

3QTL: Three Questions About Teaching and Learning

Episode 8 – How might we collaborate to advance racial justice?

Guests: Patrina Duhaney and Regine King

Description:

In a 3QTL first, we are delighted to feature two guests on today's episode: Dr. Patrina Duhaney and Dr. Regine King, the award-winning co-developers and instructors of a University of Calgary course entitled "Afrocentric Perspectives in Social Work." As members of their Faculty's Anti-Black Racism Task Force, which was established in 2020 following the murder of George Floyd, Dr. King and Dr. Duhaney were motivated to create a course that would familiarize students with the challenges and barriers experienced by Black people in a Canadian context. Our guests also found themselves in the difficult situation of having to launch and team-teach this course during pandemic lockdowns. Join us as Dr. Duhaney and Dr. King describe the social justice principles at the foundation of their approach to team teaching, their creative and collaborative assignment design, and their strategies for communicating—with each other and with their students—in a new and challenging teaching and learning scenario.

Bios:

Dr. Régine Uwibereyeho King is an Associate Professor in the Faculty of Social Work, University of Calgary. King has a PhD in Social Work and a master's in counselling psychology and community development (MEd), University of Toronto. Her research interests include racial justice, cross-cultural mental health, social processes of healing, forgiveness and reconciliation, and Indigenous knowledges. Her research agenda is guided by anti-colonial, antiracist, and Black feminism perspectives. As a community-based researcher, King is a knowledge creator and translator. She has published in the areas of truth and reconciliation, intergroup dialogue, healing approaches to collective trauma, anti-Black racism, refugee mental health, transnational social work, and critical pedagogies. Her work has been acknowledged through various awards, including a 5-year position as a Research Excellence Chair (University of Calgary, 2023-2028), a Team-Teaching Award by the Taylor Institute of Teaching and Learning in 2022, and a Killam Emerging Research Leader Award in 2021. King has served on various academic committees and community advocacy groups that promote equity, antiracist work, and healthy communities, at the local, national, and international level. She is a co-founder of the Anti-Black Racism Taskforce in the Faculty of Social Work, University of Calgary, a co-founder of the Calgary African Community Collective, a member of the Presidential Taskforce on Equity, Diversity, and Inclusion at the University of Calgary, a board member of Go Make A difference (organization serving non-status Haitian in Dominican Republic), an honorary member of the Life Wounds Healing

Association (Rwanda), and a former member of the Federal Cross-Cultural Round Table for the Ministry of Public Safety. She is a sought-after public speaker on issues of genocide prevention, refugee mental health, racial justice.

Dr. Patrina Duhaney is an activist scholar whose research grapples with issues related to race, racism, victimization, and criminalization and is informed by critical race theory, critical race feminism and anti-Black racism. Dr. Duhaney has played a pivotal role in advocating for change in micro, mezzo, and macro levels. She is actively involved in various initiatives within the Faculty of Social Work, broader university, and communities to center Black experiences and perspectives and confront anti-Black racism. These include leading the Anti-Black Racism Task Force in the Faculty of Social Work, collaborating with organizations such as the Calgary Police Service, National Judicial Institute, participating in various government of Canada initiatives (e.g., IRCA Assessor), and advising funders and training institutions.

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Transcription:

[Music theme in]

REGINE KING: [00:00:11] “We needed to challenge students to think far beyond just taking in knowledge, but also asking themselves what kind of knowledge they already have. Because some of the intellectual activity in a course like this is the process of unlearning.”

DERRITT MASON: [00:00:31] Hello. I’m Derritt Mason. Welcome to 3QTL: Three Questions about Teaching and Learning. This season, we’re in conversation with post-secondary faculty from across disciplines, and our three questions focus on how the COVID-19 pandemic has reshaped values and transformed classrooms, challenging faculty and students in extraordinary ways while also sparking innovation. Today, in a 3QTL first, we are delighted to welcome two guests to the show: Dr. Regine King and Dr. Patrina Duhaney, both of whom are professors in the University of Calgary’s Faculty of Social Work. Dr. King and Dr. Duhaney are the recipients of the 2022 University of Calgary Award for Team Teaching, in recognition of instructional excellence in their course entitled “Afrocentric Perspectives in Social Work.” After anchoring our conversation in the origins, design, and implementation of this course, Dr. King and Dr. Duhaney describe in detail the commitment to social justice that influenced their assignment design, online pedagogies, and methods for supporting each other while team teaching a brand-new course during a very isolating time. I’m thrilled to welcome Dr. King and Dr. Duhaney to 3QTL.

So, I’m wondering if we can start, if you wouldn’t mind, introducing yourselves to our listeners.

PATRINA DUHANEY: [00:01:57] My name is Dr. Patricia Duhaney. I’m an assistant professor in the Faculty of Social Work at the University of Calgary, and I’m also the chair of the Anti-Black Racism Task Force.

REGINE KING: [00:02:11] And my name is Dr. Regine Uwibereyeho King, and I am an associate professor in the Faculty of Social Work.

DERRITT MASON: [00:02:19] Wonderful, thank you both for being here. So, one of the reasons that I’m really excited to have you as guests here on 3QTL is because I

know you have won a teaching award for team teaching a course, “Social Work 555: Afrocentric Perspectives in Social Work.” And I’m wondering if you wouldn’t mind taking a couple of minutes just to explain to our listeners what this course looks like, what’s on the syllabus, what do some of the major assignments look like, how many students are enrolled in this course, and how this course came to be?

PATRINA DUHANEY: [00:02:48] Certainly. So, the Afrocentric Perspectives in Social Work course came about through advocacy of the Anti-Black Racism Task Force established in 2020, following the murder of George Floyd, in support and solidarity with the number of Black individuals who have been killed by the police. This course is one of three courses that was developed in the Faculty of Social Work. In addition to creating these courses, Dr. King and myself have taught one of those courses. And I’ve taught a second course, a Critical Race Theory course. I’ll tell you a little bit about the purpose of that course. We recognize that there is very little in the curriculum that looks at Black people’s experiences, and even when courses address Black people’s experiences within the Canadian context, it is done and in passing with very little depth or analysis of their experiences in Canada, some of the challenges or barriers that they have experienced and how best to support them. We thought it would be important for Social Work students, especially given the influx of individuals from various parts of Africa that are moving to the west; we are definitely not necessarily keeping up with the movements in terms of providing enough supports for these individuals. We thought it would be important for us to offer a course, so that students can really understand the ways in which Black individuals have contributed to Canadian society, and how best to support them once they come into contact with them, and also in a practice setting. Because this course was offered as an elective, the first year of the course we had about ten or so students. The cohort was very small. But we know that students taking elective courses are committed in particular ways. That’s something that they want to take. It’s not something that they’re being forced to take. We were ecstatic for the core students that we were working with, and their willingness to take the course and learn from us and learn about Black people’s contributions to Canadian society. And one of the things that the students shared was that they wish they had this course throughout their university degree, and they expressed concerns that it was not a core course at the time and wished that they had this knowledge moving through their university years and not being given this rich information just before they graduated. Right? And so, they felt the gap in their own knowledge base, and that they had to play catch up. So, I turn it over to Dr. King to add more to that.

REGINE KING: [00:05:52] Thank you for providing that beautiful baseline. I think when we co-taught this course, there’s the piece of the contributions that people of African descent have made to this country that is completely unknown by Canadians. But there is also a history of Black bodies, Black people, in the western world that has been completely neglected in the history of Canada. So, most of our students imagine that Black people are actually all newcomers, and mostly they are here because they need help. And are not viewed as actually active contributors to

the Canadian society. But also, the absence of that skill set is not only acknowledging the presence and the contributions of people of African descent; it is also in understanding how some of those many complex issues they face in this part of the world is very historical. So, in the course, we cover the contributions, we cover the history that goes all the way back to Trans-Atlantic slave trade, which of course, Canada denies that it ever happened here. And students are getting shocked when they hear that Black people have been here since the foundation of this country; Black people have been enslaved in Canada. Those are the things that surprise students. And they get a shock too that they never covered the history of people of African descent in Canada, but also the Canadian realities of their experiences in this particular context. I think when we provided that background information, then students assessing: "Ah, that's why we see a big number of Black people, Black youth, Black children in the child welfare system, in the prisons. That's why we feel like, actually, we are not doing them a service, because we don't know the complex issues they face". But in addition to that, it's not just the bodies; people of African descent have not only contributed to the whole socioeconomic development of Canada, but they also bring and continue to bring their ways of knowing. And when you are teaching social workers students, it's almost like to think: can I do that here, can I actually build relationships with my clients, can I actually borrow on those other ways of knowing to inform what I do as a social worker? I think that's why the group of students we had were not only shocked but also were very much intrigued of the knowledge they don't possess, and the practice skills they never developed because most of our teaching has been historically Eurocentric at best.

DERRITT MASON: [00:09:01] This sounds like such a wonderful and important and of course, very timely course. I'm wondering why is it important that this course in your mind is team-taught. Or why is that part of the course's structure?

PATRINA DUHANEY: [00:09:13] In terms of the team component of the course, that is very much connected to our work outside of the course. Dr. King and I are members of the Anti-Black Racism Task Force. And because of the advocacy of the task force, in addition to other critical courses in the faculty, it was important for us to teach this course collaboratively because it was a first of its kind in our faculty, and perhaps one of a few across the university. We bring different perspectives. I bring a more North American perspective, Dr. King brings a more international perspective to really understand Black peoples and, you know, people of African descent's histories within Canada and beyond Canada. I think the fact that we co-taught it, students are getting those different perspectives, right? And also, in terms of even our positionality within our faculty, Dr. King, as an associate professor, and myself, as an assistant professor. Even our lived experiences: we bring different realities to the classroom, and the content that we were delivering, and our approaches. I think what was important is that we had a shared understanding; we had shared teaching principles that guided our work to begin with. So, for example, my teaching principle is critical pedagogy, engaged pedagogy and transformative

learning. We saw the synergies; we saw the connections with our own work. We saw that connection made it easier to also teach the content to students, because we had the shared knowledge, shared understanding, and the need to make changes within our faculty. And I thought those key pieces were critical to teaching the course in its first couple of years.

DERRITT MASON: [00:11:33] This is a wonderful transition into the first of the core questions that we ask all of our guests on 3QTL, which is a question about core values, and whether or not COVID in any way, caused shifts or transformations in the core values that you bring to your teaching and learning practice. I've heard already so many core values resonate from how you are describing this course in terms of critical pedagogy, social justice education, the importance of representation and different ways of knowing and sharing an Afrocentric perspective in the course with your students. It also strikes me that, as you flagged earlier, Dr. Duhaney, this course emerged at a particularly intense time in history because it was during a COVID lockdown following the murder of George Floyd. And I'm wondering how, if at all, this course represents new values for your teaching and learning practice. And if those values were affected by that intense moment in time that was in part inflected by COVID, as well, and what those values were prior to teaching this course at this moment in time.

PATRINA DUHANEY: [00:12:31] When I think of some of my teaching approaches in the classroom, the tangible piece is the experiential learning, the inquiry-based learning and case-based learning, so really interactive approaches within the classroom and definitely prior to COVID, I was teaching online and so it wasn't a major shock for me to pivot to online teaching because I had already been teaching courses online. I think I just had to re-envision how I engaged in some of those activities that students would have more engagement with each other, like they could touch each other, they could experience each other differently in a physical space. I had to think about how I might do that within an online setting. So, it's how I set things up, the activities up. I was very clear in terms of those guidelines. And I found that it was really important not only to describe an activity, for example, such as a case study, but also give students examples of what I want them to envision, but also check in with them even when we did breakout groups. We had to make sure that they had that space where it's not just a big room where they could have that intimate encounter with their peers. And I found that within the breakout room, for instance, for activities, students were a lot more comfortable, because they had a smaller group of students to work with. But even within the space as I would do in person, I would pop into the breakout rooms just to see how they're doing and if they had any questions. So, it's just modifying some of those things I would have done in a physical space, to an online space. But just how I showed up for students as well, you know. So, if before class, I will get to class early, I will do that for Zoom sessions as well. And if after class, I would stay back, I will do that as well, in the Zoom session. There's certainly activities and practices or approaches that I continued; I just modified it for online learning. But there are other things that I was

cognizant of, as well. So, for example, within a physical space, you have students in front of you, and you can see, experience their level of engagement. Within a Zoom setting, if they wanted to check out, they could just turn their cameras off. And I found initially, that was super difficult for me, because of like, I'm just speaking to name tags. That was a challenge for me that, yes, students may be struggling in their own settings with online learning. And oftentimes, they expressed that concern that they had those struggles. I had to make some accommodations for those students who were having a hard time. But I also had to rethink my expectations around being able to visually see students as well. We had a conversation around that, what this 'turn your camera on' means, especially during critical discussions, and the importance of building those relationships. So, I felt that because we were in an online platform, I was having those types of conversations and that's something I probably wouldn't have had as much if we're in person, because they're physically there. Right? So, I thought that was something that was unique.

DERRITT MASON: [00:16:12] Thank you. Dr. King, I'd love to hear about any shifts in your teaching and learning values.

REGINE KING: [00:16:16] I would say that my teaching values were already there. But they were maybe more accentuated by the nature of the course, but also the setting in which we were teaching the course, very remote and very isolated in our different boxes. I had to revisit my teaching philosophy just to ask myself, did anything shift really because of COVID? So, in terms of my values to sharing knowledge, and continue my own learning, I realized that, definitely, I bring these principles to the classroom. I want the students to exercise their intellect. I want them to participate in learning. I definitely challenge them to use their critical consciousness. So, similar to Dr. Duhaney, the practice of engaged pedagogy is very much of what I do and how I approach teaching. But I think in the context of this course, you had to do that. We needed to challenge students to think far beyond just taking in knowledge, but also asking themselves what kind of knowledge do they already have. Because some of the intellectual activity in a course like this the process of unlearning. An example, unlearning that all people of African descent are not newcomers to Canada. It's unlearning that when we see people struggling, is not because they live with deficits. It's the way the structures are set up to put them and keep them in those positions. I think, all these principles that I usually use in my teaching, they became very much accentuated by the time we were in, but also the experiences of the time. Because I think the first time we taught this course, everyone was wondering, why are we so blind and not know this history? Why aren't we doing anything to address issues of racism, and anti-Black racism and that was a very fertile soil for really engaged pedagogy, critical consciousness. But also, one thing I realized that I did more that I didn't know that I have be doing is playing the role of facilitator of critical dialogue. When you are delivering your PowerPoint presentation, or engaging students in small group activities, and face to face interactions, you don't realize that, but it was when we pivoted to online, that I realized that actually, yeah, I'm more of a facilitator, not necessarily someone who is

coming to just tell you how much you need to memorize so that you can pass the exam. But in relation to the course itself, the principle of social justice and the equity, that really guides our social worker profession, was central to the work we did in the course, but also to the ways we even put into practice that very principle with our students. It made more sense. We needed to be very mindful of their context, things you wouldn't necessarily think about when you are just expecting students to show up or not show up. So, I felt like we're not only delivering the content that was unique in itself, or in a special time, like during the COVID era, but we were also modelling those social justice principles for the students. And it seemed to stick more than maybe what I would have felt when I taught other courses before.

DERRITT MASON: [00:20:34] I find myself wondering about the assignments on this class, and how those might also reflect the values that were central to your teaching and learning practice. Is there one assignment on this course that you can describe that you found to be particularly effective in transmitting the kinds of values you wanted to share with your students or discuss with your students?

PATRINA DUHANEY: [00:20:52] We were very intentional about all the assignments that we selected for the course. I'll list some of them and then I'll narrow in on one particular assignment. Given the social context within which the course was taught, it's really important that students have a true reality of Black people's experiences. One of the assignments that students had to look at is a film presentation. Oftentimes Black people are depicted in negative ways in media, various forms of media. We wanted students to critique a film, and how Black people were depicted. We actually gave them different films, with Black individuals in them to give them different ideas. Students also had an op-ed. What we do within social work, or even when we look at social justice, that is not passive learning. How do you transform your learning into some action? The op-ed gave students an opportunity, most wouldn't have had any previous experience in terms of publishing. The op-ed gave them a small project to work with, where they could talk about Black people's experiences, and so contribute to knowledge. They were able to contribute to knowledge by re-storing Black people's experiences and push back against those negative narratives that are often formed, again, about Black people's experiences. So that was critical. They also had a virtual poster presentation that they were able to complete. And that poster presentation gave them an opportunity to make connections to their own lived experiences, and find ways in which those experiences inform how they understand Afrocentric perspectives, but it also gave them a chance to really hone in on what did you take away from the course? And how are you going to use that knowledge in your own practices? What are those principles? What are those values? And how might you use these principles when you come into contact with Black individuals? And how will you be committed to this work to advance racial justice? The projects were all interconnected, and they all served a purpose, right? And so, it was very difficult to just talk about one because they're all so meaningful. Yeah.

DERRITT MASON: [00:23:30] And so with the op-ed assignment, were students submitting these op eds, or were they composing op-eds and imagining, you know, an audience for them or a venue for them as well?

PATRINA DUHANEY: [00:23:40] They chose their topics, but it had to relate to Black Canadians' perspective. So, they had an opportunity to write on a relevant topic that relates to people of African descent, and they would share it with us. We gave them feedback, and they were supposed to submit it to a newspaper or a magazine. And so, we wanted them to move that knowledge beyond the classroom. It's not just a paper, we want to re-story dominant narratives about Black people's experiences and perspectives.

REGINE KING: [00:24:15] Maybe I will add on one of the assignments [D.M.: Please, yes] especially the last one we provided, asking the students to relate it to the content but also produce a poster presentation as a way of identifying the key takeaways from the course. One vivid image that came through my mind as Dr. Duhaney was presenting on that particular assignment, was actually to see how students came to understand that this is a body of knowledge among others. And how they embellished the poster presentation, especially if they also recognize that there are other ways of knowing, that haven't made it into our teaching and learning. Where they would bring something from South Asia, or from Indigenous knowledges, and weaved it into the Afrocentric ways of knowing, to inform what they are taking to their practice, which I think for us as instructors, it was very useful to see that exercise, because it also answered the question, do I only take Afrocentric perspectives when I'm planning to work only with Black people? But I think what was very beautiful was to see them capturing that this is a body of knowledge, among others. So, we can add it to our toolbox. It doesn't matter whether we are going to be serving white individuals, or Black people. Now we have another set of knowledge, we can add it to our toolboxes. But also, when we are working with people of African descent, we don't need to just refer to someone else. Or think of, "Oh, my goodness, I don't know what to do because I don't even know how to talk to this person". So, it provided that richness of additional knowledge that we feel like our social worker students, and other people too, need to know to create a space for other ways of knowing to be part of this whole mosaic we call the diverse Canada.

DERRITT MASON: [00:26:45] Thank you. So, this course, as we've already kind of discussed, emerged during COVID. But I'm still curious to know, COVID presented so many challenges in teaching and learning. I think regardless of whether or not you might be used to teaching online or not, whether or not that pivot was particularly challenging for you, when you were teaching during COVID, what best supported and what hindered your teaching and learning practice, do you find the most, if you had to highlight a few things?

PATRINA DUHANEY: [00:27:14] I think it was really important, in terms of supports, to have a network. What I mean by that is having a network of colleagues who were in the same position and who could encourage me and who were supportive along the way. That was really important. I felt that I was able to lean on my network of colleagues who supported me through COVID, but also some of the challenges that I experienced, as I was still transitioning to the university. And another thing is definitely an openness to this is where we're at, we are dealing with COVID. And how can we adapt our teaching so that we can still support students, and being there to support students so that they can continue with their own learning, but also learning things really fast to cause the least amount of disruption to students. I think I was definitely up for the challenge to provide that support for the students. But I also saw colleagues who had difficulties transitioning or pivoting to online learning because those colleagues did not feel fully equipped with the technical knowledge to navigate something that seems easy now to us because we've been immersed in it for the last two or three years. And that was particularly challenging for some colleagues but being able to support them. I also saw that despite some of those challenges, COVID also allowed things to happen in a better way. And what I mean by that is, at the time I was in Lethbridge, and I felt that some of the sites that are outside of Calgary, whether it's Edmonton or Lethbridge, I'll speak about Lethbridge, they might not have had the same supports as what was happening in Calgary. There were courses being offered, different activities being offered. And that was not available to people outside of Calgary, still working for the same university. But they did not have the same level of access. And I found, prior to COVID, that was very difficult, because we would not have the technology, although we had the setup to offer some of those programs and training to people outside of Calgary. But then COVID happened and we scrambled, and the university figured it out. That was a positive element of COVID. Because previously, we can't offer that, but we were forced to offer that and make it more accessible to people.

REGINE KING: [00:30:14] I think we need to acknowledge that teaching online, yes, it has its own wonders. But for us training helping professionals, we need to be very mindful of how many courses we teach online. Because, especially when you're talking about building relationships, building communities, training social workers who need to interact with other human beings, we need to be mindful of some of the downfalls of teaching online.

DERRITT MASON: [00:30:57] Dr. King, maybe I can ask you, given that you were team teaching in this situation, were there any strategies that you and Dr. Duhaney used to ensure that you were able to effectively work together despite the obstacles presented by COVID, and the fact that you were having to engage virtually with each other and with your students?

REGINE KING: [00:31:16] Team teaching is amazing in the sense that, in some of the situations we faced while teaching, we also had our phones on, just a bit chatting with each other. So, what do we do with this next activity? Do you want to go and

respond to those students first? How do we divide up the work? I think, actually, we had so many gadgets going on, which I think allowed us to also do an excellent job engaging with students.

DERRITT MASON: [00:31:46] I love that. So, you had a backchannel going, kind of, while you were teaching—a virtual backchannel—so you can communicate.

REGINE KING: [00:31:52] We had a conversation going on in the background, while at the same time delivering the material, which was very beautiful. And I think, as part of team teaching, knowing that I was going to take a portion of the assignments and Dr. Duhaney would take the other part was very beautiful. Because the work was also shared, which I think eased the burden of when you take on an entire course on your own. That mutual support was very important, especially for a new course, for both of us, where we didn't know exactly how it was going to pan out. But I think in addition to that, the idea of receiving support during the isolation, I think was a great buffer, because there was so much time spent on the screen that could easily compound the idea of isolation when you add delivering materials to name tags, sometimes, really wondering if the students are there. I think, in this particular course, the co-teaching also brought another asset to what we usually do that really worked very well for us because we supplemented each other so wonderfully that actually students got a well-rounded knowledge of what happens over there on the African continent, versus of what happens here, or what would happen in another context where people of African descent have ended. So, the use of self was highly activated as well. In some-other classes, I think if you just say, I am a Black woman, immigrant, in my case, some students hear it, some other students may just say “oh, yeah. So? So what?” In this particular course, it was very significant, because you could relate it to ourselves and use lived experiences, but also use the experiences of the people we know or have worked with, through our frontline work or our research activities and it seems to make more sense for the students.

DERRITT MASON: [00:34:26] Thank you so much for sharing that. I'm wondering now: if there was one thing that you started doing in the context of this course or your teaching and learning practice, during COVID, in general, that you hadn't done before that you think you're going to keep doing into the future, what would that one thing be?

REGINE KING: [00:34:42] I think Zoom or Teams have made us so very much aware that actually, you can teach it from anywhere in the world. I'm specifically thinking of, usually, if I do my international research, I try to make those trips when I'm not teaching. But in this particular course, when we taught it the second time around, I was like, “Okay, so my students, I can tell my students that I am away. But I would have to wake up at three in the morning to teach a course that starts at five o'clock here”. So, it made it possible. But also, I think it comes with additional challenges. On so many different levels it wasn't okay, because one time, I finished teaching

three hours, and I just napped for an hour and got up and went to a meeting. So, I wouldn't encourage that. It's not healthy, but it made it possible planning to do this international work.

DERRITT MASON: [00:35:46] I was going to say, the flexibility can be both a blessing and a curse. You are able to teach from anywhere, but you risk sleeping through your class, through your meeting, depending on the time zone.

REGINE KING: [00:35:55] That's no good. But COVID has given us options, made certain things look possible. And in terms of how much can be done when people are not in the same room, but it comes with some advantages but also with disadvantages that we need to be very mindful when we make decisions.

DERRITT MASON: [00:36:17] Thank you so much. Dr. Duhaney, what about you? Anything that you're absolutely going to carry forward in your teaching and learning practice?

PATRINA DUHANEY: [00:36:24] I think it's super important that we ensure that students in various regions are able to access our courses. For example, the Afrocentric course, is taught online. And the Critical Race Theory and Praxis course, that will be taught online as well. I was really intentional to make sure that those courses are accessible, and what would have normally taken place at the Calgary campus, in person, now students in Calgary, Lethbridge, Edmonton can take the course and be in one space, which is really nice, because sometimes, students on the outskirts feel a bit more isolated. And so, the fact that it's taught via Zoom or remotely, they can access it and not feel left out.

DERRITT MASON: [00:37:16] So again, these questions of access and flexibility. It sounds like they're really important to you both? [Both: Uhum] Well, thank you so much. Is there anything else you wanted to chat about that we haven't had the chance to so far, or anything else you wanted to mention?

PATRINA DUHANEY: [00:37:30] One of the things that came up in our conversation is the importance of this course, and why we need to continue teaching this course and the advocacy around this course. I mentioned this earlier that the course developed as part of a movement within our own faculty. And that movement led us to develop this course, that was initially an elective. And now, the elective, through further advocacy, is a core course. That's a significant accomplishment. But we're continuously working outside of the course collaboratively to advance racial justice. And I think, for the course to be successful, for the work that we do to continue to flourish, we must do this work outside of the classroom as well, in addition to within the classroom and across the university, as well as our communities. I think what's critical with this work is that it's part of this movement, this ongoing movement, to advance social justice. And prior to teaching this course, prior to the Anti-Black Racism Task Force, or the Black Lives Matter movement, I

didn't look at courses the same way as I look at courses now. Yes, I recognized the significance of courses in terms of that knowledge, and knowledge mobilization outside the classroom. But because of the courses that we've developed recently, and the importance of the courses and the context around which they occurred, I see that our work is beyond the classroom as well, for us to make the type of changes that we want to make and hoping that the students will take the knowledge and the skills that they acquire outside of the classroom so that we could make a greater impact. So, I think that's a really critical piece and it's not something I was really paying as much attention to as I am now.

DERRITT MASON: [00:39:36] Thank you so much. I think, super important points. Dr. King, anything final that you wanted to add?

REGINE KING: [00:39:41] What we didn't mention this far is the fact that very few, if not, we must be only the second Faculty of Social Work across Canada teaching a course of this nature. So, we have actually attracted people from other social worker programs and faculties across the country asking us how did we do it? How did we manage to teach it, which really demonstrates the significance in the social worker profession, but the content of the course itself. In fact, we had, I think someone from Sociology, also asking us to share some resources to inform what she was doing. Which I think, as a university thinking critically about teaching and learning, is also maybe really advocating for this movement to continue in other faculties. So that if you are training nurses, if you are training teachers, if you are training medical doctors, you are training sociologists, students have access to this body of knowledge that has been completely neglected in higher education institutions, including the University of Calgary. The other piece, as Dr. Duhaney was talking about the wonders of this course, we also want to make sure that it is sustained, and other courses like this one are supported, not only by a Dean who is supportive, but by teaching and learning at the University of Calgary, but also supported in I don't know, as high as we can go, to really continue the movement, but also to encourage not only faculty members who are proposing these initiatives, to encourage all our instructors, faculty and sessionals to be mindful of these bodies of knowledge that are non-Eurocentric, to be part of what we do, because I think if we do that, as a university, we will be putting ourselves on another level of how actually true education, true learning and teaching should look like.

DERRITT MASON: [00:42:11] I love that. Thank you so much for emphasizing those points. And thank you both for your time and generosity today and having this conversation. I really appreciate it. I learned a lot. I think our listeners will too. Thank you for being here.

PATRINA DUHANEY: [00:42:25] Thanks so much for having us.

REGINE KING: [00:42:27] Thank you for having us.

DERRITT MASON: [00:42:30] 3QTL is recorded at the University of Calgary, which is located on the traditional territories of the people of the Treaty 7 region in Southern Alberta. The City of Calgary is also home to the Métis nation of Alberta, districts 5 and 6. This episode was produced by Xenia Reloba de la Cruz and edited by Eric Xie, who also composed our music. Our consulting producer is Stacey Copeland. Support for 3QTL is provided by the Taylor Institute for Teaching and Learning at the University of Calgary and a generous financial gift from the Flanagan Foundation. I'm Derritt Mason, 3QTL's host and executive producer. Thanks for listening, and we'll see you again soon.

[Music out]

Transcribed by <https://otter.ai> and copyedited by Xenia Reloba de la Cruz and Derritt Mason.