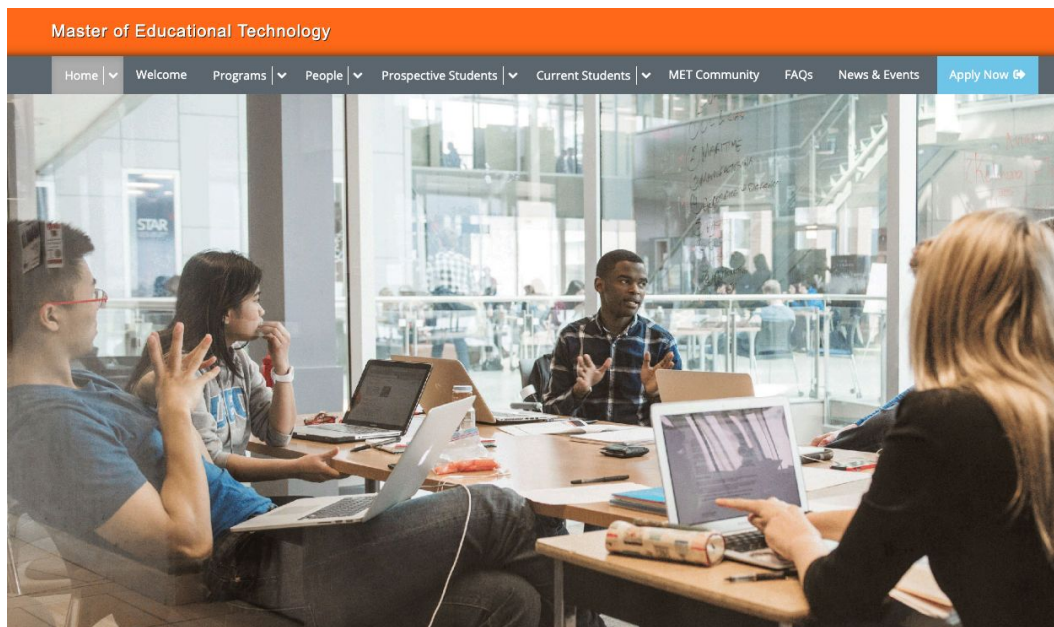
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Land Acknowledgement

The UBC-Point Grey Campus, on which the Master of Educational Technology is run, is on the traditional, unceded, and ancestral territories of the **Musqueam people**.



Masters of Educational Technology (**MET**)



UBC
MET

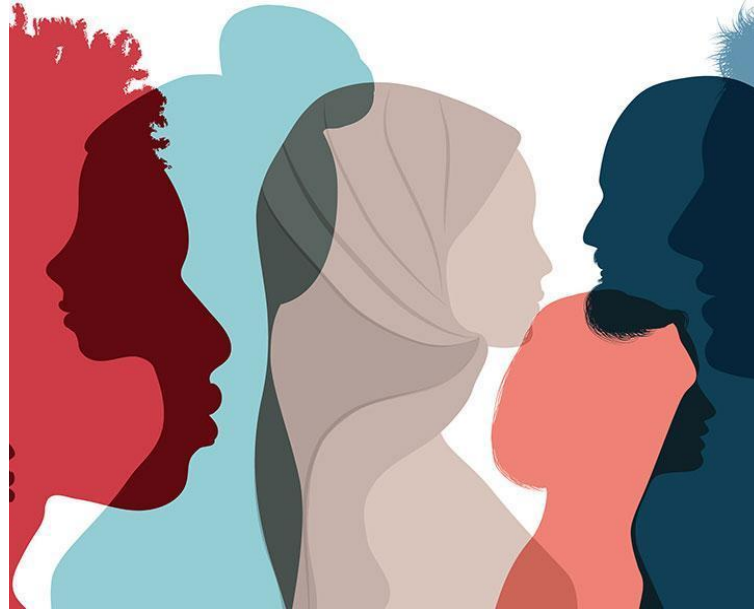


Purpose of the Anti-Racism Speaker Series

Inclusivity

Responsibility educators and leaders have to facilitating and support anti-racist approaches and strategies

Digital tools to support equity, diversity, inclusivity



Changing dynamics of the digital age

Addressing systemic racism

Focus on anti-Indigenous, anti-Black and anti-People of Colour

Enhance and transform learning environments and learning cultures



» [Home](#) » [MET Speaker Series](#) » Anti-Racism Series Call to Action

Call to Action!

When it comes to the availability of impactful, culturally sensitive, and relevant lesson plans that address anti-racism there are very limited resources available.

We are inviting all interested individuals to submit a lesson plan that aligns one of the presentation in the MET Anti-Racism in the EdTechnosphere speaker series and your curriculum in an attempt to create good quality anti-racism resources to put in the hands of educators.

You are asked to follow the lesson plan template provided and the submission criteria. All lesson plans are required to be submitted no later than, June 30, 2022 for review. Some lesson plans will be chosen to be published on the MET website and may receive a grant offered by Edith Lando Virtual Learning Center to create additional digital resources which support your lesson plan. All lesson plan entries including grades K-12, post-secondary, and graduate studies are encouraged and welcomed.

You can also share your story, ideas, and steps towards change at #UBCMETAnti-racism on Twitter!

[Read the assessment criteria.](#)

[Download the Lesson Plan Template.](#)

[Submit Lesson Plan](#)



Call to Action Challenge



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A Just World: Reimagining an Anti-Racist Pedagogy for STEM Futures

Sheliza Ibrahim

Assistant Professor, Numeracy, Teaching Stream

Institute for Studies in University Pedagogy University of Toronto at Mississauga



I would like to acknowledge the land that I am a settler on as I connect with you. I am in Ontario. My parents immigrated here in the 70s. And some shared histories tied to the colonial realities of my ancestors guides my relationship to Canada. This specific land we gather on is the traditional territory of the Huron-Wendat, Haudenosaunee, and Anishinaabe peoples, including the Mississaugas of the Credit First Nation. Their stories, beliefs, and concepts about the land and our interactions with it continue to guide and inspire me and my work.

I hope to acknowledge the individual histories and knowledge that every person sharing this space with me brings while honouring the original keepers.



HOW I GOT HERE

TEACHING IS MY ACTIVISM

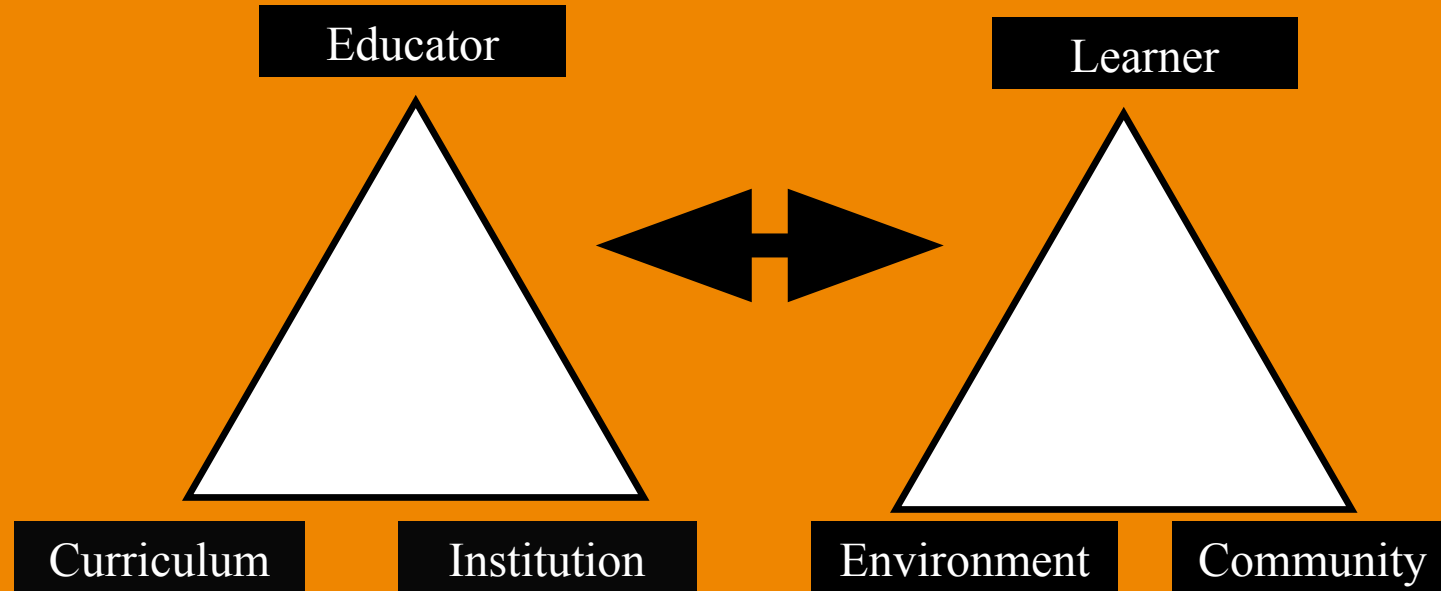
EDUCATION AS A PLACE OF HOPE

Anti-Racism	An active and consistent process of change to eliminate individual, institutional and systemic racism.
Anti-Racist Education	Anti-racist education is based in the notion of race and racial discrimination as being embedded within the policies and practices of institutional structures. Its goal is to aid students to understand the nature and characteristics of these discriminatory barriers, and to develop work to dismantle them.

Canadian Race Relations Foundation as cited by Canada's Anti-Racism Strategy

Critical Place Based Science Education

An approach to pedagogy that considers Critical Pedagogy & Place Based Education



Why Place?

Place Based Education

Scholarship in the area helped me navigate the ways in which we reclaim places through our interactions with land – reclamation is an act of decolonization as we connect to the land through the lens of the First Peoples or from our own making and not through the prescribed ways of knowing the land through the lens of settlers.

Critical pedagogy provides a theoretical framework to examine issues of power in the classroom, and to surface and challenge the biases and oppressive structures that can undermine learning and alienate students. Inclusive teaching offers strategies for translating that theoretical knowledge into action.

Saunders & Wong 2020

The Best of Both Worlds: A Critical Pedagogy of Place.

Gruenewald, D. A. (2003).
The best of both worlds: A critical
pedagogy of place.
Educational Researcher,
32(4), 3-12



Excerpt

"Being in a situation has a spatial, geographical, contextual dimension. Reflecting on one's situation corresponds to reflecting on the space(s) one inhabits; acting on one's situation often corresponds to changing one's relationship to a place. Freire asserts that acting on one's situationality, what I will call *decolonization* and *reinhabitation*, makes one more human. It is this spatial dimension of situationality, and its attention to social transformation, that connects critical pedagogy with a pedagogy of place. Both discourses are concerned with the contextual, geographical conditions that shape people and the actions people take to shape these conditions.

The purpose of critical pedagogy is to engage learners in the act of what Freire calls *conscientizacao*, which has been defined as Place-based pedagogies are needed so that the education of citizens might have some direct bearing on the well-being of the social and ecological places people actually inhabit. "
(Gruenewald, 2003, p 4)

Critical Visualizing Activity

*How do you feel when you look at this
image?*

*How might it relate to your
community?*

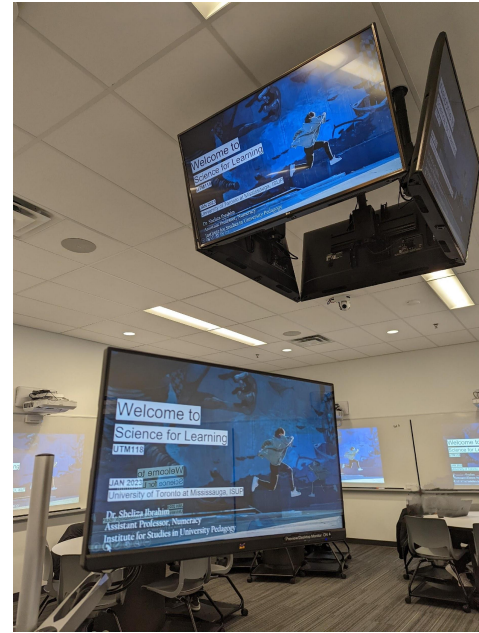
*What STEM connections do you see
within it?*



Science & the City Middle School: Winter 2008



UTM108 Critical Thinking for STEM Learning Fall 2022



Active Learning Classrooms











Research – furthering idea of self as agent

This week, I invite you to take a walk in your neighbourhood, make note of the science or STEM connections you see. Spend a few minutes writing down one thing you notice in your community in your own words that connects to a STEM topic or issue.



*A new lens
for our
everyday
places*

Take a community walk through any place you choose. (your home, your school, a place of learning, a place of work, your local community, your neighbourhood).

Critical thinking:

As you walk, take photos or short video clips of the science you see in these spaces. They may be triumphant, intimate, powerful, controversial, deep, problematic, conscious, silly, unnoticed and embarrassing, comical, praiseworthy and so on. Document it all. What are the science concepts, what is the relation to community and society? How are they affecting each other? How do you feel witnessing/seeing this? What puzzles you? What requires more knowledge? What questions do you need to ask to fully understand what is happening in your community?

*What do
you wish to
share?*

Not all that you witness you may want to share so you may be choosy about what you wish to share. Intimate moments you may not wish to share, but documenting it for this exercise is valuable.



I do neighbourhood walks all the time, this semester, I ventured a little further west of my home, a ten minute drive to the Halton conservation.

- *(Please note, you do not need to search for a bit of nature for this. You can post from your front porch!).*
- Here is a little video of me at the top of Rattlesnake Point inviting my grad students to look for science expressions in nature and identifying community connections and impact
- <https://www.youtube.com/watch?v=vB6W-C217NM>



Go for a walk!

I always return to place because an activity that adopts place based education is reimagined every single time.

Why? Because you may be in a new community or context, it is now a different time/moment in history/season, and you have grown, so you come to the place with different experiences to bring forth than the last time.



-  2022 Fall
-  Home
-  Account
-  Dashboard
-  Courses
-  Calendar
-  Inbox
-  History
-  Course Evals
-  Help

- 2022 Fall
- Home
- Syllabus
- Announcements
- Modules
- Assignments
- Discussions**
- Grades



Assignment #2 - SHARING your STEM exploration: Post one of your photos here to share during class on the 18th before 9am.

Sheliza Ibrahim
All Sections

20 / 20

Unread



✓ Subscribe



Oct 17, 2022

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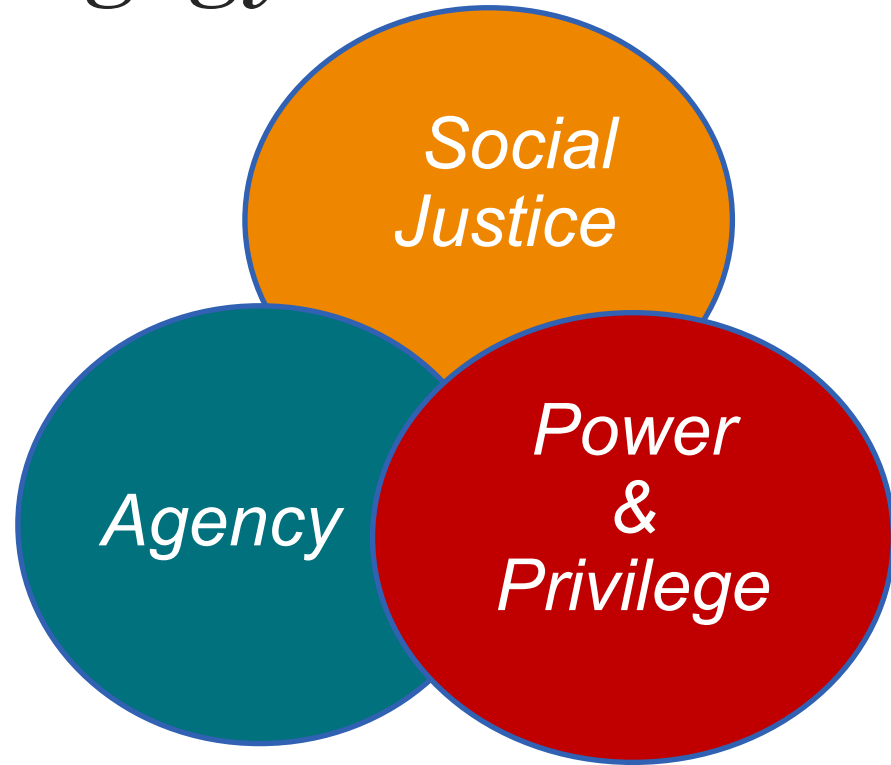
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Critical Pedagogy

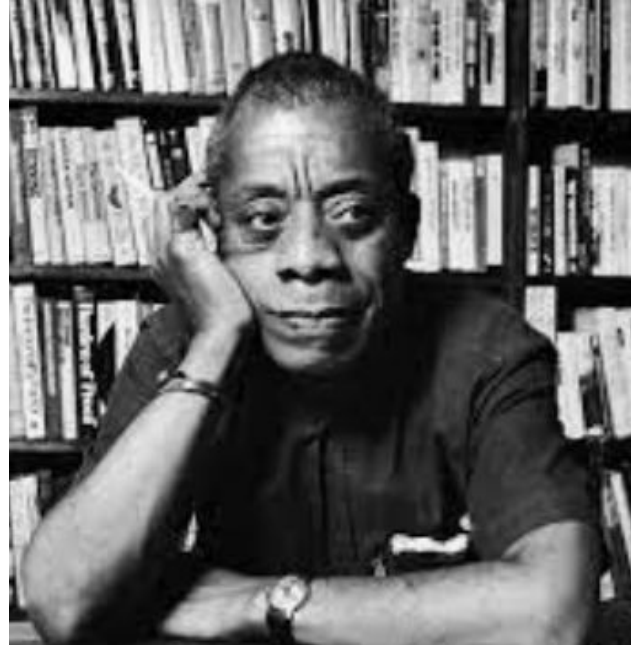


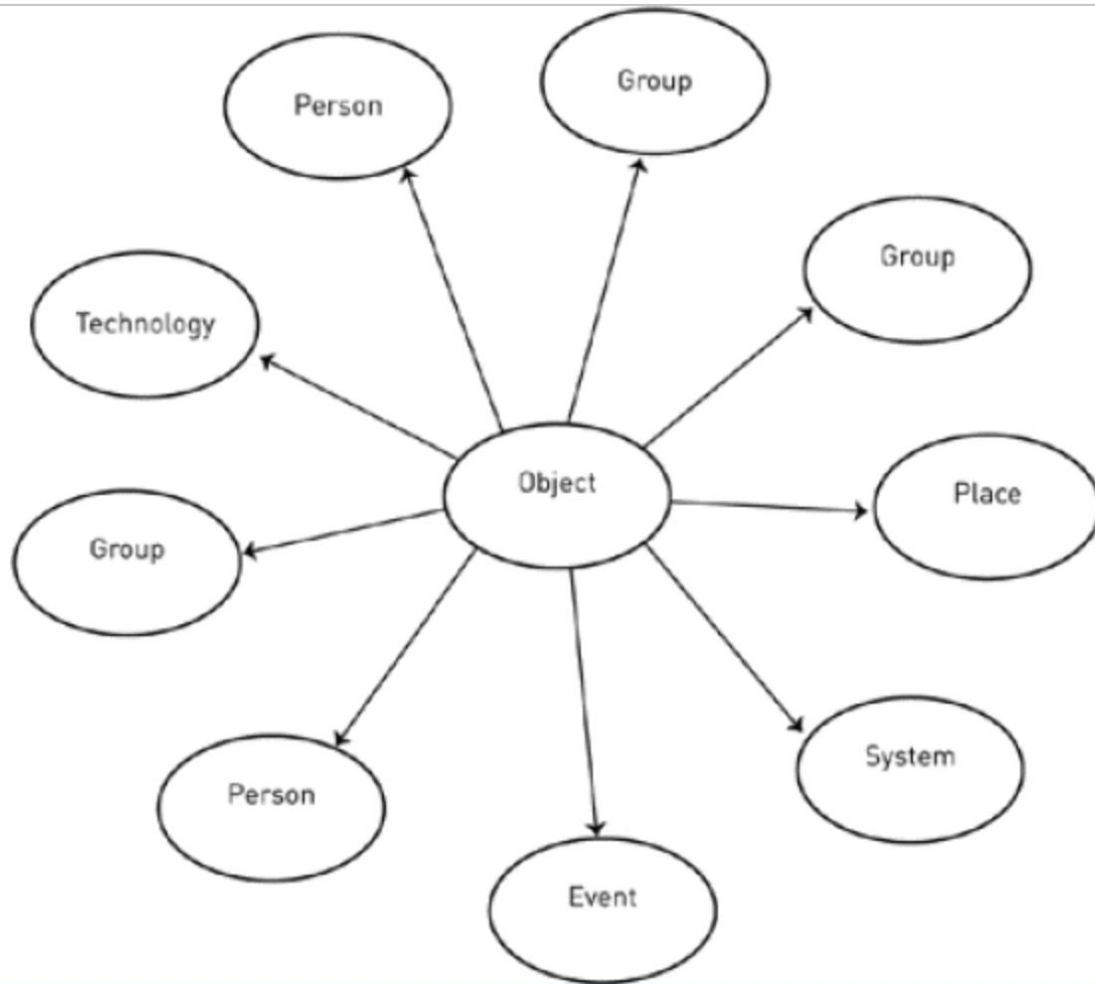
A red balloon is positioned at the top center, floating above a horizontal line of six white balloons. The background is a solid teal color. The text is centered over the white balloons.

Critical thinkers...

“Education as the practice of freedom”.

- *“The purpose of education, finally, is to create in a person the ability to look at the world for himself, to make his own decisions... What societies really, ideally, want is a citizenry which will simply obey the rules of society. If a society succeeds in this, that society is about to perish. **The obligation of anyone who thinks of himself as responsible is to examine society and try to change and fight it – at no matter what risk.** This is the only hope that society has.
This is the only way societies change.”*
- — James Baldwin, [*“A Talk to Teachers,”*](#) 1963





Actor Network Mapping

Potts, L. (2008). Diagramming with Actor Network Theory: A method for modeling holistic experience. 2008 IEEE International Professional Communication Conference, 1–6. v



STEAM not STEaM: Revised Pedagogies Prioritizing Social Justice and Ecological Sustainability in STEAM Education.

Ibrahim, S., Del Gobbo, D., El Halwany, S., Zouda, M., Milanovic, M., Hassan, N., Krstovic, M., Kofman, N., & Bencze, L. (2022). STEAM not STEaM: Revised Pedagogies Prioritizing Social Justice and Ecological Sustainability in STEAM Education. *Journal for Activist Science and Technology Education*, 12(1). Retrieved from

<https://jps.library.utoronto.ca/index.php/jaste/article/view/38138/29101>



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Thank you

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Questions





Call to Action Challenge

Content to Action Submissions due:



Call to Action!

Anti-Racism in the EdTechosphere Speaker Series

Join us in creating an online resource of anti-racism lesson plans to support K-12 students!

In partnership with the Edith Lando Virtual Learning Centre, we are working to build an online resources of anti-racism curriculum to support in-person and online teaching and learning of K-12 students across the country.

[Read the assessment criteria.](#)

[Download the Lesson Plan Template.](#)

Submit Lesson Plan



Up Next for the Anti-Racism MET Speaker Series



Dr. Hyeon-Seon Jeong

***Children Learning to
Read Digital Data as
'Texts': A case study of
critical algorithmic
education***



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