

The key thing our group hoped to learn from this lesson was how we could design a lesson that might effectively encourage students to collaborate and analyze how public art demonstrates the connectedness of communities across time while in distance learning. We wanted to make sure we provided multiple opportunities for students to feel comfortable sharing their knowledge and participating in the conversation. We were able to offer many ways in which students could share their knowledge and build upon each other's ideas, and still we did not see the level of engagement and participation we were hoping for. Distance learning is providing its own unique challenges and we are working on ways in which we can better meet the needs of our students.

Reading the research articles helped guide us in developing different strategies for trying to improve student engagement and participation. For that reason and in accordance with what we have learned previously in our classes about Universal Design for Learning and English Language Learners, we tried to offer as many options for students to add information to the discussion as possible. There were technical difficulties with the Nearpod so only about 30 students were able to add to it. I tried my best to share out in other ways the ideas of those students who could not add to the Nearpod. We also wanted to disrupt the trend that most of the sharing in class is done by White males. For this reason I made a point to call on people who don't identify as White males. I gently told the students who speak very frequently that we value their ideas and we also want to make space for hearing from multiple voices in our class.

During the lesson debrief, the team discussed ways in which we could continue to encourage appropriate, content-related participation from students, especially while engaging them in making connections between how different civilizations throughout the ages have represented their values through art. We were able to reflect on the rich student thinking that was exhibited during the time when students shared what they think they knew about Maya civilization. Sharing on the Nearpod and in the chat was the preferred method by most of the students. Through watching the video, discussing the key points in small groups in Breakout Rooms, and reviewing the notecatcher together as a whole group, more than 90% of students were able to complete the assignment. The students were able to make accurate distinctions between the artifacts that were Mayan and those that were from other civilizations.

We were happy to have had a chance to disrupt the Euro-centric idea that European art is more sophisticated than Mayan art. A couple students in class referred to European stone art as more "advanced" than Mayan stone art made at the same time. We stopped the conversation and talked about how using words like that can show judgement of and implicit bias towards non-White ideals. We talked about how the artistic styles were different, but one was not better or more progressive than the other. Both used sophisticated tools, techniques, and ways of communicating what was important to their particular civilization. Implications of this conversation are that we

hopefully disrupted racist ideas students may have learned about differentiating between different artistic styles.

While I am designing future lessons, especially during distance learning, I will bear in mind what I have learned from the scholarly articles and books I have read and from what happened during the lesson. I will continue to create multiple ways in which students can share their knowledge throughout the lesson, including, but not limited to; unmuting themselves, typing in the chat, typing in shared slides, adding words and images to collaboration boards, and think-pair-share-type Breakout Room activities. I will continue to pause lessons in order to address Euro-centric ideas that center around Whiteness which are racist and incorrect. I will continue to co-create a curriculum with students that focuses on learning skills and history that is relevant and related to them. In future lessons I will work on providing more wait time and scaffolding for self-reflection in order to encourage more students to share their ideas.