BRIDGES

Facilitator's Guide

Worksheets for critical reflection on teaching experience

WORKSHEETS FOR CRITICAL REFLECTION ON TEACHING EXPERIENCE

PREVIOUS CONSIDERATIONS

These exercises are intended to be a tool for debating different aspects of university practices. The idea is to look at the approaches that, often unconsciously, we reproduce in the day-to-day life of the university. For example, the way in which teaching spaces are configured or which social orderings may generate out-of-place feelings for certain people in front of others that easily adapt to university given their social and cultural background. We encourage the use of these worksheets with an attitude of openness to the knowledge of new perspectives and sensibilities since they do not represent a criticism directed at the people that teach, but rather an invitation to perceive the dynamics of power, exclusion, and discrimination that may have been overlooked, given the intense naturalization that these have in our lives.

HOW TO PREPARE THE ACTIVITY

To contextualize the activity, it is recommended that you watch the following video:

Why is my curriculum white?

https://www.youtube.com/watch?v=Dscx4h2l-Pk

Before carrying out the exercise, you should print out the relevant worksheets (teachers/students) for the activity. You should have a set of worksheets according to the number of people you expect to participate in the activity. Another option is to generate a virtual space where people can download and fill in the worksheets from their electronic devices.

You must take into account that the questions on the worksheets are indicative and that you can delete questions, transform them, or create new questions to adapt the reflection to the subject under analysis. In any case, the questions must be open and motivate critical reflection among the people who participate.

To do the exercise, you should also have a suitable space (blackboard, flip chart, virtual space) to write down the different answers of those who participate, as well as to collect the lines of action derived from the exercise.

Note that the worksheets can also be used by teachers individually. If this is the case, the reflection and transformation of teaching practice would be implemented individually.

HOW TO MODERATE THE ACTIVITIES

– In the case of **teacher self-evaluation**, during the activity, it is important to take into account all contributions and pay attention to the training needs that teachers may have regarding critical perspectives on ethnocentrism in teaching experience. That is to say, it may be necessary to explain in detail the context from which the exercise is produced, as it is related to projects that seek the generation of more inclusive and critically engaged universities (for further details, see materials and bibliography in this same guide and other exercises in this toolkit).

– Those who will facilitate the exercise should pay attention to the possible barriers of the participants with respect to criticism of their teaching work. It should be made very explicit that it is not a question of specific criticism of this or that person, but rather of discussing the dynamics and procedures established in university teaching practice.

– It is important to note that this activity requires a certain degree of continuity in order to apply the ideas generated during the exercise to future teaching plannings and experiences.

– In the case of the implementation of the **activity with the students**, it is important to define the exercise as an open debate on university training and to promote participation to the maximum. If it is considered pertinent, this activity can be taken up again at the end of the academic period to observe how the opinions and proposals of the students have been transformed.

SUGGESTIONS FOR CLOSING REMARKS

The exercises seek to facilitate critical thinking by reflecting on teaching practices. The aim is to advance the construction of more egalitarian, accessible and non-discriminatory universities. It is important to note that the dynamics of exclusion and asymmetry have a long history in higher education institutions. These dynamics are reproduced through procedures (such as, for example, the bureaucracy involved in the recognition of university degrees for people coming from abroad) and discourses (such as, for example, those stereotypes that attribute differences in scientific capacity according to geopolitical precepts) that have been sedimented over time. Thus, the aim is to raise awareness on how universities reproduce power relations on an everyday basis through certain hegemonic discourses and normative frameworks.

Discussion during and at the end of the exercises should favor analysis of structural racism in the university context, the ways in which power relations are perpetuated for reasons of skin color, national origin, ethnicity, and other forms of subordination that intersect with these. The activities discuss specifically the systematic forms of exclusion from the university of certain social groups, as well as the lack of perspectives and references that are not produced in the Global North. The idea is to create spaces for discussing these issues in an open, respectful, and caring manner.

Once the discussion between teaching teams or between teachers and students is performed, the brainstorming activity seeks to generate ideas for possible changes in teaching practice. The implementation of these ideas requires further work for evaluating their viability in the local context. Although changing teaching practices within the bureaucratic system of universities may seem difficult to accomplish, actions that contribute to making different forms of oppression and exclusion visible and changing the practices that support them may eventually lead to more egalitarian, diverse, fair, and accessible universities and societies.

MATERIAL FOR FURTHER WORK

Hussain, Mariya. Why is My Curriculum White? https://www.nus.org.uk/en/news/why-is-my-curriculum-white/

Good Practice tool from ACCESS4ALL project which objective is to promote the educational and social inclusion of under-represented groups as well as of non-traditional learners https://access4allproject.eu/bestpractices

Owusu, Melz. Decolonising the Curriculum. TEDxUniversity of Leeds. https://youtu.be/zeKHOTDwZxU

Toolkit of the key elements of creative activism: https://beautifulrising.org/tool/decolonization

Revista "Desde el Margen" del colectivo Tic.Tac: taller de intervenciones críticas transfeministas antirracistas combativas: http://desde-elmargen.net/

LITERATURE

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Lawrence, Bonita and Dua, Enakshi (2005). Decolonizing Antiracism. Social Justice, 32(4), 120-143.

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This document is part of the BRIDGES Toolkit, a set of tools and strategies for addressing and dismantling structures of exclusion in Higher Education curricula. The Toolkit has been developed in the context of the Erasmus+ project **BRIDGES: Building Inclusive Societies: Diversifying Knowledge and Tackling Discrimination through Civil Society Participation in Universities,** whose working team consists of the following entities:

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