

Self-Directed Activity

Strand One Unit 3: Race and the Conceptualisation of the Other

Self-Directed Learning Activity:

To complete the two hours of self-directed learning attached to this unit, please use the readings below and answer the following questions / prompts writing a text (150 words each):

- a. Reflect on your own socialisation in the context of ethnicity, and migration.

What cultural, social and political influences have shaped your understanding of ethnicity? Think about the environment in which you grew up, including the media, the community and the education system. How has this influenced your perceptions of different ethnic groups?

Consider whether you have experienced privilege or marginalization because of your ethnicity or cultural background.

How might your own socialization and experiences influence your interactions with students from different backgrounds?
- b. How do binary opposites, such as “us” versus “them”, influence the way students are perceived and treated in the classroom? Think about whether there are terms regularly used in your everyday working life for groups of people or students that could create or reinforce unfair or prejudiced perceptions in terms of binary opposites. Can you find any examples?
- c. In what ways can microaggressions manifest themselves in everyday classroom interactions? Do you remember situations from your day-to-day work where microaggressions have occurred? How can you counteract and prevent them?

Suggested Readings:

Donlevy et al (2015). *Study on Diversity within the Teaching Profession with Particular Focus on Migrant and/or Minority Background*. https://migrant-integration.ec.europa.eu/sites/default/files/2016-03/teacher-diversity_en.pdf

Rochester Institute of Technology: Examples of Microaggressions in the Classroom. https://www.rit.edu/diversity/sites/rit.edu.diversity/files/2020-08/Microaggressions_in_the_Classroom.pdf

TUTOR reading: *Analyse ethnic minorities as the other* (See Platform).

