



**ACHIEVING DIGITAL
LITERACY THROUGH A
RACIAL JUSTICE LENS**

**MONTGOMERY COLLEGE AELG PROFESSIONAL
DEVELOPMENT CONFERENCE**

SATURDAY, MAY 15, 2021



“LITERACY MEANS LIBERATION.” -- SEPTIMA CLARK

AGENDA

- Welcome and warm-up
- Why should we teach with a racial justice lens? What does this have to do with adult education, workforce education, and digital literacy?
- Gallery Walk: sharing lesson plans and other resources
- Group Work and Share Out: creating a lesson plan for digital literacy and racial justice
- Next Steps

WHY SHOULD WE TEACH WITH A RACIAL JUSTICE LENS?

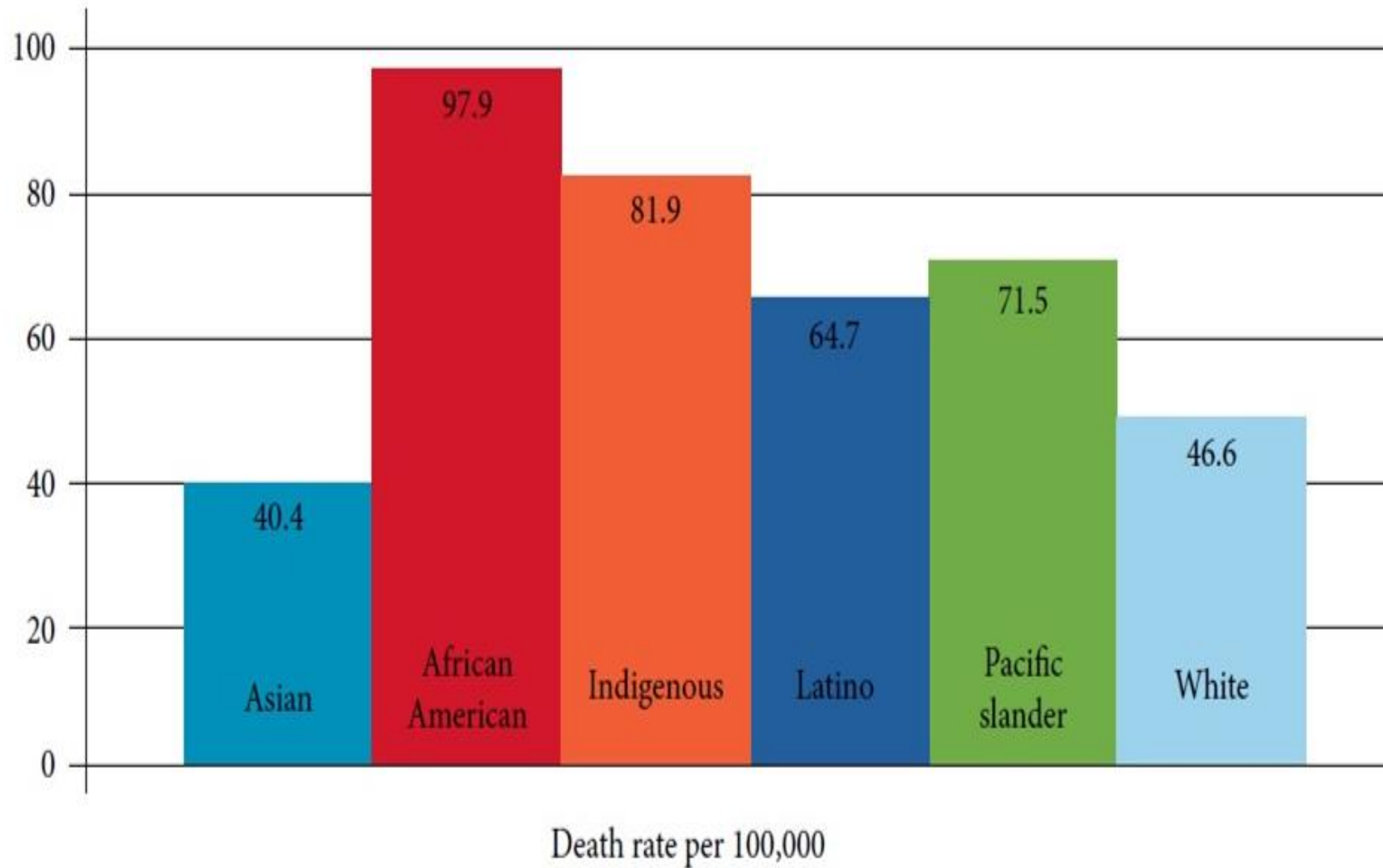
- Share Out: Type in the chat a time that racism, race, or racial equity came up in your classroom or when working with a student

WHY TEACH RACIAL JUSTICE

- 1. We teach in the real world of implicit bias, racial inequity, racism, and white supremacy
- 2. Language matters! Language is power and as teachers of language, we can choose to perpetuate or disrupt racist power dynamics.
- 3. Talking about racism prepares students for the US workforce.
- 4. Racism impacts our students access to digital literacy and the digital tools they need to achieve their goals.
- 5. Racial literacy is a critical component of digital literacy.
- 6. Talking about race in the ESOL classroom is good for teaching!

1. WE TEACH IN THE REAL WORLD OF IMPLICIT BIAS, RACIAL INEQUITY, RACISM, AND WHITE SUPREMACY

“White supremacy is not the elephant in the room. It is the room” - Nelba Marquez-Greene



Source: APM Research Lab, September 10, 2020. Available at <https://www.apmresearchlab.org/COVID/deaths-by-race>.



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From now on instead of "vulnerable people" I'm going to use the phrase "people we oppress through policy choices and discourses of racial inferiority." It's a bit longer but I think will help us focus on where the problems actually lie

#healthequity

#Indigenoushealth

8:04 AM · 2017-12-13 from Florida, USA · Twitter for

2. LANGUAGE MATTERS!

How do the words we use support or disrupt racist discourses?

3. TALKING ABOUT RACIAL JUSTICE PREPARES STUDENTS FOR THE US WORKFORCE

Opinion 1	Opinion 2	What is the shared underlying perspective of these two opinions?
Immigrants take our jobs and lower our wages.	Immigrants are good for our economy and do the jobs nobody else wants to do. Our food would be unaffordable if it weren't for immigrant labor.	

Source: Showing Up for Racial Justice SURJ

Opinion 1	Opinion 2	Underlying Perspective
Immigrants take our jobs and lower our wages.	Immigrants are good for our economy and do the jobs nobody else wants to do. Our food would be unaffordable if it weren't for immigrants.	If immigrants aren't good for the economy, we don't want them. Their worthiness is determined by how they affect our economy. If a person doesn't serve a purpose - provide a 'good' - they are disposable.

What could we share in the classroom that would interrupt this narrow perspective?

3. TALKING ABOUT RACIAL JUSTICE PREPARES STUDENTS FOR THE US WORKFORCE

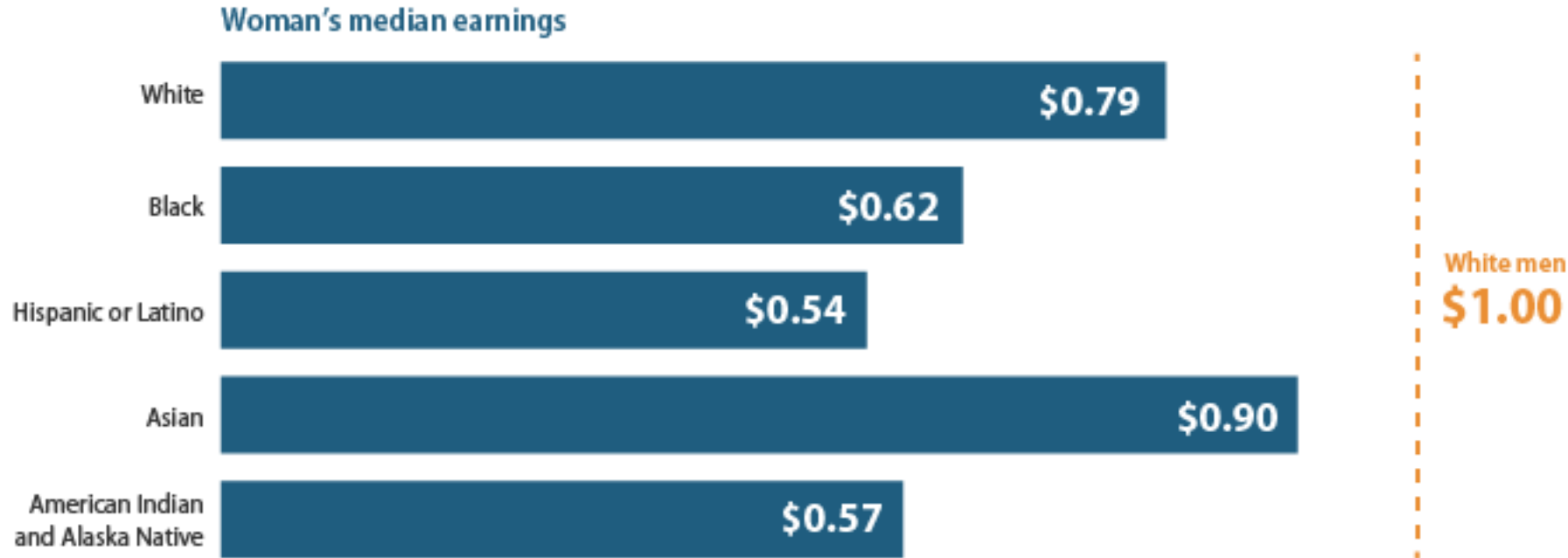
- Women of color are disproportionately represented in frontline jobs and comprise more than half the essential workers in housekeeping, personal care service, and nursing assistance.

Source: <https://www.whitehouse.gov/briefing-room/blog/2021/03/23/covid-19-has-exacerbated-the-economic-inequality-and-caregiving-crisis-facing-women-of-color-heres-how-the-American-rescue-plan-helps/>

FIGURE 1

The gender wage gap is more significant for most women of color

Comparing 2018 median earnings of full-time, year-round workers by race/ethnicity and sex



Notes: The gender wage gap is calculated by finding the ratio of women's and men's median earnings for full-time, year-round workers and then taking the difference. People who have identified their ethnicity as Hispanic or Latino may be of any race.

Sources: For all groups except American Indian and Alaska Native women, the Center for American Progress calculated the gender wage gap using data from U.S. Census Bureau, "Current Population Survey: PINC-05. Work Experience—People 15 Years Old and Over, by Total Money Earnings, Age, Race, Hispanic Origin, Sex, and Disability Status: 2018," available at <https://www.census.gov/data/tables/time-series/demo/income-poverty/cps-pinc/pinc-05.html> (last accessed March 2020). Specific tables used are on file with the author. CAP calculated the gender wage gap for American Indian and Alaska Native women using U.S. Census Bureau, "Table B20017C: American Indian and Alaska Native alone population, non-Hispanic or Latino population 16-years and over with earnings in the past 12 months, 2018 American Community Survey (ACS) 1-Year Estimates," available at <https://www.census.gov/programs-surveys/acs/> (last accessed March 2020); U.S. Census Bureau, "Table B20017H: White alone, non-Hispanic or Latino population 16-years and over with earnings in the past 12 months, 2018 American Community Survey (ACS) 1-Year Estimates," available at <https://www.census.gov/programs-surveys/acs/> (last accessed March 2020).



3. Talking about racial justice prepares students for the US workforce

4. RACIAL INEQUITY IMPACTS STUDENTS ACCESS TO DIGITAL LITERACY AND DIGITAL TOOLS

- What are some of your students barriers' to remote learning?

5. RACIAL LITERACY IS A CRITICAL COMPONENT OF DIGITAL LITERACY

- Students need to know how to identify the source of online information as a tool to combat racist disinformation.
- Students need to access viewpoints of people from other races, national origins, and backgrounds and need access to share their own experiences and knowledge.
- How can digital literacy help adult immigrant English Language Learners cultivate cross-racial, cross-cultural, and cross-language relationships of respect and care?

6. TALKING ABOUT RACE IN THE ESOL CLASSROOM IS GOOD FOR TEACHING!

- Taking on something challenging is a way for everyone to grow together
- It's relevant and relevance drives persistence!
- It teaches problem-solving – racism was created by humans and humans are disrupting it and fighting against it.
- It's inspiring – learning about the Civil Rights Movement, Black Lives Matter movement, indigenous-led protests against oil pipelines, and more
- It teaches critical thinking – fact vs opinion, anecdotes vs data, asking hard questions
- It teaches civics standards – US history, rights and responsibilities, US government

GALLERY WALK: SHARING RESOURCES

- Choose one or more links in the chat. Click on the links to view the resources in Google Drive. *These lesson plans were created by [The Change Agent](#) and may be used by teachers. Please credit The Change Agent.*
- Lesson Plan #1: [Introduction to Racism in the U.S.](#)
- Lesson Plan #2: [Equality vs Equity](#)
- Lesson Plan #3: [Black Lives Matter](#)
- Lesson Plan #4: [Talking to the Police](#)

SMALL GROUP WORK: BRAINSTORMING DIGITAL LITERACY LESSONS WITH A RACIAL JUSTICE LENS

- You will be placed in a Breakout Room with other instructors who teach your subject / level.
- In your group, you will have 10 minutes to brainstorm ideas, learning goals, materials, and activities for a lesson that incorporates both digital literacy and racial justice (or to share ways you've incorporated racial justice into digital literacy already!)
- Come back to the large group prepared to share your group's initial brainstorming ideas.

QUESTIONS AND NEXT STEPS



**READ THE WORD. READ THE WORLD.
- PAULO FREIRE**