Can teaching about racism have an impact on learning outcomes?

Name

Course

Tutor

Date

Racism is a thorny issue to discuss, but the news and social media show that it still exists and affects how we interact in the United States. Racism is a learned trait in which we are socialized to see and act on differences. Racism is so pervasive that it interferes with learning and school interactions. Racial bias in our schools affects student learning and discipline and how students interact with one another. Our system and systems are ingrained with negative racial views and behaviors. On the other hand, educators have the power to improve results in our classrooms despite existing processes. Teaching children about racism can have an impact on their learning outcomes.

Teaching about race and bigotry is both dynamic and satisfying. This chapter is meant for a wide variety of people who might teach discrimination in various environments. Any faculty teach special lessons on racism or wants to take a viewpoint on antiracism into whatever subject they teach. Many practitioners hold antiracism seminars and in-house workshops within agencies lead to the anti-racist engagement and programs of the agency. Teaching takes place in communities, such as "unlearning support groups for bigotry." Informal and non-formal, hierarchical, and organized forms show that the students educate other students about race and prejudice (Barbieri & Martha). Professors also learn from pupils. And instruction occurs in public communication and communications. Although this chapter is dedicated to classroom and workshop education, the concepts discussed often refer to micro-interactions. Racism remains an ongoing undertaking to teach and to learn.

The viewing of students as instructors is consistent with Paulo Freire's model of hierarchical, collaborative learning. Learning and teaching should be the same. For example, learning antiracism requires self-reflection, empathy, appreciation for others, education, and working together. Bell et al., said, ‘We may be more or less aware of different aspects of our identity, and how they affect our capacity to be effective…’ (p. 398)

Freire distinguished significantly between an educational banking mode and an approach to dialog or problems. The former considers that teachers are deposits of information that can be transferred or deposited in the pupil's minds. A dialogical technique is a collective way of asking questions without understanding them beforehand and finding responses. Therefore, teaching not only consists of getting expert knowledge. It is also an immersive method in which teachers and students approach and learn about each other openly and inquisitively. Social education should not take place on its own; some citizens need it. As teachers, we spoke all the time, whether in a classroom or institutions, about bigotry and our relationship with racism.

Recognizing that racism is ingrained in American history is the first step toward realizing it. And though it began a long time ago, the negative consequences are still being felt. Racism is prejudice against people of another race based on the perception or presumption that one's race is superior. Racism's unintended actions and effects are so widespread that it's often difficult to see how they affect us. One way is through racial bias, which is described as implicit attitudes or prejudices that influence our behavior against people (Rocha).

The way school leaders and teachers interact with students is influenced by their racial prejudice. How we interact with various ethnic groups is dictated by learned negative stereotypes. This may affect how a teacher views a student's intellectual capacity, participation in school events, and how they interpret student behavior choices. According to the US Government Accountability Office Report on Discipline Disparities, black students are overwhelmingly suspended in schools worldwide. These students are more likely to leave school or pass through the district. If a teacher has negative stereotypes for a student, he or she will punish him or her more for minor offenses. As a result of increased school disciplinary actions, students miss a growing amount of learning.

School funding and resources are connected with local and state resources. There are instances in which students from low- and low-income schools opt to enroll in high-resource specialized schools. The lack of school resources shows how racist policies undermine specific communities. It occurs through housing policies that inform the zoning of schools and have led to a reaction of magnet programs or busing policies.

The lack of adequate resources and funding has a direct impact on academic achievement. Historically, black and brown students in poorly funded schools also had insufficient opportunities for learning. This contributes to the gap that emphasizes the considerable gaps in academic achievement across races. Years of underserviced under poor conditions have an impact on the results. By unfairly financing schools, we continue to maintain the politics of racial housing and funding that have caused the initial resource problem. As Dixon et al. explains;

… specific policy interventions have in many ways contributed to the increasing racial segregation in public schools and funding disparities that have only contributed to inequalities in access and opportunity.

Dixson further explained that the lack of opportunities faced by young learners regarding securing learning options has made it quite challenging for students to pursue their dreams. As Harwood et al. noted, 'many students of color experience racial hostility and exclusion in their daily routines' (p. 1245-1259).

We also have backgrounds as teachers and pupils, which we should build upon as we study antiracism. - one of us has a unique blend of learning styles, strengths, and weaknesses. Many individuals, if not most, learn from different sources in many ways and combine information.

Learning of racism includes comprehension of factual and conceptual, historical, and social patterns and introspection, understanding of yourself, and empathy. Conceptual awareness allows one to distinguish contact patterns and relationships between groups. Due to the degree of bigotry, it has to be combined with cognitive comprehension and psychological experience. Therefore a broader and more precise understanding of both bigotry and antiracism leads to various educational methods, both within and outside the classroom.

For those that teach bigotry, there are still institutional problems. Higher-learning institutions highlight the importance of critical experience and the distinction between logical thinking, intense effects and sentiments, and a balanced, impartial approach that overlooks the reality of segregation and how it is incorporated into the development and preservation of knowledge, unequal force, and privilege and affects the education community of every classroom. Many white professors and students desire a comfortable classroom environment and personal committee. Still, this consensus is misleading or in collaboration with the inequalities caused by segregation for many colored students. A further challenge is that when empowering students in the trades to be self-reflective and socially justice engaged, they face the whole continuum of bigotry in their internships and workplaces. In training students for work as practitioners to assist antiracism, anti-racist teachers must realize these differences and contradictions. But greater self-esteem and awareness of a racialized community will encourage students to become anti-racist advocates who can campaign over time towards cultural reform and social justice.

The quotes from Aaron and Jeff illustrate the wide gap in understanding the idea of cultural bias by these students. While they write on the same subject, structural prejudice, it is clear that the content is understandable and widely different. Again, my perceptions are reminiscent of these disparities. White students expressed their ignorance about how bigotry and sexism occur in modern society. In contrast, minority students told me they were shocked that these matters had never been raised until they saw the widespread nature of those encounters in their lives. When white students talk about racism topics, they mostly talk about it in social terms, institutions, and sometimes forms that show a positive thing grip on ideas abstract (Bolin et al., 154-159).

In the school, there are probably some unintentional effects if the ethnic disparity is not consciously addressed. In the first place, black students will not be honored by standardized assessments or informal evaluations for their expertise and analytical skills (e.g., impressions on faculty). Second, the silence and unspeaking of these connections and views deprive the class of a peer of seeing the vital modeling of sociological creativity. Third, it might help to perpetuate the concept of white supremacy if these achievements are not taken into consideration. Educators are good enough to mitigate these cases by being aware of racial dynamics and seeking ways to get in otherwise missing student opinions.

It is maybe never more necessary to consider how diversity affects the college classrooms as higher learning in the US tends to draw more and more students to carry a range of life experiences. This variety is an advantage when used correctly across our campuses. This essay demonstrates the discrepancies in the ways Black and white students interact with course content, integrating their encounters with ideas and topics taught in school, which can be seen in a constructive place in the structured learning context.

**Work Cited**

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