

**From:** [Mailing list for information relevant to Bellisario College of Communications faculty](#), on behalf of [Bortree, Denise Sevick](#)  
**To:** [L-COMM-FACULTY@LISTS.PSU.EDU](mailto:L-COMM-FACULTY@LISTS.PSU.EDU)  
**Subject:** Teaching Tuesdays - Resources for teaching DEI in classroom  
**Date:** Tuesday, February 8, 2022 1:49:00 PM  
**Attachments:** [image.png](#)  
[image.png](#)  
[image.png](#)  
[image.png](#)  
[image.png](#)



Term: Spring 2022 | [Issue 30](#) | Date: February 8, 2022

## BELLISARIO BULLETIN



— By [Denise Bortree](#)

Welcome to Teaching Tuesdays. This weekly issue is focused on *diversity, equity, and inclusion (DEI) in the classroom*. I've been hearing from faculty about their efforts to incorporate more DEI content into lessons, activities, and presentations, and I want to support your efforts. In a recent conversation with Assistant Dean Gary Abdullah, I was reminded about what an incredible network of faculty we have in the College who are experts across many areas of DEI. And, of course, Gary is one of our most valuable resources in the College with his deep knowledge of DEI and patient approach to difficult situations. I would encourage you to continue to think about DEI in your courses, and reach out to Gary or me if you have any questions or need support in these efforts.

### Upcoming Events

Here are student-focused events coming up in the next couple weeks.

#### February 9, 5:00 pm – 8:00 pm

Late Night: A Celebration of Black Queer History  
Presented by the Center for Sexual and Gender Diversity  
Location: HUB-Robeson Center LL011

#### February 11, 11:00 am – 12:00 pm

"Diaspora Youth as Cyberwarriors When Their Homeland is at War"  
Dmitry Chernobrov, University of Sheffield  
Learn more here: <https://rockethics.psu.edu/events/children-media-and-conflict-zones-lab-talk-with-dmitry-chernobrov/>

#### February 16, 6:00 pm – 7:00 pm

Advanced Resume Workshop  
Presented by the Office of Internship and Career Services for Bellisario College students  
Location: Carnegie Cinema (113 Carnegie Building)

#### February 15, 5:00 pm – 8:00 pm

Black History Month Movie Night  
*The Death and Life of Marsha P. Johnson*  
Presented by the Center for Sexual and Gender Diversity  
Location: HUB-Robeson Center LL011

## TEACHING TIP



## Resources for Teaching DEI in the Classroom

As racial issues continue to play out in the local and national news, we're reminded of the importance of authentic engagement around diversity, equity, and inclusion (DEI) in the Comm classroom. The way journalists cover these issues, the way companies and other organizations respond to incidents, and the way political leaders present the issues have a powerful influence in our society. We know this, and that's why so many of our faculty are working to authentically engage with DEI issues in the classroom. To support your efforts, I want to provide you with resources from the College, University, and other academic sources that can be useful in the classroom.

But, I'm also looking for your good ideas. If you're willing to share, **send me your best DEI activities and assignments**. If I get a good response, Danielle and I will package the results and share in a future Teaching Tuesdays. Our faculty have a culture of sharing and mentoring each other, so let's build on it to continue to benefit our students and our pedagogy in this way.

### Defining Diversity, Equity, and Inclusion

Here's a good example from one of our peers who was pushing for meaningful engagement around DEI in the classroom. Fellow faculty member Katie O'Toole incorporates principles of DEI into Comm 360 to reinforce the importance of addressing bias in reporting. However, she felt it was important to start with a clear definition of DEI. Working with Assistant Dean Gary Abdullah, she developed this definition of – and really a commitment to – DEI. I think it's a great example of helping students understand DEI and see how it relates to their current and future work.

- **Diversity** refers to all the characteristics and identities that make one person or group different from another. These include—but are not limited to—race, gender, ethnicity, nationality, religion, sexual identity and/or orientation, age, disability, socioeconomic status, marital status, and political perspective. As we seek out story ideas and sources and as we write our news stories, we will practice diversity by incorporating a range of voices, experiences, and perspectives that broadly represent our community.
- **Equity** refers to fair treatment, access, and opportunities for all people and the elimination of barriers that prevent full participation in our communities by some individuals or groups. We will practice equity in this class by discussing and trying to understand the root causes of injustice in our society, including historical factors that have led to unfair conditions for marginalized populations, and the role of media in addressing disparities. Our news stories will illuminate the impact of the day's news on a diverse representation of our community.
- **Inclusion** refers to creating environments where any individual or group will be welcomed, respected, supported, and valued. We will practice inclusivity in our classroom by working collaboratively in a newsroom that values and appreciates each member. Also, our listeners, readers, and viewers should see themselves reflected in our stories and feel welcome to respond.

Here are other resources that you might find useful for engaging around DEI in the classroom.

### Addressing Implicit Bias

One of the first lessons students learn about diversity, equity, and inclusion is that THEY might not be free of bias. The University has provided many great resources that you can use in the classroom on [implicit bias](#), including videos that help students see their own biases:

<https://pennstateoffice365.sharepoint.com/sites/DiversityEquityandInclusionResources/SitePages/Implicit%20bias.aspx>. These resources can be used to build activities and lessons to raise student awareness not only of their own biases but of biases in reporting, advertising, film making, and other types of communications.

### Creating an Anti-racist Classroom

Incorporating DEI into the classroom goes beyond the content of lessons and includes the culture of the classroom. As Dean Marie Hardin and Assistant Dean Gary Abdullah shared in a [Teaching Tuesdays column](#) last year, instructors can actively engage strategies to make their courses anti-racist. Here's what they recommended:

- *Access* initial strategies for engaging in anti-racist pedagogical practice. Take a single step. Read an article or review a reliable resource. In doing so, you'll probably be encouraged toward self-reflection. As we know, that kind of time investment is important for teaching.
- *Engage* with key literature on anti-racist pedagogies. There are many resources out there, but some are more grounded in what we know about pedagogy and the dynamics of racism than others. We provide some of those resources, below.
- *Identify* key themes that apply to your work. As you read, look for one or two ideas or themes that “speak” to you.
- *Acquire* further self-education in those areas. Read some more. Talk to experts. Try some ideas. And don't make the perfect the enemy of the good. This is a journey!
- *Share* your path with your colleagues. Anti-racist pedagogy is a shared enterprise. What you learn and then share will help

others. We can all learn from our colleagues, too. Let's talk about our discoveries, our struggles and our teaching journey.

Find more articles and videos on being antiracist here:

<https://pennstateoffice365.sharepoint.com/sites/DiversityEquityandInclusionResources/SitePages/Antiracism-resources.aspx>.

### Best Practices for Teaching Diversity in JMC classroom

The Association for Education in Journalism and Mass Communication shared Best Practices in Teaching Diversity in Journalism and Mass Communication, including the finalists from a national competition. You can find the four best submissions here:

<http://www.aejmc.org/home/wp-content/uploads/2018/07/Best-Practices-in-Teaching-Diversity-in-JMC.pdf>.

- **Immersion Reporting: Civil Conversations** by Jan Larson, Wisconsin-Eau Claire
- **Busting Biases by Publishing Cultural Competence Guides** by Joe Grimm, Michigan State University
- **Developing Cultural Intelligence by Leveraging Social Media for Experiential Service Learning** by Jennifer Sadler, The University of Mississippi
- **Diversity Style Guide for Media Ethics** by Sheila Peuchaud, Nevada, Reno

### DEI Training for Employees

I've shared material to help students better understand DEI, but what about instructors who feel like they need to brush up on their DEI knowledge? Gary Abdullah recommends training courses compiled by The Diversity & Inclusion Office:

[https://fbdiversity.psu.edu/self\\_study\\_training\\_resources?keys=&field\\_topics\\_tid=All&field\\_course\\_level\\_value=beginner](https://fbdiversity.psu.edu/self_study_training_resources?keys=&field_topics_tid=All&field_course_level_value=beginner). The

courses have been pulled from a number of sources and are designed to be self-paced. Here are just a few:

- Communicating about Culturally Sensitive Issues
- Confronting Bias: Thriving Across our Differences
- Confronting Your Assumptions
- Cultivating Cultural Competence and Inclusion
- Driving Change and Anti-Racism

### Submit Your Teaching Idea to AEJMC Competition

Here's another way to share your innovative ideas for incorporating DEI in the journalism and mass comm curriculum. AEJMC is holding a teaching competition (deadline March 1) for submissions to its 17<sup>th</sup> Annual AEJMC Best Practices in Teaching Competition. This year the topic is Incorporating Diversity, Equity, and Inclusion into the JMC classroom. I hope you'll submit. See more details here: <http://www.aejmc.com/home/2022/01/best-practices-in-teaching-competition/>.



– By [Danielle Harris](#)

Canvas quizzes offer a wide variety of helpful features, all of which assist in creating effective and flexible asynchronous assessment. Such a plethora of features can be useful but may also lead to a lot of questions and concerns. The most common inquiries heard recently have been:

*How do I create a quiz that delivers a different mix of questions to students, to avoid distributing identical assessments?  
How do I adjust a quiz to accommodate students who have requested an additional attempt or later due date?*

Rest assured! Canvas is prepared for assessment anxieties, and for the unexpected to pop up at inopportune times.

### Create, Moderate, and Adjust Canvas Quizzes

- [How do I create a question bank in a course?](#) If wondering how to create a quiz that gives each student a different mix of questions, check out this resource.
- [How do I create a quiz by finding questions in a question bank?](#) You can create a quiz by pulling from question banks, ones that you have created in any course where you are the instructor.
- [Once I publish a quiz, how do I use the Moderate Quiz page?](#) You can moderate student activity such as scores, number of attempts, and amount of time taken to complete.
- [Once I publish a quiz, how can I give my students extra attempts?](#) Easily adjust expectations for specific students, such as providing an additional attempt.
- [Once I publish a timed quiz, how can I give my students extra time?](#) Instructors can also offer extra time on a quiz if necessary.
- [How do I assign a quiz to an individual student?](#) When special circumstances arise, you can extend a quiz due date for an individual student.

As always, [reach out](#) with questions or to schedule a quick zoom session!

# SHARE A TEACHING STRATEGY



Share something fabulous that you have been doing in your classroom! Do you have a teaching technology or strategy that you've seen succeed and would like to share it in the *Teaching Tuesdays* newsletter? If so, please [share your idea](#) for an upcoming issue.