

|   |  |
|---|--|
|   | <p>asynchronous discussion of three readings about empathy and the plight of refugees from Syria using the Hypothes.is web annotation tool. At the middle of the semester, students were invited to share a 2-minute video reflection on the process of collaboration using Flipgrid. A second Zoom session near the end of the semester invited students to “Describe a time you felt your culture or identity was not seen or heard or respected or was misappropriated,” and to share those stories with one another in breakout rooms. Ultimately, Walker-Goncalves and Bali were encouraged by students’ willingness to engage in the work and express what they describe as “cultural humility,” all in an effort to continue dialogue and build empathy.</p>  |
| <p>5. Renee Hobbs &amp; Pam Steager</p>                         | <p><b>Media Literacy for the Austin Police Academy</b><br/> Renee Hobbs (USA) and Pam Steager (USA) used the Power of Two process to support the needs of instructors who teach in the Austin Police Academy in Texas. They had been asked to help trainers make better use of videos for learning, and they brought a media literacy lens to their efforts; in the workshop, they invited officers to critically examine videos used in police training, including how they may reinforce race and gender stereotypes and promote excessive use of force. From their work, they recognized the need that officers must move beyond an institutionalized norm of “us-vs-them” thinking, noting that police instructors need support to appreciate multi-perspectival thinking.</p>   |
| <p>6. Cathy Leogrande, Insa Martin &amp; Franziska Pukowski</p> | <p><b>Deconstructing Stereotypes</b><br/> As a three-person team, Cathy Leogrande (USA), Insa Martin (Germany) &amp; Franziska Pukowski (Germany) worked together to help their 13- and 14-year-old students to recognize, understand, actively engage with, and deconstruct stereotypes of ableism. Developing a sequence of lessons that would help students critically evaluate media stereotypes in the form of superhero comics, this trio invited students to examine the ways that stereotypes pervade real-life literature, often creating misrepresentation of minorities and those who have intersectional identities. They were able to develop lesson plans and related instructional materials and were also able to engage in teaching at Deutschhaus Gymnasium, Wuerzburg. With key questions that include “What’s the use of using stereotypes?” and “How are these stereotypes helpful and/or harmful?”, the teachers then guide students through steps of analyzing these stereotypes and the representations of super heroes that students themselves have found from popular culture. From there, students would create their own drawings of superheroes in a four-panel comic strip, bringing their ideas about appropriate representation to life. Given their work with German students, these</p> |