

Performing DEI-Informed Pedagogy in Art and Writing Courses

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ASPECTS TO BALANCE

Allowing for freeform discussions
with dynamic tangents

Grounding student contributions in
personal experiences as well as
referential specificity

Encouraging contributions from
quiet students and preventing loud
voices from dominating

Structuring conversations
intentionally in ways that allow
unhelpful directions to be reined in
and redirected as necessary

PERFORMATIVE SIGNALING

Parallel to artworks: "establishing
the frame" or "teaching the audience
to read [or see/hear/etc] the work"

Credibility cues: signaling control
and intentionality in materials and
methods

In DEI pedagogy: modeling, framing
discussions, scaffolding, grounding
the container, articulating shared
goals, setting norms and
agreements, acknowledging the
facilitator's role and positionality,
holding space

MOVING FORWARD

Enacting DEI
pedagogic principles
through my own
signaling and
facilitations

Deliberate use of
terms: naming things
up front so they can
become shorthand

Applying DEI-informed
pedagogy to situations
involving especially
difficult students