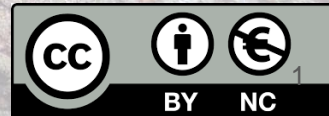


# Creating an Equity and Care Ecosystem in Education

Background image:  
Red Sea!

Maha Bali, PhD  @bali\_maha

Center for Learning & Teaching, American University in Cairo,  
Virtually Connecting & Equity Unbound  
Kent State University, October 2021



السلام عليكم

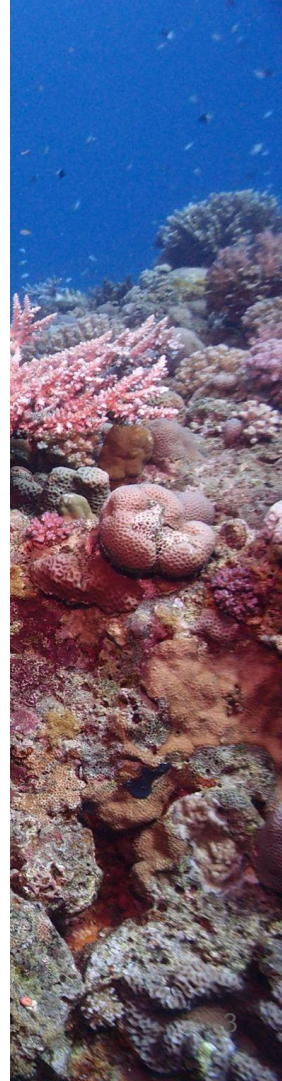
How are you  
feeling?



Photo by [Alireza Zohoor Parvaz](#) on [Unsplash](#)

# Agenda

1. Checking in
2. Chatterfall
3. Intersections of Equity and Care
4. Ecosystems of Equity and Care
  - a. Roumy Cheese
  - b. Levels within classroom & institution
5. TRIZ - what stands in our way?
6. Takeaways





These slides are open  
for commenting at:



<https://bit.ly/KentBali>

# Chatterfall

Please  
respond in the chat

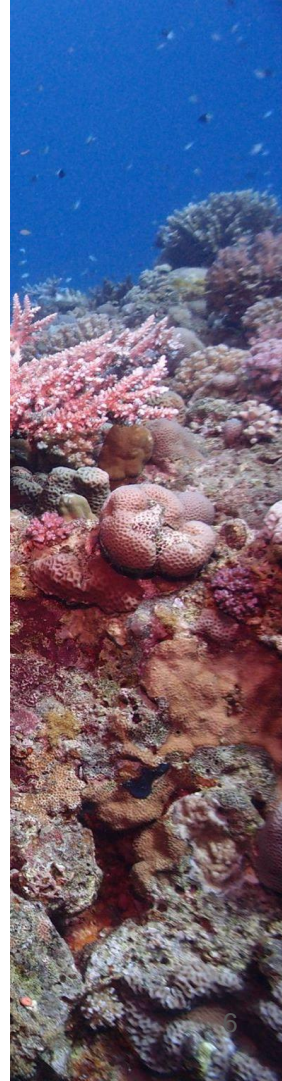
[Elijah Hiett](#) on Unsplash



# What's an important thing you learned or achieved in the past year?



Image from Pixabay: <https://pixabay.com/photos/sunset-rope-swing-girl-silhouette-5737120/>





For me - to be useful to others, esp via community-  
building resources

<https://onehe.org/equity-unbound>



Image from Pixabay: <https://pixabay.com/photos/people-jumping-happiness-happy-fun-821624/>

If you were to create a documentary or book about your biggest challenges in 2020, what would it be called?

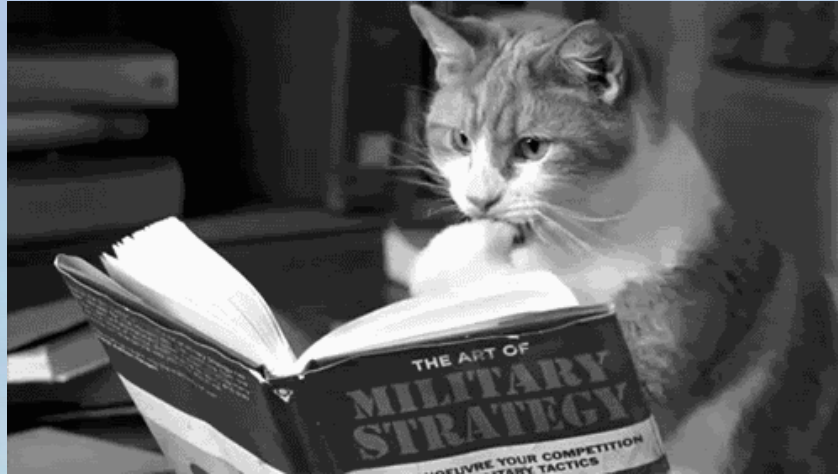


Image from: <https://giphy.com/gifs/cat-book-1TgECF0mNVirC>



What is something  
that has helped  
you survive or  
brought you joy  
the past few  
months?


<https://giphy.com/gifs/mightyoak-springtime-bees-trees-flowers-bloom-l46CbKgZ1hvJjxfZS>



Kintsugi (Japanese art)  
What was broken or  
damaged during the  
pandemic? How can we  
repair or heal it into  
something more beautiful?



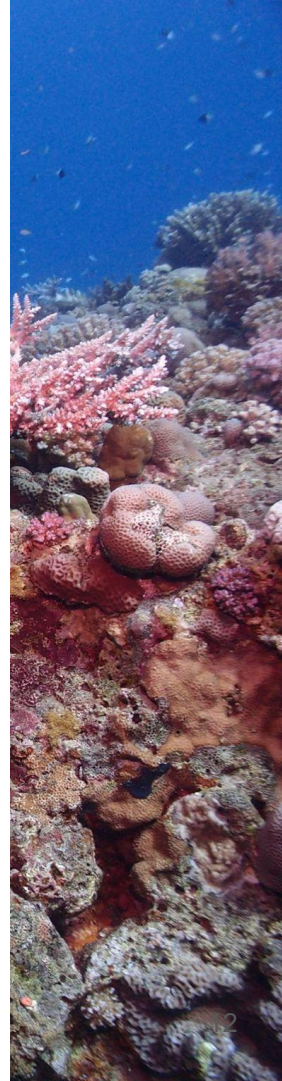
Image by @riho\_k on Unsplash  
<https://unsplash.com/photos/JuDPjcutors>

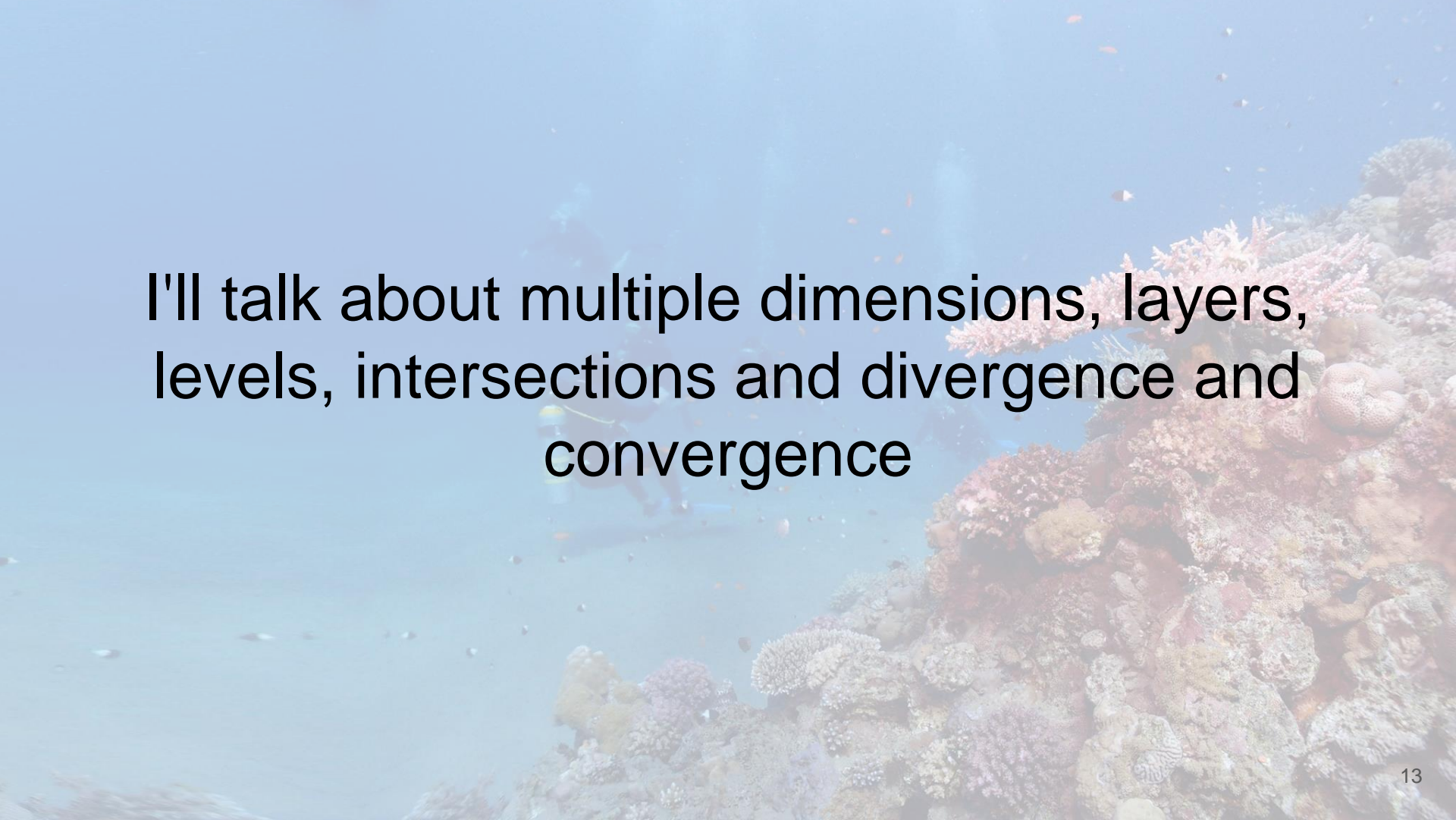
An underwater photograph of a coral reef. In the foreground, a diverse and colorful coral reef structure is visible, featuring various types of coral in shades of pink, orange, yellow, and brown. Several small fish are swimming around the coral. In the background, two divers are visible, one of whom is wearing a yellow and black tank. The water is clear and blue, with some light rays visible. The text "Equity and Care Need to Flourish within an Ecosystem" is overlaid in the center of the image.

# Equity and Care Need to Flourish within an Ecosystem



“Teachers who care, who serve their  
students, are usually at odds with the  
environments wherein we teach”  
bell hooks, 2003,  
*Teaching in Community*, p. 91



The background of the slide is an underwater photograph of a coral reef. In the foreground, there is a dense, colorful coral reef with various types of coral in shades of pink, orange, yellow, and purple. Several small fish are visible swimming around the coral. In the background, a diver is visible, slightly out of focus, swimming towards the left. The water is clear and blue.

I'll talk about multiple dimensions, layers,  
levels, intersections and divergence and  
convergence

An underwater photograph of a vibrant coral reef. In the foreground, a dense variety of coral species in shades of pink, orange, and brown are visible. Several divers are seen in the background, swimming through the clear blue water. The scene is well-lit, suggesting a sunny day at the surface.

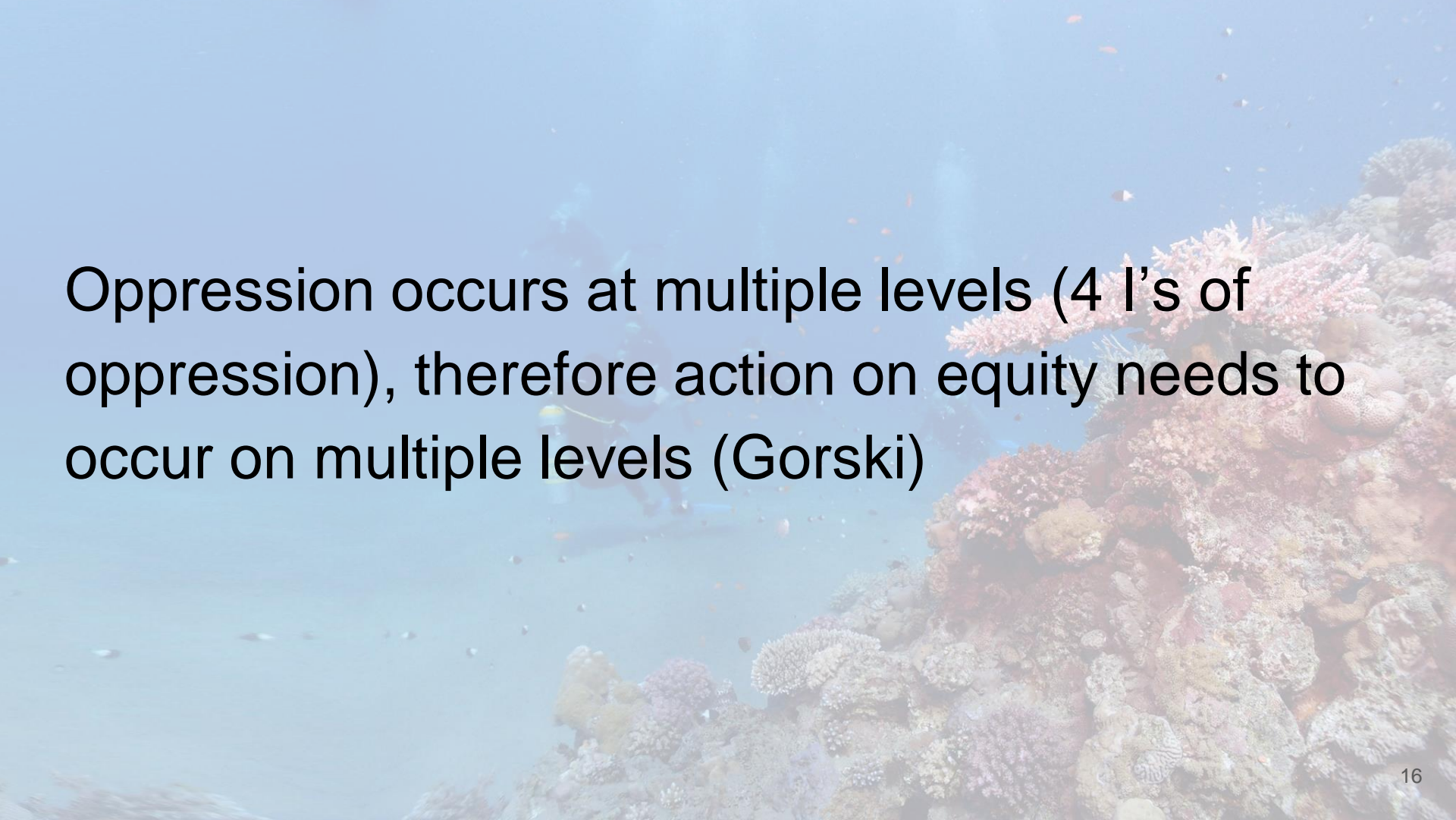
# **Broad conclusions about equity and care:**

(Bali & Zamora, forthcoming)



An underwater photograph of a coral reef. In the foreground, there is a dense, colorful coral reef with various types of coral in shades of pink, orange, yellow, and purple. In the background, two divers are visible swimming in the clear blue water. The text is overlaid on the left side of the image.

Equity is multidimensional (Fraser, 2005);  
oppression is multidimensional (Collins, 2002)

The background of the slide is an underwater photograph of a coral reef. The water is a clear, light blue. In the foreground and middle ground, there are various types of coral, including branching corals and more solid, rounded structures. Small fish are visible swimming in the water. The overall scene is bright and clear.

Oppression occurs at multiple levels (4 I's of oppression), therefore action on equity needs to occur on multiple levels (Gorski)

A background image of an underwater scene. In the foreground, there is a large, vibrant coral reef with various colors including pink, orange, and yellow. Several divers are visible in the background, swimming and exploring the reef. The water is clear and blue.

# Care is not monolithic; care can be harmful

Caines, A., & Richard, S. (2020). 'DigCiz Weaponization of Care' OER20 Blog. <https://oer20.oerconf.org/news/2020/02/digciz-weaponization-of-care-by-autumm-caines-and-sundi-richard/#gref>

David, E. J. R., & Derthick, A. O. (2018). *The Psychology of Oppression*. Springer. New York: NY.

Dowie-Chin, T. & Schroeder, S. (2020). Critical, calculated, neoliberal: differing conceptions of care in higher education, *Teaching in Higher Education*, DOI: 10.1080/13562517.2020.1749588

Eales L, & Peers D. (2020). Care haunts, hurts, heals: The promiscuous poetics of queer crip Mad care. *Journal of Lesbian Studies*. Jul 1:1-19. doi: 10.1080/10894160.2020.1778849. Epub ahead of print. PMID: 32609080.



An underwater photograph showing a coral reef on the right side, covered in various colorful corals. Several divers are visible in the blue water to the left, some near the reef and others further away. The text "Carers can be exploited and require care themselves" is overlaid on the left side of the image.

Carers can be exploited and require care themselves

An underwater photograph of a coral reef. In the foreground, a large, diverse coral structure is visible, featuring various colors like pink, orange, and brown. Several divers are seen in the background, swimming and exploring the reef. The water is clear and blue, with many small fish swimming around. The text "There is power in relationships involving care" is overlaid in the center of the image.

There is power in relationships involving care

The background of the slide is an underwater photograph of a coral reef. The water is a clear, light blue. In the foreground and middle ground, there are various types of coral, including branching corals and rounded, brain-like corals in shades of pink, orange, and brown. Small, colorful fish are scattered throughout the water. The text is overlaid on the left side of the image.

Equity and care work are incomplete if the recipients of the effort are not themselves empowered to participate fully



# Roumy cheese analogy

<https://blog.mahabali.me/educational-technology-2/swiss-cheese-analogy-for-covid-19-rumi-cheese-analogy-for-inclusive-education/>

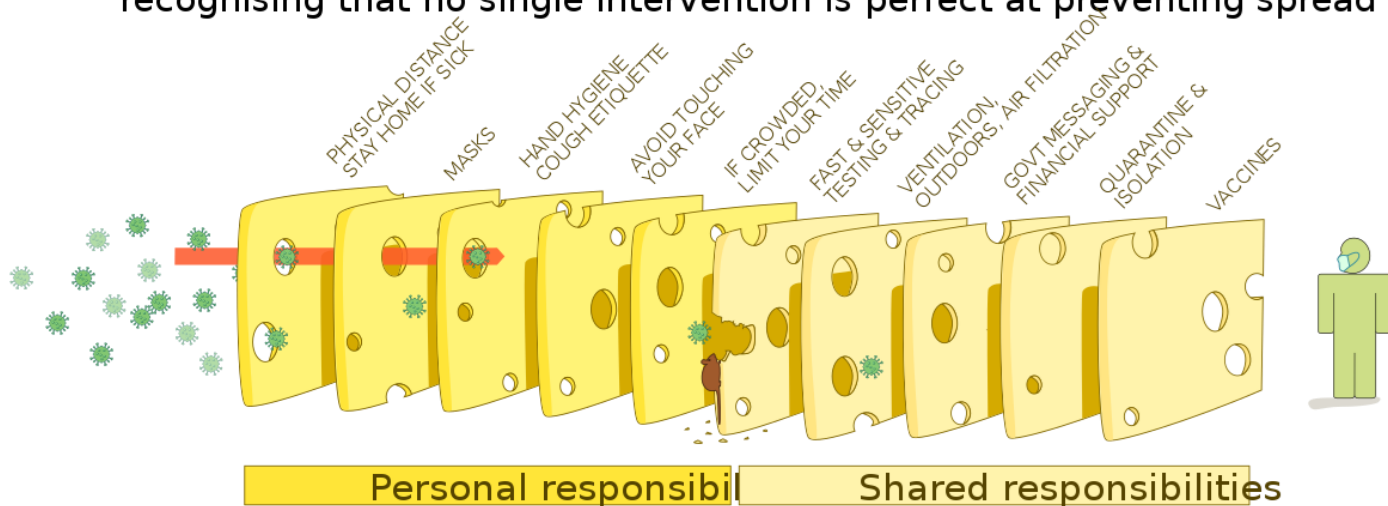
Original by Ian McKay is about how no “one” mode of preventing spread of infection can protect you against the COVID-19 virus, but multiple together can help “fill the holes” more effectively

Original by Ian McKay from Wikimedia Commons CC-BY 4.0

[https://commons.wikimedia.org/wiki/File:Swiss\\_cheese\\_ver3.0.svg#/media/File:Swiss\\_cheese\\_ver3.0.svg](https://commons.wikimedia.org/wiki/File:Swiss_cheese_ver3.0.svg#/media/File:Swiss_cheese_ver3.0.svg)

## The Swiss Cheese Respiratory Virus Pandemic Defence

recognising that no single intervention is perfect at preventing spread



Each intervention (layer) has imperfections (holes).  
Multiple layers improve success.

Ian M Mackay  
virologydownunder.com  
with thanks to jody lanard, katherine arden & the Uni of Qld  
Based on the Swiss cheese model of accident causation, by James T Reason, 1989  
version 3.0  
update: 24oct2020



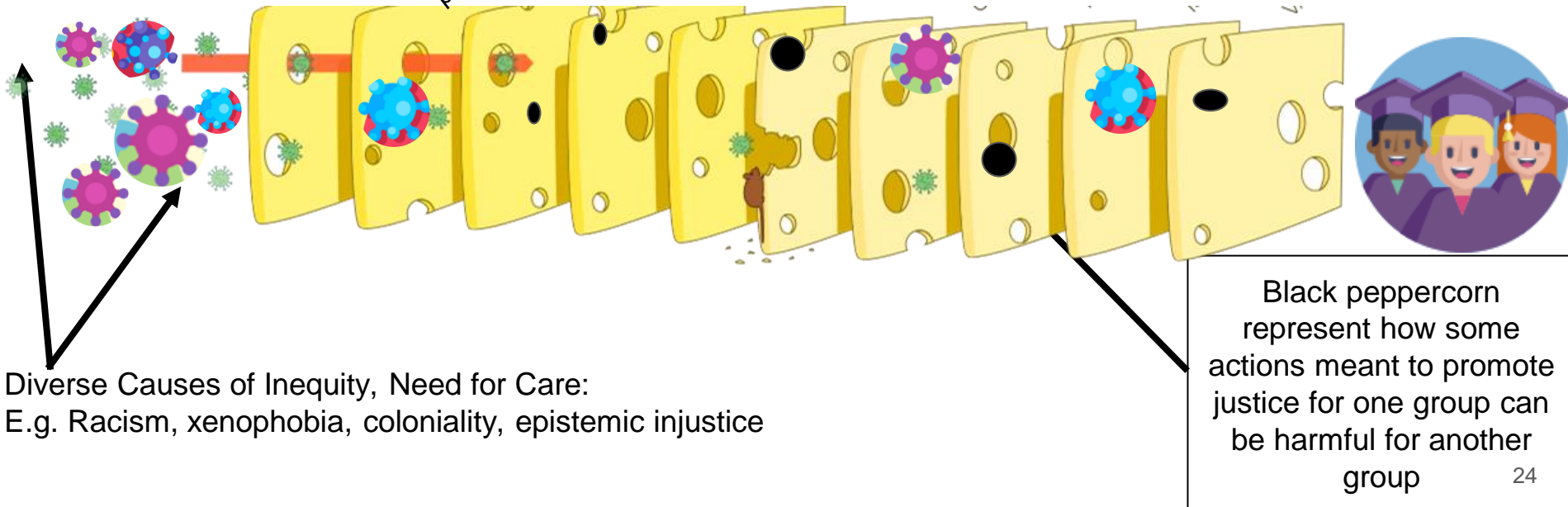
# Roumy Cheese

## Analogy for Caring, Equitable Education

Maha Bali & Leigh-Anne Perryman CC-BY-SA

Adapted from

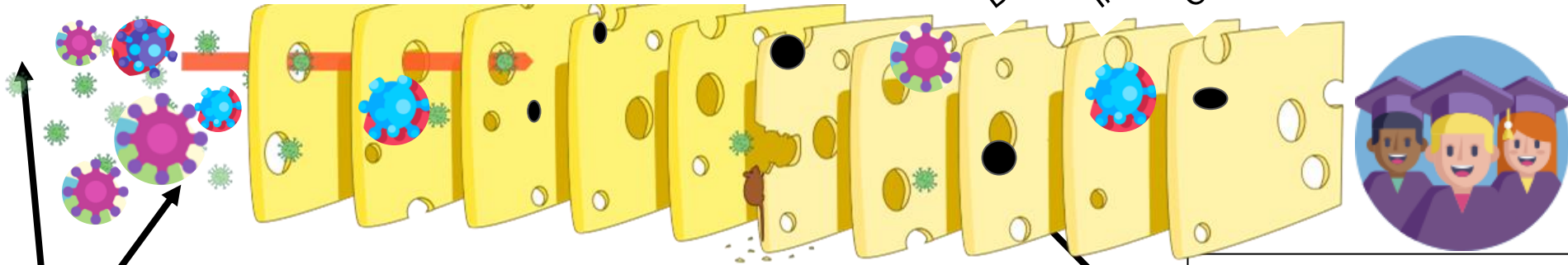
[Ian McKay's virus analogy](#)



# Roumy Cheese Analogy for Caring, Equitable Education

Maha Bali CC-BY-SA  
Adapted from  
[Ian McKay's virus analogy](#)

Culturally Relevant Pedagogy  
Universal Design for Learning  
Self-mapped Learning Pathways  
Intentionally Equitable Hospitality  
Learner Agency  
Trauma-informed Pedagogy  
Building community in class  
Institutional Policies (P/F, proctoring)  
Other practices?



Diverse Causes of Inequity, Need for Care:

E.g. Racism, classism, heteropatriarchy, ableism, neuronormativity, xenophobia, etc.  
Can be large (systemic) or small (individual) & intersectional

Black peppercorn  
represent how some  
actions meant to promote  
justice for one group can  
be harmful for another  
group

# How Do We Center/Embody Care?

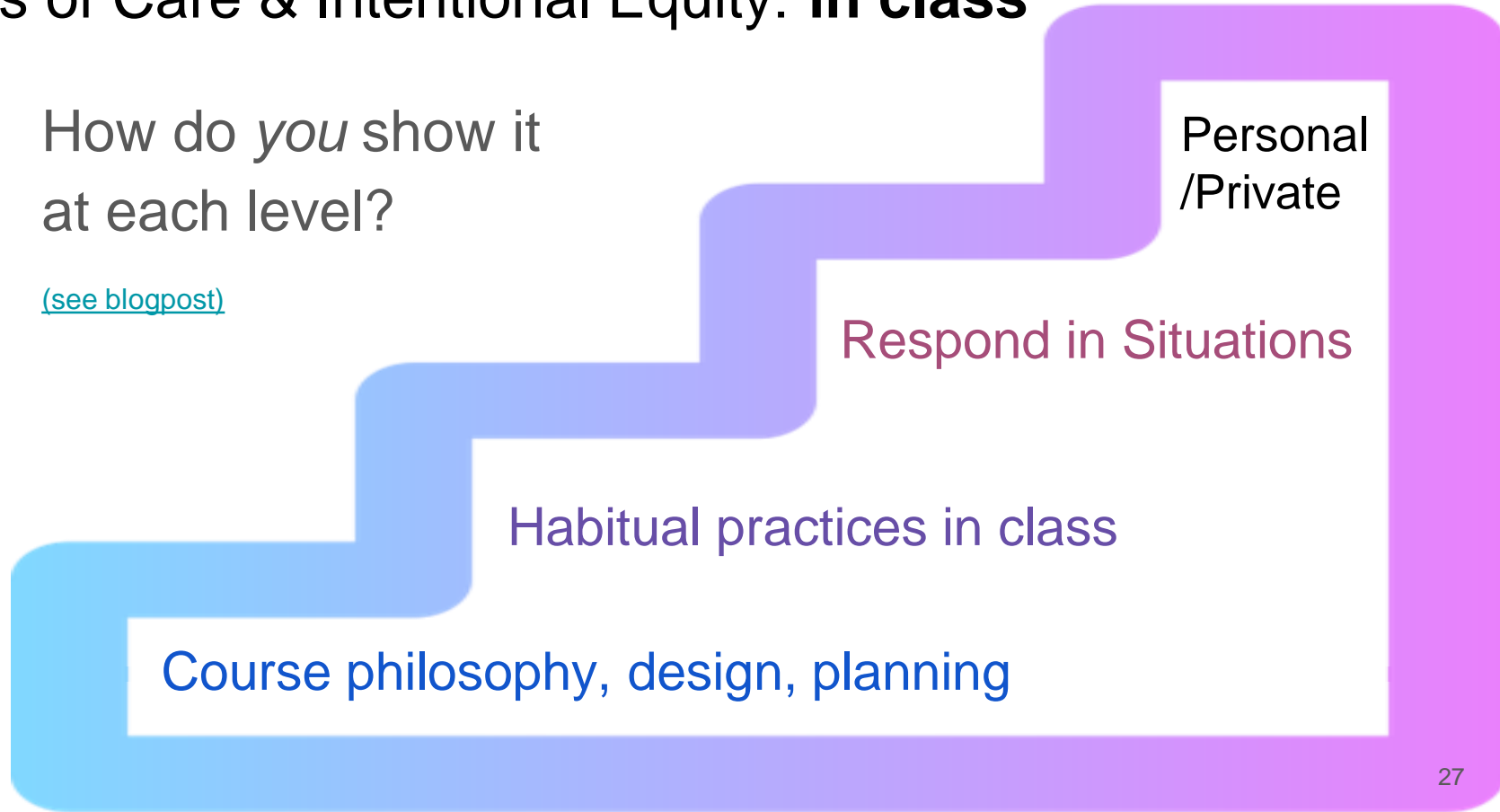
An underwater photograph of a coral reef. In the foreground, there is a dense, colorful coral reef with various types of coral, including branching and brain coral. The water is clear and blue. In the background, two divers are visible, one of whom is wearing a yellow tank. The overall scene is serene and beautiful.



# Levels of Care & Intentional Equity: **in class**

How do *you* show it  
at each level?

[\(see blogpost\)](#)



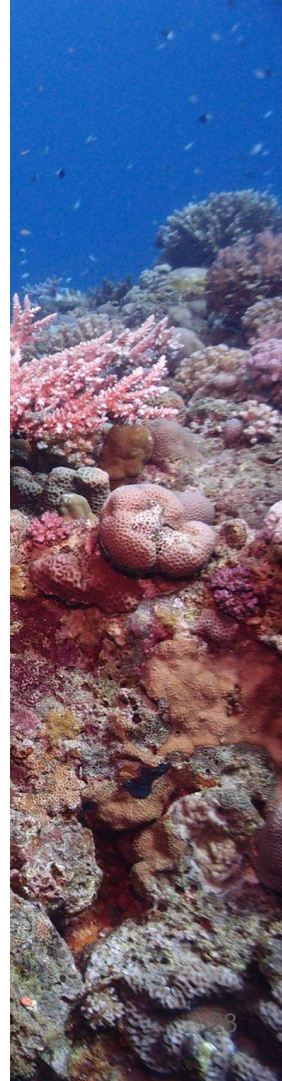
# Care with Parity of Participation (Fraser)

"In the caring approach, we would prefer to advise: do unto others as they would have done unto them."  
(Noddings)

I say: "Do unto students as THEY would have done unto THEM)

Noddings, N. (2012). The language of care ethics. *Knowledge Quest*, 40(5), 52.

Bali, M. (2020). <https://www.timeshighereducation.com/campus/do-unto-students-they-would-have-done-them>



# Levels of Care & Intentional Equity: **systemic**

How do *you* embody it  
at each level?

[\(see blogpost\)](#)







Equity/Care matrix: [Bali & Zamora \(2020\)](#) Bali & Zamora (forthcoming)

*Maha Bali*

*Mia Zamora*

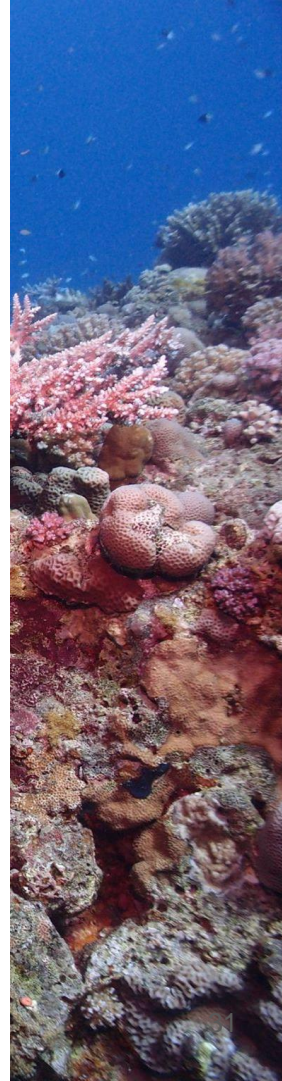
*Equity Unbound*

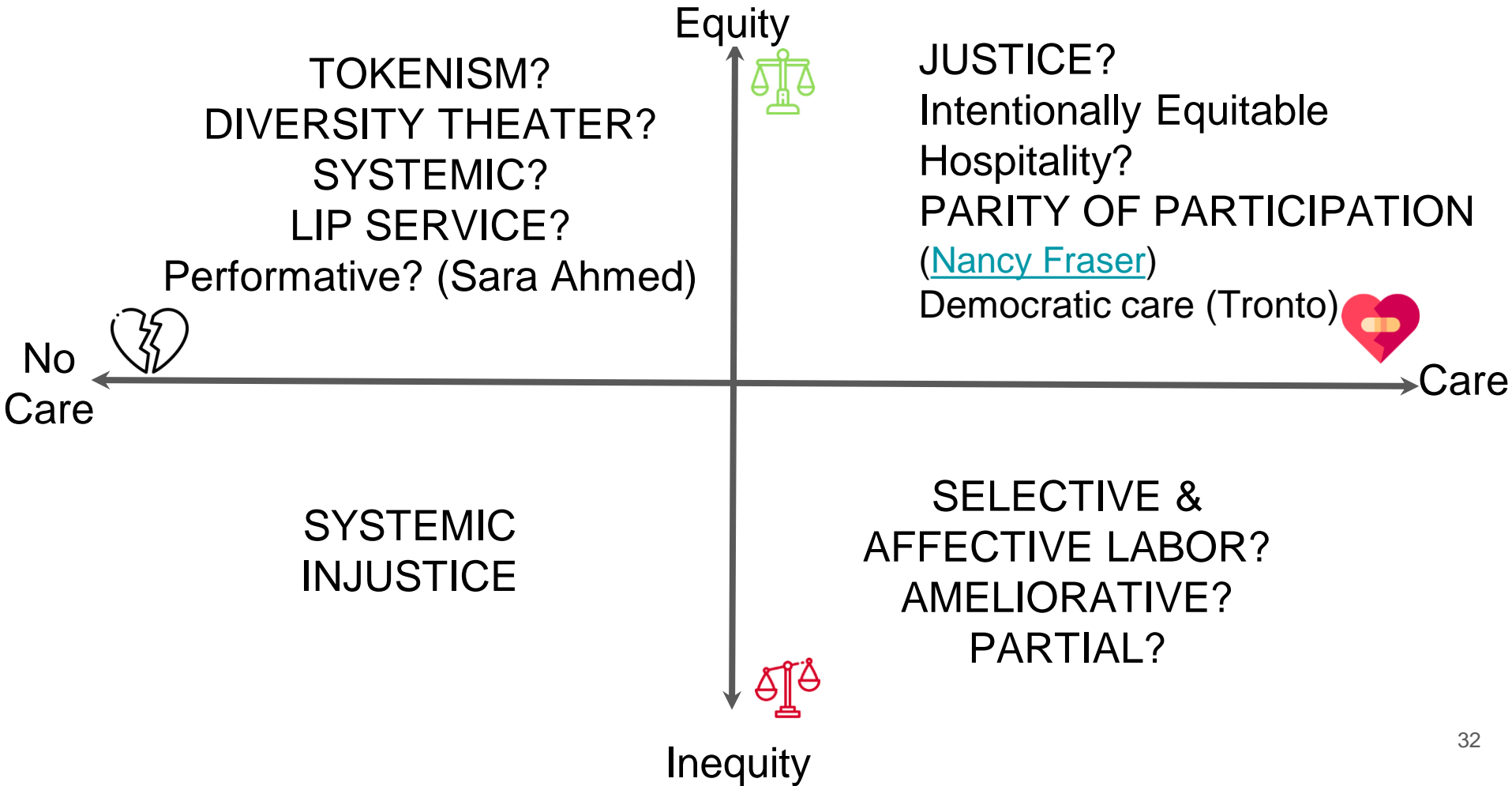
**open  
education  
conference**

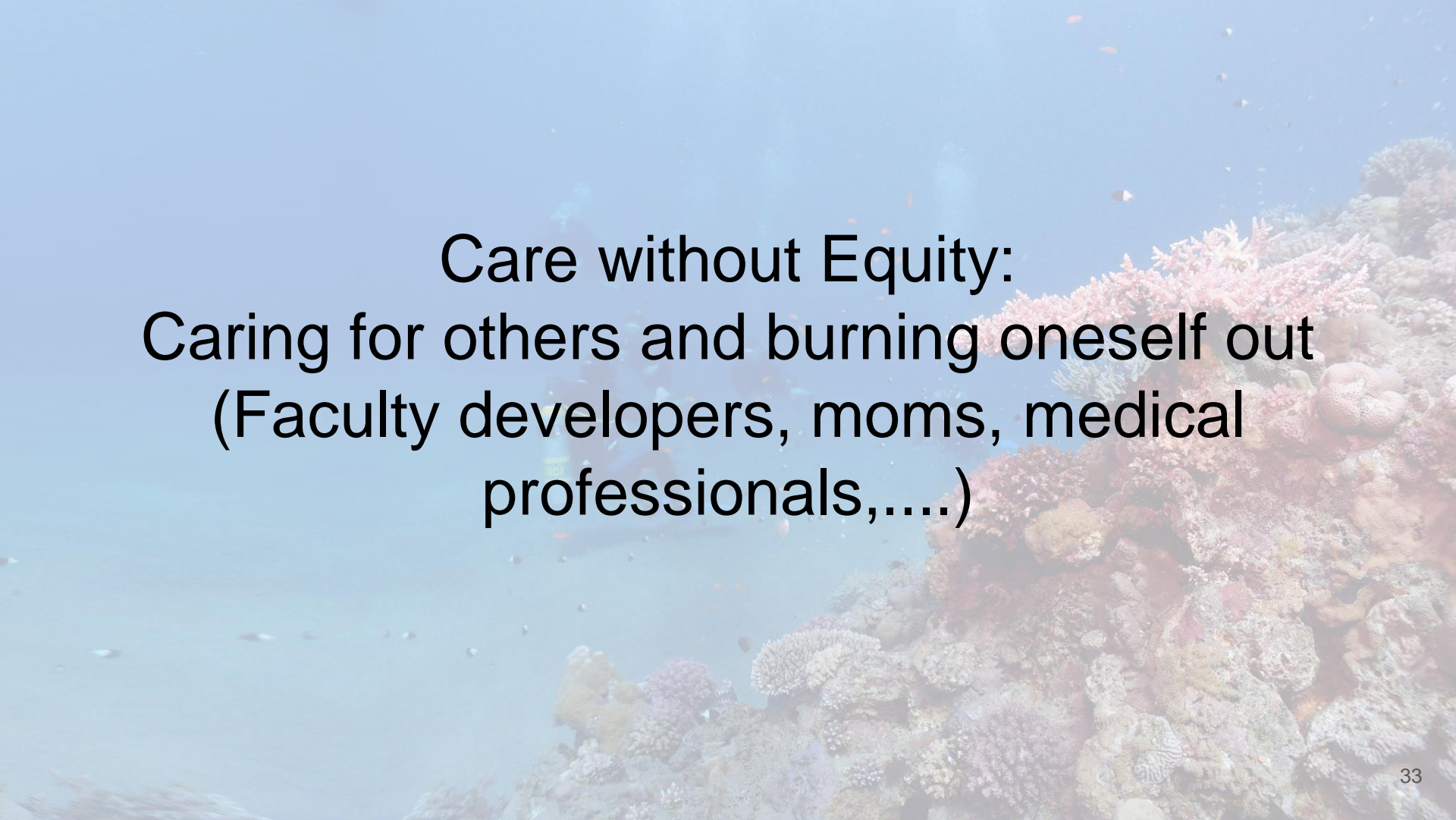
# KEYNOTE SESSION

*November 9-13, 2020 • #OpenEd20*

What is EQUITY without CARE and what is  
CARE without EQUITY?





The background of the slide is an underwater photograph of a coral reef. The water is a clear, light blue. In the foreground and middle ground, there are various types of coral, including branching corals and rounded, brain-like corals in shades of pink, orange, and white. Small, dark fish are visible swimming in the water. The text is overlaid on the left side of the image.

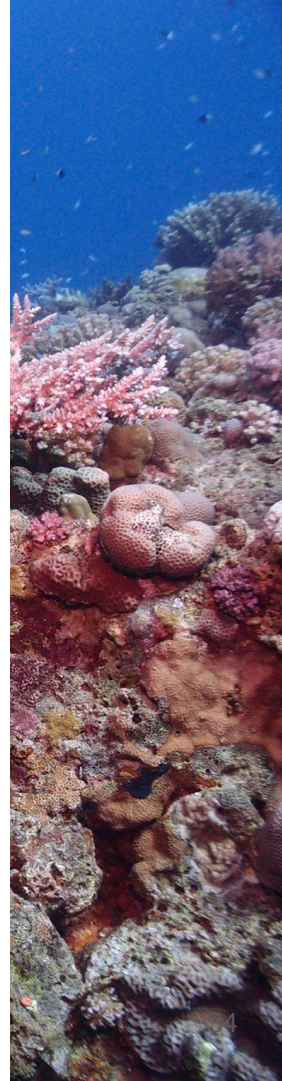
Care without Equity:  
Caring for others and burning oneself out  
(Faculty developers, moms, medical  
professionals,....)

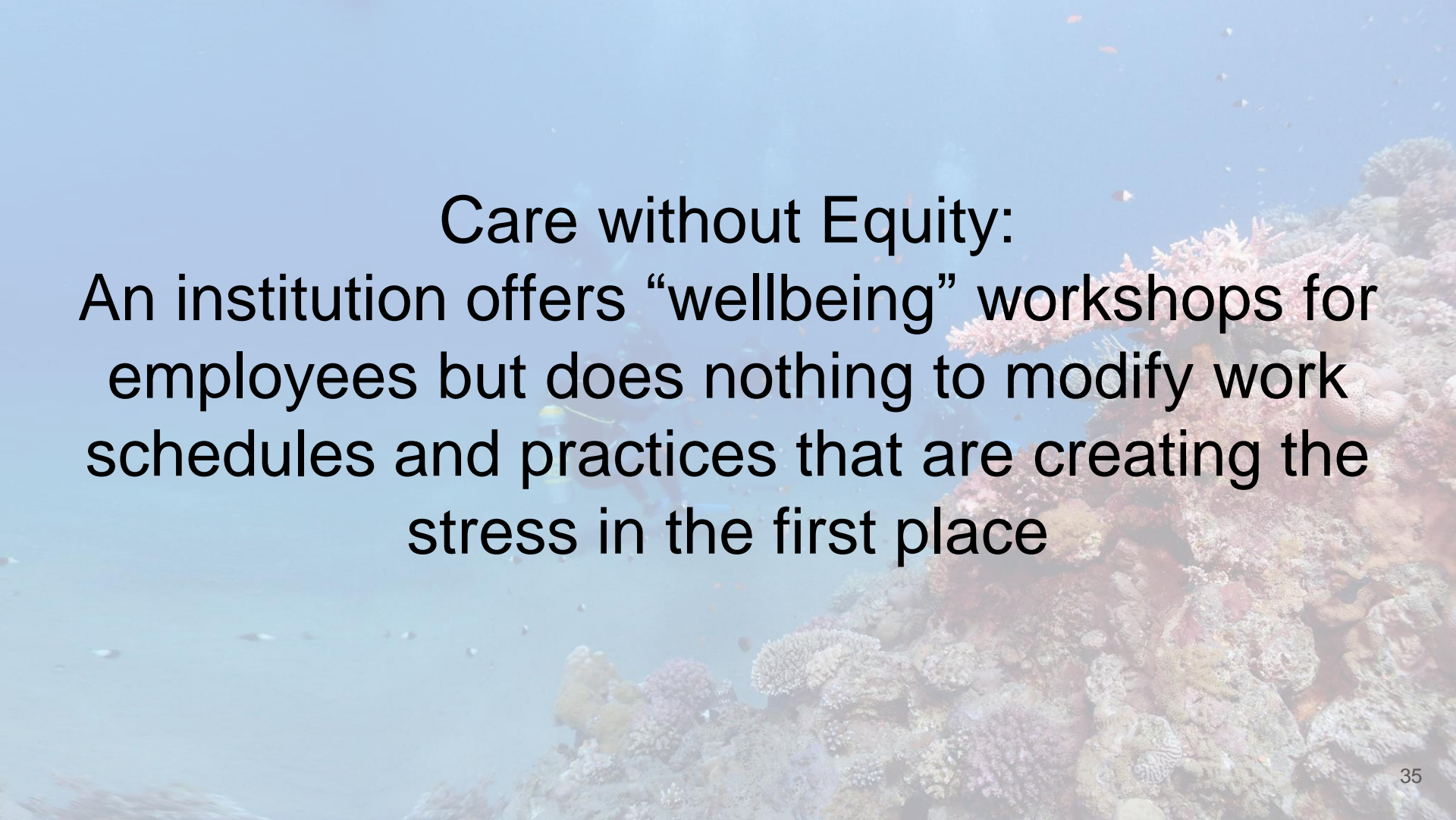


## Care without Equity...

“To do my job well, I invest fully in people. Because I invest fully in people, the university doesn’t—it doesn’t have to. Because the university doesn’t, I invest fully in people. And on and on and on.” - [Brenna Clarke Gray](#), p.

52



The background of the slide is an underwater photograph of a coral reef. The water is a clear, light blue. In the foreground and middle ground, there are various types of coral, including branching corals and more solid, rounded corals in shades of brown, tan, and purple. Small fish are visible swimming in the water.

Care without Equity:

An institution offers “wellbeing” workshops for employees but does nothing to modify work schedules and practices that are creating the stress in the first place

## Care for teachers

- Communities of Teachers
- Care from Students
- Institutional Policies



# Equity without Care

“Morality cannot be legislated, but behavior can be regulated. Judicial decrees may not change the heart, but they can restrain the heartless.”

Martin Luther King Jr.



Equity without  
Care: Can you think  
of examples of  
equitable policies  
that can only be  
utilized by a few?



**Abbey Elder**

@OpenAccessElder

...

Replying to [@OpenAccessElder](#) and [@Bali\\_Maha](#)

Equity without care is when the system was changed so that everything *\*can\** work for everyone's needs, but those in charge don't communicate that changes have been made. The equity of the system may only be utilized by a few. In other words, true equity requires a modicum of care

The background of the slide is an underwater photograph of a coral reef. The water is a clear, light blue. In the foreground and middle ground, there are various types of coral, including branching corals and rounded, brain-like corals in shades of pink, orange, and brown. Small, colorful fish are scattered throughout the water, some near the coral and others further away.

Care is not an unqualified “good”

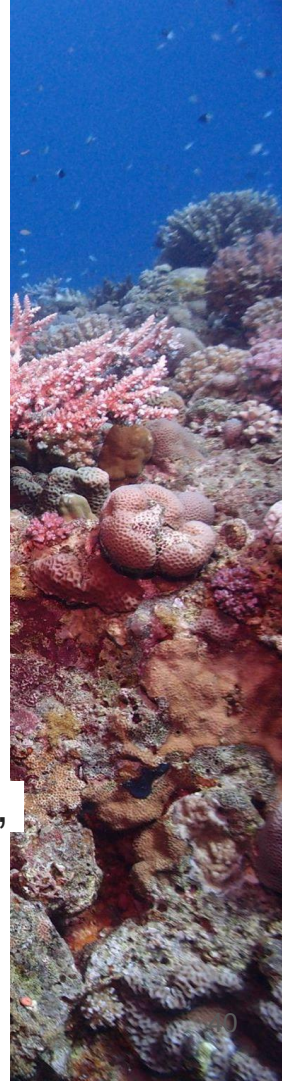
When can care be harmful?  
(share in chat)

# Care with **Parity of Participation**

## Parity of Participation

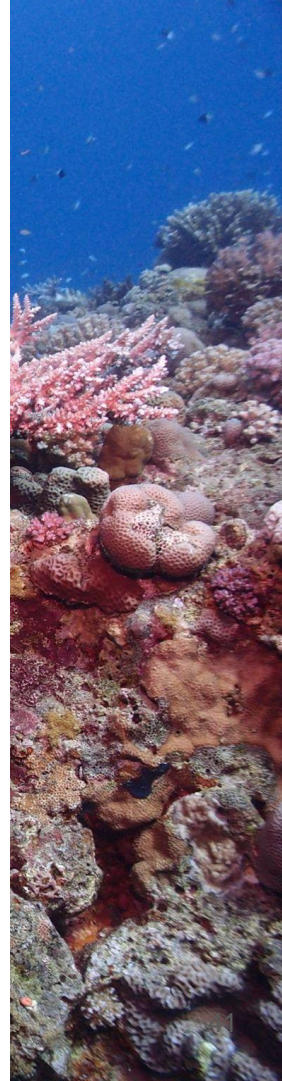
- “Equal partners” with equal power to influence decision-making
- Economic, cultural and political justice

Fraser, N. 2005. Reframing justice in a globalizing world. New Left Review, 36, Nov/Dec. Available from: <https://newleftreview-org>

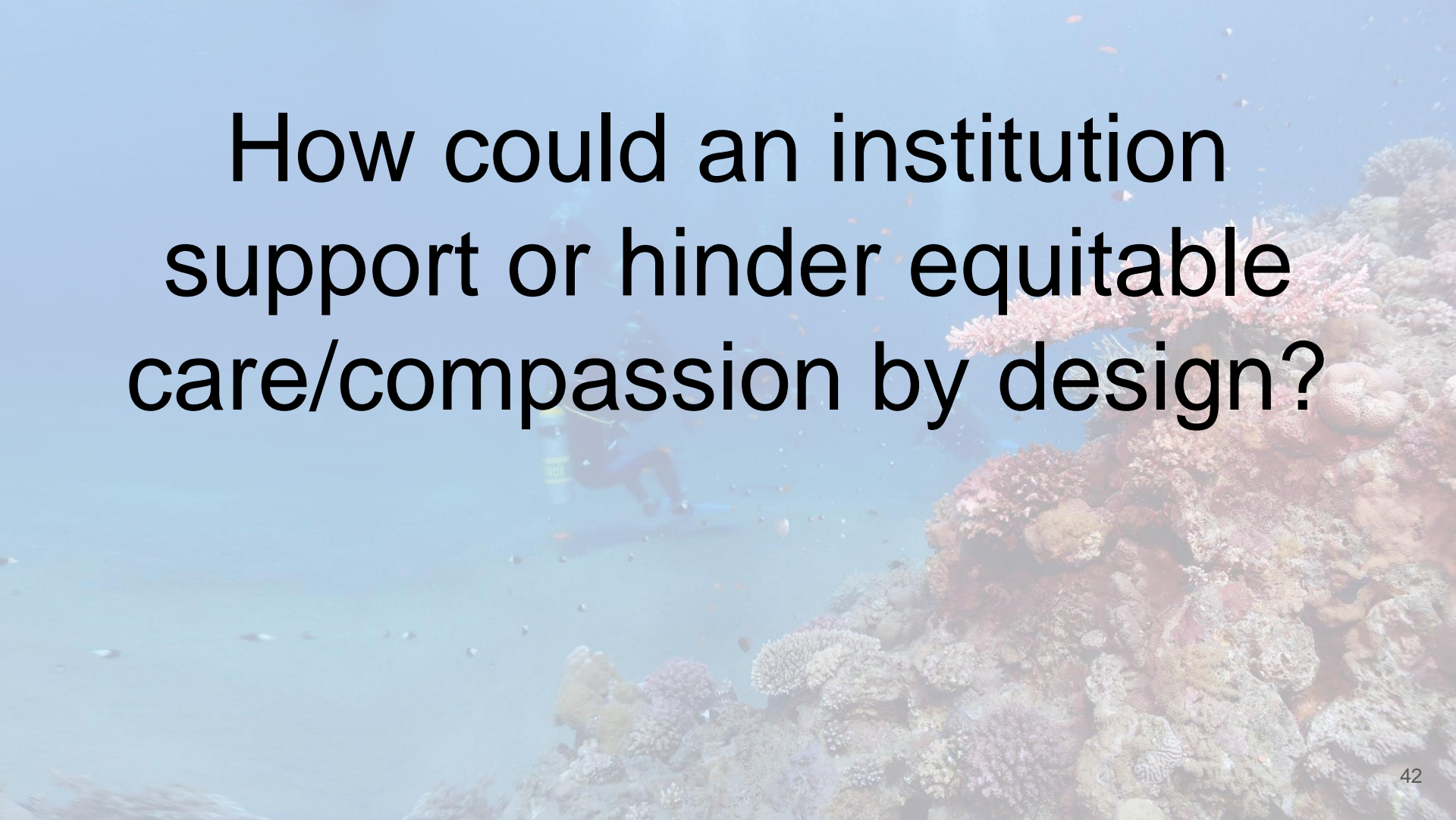


## Democratic Care (Tronto, 2015 [Who Cares?](#))

“democratic care requires switching perspectives and not just thinking about what we want. We need also to look at care from the standpoint of **care-receivers, who will have different ideas about what kind of care they want or need to receive...** In a “caring-with” democracy, we can set a goal of **structuring institutions and practices** so that each person’s **individual preferences** can be honored.” (Tronto, 2015, p. 34, emphasis in bold added)





An underwater photograph of a coral reef. In the foreground, there is a dense, colorful coral reef with various types of coral in shades of red, orange, yellow, and purple. In the background, a diver is visible, wearing a blue wetsuit and a yellow tank, swimming towards the left. The water is clear and blue.

How could an institution  
support or hinder equitable  
care/compassion by design?



**Maida Ali**

@maidaali

Replying to [@Bali\\_Maha](#)

For students to finish the courses of Spring 2020, our uni extended the deadlines for work and grade submission by 5 months. It helped the struggling students to integrate back into their routines effectively. They would've failed courses otherwise.

4:43 PM · 08 May 21 · [Twitter for Android](#)



**Anne-Marie Scott**

@ammienoot

Replying to [@Bali\\_Maha](#)

We gave students free course extensions with no strings so they could pause studies when COVID first hit. We saw students persist & grow more generally, rather than a wave of withdrawals (our learners are typically older & in work). Care is also a sustainability practice.






**Sukaina Walji**

@sukainaw

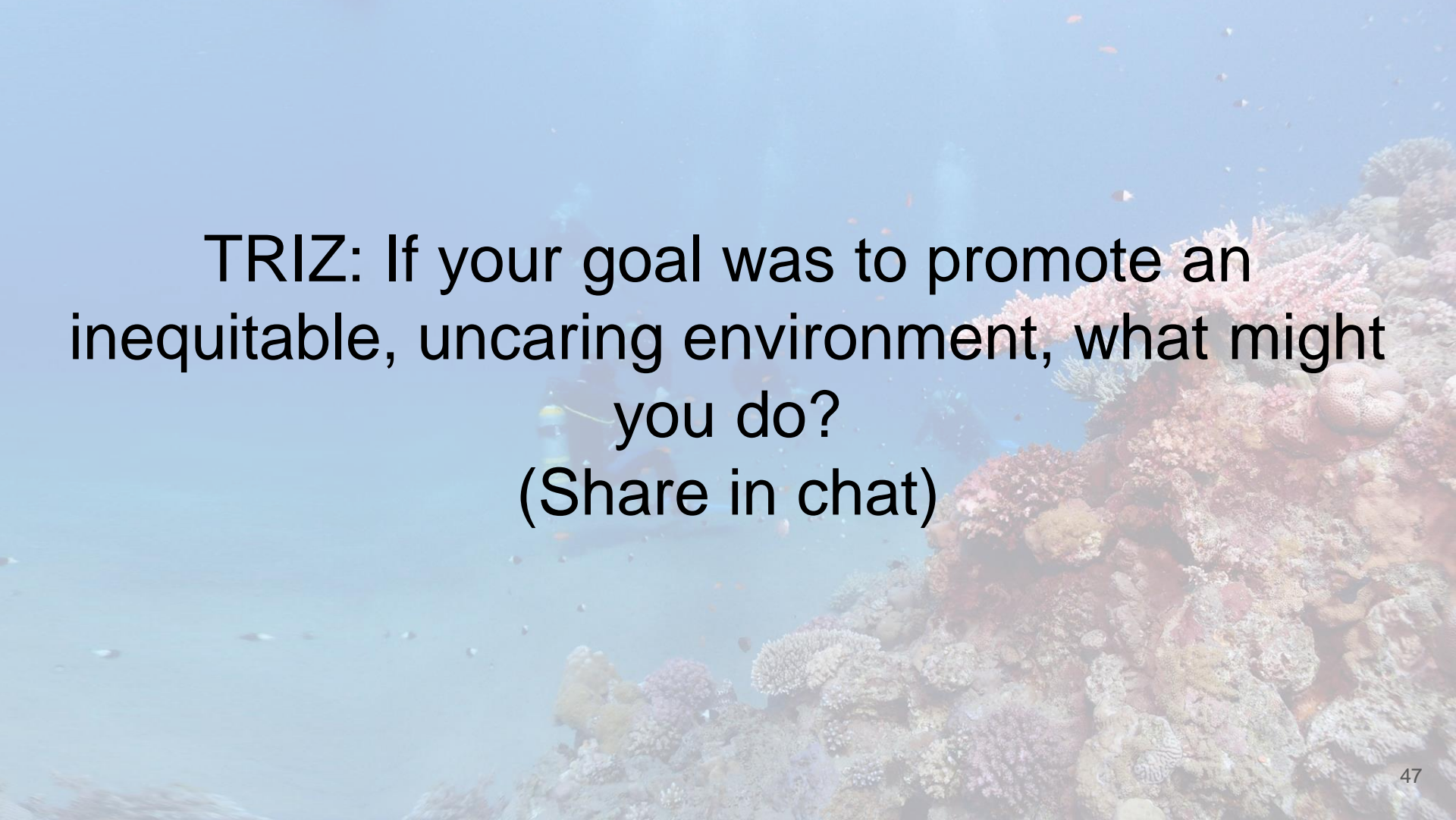
Replying to [@Bali\\_Maha](#) [@actualham](#) and 13 others

Apart from actual initiatives such as device and data provision or accommodations in assessment, a positive for me was responsive and iterative decision making to support students, which prior to pandemic context might have been taken months and years. Hope such agility endures.

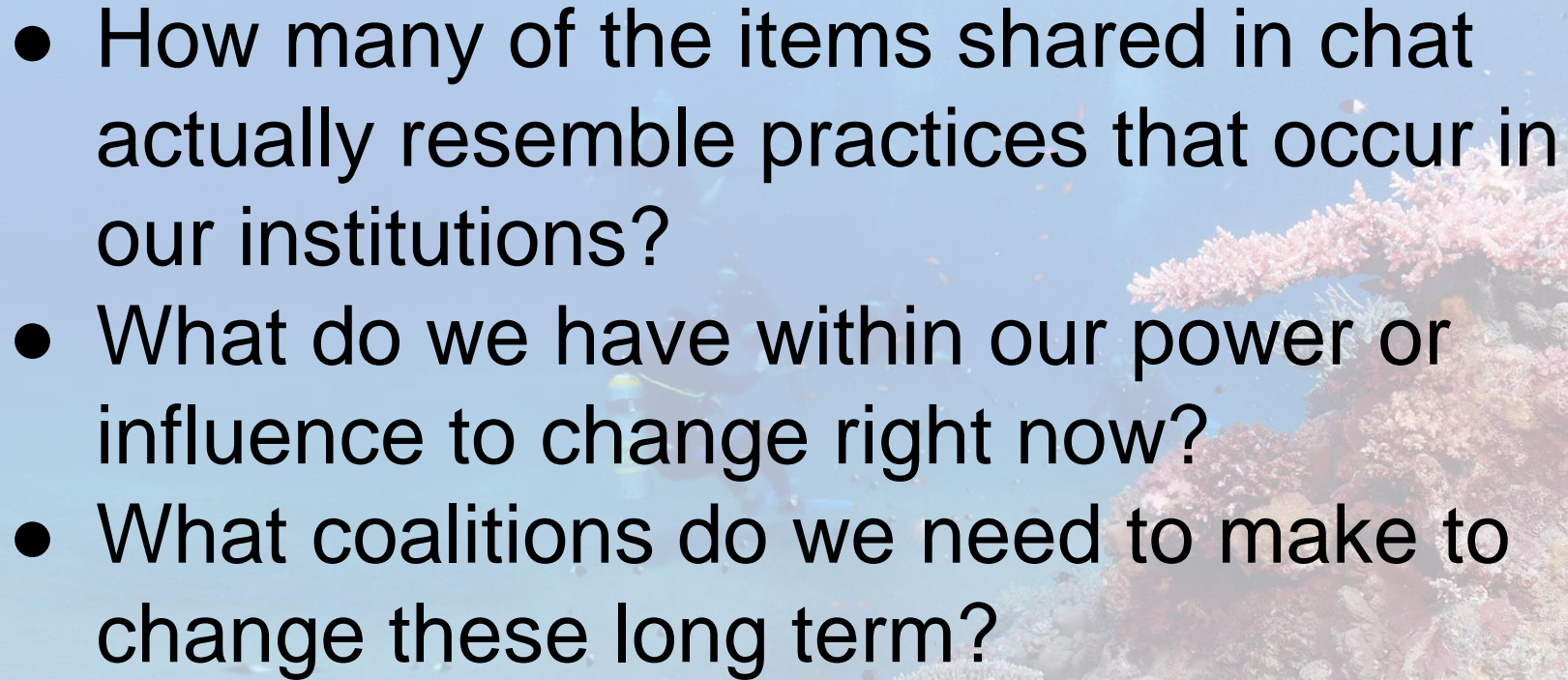


An underwater photograph of a coral reef. In the foreground, there is a dense, colorful coral reef with various types of coral in shades of pink, orange, and brown. In the background, a scuba diver is visible, swimming towards the left. The water is clear and blue.

Institutions can hinder  
care/equity

The background of the slide is an underwater photograph of a coral reef. The water is clear and blue, with sunlight filtering through from above. In the foreground, there is a dense, colorful coral reef with various types of coral in shades of red, orange, yellow, and purple. Several small fish are visible swimming around the coral. In the middle ground, a diver is visible, partially obscured by the text, holding a camera or light. The overall scene is vibrant and detailed.

TRIZ: If your goal was to promote an  
inequitable, uncaring environment, what might  
you do?  
(Share in chat)

- 
- The background of the slide is a vibrant underwater scene featuring a diverse coral reef. Various types of coral, including branching and brain corals, are visible in shades of pink, orange, and white against a clear blue water backdrop. Small fish can be seen swimming in the distance.
- How many of the items shared in chat actually resemble practices that occur in our institutions?
  - What do we have within our power or influence to change right now?
  - What coalitions do we need to make to change these long term?





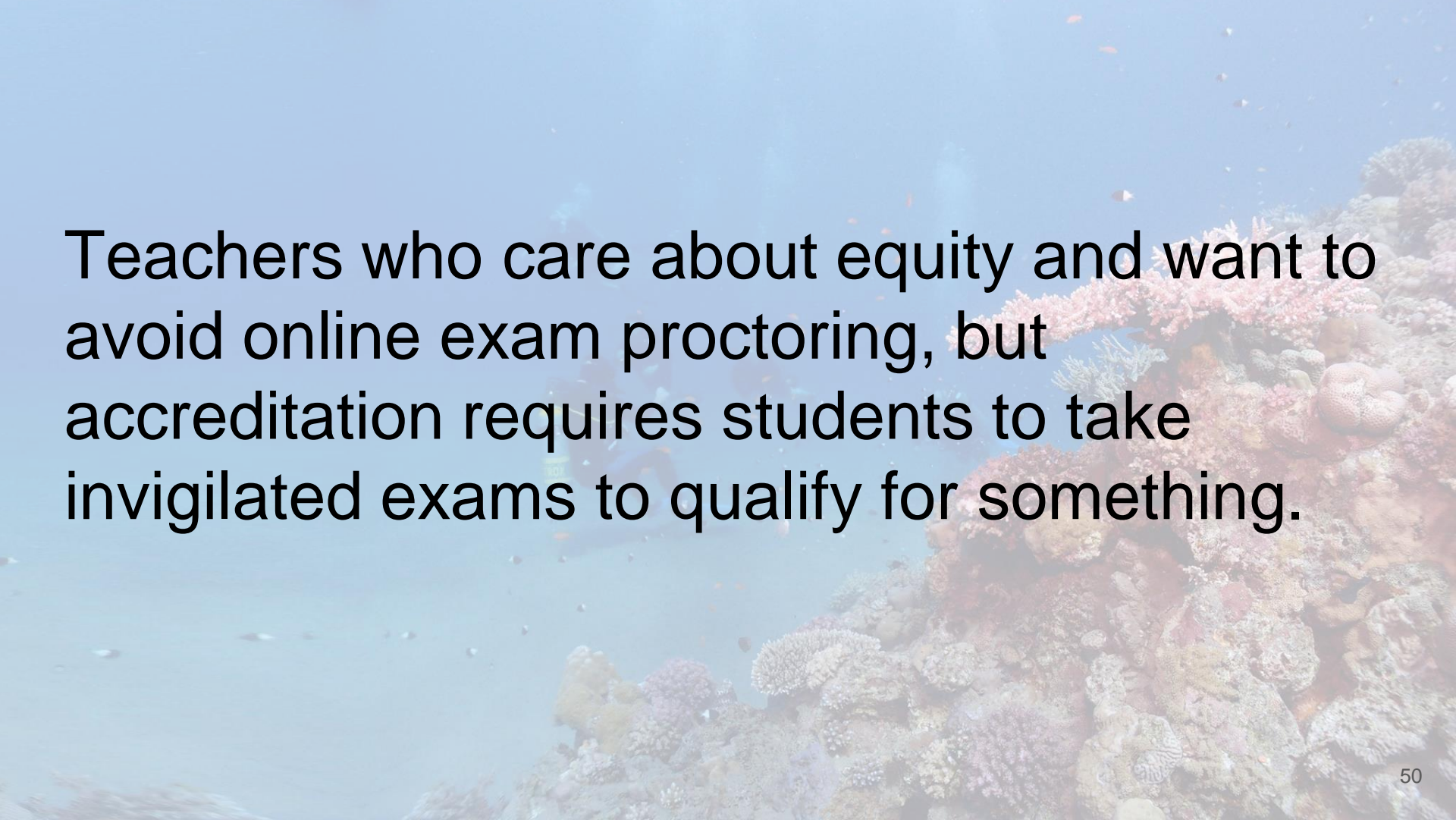
**Emily Regan Wills**

@ajnabieh


Replying to [@Bali\\_Maha](#)

B: If a student taking a differentiated exam through our disability services arrives 15 minutes late to that exam, they are not allowed to sit it or reschedule it. Academic accommodations should not make things harder!



The background of the slide is a vibrant underwater scene featuring a diverse coral reef. Various types of coral, including branching and brain corals, are visible in shades of pink, orange, and white. Small, colorful fish are scattered throughout the clear blue water. The text is overlaid on the left side of the image.

Teachers who care about equity and want to avoid online exam proctoring, but accreditation requires students to take invigilated exams to qualify for something.

An underwater photograph of a coral reef. In the foreground, there is a dense, colorful coral reef with various types of coral in shades of pink, orange, and brown. In the background, two divers are visible swimming in the clear blue water. The text "Community building activities that would center care going forward" is overlaid in the center of the image.

Community building activities that would  
center care going forward

<https://onehe.org/equity-unbound>



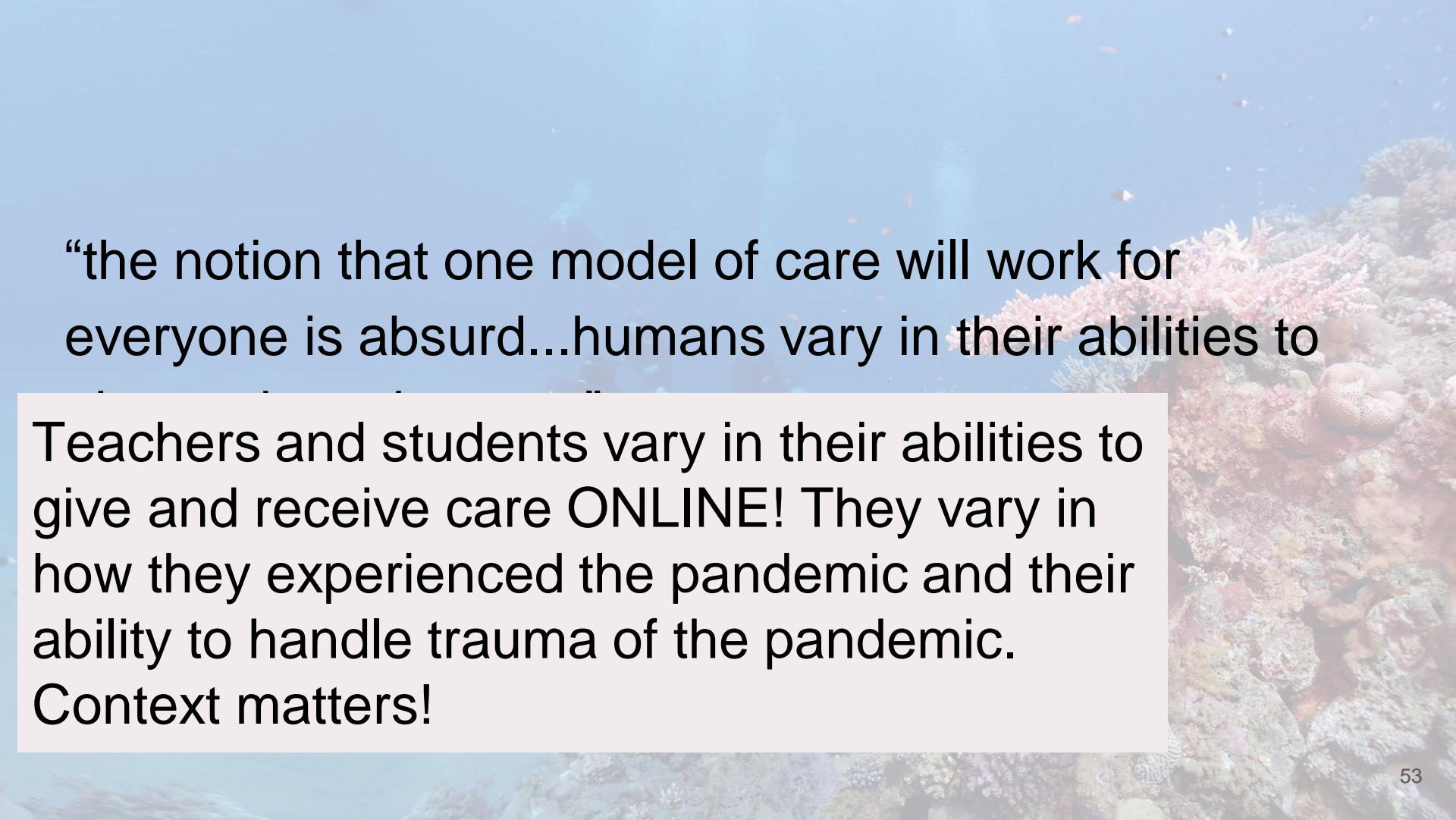
## Why is building a sense of community important?

Watch the welcome video below to find out why [Equity Unbound](#) are creating and curating free community building activities for educators.



Dimensions of  
Community-  
building centered on  
care and equity



The background of the slide is an underwater photograph of a coral reef. The water is a clear, light blue. In the foreground and midground, there are various types of coral, including branching corals and some larger, rounded coral structures. Small fish are visible swimming in the water. The overall scene is bright and colorful.

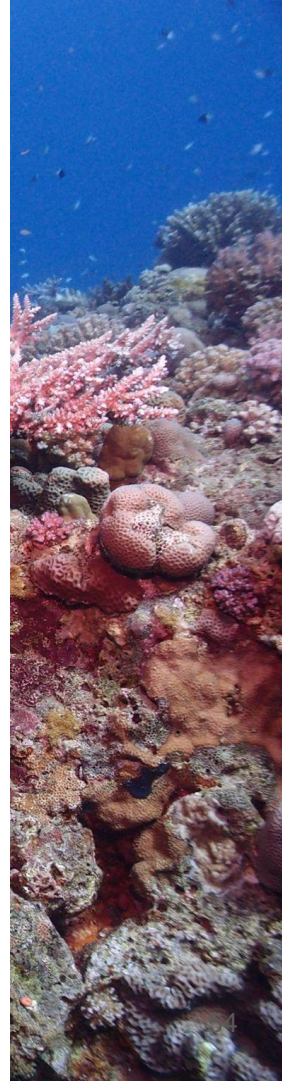
“the notion that one model of care will work for everyone is absurd...humans vary in their abilities to

Teachers and students vary in their abilities to give and receive care ONLINE! They vary in how they experienced the pandemic and their ability to handle trauma of the pandemic. Context matters!



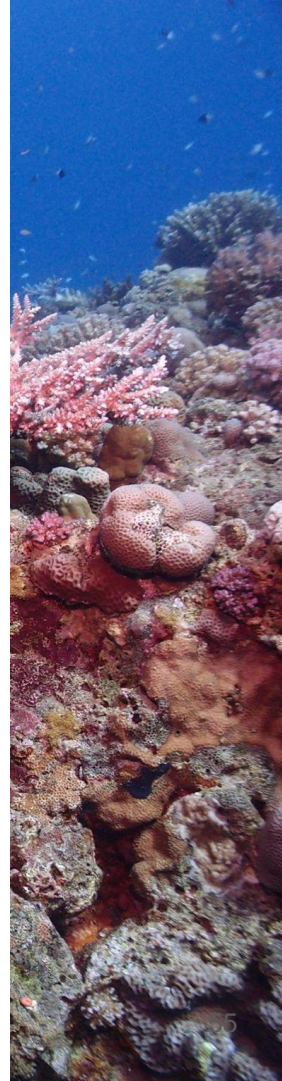
# Values Underpinning the Design

- Intentionally Equitable Hospitality ([Bali, Caines, Hogue, DeWaard, Friedrich, 2019](#))
- Who has access? Whose culture dominates? Who has political power?
- Adaptation by design AND adaptation in the moment.  
For care and equity



# Building community going forward...

- Annotate the Syllabus ([watch Remi Kalir describe](#))
- Survey students ([samples](#))
- Talk about & practice trauma-informed pedagogy ([video by Mays Imad](#) & [checklist from Karen Ray Costa](#))
- Gratitude journaling ([conversation + resources](#))
- Troika consulting ([demo video - promote peer support](#))
- TRIZ ([demo video of this playful innovative problem-solving approach](#))
- Theater of the Oppressed (use body not just face to express)
- Grade in alternative ways (different [approaches + resources](#))



# Regularly use warm-up activities

<https://onehe.org/equity-unbound/warm-up-activities/>

## EQUITY UNBOUND ACTIVITY

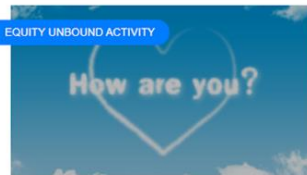


### Collaborative Storytelling

Promote a sense of community and break the ice in class with collaborative storytelling activities.

Jasmina Najjar

## EQUITY UNBOUND ACTIVITY



### Four Ideas for Checking In

Particularly important during a pandemic, but this is a good way to start any class.

Maha Bali, Mia Zamora

## EQUITY UNBOUND ACTIVITY



### Imaginary Buffet (or Potluck)

The purpose of this activity is to engage students with each other's 'small talk', by making a game out of active listening.

Mava Hev

## EQUITY UNBOUND ACTIVITY



### PowerPoint Karaoke

Engage students in improv presenting, and enhance oral presentation skills in a light and humorous way.

Maha Bali, Jasmina Najjar, Hoda Mostafa

## EQUITY UNBOUND ACTIVITY



### Share an object from home

Encourage students to share something of themselves.

Maha Bali

## EQUITY UNBOUND ACTIVITY



### Spiral Journal

Promote focus and reflection while allowing individuals to compose responses thoughtfully and calmly in writing.

Maha Bali, Mia Zamora

## EQUITY UNBOUND ACTIVITY



### Theater of the Oppressed: Opposites

Warming up before class or after a break in a longer class. Encouraging use of the body, refreshes students' bodies and minds.

Tina Pippin

## EQUITY UNBOUND ACTIVITY

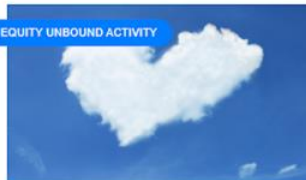


### Theatre of the Oppressed: Image Theatre

To invite students to use their bodies to represent, collaboratively, an image of something that is worth discussing.

Maha Bali

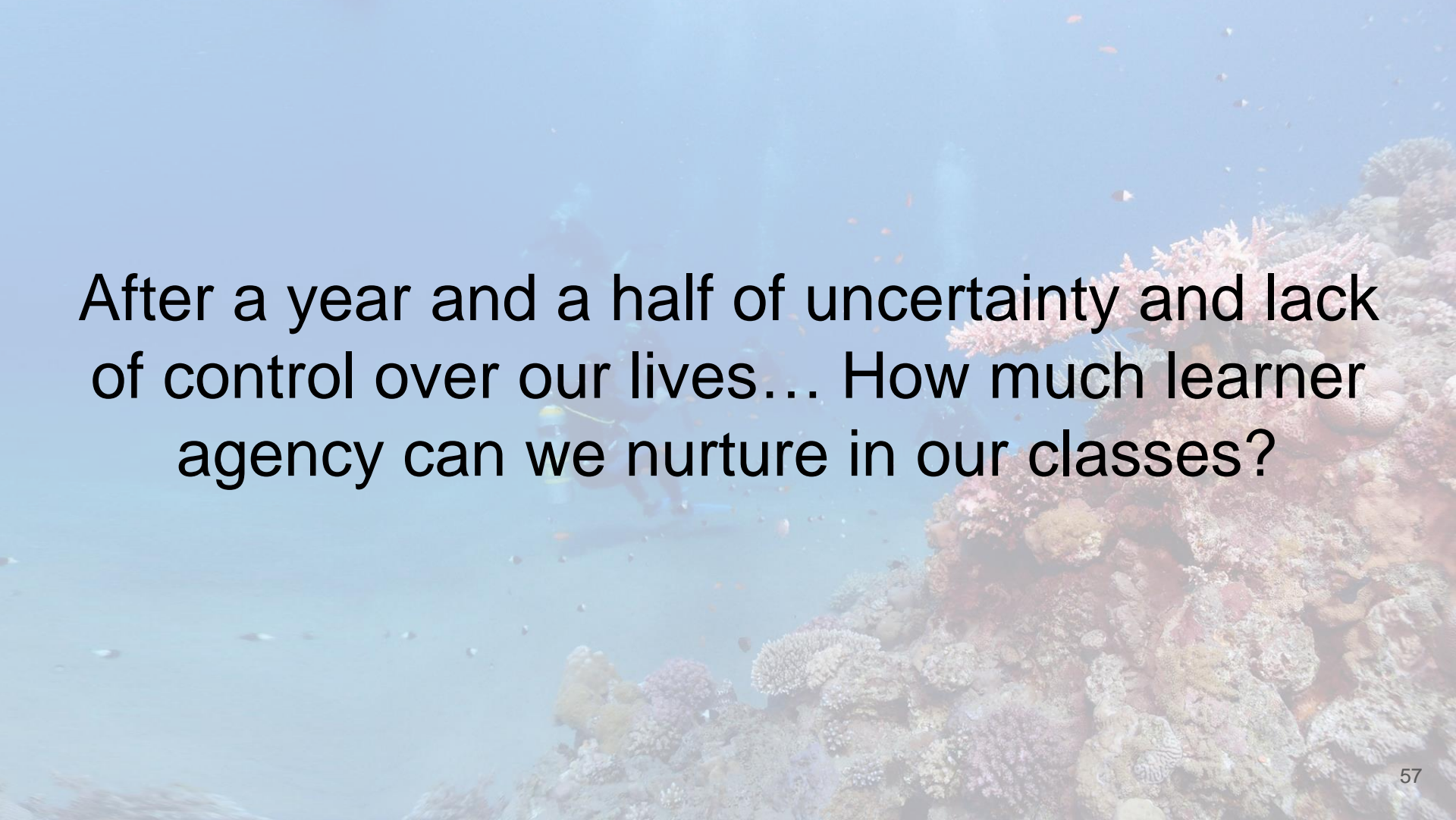
## EQUITY UNBOUND ACTIVITY



### Thick Greetings

Try out a slower and more deliberate opportunity for everyone to introduce themselves.

Maha Bali, Mia Zamora, Autumm Caines, Laura Gibbs, Rebecca J. Hogue

The background of the slide is an underwater photograph of a coral reef. The water is a clear, light blue. In the foreground and middle ground, there are various types of coral, including branching corals and more rounded, brain-like corals in shades of brown, tan, and purple. Small, colorful fish are scattered throughout the water. The text is overlaid on the left side of the image.

After a year and a half of uncertainty and lack of control over our lives... How much learner agency can we nurture in our classes?



# Take Stock Using Ecocycle planning

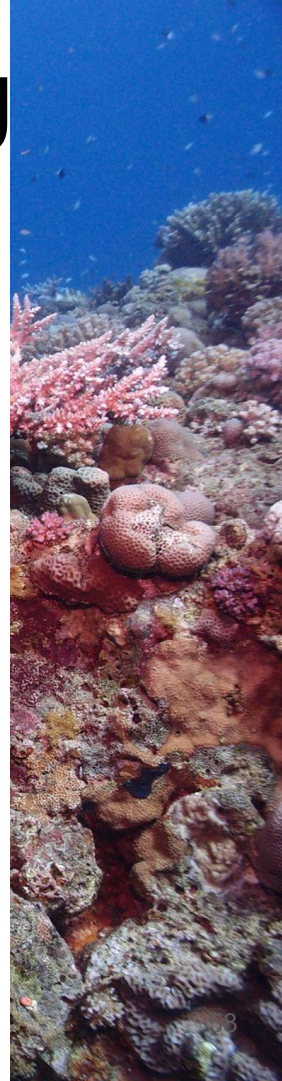
A Liberating Structure [www.liberatingstructures.com](http://www.liberatingstructures.com)

Influenced by complexity science and agriculture

Work of Hurst, D. K., & Zimmerman, B. J. (1994). From life cycle to ecocycle: a new perspective on the growth, maturity, destruction, and renewal of complex systems. *Journal of Management Inquiry*, 3(4), 339-354.

P.S. to watch a video of us Ecocycling one element of Community Building Resources with Nancy White, see:

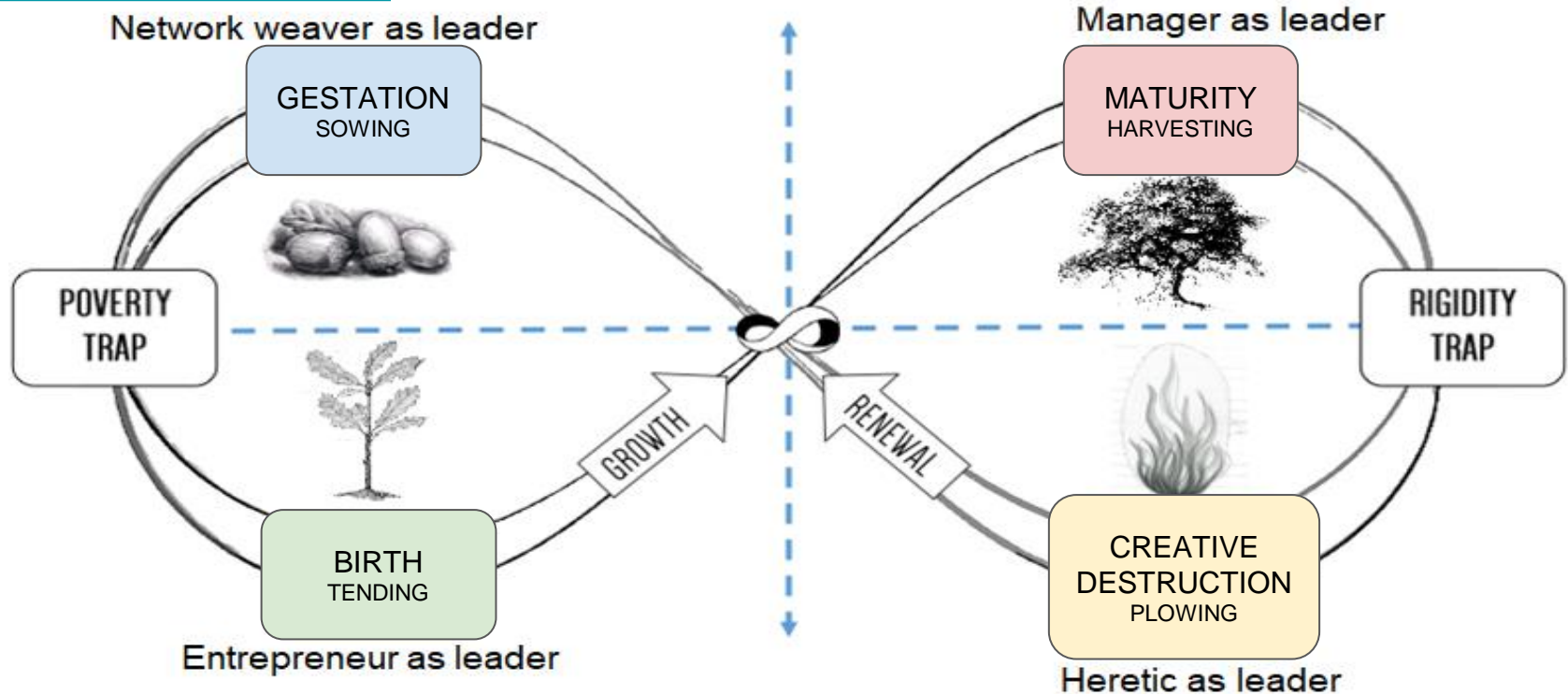
<https://www.youtube.com/watch?v=IRJ3nymjtGo>



# Ecocycle Planning

Template adapted from:

<https://app.mural.co/t/seattleliberatingstructuresi4601/m/seattleliberatingstructuresi4601/1601578665506/ad4b2f41bed07cdf2537654b6221077bde20cf4f>



Ingredients for Sustainable Change from: <http://www.teaglefoundation.org/Teagle/media/Glob alMediaLibrary/document s/resources/IngredientsForSustainableChange.pdf?ext=.pdf>

# Ingredients for Sustainable Change

Sustainable change requires five key ingredients. Projects falter in predictable ways when any one ingredient is missing.

<b>Vision:</b>	"What are we doing and why?" to combat confusion.
<b>Incentives:</b>	Reasons, perks, advantages to combat resistance. Incentives also increase buy-in, which prevents sabotage (conscious or not).
<b>Skills:</b>	The skill sets needed to combat anxiety.
<b>Resources:</b>	Tools and time needed to combat frustration.
<b>Plan:</b>	Provides direction to eliminate the treadmill effect. The plan needs to include specific, actionable first steps to prevent false starts, as well as an assessment plan to combat skepticism.



Cont'd  
 Ingredients for  
 Sustainable Change from:  
<http://www.teaglefoundation.org/Teagle/media/GlobalMediaLibrary/document/s/resources/IngredientsForSustainableChange.pdf?ext=.pdf>



Sources:

Knoster, T., Villa, R., and Thousand, J. (2000). *A framework for thinking about systems change*. In R. Villa and J. Thousands (Eds.) *Restructuring for caring and effective education: Piecing the puzzle together* (2nd edition). Baltimore: Paul H. Brookes.

Nanfito, M. (October 21, 2015). *Get a Grip on Managing Change: Deploying the Knoster Model for Successful Implementation*. [www.linkedin.com/pulse/get-grip-managing-change-deploying-knoster-model-michael-nanfito](http://www.linkedin.com/pulse/get-grip-managing-change-deploying-knoster-model-michael-nanfito)



The background of the slide is a vibrant underwater scene featuring a coral reef. In the foreground, there are various types of coral, including branching corals and brain corals, in shades of pink, orange, and brown. Small fish are visible swimming around the reef. The water is clear and blue, with some light rays filtering through from above. The overall image has a slightly faded, ethereal quality.

Consider replacing

- “Vision” with “co-created shared vision”
- “incentives” with “participation”

“We need to change the norms of our profession, to centre each other, to celebrate health, to eschew overwork and grind, because if we don’t learn grace, if we don’t reverse course now, nothing will save the academy. If we can’t find a way now to build space for each other, for different kinds of scholars, for different kinds of conversations, we never will” - [Brenna Clarke Gray](#), p. 54

Thank You!



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Twitter: @bali\_maha

Feedback: <http://bit.ly/balikeynotes>

(Some graphics by my daughter, H. Fouad)