

Report of 2019/2020 Survey on Antiracism

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**2019/2020 Survey on Antiracism for Teacher Education Candidates
Report No. 1**

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Abstract

This report examines how teacher candidates' knowledge of antiracism education is constructed in relation to the two large lectures that were integrated into the EDST 401 course (Education, Schooling and Social Institutions), which is part of the Teacher Education program offered at the University of British Columbia (UBC). In total, in the 2019/2020 academic year, out of about 640 teacher candidates, 11 percent, or 69 candidates, responded to the survey questionnaire, which was administered online. The aim of the survey was to gauge teacher candidates' understanding of antiracism and the extent to which they considered the two lectures on this topic useful for their education and practice.

Generally, the findings from the participants who took part in the survey suggest that teacher candidates acknowledge the power structure and racial oppression, which are inherent within the educational system. Moreover, in addition to decolonizing the school curriculum and engaging a critical pedagogy, teacher candidates identified the need for educators to embrace continuous self-examination of their implicit biases in order to lead students in meaningful conversations about racism. The findings further illustrate that embedding antiracism education into the Teacher Education program at UBC has the potential of empowering and equipping teacher candidates with relevant knowledge, skills and approaches, which are necessary to implement antiracism pedagogies in their classrooms.

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Preface

The present report shares some of the preliminary findings of a pilot test survey undertaken among Teacher Candidates (TCs) who took the EDST 401 course in 2019/2020 academic year at UBC. As a pilot test survey, the survey aims to allow the research team to identify issues of relevance for a better understanding of the possibilities and challenges facing antiracism education in the Teacher Education program at UBC. Given the characteristic of the present report (pilot study), its findings can only serve to nourish a preliminary set of discussions toward the development and design of more reliable and robust tools regarding the research, evaluation, development and implementation of antiracism education in the B.Ed. program.

Introduction

In April 2020, Dr. Bathseba Opini, in collaboration with other colleagues, received funding from the Teaching and Learning Enhancement program at UBC to research, develop, implement and evaluate an antiracism teacher education curriculum component for teacher education students in the Bachelor of Education (B.Ed.) program. The project members who collaborated with Dr. Opini included UBC professors (Dr. Hartej Gill, Dr. Jason Ellis, Dr. Michelle Stack, Dr. Annette Henry, and Dr. André Elias Mazawi), Dr. Shaya Golparian from the Center for Teaching, Learning and Technology (CTLT), members of the Teacher Education Office (Rod Brown, Dr. Marianne McTavish and John Yamamoto), and collaborators from North Vancouver, Richmond, Surrey and Vancouver school districts (Dr. Vince White, Dr. Daniel Shiu, Meena Uppal, and Ashley House).

The goal of this curriculum component was to support the preparation of future teachers by equipping them with an in-depth understanding of racism, including its roots and manifestations; getting them to recognize their own privileges and biases; and, developing the teacher candidates' abilities in identifying and addressing racism in their future schools and classrooms. The project entails, among other steps, surveying teacher candidates (TCs) who attended UBC during the 2019/2020 and 2020/2021 academic years. This report presents preliminary findings from a pilot-test survey that was administered with the 2019/2020 teacher candidates.

During the summer of 2020, a survey questionnaire was distributed to all TCs who participated in the large antiracism education lectures, which were integrated into the EDST

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401 course in UBC's Teacher Education Program during the Fall of 2019. The lectures were held in the Woodward Building Lecture Hall (IRC – 2194 Health Sciences Mall) as follows:

- i) Elementary and Middle Years teacher candidates - **September 26th, 2019** Presenters: Ashley House (Equity, Antiracism and Inclusion), Daniel Shiu (Equity, antiracism and inclusion: Decolonizing spaces) and Meena Uppal (Identity and teaching), and **November 14th, 2019** Presenters: Dr. Hartej Gill (Decolonizing Discipline(s): Embodied reimaginings of epistemology and pedagogy); Dr. Annette Henry (Racism in Vancouver schools: Some thoughts to consider); Dr. André Elias Mazawi (Thinking of school as a prefigurative project: On the politics and material architecture of transformation); and Dr. Michelle Stack (Rankings as an equity issue).
- ii) Secondary teacher candidates - **September 24th, 2019** Presenter: Dr. Özlem Sensoy (Oh no, not another social justice workshop! Practical strategies for thinking about and converting equity creeds into deeds) and **November 12th, 2019** Presenters: Brad Baker (Indigenous education: Truth before Reconciliation) & Dr. Ravi Johal (Identifying identities).

The survey was conducted in July 2020 and August 2020, which was at the end of the 2019-2020 B.Ed. program. Data were collected through UBC's online Qualtrics software. The survey sought to obtain feedback on the TC's knowledge of antiracism education as well as their perceptions of the large lectures on antiracism education which they attended. The survey questionnaire used a combination of Likert Scale and open-ended qualitative questions, which covered the following areas: (a) the teacher candidates' cohort affiliation and their perceptions of their ethnocultural identity and gender; (b) whether the teacher candidates attended the large antiracism education lectures, and if they had, their thoughts about those lectures; (c) the teacher candidates' understanding of antiracism education; and (d) suggestions and recommendations (Refer to survey questionnaire in Appendix A).

Survey Findings

Teacher Candidates Demographics Responses

A total of 700 teacher candidates (Elementary, Middle Years and Secondary) were enrolled in the UBC Teacher Education Program during the 2019-2020 academic year. About 640 teacher candidates successfully completed the program in July 2020. Attendance at the

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sessions was a required component of the EDST 401 course – Education, School and Social Institutions, and for that reason, we are assuming that most teacher candidates attended. About 11 percent of those who completed the B.Ed. program – or 69 teacher candidates – responded to the survey. The number of respondents for this survey was low. This could be attributed to any number of reasons. For example, when the survey was distributed – the end of July – most TCs had finished the program and may have been exhausted following the COVID-19 lockdown. Alternatively, they could have also been busy with other activities. From the 69 respondents, 35 TCs (51.47%) studied in the Elementary and Middle Years cohort while 33 TCs (48.5%) studied in the Secondary Years cohort. One respondent did not indicate their cohort affiliation.

In terms of gender identity, 85.5 percent identified within the binary distinction of female (n=49) and male (n=10), while 2.9% (n=2) identified outside of the binary, and 11.6% (n=8) did not identify themselves in anyway.

With regard to socio-cultural background, 91.7% (n=55) of the respondents identified themselves in terms of ethnocultural origin, while 8.3 % (n=5) identified themselves in terms of their citizenship. In more specific terms, 32 respondents (53.3%) said they were of White/European descent, five participants (8.3%) identified as Canadians, 8 participants (13.3%) self-identified as being of South Asian descent, 3 participants (5%) as being of South East Asian descent and 3 participants (5%) only specified Asian descent. Three respondents (5%) identified as being of Indigenous descent, 2 (3.33%) identified as being of Caribbean descent, while four respondents (6.67%) self-identified as having multiple ethnocultural identities and/or geographical or regional affiliations, for example Lebanese-Jewish-American, Scottish-Irish-Cree, Mixed, and Middle Eastern (see Table 1).

Table 1: Participants' self-identification (*)

	White	Canadian	Asian			Indigenous	Caribbean	Multiple Ethnic/Cultural Identities				Total
			South Asian	South East Asian	Asian			LJA	SIC	M	ME	
Number	32	5	8	3	3	3	2	1	1	1	1	60
Percent	53.33	8.33	13.33	5.00	5.00	5.00	3.33	6.67				99.99

LJA = Lebanese Jewish-American; SIC = Scottish Irish-Cree; M = Mixed & ME = Middle Eastern

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(*) This was an open question to which each respondent answered in their own words. For a full distribution table of self-identification of all participants, refer to Appendix B.

The TCs' responses provide a window to how they see and define themselves. It is vital for the TCs to develop a deeper understanding of who they are and how their positioning implicates their experiences of privilege and/or oppression as well as shapes how they might perceive learners within and outside of the education system.

Attendance at the Antiracism Lecture

Most of the survey respondents – 72.5% – attended both lectures on antiracism; 8.7% attended only one of the two lectures; 18.8% did not attend any of the two lectures. Although attendance is a mandatory requirement in the Teacher Education program, survey responses suggest that teacher candidates found the two large lectures to be important to their education. The teacher candidates' attendance at the two large lectures may also suggest their interest, commitment and engagement in the teacher education program. Nonetheless, we acknowledge that, given the low response rate in this pilot survey, there has been a significant self-selection effect on who ended up responding to the survey.

Knowledge of Racism and Antiracism Education

Teacher candidates were asked to provide feedback on how effective the large lectures were in assisting them to gain a deeper knowledge of racism and antiracism education. 73.1% of the respondents who attended at least one of the two lectures considered the lectures to be effective in helping them gain a deeper knowledge of antiracism education, while 26.9% did not. This finding suggests that the TCs' high level of interest in the two large lectures complements what they learned in the classroom. The lectures were perceived as highly effective in supporting the TCs in gaining a deeper knowledge of antiracism education.

Half of the respondents, 51%, agreed that the large lectures equipped them effectively with ways to apply antiracism education in their practicum placement and future classrooms and schools. This finding suggests that the large lectures, which were designed to support the TCs with strategies for applying antiracism education in their classroom and practice, were perceived by some as useful head starts going into their teaching career.

Almost two-thirds (65.9%) of the respondents indicated that the presentations at the large lectures strengthened their commitment to antiracism education. This highlights the

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commitments at a personal level, on the part of the TCs, to antiracism education. A majority of the respondents felt that their commitment level had increased.

In terms of how the TCs viewed the presentations at the large lectures in the broader context of their educational practice, 56.1% reported that the antiracism education lectures contributed to their general education practice.

Defining Antiracism Education

Teacher candidates were asked to share their insights, knowledge, views and opinions of antiracism education. The goal was for the researchers to understand how teacher candidates construct the meanings of antiracism education in light of the two large antiracism education lectures, as well as their EDST 401 class lectures, discussions and learnings.

To understand how teacher candidates define antiracist education, we included an open-ended question which invited respondents to “Define antiracism education in a few sentences”. Out of a total of 69 respondents, 41 participants (59.4%) provided a definition, while 28 (40.6%) did not. It is possible that those who did not define antiracism education lacked the knowledge to define it, or they lacked confidence in their definition, or they simply did not wish to define antiracism.

In analysing the body of 41 definitions offered, a thematic content analysis was used to identify common themes, ideas and patterns that emerged. The following themes emerged:

- **Acknowledging power structures and racial oppression within the educational system.**

Some of survey respondents recognised that the current educational system is built around Eurocentric knowledge structures, which privileges the White dominant group, thus marginalising bodies of knowledge from Indigenous communities and racialized groups.

Teacher candidates’ definitions of antiracism highlighted antiracism against the backdrop of colonialism, privilege, oppression, stereotypes, discrimination and the different ways in which these are manifested within the school system. In acknowledging the intersection between racism and power structures, one teacher candidate noted that antiracist education

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... recognizes the racist foundations of the education system and the structures and forces that continue to perpetuate racism in education and schooling,recognizes how power operates within the education system, how it works to oppress some groups of people and privilege others (Elementary and Middle Years TC)

A definition of antiracism proposed by a Secondary Years teacher candidate pointed to the inherent and invisible system of oppression within the educational system. Within this, antiracism was understood as referencing an

... education that is cognizant of the ongoing hegemonic systems that maintain racial oppression in our schools and our society.....education that holds in tension its own position within these hegemonic systems while simultaneously seeking to unpack and undo them.

The definitions presented above underscore the societal and institutional arrangements that are racist. They also focus on how systems are set up to privilege certain people or groups of people through the prevalence of Western knowledges as the dominant, normalized, objective and institutionalized narrative. Such dominant bodies of knowledge are seen as silent barriers to educational opportunities of racialized and Indigenous students and their overall academic success.

- **Engaging a critical pedagogy through an active and ongoing approach to addressing systemic and racial oppression within the educational system**

The critical outlook of antiracism education and the tone of advocacy was another central theme that many participants shared in their definition of antiracism education. Some TCs suggested that for any antiracism education to be effective, it must engage a critical pedagogy that is intentional, critical, and potent in challenging all forms of racial oppression within the educational system. The respondents noted that such an education should have a clear expectation to raise awareness among students about systemic and structural injustices within the school system that hinder educational opportunities or outcomes of racial minorities. As noted by a Secondary Years TC, antiracist education is a form of “teaching that is rooted in an active process of dismantling systems, policies, practices and attitudes that oppress BIPOC communities”. Another Secondary Years TC pointed to the critical nature of

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antiracism education. They described antiracism education as the “continuous and diligent effort to see, uncover and dismantle the presence and role of white supremacy, to decentre the White gaze and Eurocentric literature of knowledge and educational gatekeeping.”

One Elementary Years TCs emphatically observed that the pedagogical approach of an antiracist educator should “include talking to students about race, racism, and whiteness/white privilege, teaching history and current events in a representative way, and speaking out against racist transgressions.” Furthermore, a Secondary Years TC defined antiracism education as “education that not only recognizes overtly, but also deliberately and actively works to dismantle, the structures and impacts of systemic racism and colonialism that have historically existed at the centre of school institutions that have been strategically used to oppress, control, and assimilate minorities.”

- **Self-education, self-reflection, and examination of implicit bias among educators**

A number of TCs pointed to the responsibility that educators must invest in their own education regarding antiracism. For them, this includes engagement in critical self-reflection and the continuous process of examining their own implicit biases and classroom practices. The respondents observed that self-education is necessary if teachers will be leading students in the difficult and uncomfortable conversations about racism.

An Elementary School TC noted:

...the responsibility to educate myself and those around me on the impact racism has on us, our environment, and our society. This includes confronting and naming our biases, putting ourselves in important but often uncomfortable conversations about race, and striving to do better and to advocate for others to do better.

A similar observation about teachers’ self-examination was made by a Secondary Years TC who said that antiracism education “is a state of action, where teachers examine their own practices and those of others and work to remedy those that perpetuate racism in all forms”. Likewise, an Elementary Years TC indicated that “antiracism education is about “regularly checking myself as an educator - being aware and critical of my values, beliefs, practices, what resources I am using, my privileges, and actively creating an antiracist community in my classroom (and beyond)”.

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The above responses suggest that TCs consider self-reflection a central strategy and a crucial entry point to developing racial literacy, professional growth and in supporting educators to become self-aware of prejudices and stereotypes. These prejudices and stereotypes, if unexamined and unrecognized, may hinder the TCs' own learning opportunities and those of their students.

- **Addressing curricular and assessment (mis)representation**

The school curriculum is an integral aspect of any educational system. In their definition of antiracist education, TCs emphasized the inherently racial prejudices that are manifest in some school curricula and their classroom implementation. A Secondary Years TC remarked that antiracist education “involves looking at the curriculum, school management, pedagogical practices, among other areas.”

Many teacher candidates described the school curricula as also comprising of textbooks and instructional resources, which were used by educators in the planning of their lessons and assessments. As one TC commented, “it is important for children to see themselves reflected in the curriculum, and this too means including books, films, movies” (Elementary Years TC). While the representation of students from racialized groups is crucial, TCs reported that the manner of such representation is even more pivotal. An Elementary Years TC noted:

...make sure that all individuals can see themselves in the curriculum. It should also mean making sure that we are not promoting any stereotypes/discriminatory ideals in the curriculum. It also involves looking at the hidden curriculum and making sure that it follows these guidelines.

To address misrepresentations and biases, several TCs pointed to the need to decolonize the curriculum. As an Elementary Years TC remarked, this means:

... decolonizing our practices and representing Indigenous ways of knowing with the same weight and gravity as western knowledge systems. It also means that storybooks and media show a range of diverse main characters so that all students see themselves represented as heroes in the stories they read and watch.

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Another TC argued for including “diverse voices into ... teaching (books/videos/presentations), by facilitating discussions about racism and privilege.” With regard to assessment and the school curriculum, an Elementary Years TC maintained that antiracist education should “decentre colonial and Western ideas about what knowledge is, whose knowledge/histories/experiences matter, and how learning is assessed and evaluated”.

Twelve respondents who offered a definition of antiracism observed that antiracism education should include pedagogical approaches that dismantle racialized oppression within the educational system. These respondents acknowledged the importance of developing instructional strategies for antiracism education in ways that are more embedded across all the teacher education program courses.

Teacher Candidates who Rejected/Resisted Antiracism Education

Even though the responses above demonstrate that teacher candidates acknowledged the significance of antiracism education, there were two respondents who expressed different/opposing views on the purpose of antiracism education. One respondent from the Secondary Years cohort rejected the notion of antiracism education, describing it as

...too reductionistic and profoundly unhelpful in its influence on our interactions as it takes away the emphasis on people's individual identity and emphasizes and empowers tribalistic, group-identification tendencies. The respondent further noted that “antiracist rhetoric and critical race theory will not help the antiracism movement rather it would make it worse.

Another TC from the Elementary Years cohort considered antiracism education as divisive in spite of its noble claim, calling for what some called “reformation”. The respondent described antiracism education as a

...form of political dogmatism that encourages recipients to adopt a specific ideological framework and worldview. It is fraught with false equivalencies, circular logic, and totalitarian tendencies, each of which discourage critical engagement with the subject matter in favour of its complete acceptance for fear of being labelled a racist.

The above statements demonstrate TCs’ resistance to antiracism education. The differences in opinions about antiracism education among the teacher candidates and especially its meaning

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and purpose capture the challenges of implementing antiracism in the teacher education program and consequently in schools.

- **Understanding of the notion antiracism education**

The majority of the survey respondents (75.5%), felt confident in their understanding of the notion of antiracism education. In this pilot survey, we attempted to examine whether Secondary, Elementary, and Middle Years TCs differed in their confidence of their definition of antiracism education. We distinguished between those TCs who were very confident in their understanding of antiracism education and those who expressed less confidence in their understanding, as presented in Table 2.

Table 2: Frequency distribution of teacher candidates' confidence in their understanding of antiracism by cohort.

	Elementary and Middle Years	Secondary Years	Total
Very confident in their understanding	16	21	37
Somewhat confident & not confident in their understanding	10	1	11
Frequency Total	26	22	48

$$X^2 (1, 48) = 7.76; p = .005$$

Table 2 above shows that Secondary Years TCs were significantly more confident in their understanding of antiracism education than were Elementary and Middle Years TCs. However, we need to treat this finding with caution given the smaller number of respondents in the overall survey. That said, as subsequent surveys are being developed, it would be worthwhile to remain sensitive to the possible sources for such differences and, if found to be strong, what their programmatic and curricular implications might be.

Discussion Points

As a pilot survey, the present report offers some useful insights for developing antiracism education resources. Teacher candidates would also benefit from better grounding and support to develop and/or advance their racial literacy. There is a need for resources and learning which examine Indigeneity, Blackness, racism and intersectionality in education, and for strategies to do this work.

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This survey offers preliminary findings, useful as we reflect further on developing questionnaires to provide a more precise understanding of TC's understandings, opinions and attitudes toward antiracism education.

A major point to be addressed concerns the level of TC participation in responding to the survey. We have already started thinking about how to increase the completion rates.

Below we share a few more specific points for further reflection. It seems that, among those who responded:

- (a) Diversifying the readings in the classroom beyond Eurocentric literature and writings to include readings from racialized authors, and particularly those by authors working in the Canadian context of education. Promoting a decolonizing approach to the literature and readings used during the courses has been emphatically outlined.
- (b) Antiracism education generates resistance among some TCs. Those who resisted considered antiracism as a dogmatic and politicized approach to education and schooling. Program designers and course instructors should recognize these positions and the challenges that they pose for the articulation of an antiracism approach to teacher preparation. Rather than shutting down this resistance, course designers and instructors should be clearer about the pedagogical implications of course and session designs, activities, and readings.

Recommendations

1. Develop and embed the survey as an integral feature of the Teacher Education program at UBC.
2. Consider the implications of the survey's findings for program and course design e.g. support instructors (and the Faculty of Education) to understand the effect of their instruction on the TCs in the area of antiracism education; how well TCs are prepared to carry out antiracism education in their future classrooms; and what resources would be useful in enhancing TC preparation in antiracism education.
3. Recognize the different emphases of elementary versus secondary teacher education programs in relation to antiracism education and the different experiences and challenges TCs and eventually teachers in these cohorts face within their school and work contexts.

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4. Recognize the distinctive relationships between antiracism education and Indigenous education in ways that allow TCs to position these themes and experiences within the wider context of teacher education in Canada.
5. The Faculty should continually allocate funds for the development and revision of antiracism course materials that are appropriate to a wide range of school contexts and needs. This funding should be further allocated to the respective needs of the elementary and secondary cohorts because of the different ways in which antiracism education plays out in the different divisions.
6. Diversify the literature and readings used in teacher education beyond the current ones by including writings of racialized authors on antiracism education, particularly those that capture the complexities of antiracism education in Canadian contexts.
7. Course instructors should strive to provide TCs with antiracism pedagogical strategies (in addition to sharing diverse non-Eurocentric resources/curriculum etc) to help them work toward becoming critical antiracist educators.
8. Course instructors should strive to provide TCs with a well-grounded analysis of the history of race and racism, its manifestations and implications in contemporary times. A strong grounding and understanding of this history may help TCs change their perceptions and attitudes toward antiracism education. As such, the development of antiracism education resources should take history into account.

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Appendix A

SURVEY QUESTIONS FOR TEACHER CANDIDATES IN THE 2019/2020 COHORT

The following questionnaire concerns the large lectures, which were integrated as part of the course EDST 401 during Winter Term 1 2020/2021. Your responses will allow us to build on your feedback in order to improve the course and presentations' format and design.

By completing the survey, I indicate that I have read the survey invitation letter and agree to participate in the project. Please print or take screen shot of this statement for your own records.

This survey is anonymous, *please do not put your name on the survey.*

Thank you for your time and care in responding to these questions.

Part 1: General Information

1. I am a _____ teacher candidate (TC)
 - a) Elementary and Middle Years
 - b) Secondary Years
2. How do you identify in terms of gender? (Optional)
3. How do you identify in terms of cultural/ethnic background? (Optional)
4. Did you attend all of the antiracism education lectures that were integrated into the EDST 401 (Education, School and Social Institutions) course in Winter 1, 2020. These were held in *****. The sessions were: Elementary and Middle Years- (1) ***** and (2) *****; Secondary Years - (1) ***** and (2) *****.
 - a) I did not attend any of the two lectures [*in that case, skip Part 2, and please move directly to the questions in Part 3, below*]
 - b) I attended the first lecture only
 - c) I attended the second lecture only
 - d) I attended both lectures
 - e) I do not remember attending any [*in that case, skip Part 2, and please move directly to the questions in Part 3, below*]

Part 2: To what extent do you agree with each of the following statements regarding the presentations which you had attended and which are referred to in question 4, above?

5. The EDST 401 antiracist education large lectures were effective in assisting me to gain a deeper knowledge of racism and antiracist education.
 - a) I strongly disagree with the statement
 - b) I somewhat disagree with the statement
 - c) I neither agree nor disagree with the statement
 - d) I somewhat agree with the statement
 - f) I strongly agree with the statement
6. The EDST 401 antiracist education lectures were effective in equipping me with the ability to apply antiracist education practice in my practicum placement and my future classroom and school.
 - a) I strongly disagree with the statement
 - b) I somewhat disagree with the statement
 - c) I neither agree nor disagree with the statement
 - d) I somewhat agree with the statement
 - e) I strongly agree with the statement

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7. My commitment to antiracist education has been strengthened as a result of the presentations I attended.

- a) I strongly disagree with the statement
- b) I somewhat disagree with the statement
- c) I neither agree nor disagree with the statement
- d) I somewhat agree with the statement
- e) I strongly agree with the statement

8. My educational practices have been improved as a result of the presentations I attended.

- a) I strongly disagree with the statement
- b) I somewhat disagree with the statement
- c) I neither agree nor disagree with the statement
- d) I somewhat agree with the statement
- f) I strongly agree with the statement

Part 3: Notions of antiracist education and suggestions

9. Define antiracist education in a few sentences.

10. I feel confident in my understanding of the notion of “antiracist education”.

- a) I strongly disagree with the statement
- b) I somewhat disagree with the statement
- c) I neither agree nor disagree with the statement
- d) I somewhat agree with the statement
- f) I strongly agree with the statement

11. What recommendations and suggestions for improvement would you offer in relation to your program in order to improve teacher preparation in the area of antiracist education?

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Appendix B

Full Distribution Table on the Race/Ethnicity Self-Identification of Participants

White	Canadian	Asian	Indigenous	Other
White 13	Canadian 3	Filipino Canadian 1	First Nations, St'at'imc 1	Scottish, Irish and Cree 1
White Caucasian 1	Canadian White 1	Asian 3	Indigenous 1	Lebanese Jewish American 1
White, mixed European background 1	Canadian Mexican 1	Korean Canadian 2	Indigenous/ First Nation 1	Middle Eastern 2
White Canadian 1		Punjabi/Sikh 1		Caribbean 1
White Caucasian European ancestry 1		Indo-Canadian 1		Mixed 1
White settler Canadian 3		Punjabi 3		
White settler of predominantly Scottish and English descent 2		Sikh 1		
Scottish descent 1		Punjabi Canadian 1		
White Anglo 1		South Asian- Indian 1		
White Jewish 1				
English 1				
French Canadian 1				
European 1				
Caucasian 4				
Total 32	Total 5	Total 14	Total 3	Total 6
56.7%	8.3%	20%	5%	10%