

Episode 19 Session 1: Fostering Inclusivity and Belonging in the Online Classroom

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This fall our Knowledge Forum conference moved online and we were able to bring together our alumni and faculty to share their ideas and experiences about teaching and learning during a pandemic. We are excited to release these sessions on Popular Podagogy for your auditory enjoyment! Session 1 Dr. Andrew Campbell (DR.ABC) speaks about diversity in the online classroom: what it looks like, how to address it, and best practices for an inclusive environment.

Nathan Cheney: Hello, and welcome to the first of a three-part Popular Podagogy Series which brings the 2020 Knowledge Forum to your ears. Originally delivered through Zoom in fall 2020, all of these sessions will explore teaching and learning during COVID-19. Our first session brought Dr. Andrew Campbell, or Dr. ABC if you might remember from our previous podcast, to speak about creating welcoming, safe, and diverse spaces for online learners. We're lucky to have Dr. Campbell as an instructor for our PME or Professional Master of Education program at queens. And we were honoured to have him kick off our first online Knowledge Forum Fall Series. Enjoy Dr. ABC and keep your eye out for session two which brings Drs Amanda Cooper and Kristy Timmons' research on the impact of remote teaching and learning initiatives in K-12 classrooms, and our awesome alumni panel featuring Daniel Troisi, Emily Moorhead, Rosalie Griffith as they reflect on their experience in administration and teaching during this pandemic. For now, enjoy Dr. ABC.

Rebecca Luce-Kapler: Welcome everyone to our first session of our Knowledge Forum fall series. I'm Rebecca Luce-Kapler, Dean of the Faculty of Education here at Queen's. Before we begin, I'd like to take a moment to just reflect with gratitude about the lands on which Queen's University sits. It is the traditional territory of the Haudenosaunee, and the Anishnabe peoples. We try to keep that close in our hearts and in the things that we do here as we live, learn, and play. So here we go, starting this, usually this is an in-person conference, but we're really excited about the format this year with over 3 weeks having different palace and doing this over Zoom webinar. Of course the theme, that will be no surprise to any of you, it's teaching during a pandemic, and it resonates, I think, with not only people in the education community, but parents who've been teaching children and all - most people. Education has been a big highlight during this time. Today I am delighted to tell you that we have a guest speaker, Dr. Andrew Campbell, also known as Dr. ABC. And you'll find out why soon.

Andrew is a graduate of the University of Toronto with a PhD in educational leadership policy and diversity. He's an adjunct assistant professor in our online programs here at Queen's University and a faculty member in the Master of Teaching program at the University of Toronto. He has been an educator for over 25 years in Jamaica, the Bahamas and Canada, and has authored two books: *Teachable Moments with Dr. ABC, there you go*, *A Spoonful for the Journey* in 2015, and *the Invisible Student in the Jamaican Classroom* in 2018. His research and teaching focus on issues of equity, diversity, inclusion, leadership, LGBTQ+ issues, and teacher performance evaluation. Andrew's presentation is titled *Fostering Inclusively and Belonging in the Online Classroom*. I'm sure that something all of us can really, you know, benefit from hearing. Following the presentation, he's happy to answer your questions and just to let you know, we're going to be using the Q and A box at the bottom of your screen, so you can pop your questions in there at any time. Please join me in welcoming Dr. Andrew Campbell.

Andrew Campbell: Thank you so much. Thank you so much, Rebecca. Thank you so much. It's really, really a privilege for me to be here. And thank you for having me to start one of the conversations. I would say yet another brave conversation that is necessary and needed in these times. As we talk and as we discuss issues concerning equity, diversity, inclusion, issues concerning students learning. And so I want, I will be focusing on belonging in the online classroom. And so this issue, on my screen there, you see quite a bit of news clip items, I really wanted to start with that so we see context of what is happening around us and understanding the the levels of different things and how people are feeling about the pandemic, about being online, all that stuff. But I want to make clear that home schooling and online schooling has magnified the inequities that already exist. So I want to leave, I want to make sure I leave that. I want to make sure that I say it in the conversation there, because I would be disappointed if people felt like they are here today to talk about something totally new. When it comes to education and that is belonging. Belonging it is not a new concept. Belonging in the online classroom may have some nuances that we need to examine, but it is not strange. So what it does, what, **what the pandemic has done is magnified the inequities that already existed.**

So my focus is not necessarily about online, as it is not new, as I said before, but the nuances. So online is showing that the cracks and the hole, right, so online education is just showing the cracks and the holes, and misrepresentation and marginalization. The lack that already existed in the face to face classroom. I put that slide on my Facebook, that was a post I made on my Facebook, a couple weeks ago. And I said, let's remember everyone who is online, parents, adult learners, professors, small kids, workers. Many are not okay. They are not. And I had quite a bit of response on Facebook, social media, and other places. And it was not because of access. It was not because of laptops and passwords. It was not because of the curriculum And, you know, I can find a copy of the book online, but it was more about mental health and wellbeing.

It was more about the lack of belonging and the lack and marginalization. And people feel alone and lonely, and people feeling that the colleges and the universities and the school boards were really ignoring the help, the help, and the cries of persons. Since I've been teaching online for twelve years and I can tell you, since September, I have put my game up 10 percent, 20 percent. I've turned up the dial 40 percent. I'm still turning up the dial when it comes to creating a climate that students feel included and fostering a real sense of belonging in the online class. So it's more than just giving them a tablet. Online education is more than just about providing a tablet. Online education is more than just provided access and wifi, and bandwidth. It's really about creating a class with our students feel like they're still being seen and heard. And as I said before, they are many challenges in the face to face classroom. And our students weren't feeling seen and heard. So how do we do that?

My next slide, I want to place, I want to show you, coming from a student. I was supposed to meet one of my students. And she sent me this e-mail. My Internet was lagging all day which caused some trouble during my placement, and then it completely stopped working at 1:50 and I did not have enough money on my data plan to use it to contact you. I am someone who is punctual and professional, so I'm extremely sorry that our first meeting did not reflect that. When I got this e-mail, it literally broke my heart, because here is someone who did not have access because of situations of Internet. And then she did not have enough money to put on a data plan to say, let me call my professor, which I don't, which she will need to do. But then the trauma, the hurt, the assumption she has made now, she's thinking that I'm thinking she's not professional, and all of these things, that she's spending time to be apologetic. All of this to make sure she's not seen as less than because of who she is. So immediately of course I rushed in with a response, that I let her know, this is okay, no worry here. I have already changed the time, I'm making the accommodation, let me know, and I gave her maybe a list of 4 or 5 different times she could meet me. We had an amazing meeting. So I want you to understand when we talk about equity, diversity, inclusion, belonging to the online classroom, it is not about the technology. We can focus on the technology, but that's not what I'm going to focus on. You know, I am not here for a 1-hour performance so that we can all consume trauma and walk away with a drink afterwards and back to our regular scheduled program. I am here to ensure the conversation is alive, the conversation is brave, about belonging, equity, diversity, inclusion, and the push for action whether it's face to face or in the online classroom. Bob Marley had a son. The great Bob Marley had a son. The great and I say, you know, I'd like to make sure I stress the great Bob Marley had a son and he says, I want to disturb my neighbour. So I'm here to disturb my neighbour, I'm here to disturb you a bit, so we could understand the urgency of making sure we create an environment of belonging for our students. You know, we are, we are a a university and I do value the time it requires to examine and study and collect data. But we must be more intentional about using the data to drive change. A lot of people are

collecting data right now. Every next person you meet is doing their research on online study and work through the pandemic. But I want to encourage all of us that when we do this work, we go get the credit that we are published in a magazine. We are published in a journal, we are published online, we are published in a book, now we have a chapter in a book and that's it. And that is a, and that's, that's something I want to talk about, the level of performance that we have, in our universities and then students are suffering because of the performance and not the real action of change. So we should be more than academics, interrupting, and collegiality is fine. Sitting on a committee and taskforce and other committees, they are great. But while we do that, someone is still sitting in marginalization. Someone is still sitting in exclusion. Someone is still sitting in homophobia and transphobia and islamophobia, in hate and white supremacy, racism, and anti-black racism. And these are the issues, the real issues, why our students are not feeling a sense of belonging. It is not the lack of Internet access. These are the real issues, because when they finally gain access and they are in the room, they find out that they don't belong.

So yes, I am here to disrupt and to disturb my neighbour. Absolutely. So bringing to our topic, fostering inclusion and belonging in the online classroom Business Biss 2019 says fundamental to students wellbeing is that they experience a sense of belonging in their lives, yet in a world that offers countless ways to connect, it seems ironic that so many of our students feel disconnected and isolated. We have many ways to connect. I have been in so many online platforms since March, I could list tons, and today I was introduced earlier today, I'm preparing for a talk I'm going to do in Peel, I was introduced to yet another new platform, and with all the platforms and the access and the ways to connect, there is still a lack of belonging, because Biss went on to say that belonging is a manifestation of deep connection. I want to repeat that. Belonging is the manifestation of deep connection. I love this quote. "Creating a sense of belonging isn't just about being friendly or kind. It is about grasping the ways that some of our students experience a classroom as foreign, intimidating, hostile, and or injurious." I definitely want your notice, I like to repeat certain things. I definitely want to repeat that for emphasis. "Creating a sense of belonging isn't just about being friendly or kind. It is about grasping the ways that some of our students experience a classroom as foreign, intimidating, hostile, and or injurious." Here comes the beautiful part of the quote that I love, here comes the second part of that quote. "It is about providing a consistent psychological, intellectual, and emotional counter narrative," remember that word, "to the microaggression, imposter syndrome, and stereotype threat that minoritize students' experience." And that's by Mulnix 2020. So how do we create the sense of belonging? Do you know your students? Is your online classroom a space that is inclusive? How do you set the tone for Inclusive climate?

A lot of times when we have have these workshop and these talks, I feel educators walk

away, trying to figure out whose responsibility it is. I always get that sense when we come to workshops like this, and conversations. I feel like people look around the room, well, you're by yourself now, there's no looking around, right? But I feel like people look around the room and they're keep, they're looking at, is it Rebecca, because she's the dean? Is it that person because he's the associate dean? Is it that person, because he's in charge? Is it person, because he wrote the curriculum? And I think we have that energy where we try to figure out who is responsible for. I have some good news for you. Who is responsible, I actually have the answer. It's you that is responsible for that. You, absolutely. All of us, every one of us who is on this call today, every single one of us, we are responsible for creating a climate, and it's an inclusive climate and culture in our classroom, one that says you belong. Many schools have great policies. I'm sure if you look at the school board, and the university, we have amazing policies. Did anyone enjoy Did anybody enjoy the suite of statements, anti-black racism statements, a couple months ago? There were statements, general, you could pick any statement you want. You could just go on every single organization website and there was a beautiful statement. We aren't lacking in statement. We had, we had no lack in statements. We have absolutely no lack in statements. But what we have lacking is action. And so what happened was, when I started doing, I've always done this work, I've always done this for years. I have written a course. 12 years ago, I wrote a course for diversity in the Caribbean. That was, that was what I would call going breaking because I put issues of LGBTQ and sexual orientation in it, and it caused a whole controversy.

But this class, 12 years now, and the class is still going on, being offered by the University of the West Indies. So I've been doing this before it was in style, because right now, blackness is in style. Did I say that? Yes, I did. Right now, blackness is in style and everybody wants a piece of that. And people are still not being intentional. It's still a part of the performance. Let you sit on the committee because black skin looks good now, because you're calling for that. And should we do that? We absolutely should do that. A gentleman asked me a question two nights ago. He said to me, what do I do, Dr. Campbell if, when I start doing this work, people look at me as if I'm patronizing and I said you won't, I said, because your work is going to be consistent and action-oriented and the results will be seen. You will not be sitting in token and check boxes. The reason why people are accusing you and some of us are checking the boxes and being token, because we sit there and there's no movement, there's no change, there's no growth.

It's more than anti-black racism, belonging, equity, inclusion. It's more than just saying, you take a seat; it's saying, you take a seat, you'll be active. Let me hear your voice. And as a matter of fact, I did not only give you a seat, but I prepared for your coming. I hope you get that. It says, you know, we like to say, pull up a chair. No, no, no, pull up a chair, people like to have a

seat at our table. Seat at the table to do what? To listen to everybody else speak? Seat at the table to do what? So you can vote on my behalf? Because my voice does not matter? Because all you needed was a black face, a trans face, LGBTQ face, an indigenous face, an immigrant face, a refugee face. It's more than that, it's about belonging. So, on the screen there, I went to social media. I like social media. And I asked a number of persons and I asked my students, I said to them, I'm going to do a talk at Queen's. When you think of belonging, what does it mean for you? And I got the word respect. I got empathy, and connection as the most common words. And of course, it's funny because it's also supported by research, empathy. We need to teach empathy more, we need to teach empathy more, because that is what is lacking in our schools, in our universities, in our staff rooms, in our faculty classes, in our faculty labs, and our faculty spaces. Empathy, time and space to feel emotion, diversity reflected in the classroom, comfortable to do and be a major, major one. Flexibility, positive energy, being seen, being seen, and heard, active collaboration, connections, personally relevant space to share, representation, flexibility. And this statement really touched me. I have this young lady's permission permission to share, and she said go ahead, Dr. Campbell, she said this in the, first, privately. A lot of my students and other people on social media was commenting, lots of comments. And this one was said to me privately. She said, "I believe true inclusion is beyond reciting the school guidelines on the first day of class. It's beyond mentioning minority identities I'm going to repeat that. It's beyond mentioning minority identities, racial, sexualities, et cetera, as a side note. I find that a sense of belonging in a classroom can only occur when it's reflected in the teacher's teaching practice Personally, I feel a deep sense of belonging in your classroom. And I was very privileged when I got this, I felt, I felt a deep sense of pride and joy and satisfaction. But I also felt a deep sense of humility and gratefulness. Because, I'm going to tell you, a lot of persons, you know, we have heard this a million times, but I think it has not yet registered, that people are not going to remember us because of all this, the journals that we cite. No, I don't remember any professor, I have done a lot of courses at the University of Toronto. I do remember professors who have written beautiful books I have. But I remember mostly the contact and I'm going to tell you something.

I'm going to tell you a story. And for those who know me, you know a part of my pedagogy is storytelling, and that's what I use a lot. In September 2009, I'm going to have to tell you the story. September 2009, I started my PhD at the University of Toronto, OISE. And I went to one of my first classes, I'll never forget, it was LHE 3040, by Dr. Joseph Flessa. And every time, I was excited. Listen to me. I'd been waiting for years to do my PhD. I waited for years to do my PhD in Canada. I dreamt of attending the University of Toronto. I dreamt, I dreamt, literally, It's a dream come true. I want you to understand that my dream came true. I got accepted at a couple other universities, but when I got the letter from the University of Toronto, my dream came true and I was ready. I was ready. And I went into class, the first night of class, because

I'm a participant, I raise my hand, I answer the question, I talk. The second night of class, I did it, and every time I started talking, I sounded different. Because when I looked around the room, there was, I remember, 18 of us in the class, everybody else looked the same, and everybody sounded the same. Everybody was using the same language. I remember the first time I heard the word coupling. I was like, ooh, decolonize. You heard certain words, those were not in my vocabulary. I was just fresh from the Bahamas. You know, via, from Jamaica, via the Bahamas. And I was and am an award-winning teacher. But vocabulary's new, and I immediately knew I felt different, and immediately the difference I felt, immediately I felt less than. I hear somebody may be saying, but Dr. Campbell, why would you feel less than? You have to understand something, in our society, we have the systematic oppression, the nature of our society has wired all of us to immediately think, when we see something different, it's less than. There goes a beautiful family, a man, a woman, a boy and a girl, and they may have a dog and a cat. Fabulous. There goes two men, there goes two ladies, there goes a grandma with her grandkids. Something is wrong with that family. They need more, they are lacking, it's less than. And we do that all the time with our stereotypes and our unconscious bias and immediately people feel they don't belong. So, I'm going to, listen to me carefully. The third class, I told myself, when I go to school today, I won't say anything. Because I don't know the words everybody's using, it's like a club. It's like a club. I guess they all went to the same school for their Master's, I didn't know that. I didn't. I went to University of the West Indies. And immediately, when I start to speak, people look at me, my accent is strong, beautiful Jamaican accent, I felt a little bit funny. I wanted to make sure I could sound that, they could hear me. I wonder if I should speak slower, more deliberately. I want to fix me, so I could belong. I want to get that right now, write it down somewhere. I wanted it to fix me so I could belong. And so I told myself, you know what? Let me go back to school next week and let me just not say anything. And I turned up to class, I didn't say much, I didn't say anything. I wanted to get my PhD and go. It's my first class, my second course. I'm going to get my PhD and go, because I'm not sure if I belong. Remember, you're talking about me. I have never had a self-esteem issue. I'm not that person. I know to enter a room and take up space. I've always been this person. I'm not trying anything new. I've always been this person, but immediately something said to me in the environment, you don't belong. And so we wonder why our students drop out. We wonder why our students disengage. We wonder why our students keep telling our teachers, miss, I'm not coming to school today because I have cramps. No, she don't have cramps. You don't want to come to school because you don't belong and you're trying to find ways off, having less interruption. Now I'm going to tell you why I mentioned the name of the course and the professor. I got up in the class, in the next class, and at the break time, I went to the restroom. I was coming back from the restroom, and my professor, Dr. Joe Flessa, white guy, oh yes he is, always eating an apple in recess, on our recess. I call it recess. Even at university, I say recess. I was coming from the restroom and he stopped me and he said to me, are you a school

teacher? And I said yes. He said, when you explain things in class, It's very so very, very systematic. You have a way of explaining things. And he said to me, don't ever stop sharing. I went right back to the bathroom and I cried. Andrew Campbell. This, me, Dr. ABC, 2009. I think it was maybe October, November. And I cried. And I told him this story years after and he was like, oh, I don't remember. But I know that's humility. I said to him, that evening, you changed how I felt about the University of Toronto. And I felt included.

And even as I'm saying to you, I can feel the emotions coming back. Because that, when I cried, I went home and I cried again. I cried because I'm thinking, Andrew, if you have this personality and you are not intimidated, imagine all the students who decide, I will not speak in class, I will not raise my hand. I will not say anything. I will not join the group. I will not join the club. I will not say anything. I will not stand at the front. As a matter of fact, I'm going to stop this course. And people are too ashamed to say they don't feel belonging. So they find a reason: the school is bad, the building is the wrong colour, the cafeteria food is not nice, the grass is too green, the bus has too many wheels, or something like that, because we are afraid to say we don't feel belonging. And that leads me to a very popular picture. I want to say thanks again to Professor Joe Flessa, and so many other professors, who have made it your duty to say to our students, you belong. And I've gotten that as well, from so many students, and I am humbled that students could say that to me. It's our job. And if you're an educator listening to me, I'm telling you, it's our job. I charge you, it's your job to create a classroom that your students feel that they belong. Come to that very famous picture, about one size does not fit all. System of oppression has always been evident in the face to face classroom. This picture is not new, this is not a 2020 picture. This picture, I've been using for years now. I've been using this picture. You have seen it before. Many ways, the pandemic has illuminated that. Why is our school culture and climate, look at this. There are people, in this line-up, right now, who know, their first day of class, they know they will not succeed The elephant right now is thinking, you know, how am I going to climb the tree? The fish in the bowl knows he has absolutely no chance. And they start school, the first day, knowing that they have no chance. But something inside of them says to them, that resilience, let's push And they live their lives in school, pushing, and we have given people awards for being resilient. I used to tell myself, you deserve a medal, Andrew, for being resilient, until I understand, sorry, I understand more and more that in many of these cases, I didn't need to. I shouldn't have to be resilient because the institution should have been able to make me feel better. And make me able, to access, and give me more access and space. So many of our students are BIPOC students. We come to a school like Queen's, I tell them I'm going to have a courageous conversation. We're not here for entertainment . Students could attend a school like Queen's and do twenty subjects, 20 courses, and still not have a black professor in 2020. Let me just say this. I am, in 2020, I am the first black professor for many students, in OISE, and other spaces. Their first. And you wonder

why we have conflict at times? Because, yes, students have walked in the room and they see me and they didn't know I was a professor. And when they find out I am the professor, they still have to question, are you really the professor? And you get the question, where, which school you went to. And I usually, yes, I'll be honest. I'm going to be very frank with you now. A couple years ago, I used to spend time to introduce myself. And with that introduction, I had to use things. I had to tell people I, for instance, I'm an award-winning teacher, or, I got seven awards, seven, I got them from my teacher's college. Seven teaching Awards. They're up there on the wall. I've been in the newspaper eight times because I'm an award-winning choreographer. I usually do those things to pad my value, to pad it, to make sure that you the student gave me the same respect as any other white professor. I stopped doing that. I walk in a class, I say my name is Andrew B. Campbell, You can call me Dr. ABC. And I do my work. Because I'm not what I emancipated myself from is trying to make you feel better about having me as your professor. I am amazing at what I do and we need to let our students know they're amazing. A lot of our students, they lack that. So we have to think about how we see representation in our school. I was at a school in Peel earlier this year when we could go outside. And I was due to talk about excellence. And I had tons of pictures. Tons. And when this picture came on the slide, you could feel the energy in the room. And when it was finished, a group of about 6 or 8, 6 to 8, hijab-wearing girls walked over to me. They were in either grade 11 or 12. They walk over to me with bright smiles, and they said, you are so cool. And when we saw that picture of the Vogue, wow. Grade 11 girls, thirsty in Peel region school, and other schools, to see themselves represented. Thirsty, to be important, thirsty to be seen, thirsty to belong. I'll tell you another quick story, get ready for that one. I do practicum teaching, so I watch, I go to practicum and watch my teachers, my young teachers, be amazing. I have amazing students. I walk into this school and I was in a classroom. And there were about 6 hijab-wearing girls in grade 5, it's a 5/6 split, grade 5, but I think the girls were mostly grade 5. And I sat there watching the lesson. Amazing. Class is amazing. Kids are amazing. Teacher, amazing. And the teacher is white, and I did some checks, and I realized the school is in Scarborough, heavily Muslim, Indian and Bangladeshi population, you know, Caribbean, African, all that population, and the staff is 85%, if not 90%, white. And I know somebody is going to say, but Dr. Campbell, what does that mean? Do we need black teachers for black kids and white for white kids? You know that's not what I mean. You know exactly that's not what I mean. So don't even put that in the question box, because you know that's not what I mean. There's a lack of representation. And immediately, I came on that night on social media. You know what I said? I longed to go to a school like that, with so many kids, the school is heavily immigrant, Muslim, you know what I'm talking about. BIPOC. And I longed to go to a school like that, with so many hijab-wearing little girls, And when I walk into the principal's office, to see someone come out to me to say hi, and that person is wearing a hijab. I long for that. Yes. That would be one of my Christmas wishes, to happen, because our little black and Muslim girls and our little black boys need to see more

examples of what they can become and they need to see them in strength. We're talking about belonging. I hope you didn't come here to talk about computer access. We're talking about belonging in our classroom. Our black boys and our black girls, and I hope you know when I say black boys and black girls, I am quite aware I'm speaking at a university, so don't think I'm, I have the wrong script. And I'm using that for all of us. All black students, BIPOC students, our othered students, LGBTQ, all of our students, they need to know they belong. Yesterday one of the leaders of the Master of Teaching program at OISE sent us a beautiful slide of the inclusive titles that we're going to be using, and encourage us to use, and greetings in our classroom. When we stop saying, good morning, boys and girls, and ladies and gentlemen, and all of that. We are using more, we are changing the vocabulary, we are improving, we are growing in cultural competence. So our LGBTQ and non-binary and trans students can also know that this classroom was meant for them. They weren't an afterthought. They weren't an addition, a sprinkle. I did a workshop the other day on culturally relevant and responsive pedagogy and I remind the school, the mistake we are making is making culturally relevant response in pedagogy an add-on, a sprinkle. Oh, it's Black History Month. Let's read a black book. Oh, it's indigenous month, let's wear orange t-shirts. Oh, it's something.

Let me tell you something. 2021, February. I want everybody to be mindful that we're going to have a turn-up at Black History Month. A bunch of principals asked me a question the other day. "Like, you know, we are, you know, some people are nervous about celebrating Black History Month because they don't want to make a mistake." My answer to them was there should be no mistake in celebration. How do you celebrate? You start with a cake and good music. You start with balloons. That's how you do a celebration. But a lot of us, when we want to celebrate, we start with slavery. And that's why you are in trouble. That's why you're in trouble, because you want to start with slavery. You want to start with indigenous land and how the land came to be shared and given and borrowed, and all that kind of language. You want to start with the fact that some person from Africa gave the Queen of Spain some jewelry as a gift. It was not a gift. It was stolen. It's not a gift. It was stolen. We're talking about belonging, and if we're going to be honest about if you belong, we have to be honest about the truths. We don't have the truths. We lack the truths. We don't have the truth. You want to cite a journal, write a paper. You write the same paper that I write, and you write the same paper that I write. And we talk to the same people, and we get our data, and we move on with our lives. And we have not been intentional about action, change, and inclusion. My call today is about being intentional about inclusion.

And for those who don't know, this is how I teach on a regular day. So you must know that there are students who are inspired, and there are students who are upset. Until I stop teaching, this is how I will teach, because teaching is important. Teaching is 40% content and

60% engagement. I know many teachers, who are the brightest teachers, and they have no connection with their students.

We have teachers who are bright, but you are racist, so nobody, students are not learning from you. You're bright, but you have no cultural competence. You have all A+ from Queen's and from OISE and from every single place, but you have marginalized people every day by your very word, by the things on your classroom door, by how you talk to people's children, by how you talk to parents, by how you deal with certain students. So we want to talk about excellence and belonging, and how how people feel. And I put this picture there for a reason. Because our black students need to understand that they see themselves belonging. They cannot see themselves always bent over a police car, or being questioned and interrogated and treated like a child where they are powerless. Or somebody has their knee in their neck, or several bullets in the back, or shot while asleep. Or murdered while jogging. As a professor, we have to know that we belong. I could tell you stories, stories upon stories, even through the pandemic, even in the rush of what's going on, you would believe that many of us was checked on by our peers. And I know you're going to say you are, you know, you didn't know what to say, so you said nothing. We can't say nothing. We can't say nothing. You are qualified educator. You are paid to say. You make your living by talking. Why is it that when these things are happening, you don't know what to say? So I'm calling you out on that. And that's so as you have seen this picture a lot, as we come to a close. You've seen this picture a lot, everybody. I want to encourage all of us as we think about equity, we have seen this a lot, Many of you have seen it. If you have not seen it, welcome to this picture.

What students aren't able to see the game in your school and your college and your university? I'm speaking to a wide audience because I noticed this invite was given out publicly. As you think about equity and belonging in online or face to face, think about the person who needs the fences, who is standing on the boxes, what policies and protocols govern the boxes, who provides the boxes, who are the students sitting in the stands, who are the students sitting in the stands? Who got tickets? What is the cost of the tickets? You know, I remember just as a child, not going to feature because my mother couldn't afford a feature. I stayed home.

I want us to be mindful. Then I want to go into implications for our practice. Accountability. How can you use your position of power and influence to liberate our students? Whenever I teach white privilege, I can see where some students, they kind of feel a bit uncomfortable. And I always say to them, you are my student, you are my student. And I'm here to teach you. I am here to provide you with hope. I am here as a teacher and you are my white student. I'm here to give you the best. Because you are going to be out there and you're going to teach kids who are other. So I said, pull close, pull your chair close. Let us talk about how we are going to

use our power, our position, our access, to create space, to create space, to create liberation, to make sure we have inclusionary practices. Everybody right now is latching onto the word disrupt. Every workshop you go, somebody's using the word disrupt and dismantle, and of course, I'm using it myself. But what does that really mean? What does that really mean when you say you disrupt and you dismantle? What's it really mean? What does that really, really mean? Think about the for a minute. Inclusion and belonging, so I'm going to leave you some tips right now, everybody.

Students' lived experiences are valued and celebrated. They see themselves in the curriculum. Culturally relevant and responsive pedagogy. You hold them to success levels. You owe them that high expectation. We're not having them in deficits. When you see them, you see promise, you see belonging. You see ability, you see a way, you see a yes. You don't scrutinize why they're there. You don't question if they applied in full, or who was their reference or how they got in. I've always said to people when I talk about the University of Toronto and my PhD, you'd be surprised by the number of people who assume was on a scholarship. Of course, the black guy in the class like this, you are on a scholarship. I paid every single dollar from my school fee at OISE, I don't owe OISE one dollar, not a dollar. I paid out of my own pocket. But yes, on the narratives we use, we have to be authentically engaged, authentically engaged. I love this song, there's a song, you can You Tube it later on. A famous Jamaican song from 1994. I'm going to have to tell you because it's a really, it's a really amazing song. Really, really, really amazing song. I love, I really love this song. Famous Jamaican song from 1994. And it's, but it's by Terror Fabulous and Nadine Sutherland. And it says action, not about the mouth. Action! Not about the mouth. It is a call to act, not just speak. And I love this song. I love it. There's a line of it that says you think you are so fine, stop playing with my mind. Because what it's saying is that you use it all your performances. Well, you're not acting, you're not making any change. Barriers to their success are identified and removed. Welcoming, safe and inclusive learning environment. And I put safe in baby blue, I hope you notice I put safe in baby blue because we like to talk about Safe Spaces.

What we really want to talk about is brave spaces. Those who serve our communities reflect our diversity. The hijab story, and the school. They are not seen in deficit, our students are not seen in deficit. Not just invite in the space, but space is prepared for them. I leave you with this performance and leave you with this stage.

This is a stage. I'm going to encourage all of us to come to the place as educators, university leadership, whatever part you play within Queen's family. And I say Queen's family because I genuine, I save this for the last, and I've said this to people before, so it's not a new statement. It's weird. And maybe it's a testimony. I use the word testimony, old church word. Because I teach online at Queen's, and I'm being very frank and honest when I say and I'm not

saying because nobody paid, nobody can pay me to say this, I have genuinely have so many moments when I felt a sense of belonging at Queen's. I remember the first time I came on campus my first time physically there, for a staff situation. I genuinely felt like I was seen, I was heard, I was appreciated. and I let me just say this, it's not just the teachers. If I time I would tell you, the person who prepared my my, my refund from my, from my, from my transportation, the email train back and forth was so belonging. That's the only word I can use. It was so good. It was, you knew you belonged. You didn't feel like you were asking back for anything that you didn't deserve. And then he said to me, oh by the way, Dr. Campbell, just so you know, you have an account, it has this in it, because whatever, whatever. And whenever you need to use it, let me know. And the conversation, by the water fountain, which so many of you know yourselves, the dean, the associate dean before, the associate dean after, the acting, literally, I could and I say this, not because I need anything extra from Queen's. I'm saying it because this is my truth about how I felt. I've been in many spaces where I don't feel like I belong.

I leave that with you. On my final slide, your actions to promote inclusion within your organization, within your classroom, within your playground, within your cafeteria, within your transportation, within your office, is within your departments and faculty, within all the spaces, must be intentional and deliberate.

Years of systematic oppression is not going to evaporate. It won't. Because it's not going to evaporate. It has to be done intentionally. So I leave that to you. I leave that to you. I leave something with you, to reflect on all of us. All of us, to continue growing. I told you I am growing too, because I am realizing during the pandemic, our students need something different, something more, something extra. And I hope that I have been one of those professors who have been very accommodating, not in a negative carefree way, but in an intentional, genuine way. I have students love learning in my class, and I say to them, I see each kid. I said put the mic on mute, I see them, let them stay. The kids come on screen. They want to wave to the professor. I wave at them, because I'm aware they're at home. So your actions to promote inclusion within your organization must be intentional and deliberate. Thank you so much for listening. Think we're going to go into a few questions at this time. There, over to me.

Rebecca Luce-Kapler: Thank you so much, Andrew. That was amazing. It was inspiring and heartwarming and it just reminded me of how powerful story is for learning. And you did that so masterfully. You wove stories through your presentation, and personal stories are just, they just move us and they connect us to the individual telling that story. And that's such a great example of how to create belonging. It's like, come on in to who I am, I'm here for you, and I, and I think you've really demonstrated how power that is. And I kind of have to shamelessly say, I'm so happy about the story about your feeling about coming to Queen's.

Because we are so excited all the time when you come to Queens and hearing that you feel like you belong is really important to us. Because we work really hard at trying to make sure everybody feels that they belong in our faculty. And it's, I'm really happy that you feel that way. So thank you so much. We have, I think about, at just under 10 minutes for questions. And if people would like to put them in the Q & A box down at the bottom of the screen, I'll look through them and, and, and ask you. Here, here's an easy one. Let's start with an easy one. "Thank you for this wonderful presentation. What were the names of the songs that you referenced in your presentation?"

Andrew Campbell: So the first one, one of the songs, it's Action, Not a Bag of Mouth. Action, Not a Bag of Mouth and it's by Terror Fabulous and Nadine Sutherland. That one, yes. I was kind of hoping you'd actually sing it. But anyway. And that's a good thing I could do, I'm a good singer.

Rebecca Luce-Kapler: Here's another question from Kathy, and she wonders just everyone in the position of power and teaching in the online classroom have the capacity to figure out what their students' needs are in order to feel like they belong and like they matter. Thank you for that question, Kathy.

Andrew Campbell: And you know what I'm going to say? Face to face or online, you will not always have that. You know, you spend time with your students. Many of us, if you are high school or elementary, then you have an entire year. Some of us we only have a semester, but I'm going to say this to you. Your own energy in the room, that's number one, in your classroom, whether it's online or face to face, allow students to trust you. That's number one. Something about your energy that says to students, trust me, something about how you even put your welcome up, how you post your messages, how you say, you know, I post a weekly message every single Monday before 8 am. I try, every Monday in my online classes at Queen's, to say, to tell them what's happening in for the week. Certain little things in that message says, I'm approachable. I put spring flowers, I put pictures, I have done stuff. These are adults in a Master's program, but they want to, it's all you approach them. So let me tell you what happened after that. The e-mails I get from student is what make me understand if that's, you know, a sense of belonging. There are times I get e-mails from students and I, I totally, I freeze, because of how much information is shared with me. And you know it's coming from a place. I have logged on to my Zoom to talk to students one and one because I do that want that time with my students, and they are, there sharing with you. They are sharing because they're not afraid, they're not ashamed, there's something warm about you that they feel they can share and once they share that, once that offer, you can do that opening and you go in and you support. Once they offer you that opening that says I, I regard what you think. I respect what

you think, you use it as an opening to offer more love, more caring, more belonging. You check on them. I have a student once said to me, can I get an extension, because a certain sort of person is sick? No, I'm not always perfect at it, but I would give them, I give them the extension. And then I would say, I hope you are doing well, yourself. I hope you're taking care of yourself, that kind of stuff will allow students and say, hey, you see them. So that is the way to do it, once they open the door to those kind of trust, make sure you use those opportunities. That would be my response to that. Thank you.

Rebecca Luce-Kapler: Now this is not a question, but I think you'll want to hear it. Someone who hasn't given their name. They say thank you, Dr. ABC, from a mom of a black child navigating the bridge from high school to university. I just thought you'd like to hear, there's lots of, I love this, I love this, you're fabulous, but I thought that's one thank you that you might want to personally hear right now.

Andrew Campbell: But I want to say, I know this person had a thank you, but I want to say something. And I hope you hear that question, that compliment, it is a compliment. but I hope you heard it. Navigating the transition and navigating is, is a process of going from one place to the next, and the idea what, how do I do it? Do I go there? You know, some, you know what she said, navigation device. It's what's the safest way to get there, the easiest time to get there, the shortest way to get there, the best way where there are no roadblocks. I want you to think about navigating, think about if I was going from here to Queen's, from where I live, in Durham Region? I do use, Rebecca, I do use my device. If I'm driving and I find out, where is the best way to go, sometimes you're going to places, you want to find the less, less trouble, you want a good space, and so navigating is, it's a powerful word. Because sometimes some of us, it's more way more intentional, it's way more intentional. I'll give an example, something that I'm going to think about. People want a good reference. And they said, but I need a reference because I know my my child is BIPOC or black, and you know, she wants to get it. So I want somebody with a certain type, to write the reference for me. And I say that it teachers right now, and principals, everybody in the room, when people ask you for a reference, and sometimes people forget, there are many ways to advocate, many ways. I tell people, you know what, I don't need you to put a plaque out or walk down the street. I think there's a lot of people walking down the street. We need other people to do other things like writing good letter of references. Good letter of reference, like mentioning somebody's name, standing in the gap, be that person who said, oh, by the way, I know someone, she could do this, making people references that created access and space so that navigate is a big one. And thank you for that. Thank you so much.

Rebecca Luce-Kapler: I think I think we have time for one more here. From Lynette, who asked about, I see many educators demand for students' cameras on in a virtual setting. How do you feel about this from an equity lens?

Andrew Campbell: Oh, Lynette. We need a whole 5 minutes. Let me sip my tea, I won't take 5 minutes. But Lynette, we thank you for the question, it is a good question to close on. Many people disagree and some people will agree, but I'm going to tell you this. Demanding students keep that camera on is something we need to think about. And for me it's a no, I'm saying that for the record, it's a no. So this is what I do. All my students know that I want to interact with them. I already tell them the the power of humanization, I need to see them. What I say to them is, you don't have to keep your camera on. It's up to you to make that decision, but I really given the rationale why I would love to see them at intervals, and every now and then, and I make it a requirement, Lynette, that if they're asking a question, I would love them to turn the camera on because it announces the humanization and announces the delivery. When they go in breakout rooms, I say to them, if you can also do that, but I already made it clear to them, you don't have to if you cannot. Not everyone has a background like mine. It's a privilege that I have my own office, but I grew up in a house, you know, in a 2-bedroom house. And I add my brother, my sister, myself, and my niece in one room. And so if I was, if I was 10, and I was a 10-year-old child, I would shut it right now. I couldn't show my bedroom. And if I were the 10-year-old child, maybe I would have one laptop, and I would be waiting, and not maybe, I know I would have one laptop, I would be waiting turns, or maybe my mum would send me to the public library if it wasn't pandemic, can't get me to use a laptop for school and that's where I am from, Lynette. That's where I am from. So what I see the idea that we are making, we are making online learning as if it's something new. Go get yourself a pencil, go get yourself a laptop. It's not the same. Internet bandwidth, which people have in their houses. There are people who don't have the privilege that I do. Yes, nobody in my house would talk when I'm talking. Even if I am, I'm alone, but even if not alone, I have the power to say close that office door and stay downstairs. So those things are privileges, and so for me, it's a no, no, there's no student I have who I have said to them it's mandatory. I've had other professor say it's mandatory and I told them I disagree. It cannot be mandatory. However, here is the good news. I'll leave you with good news, Lynette. And this is where we talk about belonging and trust comes from. And I have been asked this question in many spaces before, it's not a new question. I will have some courses, we have 31 students, an average of 31 students. On a regular day in my online class, I have 25 cameras on, on a regular day. I have 25 cameras on. And they know it's not mandatory. They know it's not, but they have come to the place where they realize, I can turn it on. And I say to them, find a spot. If you're in your bedroom, find a spot in the corner, put your pillow behind you and find your spot. Go in the back room, go outside, go downstairs, see, wherever there is a a spot, you can find your spot. I say to this idea

of an office wall, that's a part of my privilege, that's a part of many of our privileges. And it's also another way, if you turn a camera on, you can use a screen, a background, that you are, Rebecca, and a background is really beautiful to use. So you have many ways to do that. You can use a school crest, you can use a background. So no, having mandatory camera on. That's, I just don't buy into that as yet because there are so many kids who cannot do that and should not be doing that. And they feel very intimidated and marginalized when they have to do that because they're on show, the home is on show.

Rebecca Luce-Kapler: Andrew, this has been an amazing hour, as it always is with you. I can just go on, lobbying this question, all these questions at you, because I know they'd all have great interesting answers. But I want to tell everybody if you want to hear more from Andrew, you can check out the latest episode of our Popular Pedagogy podcast. He's the star of that. And that link is on our Faculty of Education website. And a few people in that, in the Q & A, have also asked if this talk will be available. And yes, it will be on our knowledge form website, Faculty of Education website, and it'll be a few days because I think it takes a while to caption, it's not straightforward, but, you know, check in a few days and I'm sure it'll be there. And I just want to mention that you're all welcome to join us again next week as we discuss recent research with faculty members, Dr. Amanda Cooper and Dr. Kristy Timmons who've been doing work on the effects of COVID-19 and emergency remote learning on K-12 classrooms. I know they've got some very interesting things to share on that. And then two weeks from now, we're going to be hosting a panel of our alumni, as they discuss the effects the pandemic has had on their classrooms and schools. I do think that Rosalie Griffith is going to be one of our panelists, I just had a little bird tell me that earlier today. So registration for both sessions is open on Eventbrite, on our website, educ.queensu.ca. Thank you everybody for coming and just have a wonderful evening. And Andrew, thank you again. I can't wait to see you in person one of these days.

Andrew Campbell: Thank you, Rebecca. Bye-bye. Bye, bye, everybody. Thank you!