

Social Identities in Online Social Engagement

Summer Professional Development for Remote Learning & Teaching– Hosted by TILT & Online Teaching

Campus Location: Zoom Online June 15, 2020 10:30 am-10:30 am

Facilitated by:

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Diverse Programs & Resources, Division of Student Affairs

Pronouns: She/Her/Hers

Fleurette King, Equity Educator

CSU TILT & Undergraduate Academics

Pronouns: Any version of She/They/Per



CSU Land Acknowledgement

- *Colorado State University acknowledges, with respect, that the land we are on today is the traditional and ancestral homelands of the Arapaho, Cheyenne, and Ute Nations and peoples. This was also a site of trade, gathering, and healing for numerous other Native tribes. We recognize the Indigenous peoples as original stewards of this land and all the relatives within it. As these words of acknowledgment are spoken and heard, the ties Nations have to their traditional homelands are renewed and reaffirmed.*
- *CSU is founded as a land-grant institution, and we accept that our mission must encompass access to education and inclusion. And, significantly, that our founding came at a dire cost to Native Nations and peoples whose land this University was built upon. This acknowledgment is the education and inclusion we must practice in recognizing our institutional history, responsibility, and commitment.*



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Video:

https://www.youtube.com/watch?time_continue=121&v=oS65_Ei6SOw&fbclid=IwAR26_N9JLxmtlCWmYwln_qeCOEZL9EMCI90PaU4SDcEnTltzFegs_rwVoQ

Source: https://source.colostate.edu/move-in-2019-land-acknowledgment-honors-native-american-connections/?utm_source=newsletter&utm_medium=email&utm_campaign=m0819-19

Learning Outcomes/Intentions

- Participants will have an opportunity to reflect on their social identities and its impact on the classroom.
- Attendees will learn how to engage students who have vastly different experiences with peer engagement, access to resources, time, support, reliable devices and the internet.

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Guiding Principles/Working Assumptions



- **Participants are contributors**
- **Practice respect**
- **Maintain confidentiality**
- **Conflict is the “juicy” part**
- **Honest dialogue welcome**
- **Approach each other**
- **WAIT –**
 - **Why Am I Talking?**
 - **Why Aren’t I Talking?**

Social Identities – Facilitator & Instructor

Social Identities – Group memberships based on physical or social characteristics ascribed by self or others that locate people within the societal structures that confer advantage /privilege or disadvantage/oppression in the U.S.A.

- Power & Privilege
- Cycle of Socialization
- Cycle of Liberation
- Western Context
- Identity Development
- Agency, Advocacy & Responsibilities

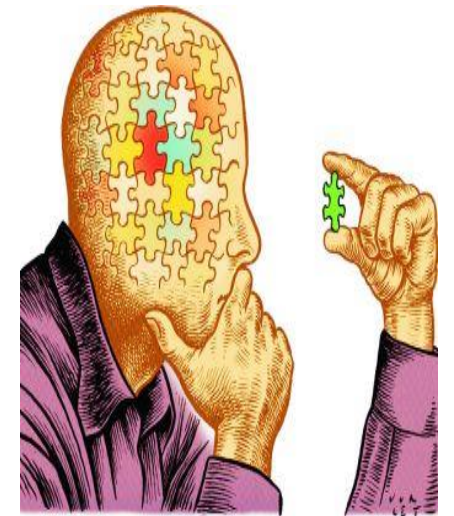
- Nationality
- Physical Abilities & Accessibilities
- Race & Ethnicity
- Gender Identity & Expression
- Sexual & Romantic Orientations
- Social Economic Status
- Religion/Spirituality
- Language
- Body Size
- Family Status
- Age



Social Identities – Facilitator & Instructor

Important strategies of strengthening social identity development & facilitation

- Critical Self-Reflective Practice
 - Importance of understanding & undoing internalized oppression & dominance
 - Creating greater self-awareness of group membership – privilege and marginalized groups
- Translating Reflection to Relational Work
 - Afford the facilitator's ability to operate with more knowledge of their own and others' identity processes and styles of communication and interaction
 - Ability to unpack issues with deepened and more fruitful conversations and engagement
- Integrating Reflections & Relationships Into Actions
 - Utilize your identity in your role to further the learning of participants and implement strategies to effectively talk about how social issues and identities are related to academic discipline
 - Become aware of group dynamics to address macrostructural inequality play out in the classroom and engagement



Social Presence – Facilitator & Instructor

Social presence- being connected and interact with other human beings as “real people” through the medium of communication being used



1. Which of your social identities are evident in your online social presence? Which identities are not?
 2. What are student experiences you may have missed/overlooked because of your salient identities? privileged identities?
 3. What strategies do you use to create positive social presence environment
- A positive social presence environment is the one where learners express their emotions and feelings and interact with one another in a way that promotes their learning.
 - A negative social presence context inhibits learners for expressing themselves as real people; thus diminishing the learning experience.

On Your Own: Social Presence In Online Learning: 7 Things Instructional Designers Can Do To Improve It

<https://elearningindustry.com/social-presence-in-online-learning-7-things-instructional-designers-can-improve#:~:text=Social%20presence%20is%20one%20dimension%20of%20the%20whole%20online%20learning%20experience.&text=Social%20presence%20can%20be%20defined,medium%20of%20communication%20being%20used.>

Inclusive Teaching Strategies for Online Learning

- Recreate Ground Rules/Community Guidelines/Etiquette
- Utilize Small Group Learning
- Emotional State of Students
- and answer questions.
- Practice Accessibility =
 - <https://www.washington.edu/doit/20-tips-teaching-accessible-online-course>
 - <https://disabilitycenter.colostate.edu/>
 - <https://www.chhs.colostate.edu/atrc>
- Active & Interactive Facilitation
- Addressing Harmful Comments
- Gathering Student Feedbackthe course can continue to develop and meet the needs of all of your students.
- Be Flexible
- Utilize Asynchronous & Synchronous Strategies



CSU Inclusive Teaching Online Version
<https://www.libarts.colostate.edu/wp-content/uploads/2020/03/VPD-Inclusive-Teaching-Online-Version.pdf>

Good Reads

- Maxwell, K., Nagda, B., Thompson, M., & Gurin, P. (2011). *Facilitating Intergroup Dialogues: bridging differences, catalyzing change* . Stylus Pub., LLC.
- Ortega, A., Andruczyk, M., & Marquart, M. (2018). Addressing microaggressions and acts of oppression within online classrooms by utilizing principles of transformative learning and liberatory education. *Journal of Ethnic & Cultural Diversity in Social Work*, 27(1), 28–40. <https://doi.org/10.1080/15313204.2017.1417945>
- Phirangee, K., & Malec, A. (2017). Othering in online learning: an examination of social presence, identity, and sense of community. *Distance Education: Special Issue: Social Presence and Identity in Online Learning*, 38(2), 160-172 <https://doi.org/10.1080/01587919.2017.1322457>
- Zembylas, M. (2008). Engaging with Issues of Cultural Diversity and Discrimination through Critical Emotional Reflexivity in Online Learning. *Adult Education Quarterly: A Journal of Research and Theory*, 59(1), 61–82. <https://doi.org/10.1177/0741713608325171>



Closing Thoughts

Evaluations

Thank you!



Evaluation Link:

https://docs.google.com/forms/d/1qSi0DbeCXYOGsj9fKD69fggWLIJsi_cMXLVldpPOf98/edit

- Note about materials: Please note that training materials should be updated every 4-6 months, sometimes sooner based on needs and societal, legal and organizational changes.

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