

SEIZING THE TEACHABLE MOMENT – *Valentina Iturbe-LaGrave*

classroom discussions with potential (not peril)

PREPARE FOR AN ENGAGED DISCUSSION

establishing ground rules

RECOGNIZE	ASSESS	ADDRESS
<ul style="list-style-type: none"> • <i>Decide what is non-negotiable for you as a faculty member</i> • <i>What are your expected behaviors for classroom conduct?</i> • <i>What are your expected behaviors for online communications?</i> • <i>How early in the semester will ground rules be established?</i> • <i>How will you handle discomfort?</i> • <i>How will you consider diversity in discussion?</i> • <i>How will discussions recognize that students will differ in: race, ethnicity, cultural background, sexual orientation and/or gender identity or gender expression, linguistic ability, etc.?</i> 	<ul style="list-style-type: none"> • <i>Will you establish the ground rules?</i> • <i>Will students collaboratively define and establish the ground rules?</i> • <i>How will ground rules be communicated?</i> • <i>What format(s) and platforms will you use to make ground rules available for students?</i> 	<ul style="list-style-type: none"> • <i>Controversy with civility</i> • <i>Own your intentions and your impact</i> • <i>Challenge by choice, the right to pass</i> • <i>Respect</i> • <i>No attacks</i> • <i>Interruptions</i> • <i>Active listening</i> • <i>Will students offer opinions without supporting evidence?</i> • <i>How will students build on one another's comments; work toward shared understanding?</i> • <i>How will discussions be moderated?</i> • <i>How will students be encouraged to speak from experience without generalizing?</i> • <i>How will students acknowledge offending another classmate during a discussion?</i>

HANDLE HOT MOMENTS

recognize, assess and address

RECOGNIZE <i>physical and emotional responses</i>	ASSESS <i>lower the affective filter</i>	ADDRESS <i>bring awareness and foster change</i>
<ul style="list-style-type: none"> • <i>Pause and take a deep breath, pay attention to how you are feeling</i> • <i>Pay attention to how your students are feeling— withdrawal, agitation, shaky voice, trembling, flushing, crying, etc.</i> 	<ul style="list-style-type: none"> • <i>Practice and cultivate active listening, paraphrase before speaking</i> • <i>Consider diversity</i> • <i>Depersonalize and reframe</i> • <i>Connect the presenting issue to a larger narrative</i> • <i>Help students to think critically about the comment, ask questions</i> • <i>Unpack key terminology, concepts, ideas; answer “how”</i> • <i>...</i> • <i>Give students five-minutes of reflective writing and follow with think-pair-share</i> 	<ul style="list-style-type: none"> • <i>Provide students with an action item - I want us to read/ visit/ watch/ listen to/ write about/ look up, etc.</i> • <i>Direct students to legitimate resources</i> • <i>Connect experience or key aspects of the experience to assignments – Please consider factors we have discussed in class, such as...</i> • <i>Minute paper / formative assessment to gauge student response</i> • <i>Be available for students outside of class, consider offering a “coffee hour,” inviting students to write you an email or come to your regularly scheduled office hours</i>

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COURSE DESIGN

designing transformative learning experiences and environments

RECOGNIZE	ASSESS	ADDRESS
<ul style="list-style-type: none"> • <i>Inclusive Excellence</i> • <i>Inclusive Pedagogy</i> 	<ul style="list-style-type: none"> • <i>Intrapersonal Awareness</i> • <i>Interpersonal Awareness</i> • <i>Curriculum Transformation</i> • <i>Learning Environment</i> <p><i>Salazar, M., Norton, A., & Tuitt, F. (2009)</i></p>	<ul style="list-style-type: none"> ➤ <i>What historical, socio-political, cultural experiences/perspectives/voices does course content validate and which does it exclude?</i> ➤ <i>What are representations of race, gender, power and difference? What do they communicate?</i> ➤ <i>How do my experiences impact the chosen content?</i> ➤ <i>What biases might be evidenced in the curriculum?</i> ➤ <i>What could I do to reveal implicit biases in course content/ materials/ activities?</i>
<ul style="list-style-type: none"> • <i>Universal Design for Learning (UDL) Guidelines</i> 	<ul style="list-style-type: none"> • <i>Multiple Means of Engagement, Representation, Action and Expression</i> 	<ul style="list-style-type: none"> ➤ <i>Does course provide alternatives for auditory and visual information?</i> ➤ <i>Does course provide options for language and symbols? For example: will I illustrate key concepts non-linguistically?</i> ➤ <i>Does course provide options for connecting content to other disciplines, experiences, perspectives?</i> ➤ <i>What learning goals and objectives might maximize content transfer?</i>
<ul style="list-style-type: none"> • <i>The Whole Self & Well-Being</i> 	<ul style="list-style-type: none"> • <i>Identities, Positionality and Intersectionality</i> • <i>Learning Community</i> 	<ul style="list-style-type: none"> ➤ <i>How will students get to know one another and the professor?</i> ➤ <i>What are the tenets of my Learning Community?</i> ➤ <i>What will collaboration look like?</i> ➤ <i>What are the Rules of Engagement for face-to-face/ online interactions?</i> ➤ <i>How will I demonstrate collegial discourse and effective tools to work through difference?</i> ➤ <i>How will students interact with one another?</i> ➤ <i>How will students interact with professor and vice versa?</i> ➤ <i>What approaches/ideas/tools will I implement to ensure equity in classroom interactions?</i>
<ul style="list-style-type: none"> • <i>Assessment of Teaching and Learning</i> 	<ul style="list-style-type: none"> • <i>Summative Assessments</i> • <i>Formative Assessments</i> 	<ul style="list-style-type: none"> ➤ <i>How will I assess prior knowledge?</i> ➤ <i>What classroom assessment techniques will I implement?</i> ➤ <i>What will be the structure/frequency of formative and summative assessments?</i> ➤ <i>Will I implement rubrics?</i> ➤ <i>How will I facilitate student self-assessment?</i> ➤ <i>What external factors might interfere with/affect student performance in my class?</i> ➤ <i>How might these factors be acknowledged?</i> ➤ <i>Will I provide peer-to-peer feedback opportunities?</i>

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CLASSROOM MANAGEMENT

fostering genuine and engaging learning communities that recognize difference

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<ul style="list-style-type: none"> <i>Universal Design for Learning (UDL) Guidelines</i> 	<ul style="list-style-type: none"> <i>Multiple Means of Action, Expression and Engagement</i> 	<ul style="list-style-type: none"> ➤ <i>How will I inform students about and optimize access to tools and assistive technologies?</i> ➤ <i>What technologies/ media/ tools will I utilize/allow as options for communication and expression?</i> ➤ <i>How will I support and develop student self-assessment and reflection?</i>
<ul style="list-style-type: none"> <i>The Whole Self and Well-Being</i> 	<ul style="list-style-type: none"> <i>Belonging, Acceptance, Collegiality</i> <i>Learning Community</i> 	<ul style="list-style-type: none"> ➤ <i>How will I approach/handle challenging or "Hot" moments in the classroom?</i> ➤ <i>How will we, as a learning community, move through challenging moments?</i> ➤ <i>What questions might I/we ask to subdue the affective filter and re-frame the situation?</i> ➤ <i>How will I/we tie experiences back to learning goals/content/theoretical frameworks?</i> ➤ <i>What tools can I teach that will help build self reliance and students' ability to think/work through difference?</i> ➤ <i>What actions will help students feel safe, acknowledged, welcomed, challenged and validated?</i>
<ul style="list-style-type: none"> ➤ <i>Assessment of Teaching and Learning</i> 	<ul style="list-style-type: none"> ➤ <i>Summative Assessments</i> ➤ <i>Formative Assessments</i> 	<ul style="list-style-type: none"> ➤ <i>How will I handle testing accommodations?</i> ➤ <i>What types of formative assessment will I implement? For example: minute papers, reflective free-writes.</i> ➤ <i>How will I provide constructive feedback?</i> ➤ <i>Will students create journals and/or portfolios?</i>

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SCHOLARSHIP OF TEACHING AND LEARNING (SOTL)

transformation beyond our own practice

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<ul style="list-style-type: none"> • <i>Universal Design for Learning (UDL) Guidelines</i> 	<ul style="list-style-type: none"> • <i>Recognition, Strategic and Affective Networks</i> 	<ul style="list-style-type: none"> ➤ <i>Assess access and viability of resources</i> ➤ <i>Meta-analysis of approach efficacy</i>
<ul style="list-style-type: none"> • <i>The Whole Self and Well Being</i> 	<ul style="list-style-type: none"> • <i>The individual Experience</i> 	<ul style="list-style-type: none"> ➤ <i>Publication</i> ➤ <i>Educational Development</i> ➤ <i>Professional Development</i> ➤ <i>Critical self-reflection and assessment</i> ➤ <i>Scholarly community</i>

RESOURCES

- Brookfield, S.D. & Preskill, S. (2005). *Discussion as a Way of Teaching: Tools and Techniques for Democratic Classrooms* (2nd ed.) San Francisco, CA: Jossey Bass.
- Salazar, M., Norton, A., & Tuitt, F. (2009). Weaving promising practices for inclusive excellence into the higher education classroom. In L.B. Nilson and J.E. Miller (Eds.) *To improve the academy*. (pp. 208-226).
- Fournier-Sylvester, N. (2013). Daring to debate: Strategies for teaching controversial issues in the classroom. *College Quarterly*, 16(3), pp. 1-7.
- Shulevitz, Judith (March 21, 2015). "In College and Hiding From Scary Ideas". Op-ed. *New York Times*. Retrieved December 23, 2015.
- Landis, K. (2008). Start talking: A handbook for engaging difficult dialogues in higher education. University of Alaska Anchorage and Alaska Pacific University.
- Mason, K.A. & Briggs, L.T. (2011). Myths and moral panics: An active learning approach to controversial topics. *Transformative Dialogues: Teaching and Learning Journal*, 5(1), pp2-14.
- Association of American Colleges & Universities aacu.org
- Kirwan Institute for the Study of Race and Ethnicity kirwaninstitute.osu.edu
- Project Implicit implicit.harvard.edu
- Look Different: lookdifferent.org
(Look Different is a collaboration between: MTV, The Kirwan Institute, Project Implicit, RAINN, The Ally Coalition, Southern Poverty Law Center, The Trevor Project, National Partnership for Women and Families, National Council of La Raza, NAACP Youth and College Division, Man Up Campaign, Love is Respect.org)
- National Center for Universal Design for Learning udlcenter.org
- CAST (non-profit education research and development on UDL) cast.org