

# Limitations

This is the first training of its kind, and we hope it can be further strengthened following its initial pilot year. We acknowledge it is limited in the following ways:

## **1. Limited Depth and Scope**

As a short, introductory online course, the training can only cover foundational aspects of anti-racism, which limits the depth we can go into. We've tried to overcome this by acknowledging this is a foundation, with some further resources offered.

## **2. Need more training within the curriculum to build on this**

While the hope is that this training is part of a larger learning program integrated into the curriculum, the extent to which this is integrated or built upon will vary across departments.

## **3. Lack of Face-to-Face Engagement**

While online mass methods are practical for reaching large numbers of students, they can lack the interactive, personal engagement that face-to-face learning provides, which, especially in the context of this learning, is vital. While the online format limits opportunities for peer-learning, as a first step it might actually help to students identify things on their own that could potentially be emotionally exhausting for those who are racially minoritised.

## **4. Potential for Passive Engagement**

Online courses, especially mandatory ones, can sometimes lead to passive participation, where students complete the training as a formality without fully engaging with the content. We have tried to minimise this through use of many interactive elements and through making the content engaging and useful.

## **5. Challenges in Personalisation**

Anti-racism learning benefits from being contextualised to the lived experiences of students. The mass, online approach makes it challenging to tailor the content to the diverse backgrounds and experiences of students.

## **6. Lack of Immediate Support for Emotional Reactions**

Discussions about racism can evoke strong emotional responses. In an online setting, students may not have immediate access to support or spaces where they can process this emotion or one of us to spot that they might be experiencing discomfort. Face-to-face learning, by contrast, allows facilitators to address these reactions there and then.