Applying Feminist Pedagogy in the Design of Student-Centered Learning Experiences

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Workshop Agenda

Introduction to Feminist Pedagogy (15 minutes)

Feminist Pedagogy Tenets (25 minutes)

Closing: Discuss/Chat and Post ideas on a shared "Brainstorming" document (15 minutes)

After the session Q&A

Workshop Outcomes

At the end of this workshop, you will be able to:

- Identify key tenets of feminist pedagogy for online teaching and learning;

- Explain how specific feminist pedagogy tenets are relevant to your course;

- Apply feminist pedagogy tenets to elements of your course.

Workshop Resources

Workshop Resources Folder

- https://bit.ly/femped-resources

Click on the "Group Brainstorming Document" for our workshop:

- Group Brainstorming Document

A collection of worksheets to further your thinking and application of the feminist pedagogy for teaching online tenets

- FPTO Worksheet Collection

Welcome & Warm-Up

When you think about feminist pedagogy, what keywords come to mind?

Move around to discuss with a few people near you.

3 minutes

Feminism is about examining *power.*

Feminism becomes **intersectional**, when using multiple social frameworks (race, class, sexuality, disability) as a rubric.

Feminist pedagogy is a framework for addressing power in teaching and learning.

Feminist Pedagogy Overview

- Related to critical pedagogy and work of bell hooks, Paulo Freire, and others

- Critiques traditional notions of teaching and learning

- Destabilizes classroom power dynamics

- Rejects hierarchizing of ways of knowing (in which the "feminine" is often considered irrational, unreliable, etc.)

- Recognizes that knowledge (and reality) is socially constructed and that classrooms are spaces of co-creation

- Is intentionally reflective and responsive (just as much practical as philosophical)

- Is change/action-oriented

Orientation to the Guide

Feminist Pedagogy for Teaching Online
https://feminists-teach-online.tulane.edu/

Humanizing Online Learning and Teaching

"The use of strategies and practices to incorporate students and instructors as social agents into the learning process and enable them to feel connected with each other" (Li, Banuelos, Liu, and Xu 2022).

Humanizing Online Learning and Teaching

Jacque's Interpretation: Bringing student voices and perspectives into the online classroom

Liv's Interpretation: Recognizing the talents, experiences, knowledge, and challenges each person brings to our space

Examples
- Jacque's Teaching: Learning Reflections
- Liv's Teaching: Weekly Discussion Board
- Liv's Non-Teaching: Design projects collaboratively so no one is alone and solely responsible (e.g. the "Pivot").

Two Minute Jot - How does this tenet resonate with your work?

Creating Cultures of Care

"creates an atmosphere where students know that their teacher is their advocate, someone who is truly and sincerely invested in helping them succeed" (Deacon, 2012)

"an ethics of careful recognition of the realities, experiences, histories and knowledges of oppressed communities, mis-represented in banking renditions of pedagogy as empty and lacking subjects, in need of the teacher's expert knowledge. Such attentiveness to holistic caring work with communities and learners, also extends to the teacher/facilitator who is theorised as an intellectual co-creator of knowledges for democratisation and transformation" (Mott and Bennett, 2003).

Creating Cultures of Care

Jacque's Interpretation: creating space for learning / vulnerability / making mistakes and building trust along the way

Liv's Interpretation: support for the whole person; decrease learning threats and impediments; consistency

Examples
- Jacque's Teaching: Peer Review
- Liv's Non-Teaching: Recognizing pressures above and below, and practicing self-care

Two Minute Jot - How does this tenet resonate with your work?

Examining (Dis)Embodiment

"Embodiment, including our emotions, plays a crucial role for Dreyfus in 'our being able to make sense of things so as to see what is relevant, our ability to let things matter to us and so to acquire skills, our sense of the reality of things, our trust in other people'" (Dreyfus, 2001 in Land, 2004).

Examining (Dis)Embodiment

Jacque's Interpretation: Seeing classmates as people who, like them, are connecting with the content

Liv's Interpretation: Feeling a disconnect between the self, the space around the self, and to others

Examples
- Jacque's Teaching: Discussion Leader Presentations
- Liv's Teaching: 'Zines
- Jacque's Non-Teaching: Be aware of invisible labor

Two Minute Jot - How does this tenet resonate with your work?
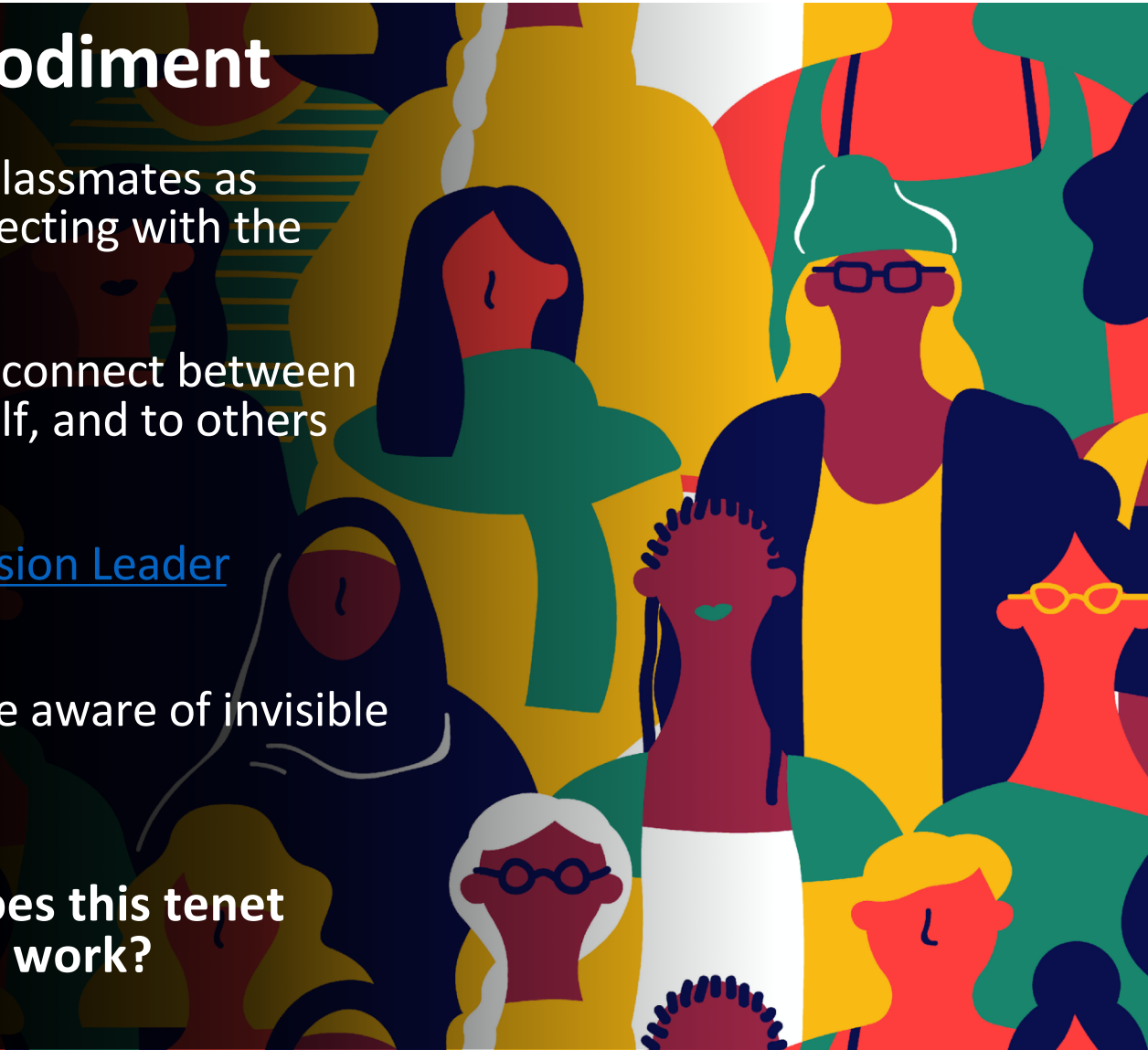
Technology to Intentionally Build Communities and Enhance Learning

"Learning is seen as essentially a social process, requiring communication among learner, teacher, and others. This social process cannot effectively be replaced by technology, although technology may facilitate it. (Bates & Poole, 2003, p. 35).

# Technology to Intentionally Build Communities and Enhance Learning

Jacque's Interpretation: Tools need to serve a specific purpose

Liv's Interpretation: Carefully selected educational softwares to benefit students/users

Examples
- Jacque's Teaching: Teach about Technology Ethics and Data Privacy
- Liv's Teaching: LMS Design
- Jacque's Non-Teaching: Not using technology such as analytics as a source of power

Two Minute Jot - How does this tenet resonate with your work?
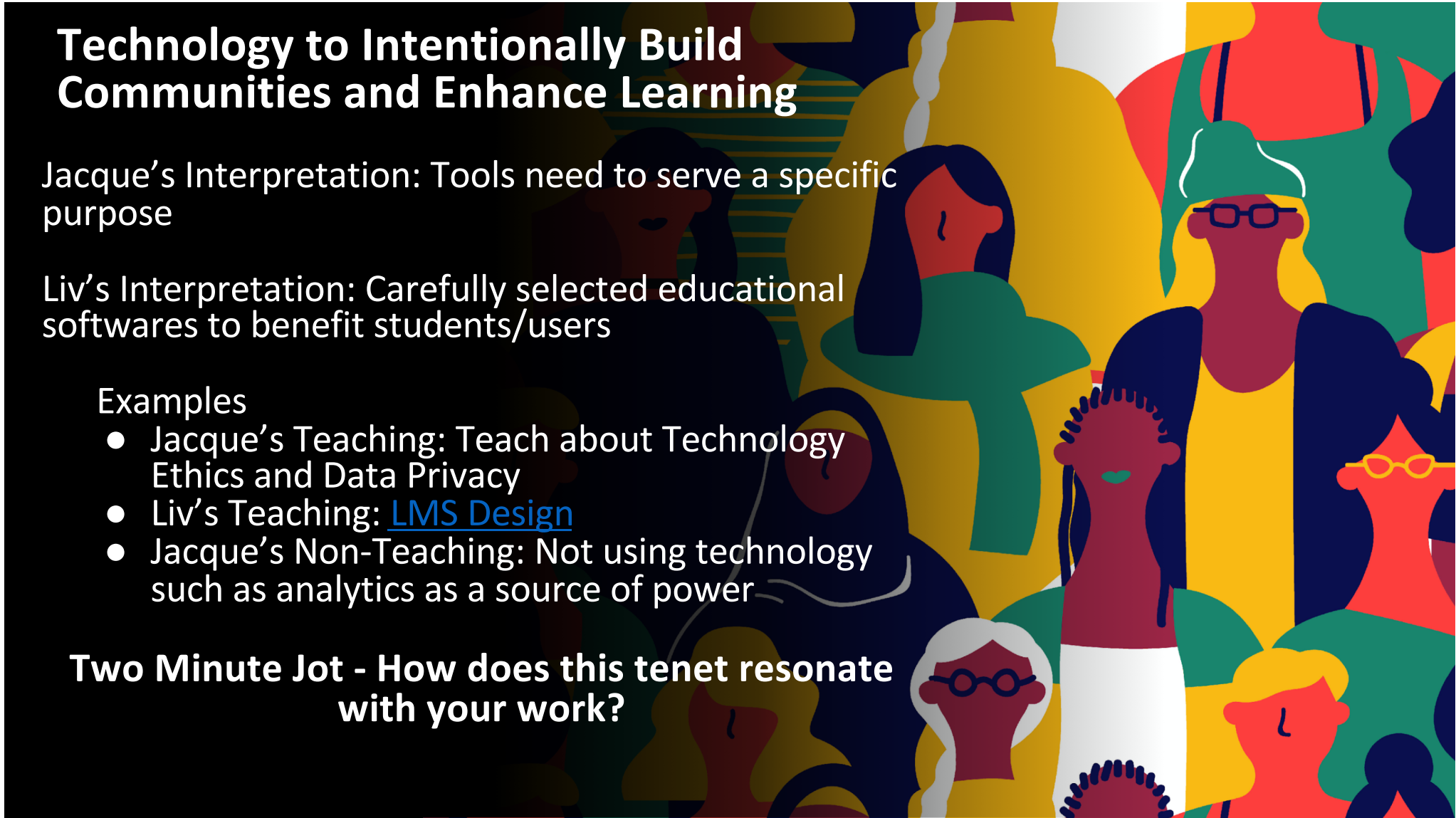
Closing

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Small Group Discussion

Click on the "Group Brainstorming Document" for our workshop:
- Group Brainstorming Document

Share with the group via the "Group Brainstorming Document":
- Questions?
- What did you ponder?
- What are you excited about?
- Do you foresee any challenges?

10 minutes + 5 minute share out

Get Involved!

Contribute to the Blog:
https://feminists-teach-online.tulane.edu/get-involved2/

Call for Assignments:
https://feminists-teach-online.tulane.edu/

Contribute articles and other content to be featured on the guide:
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