

# Giving Students Power to Share Their Stories



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# Getting Started: Small Groups

Discover your group members':

Names

Hometowns

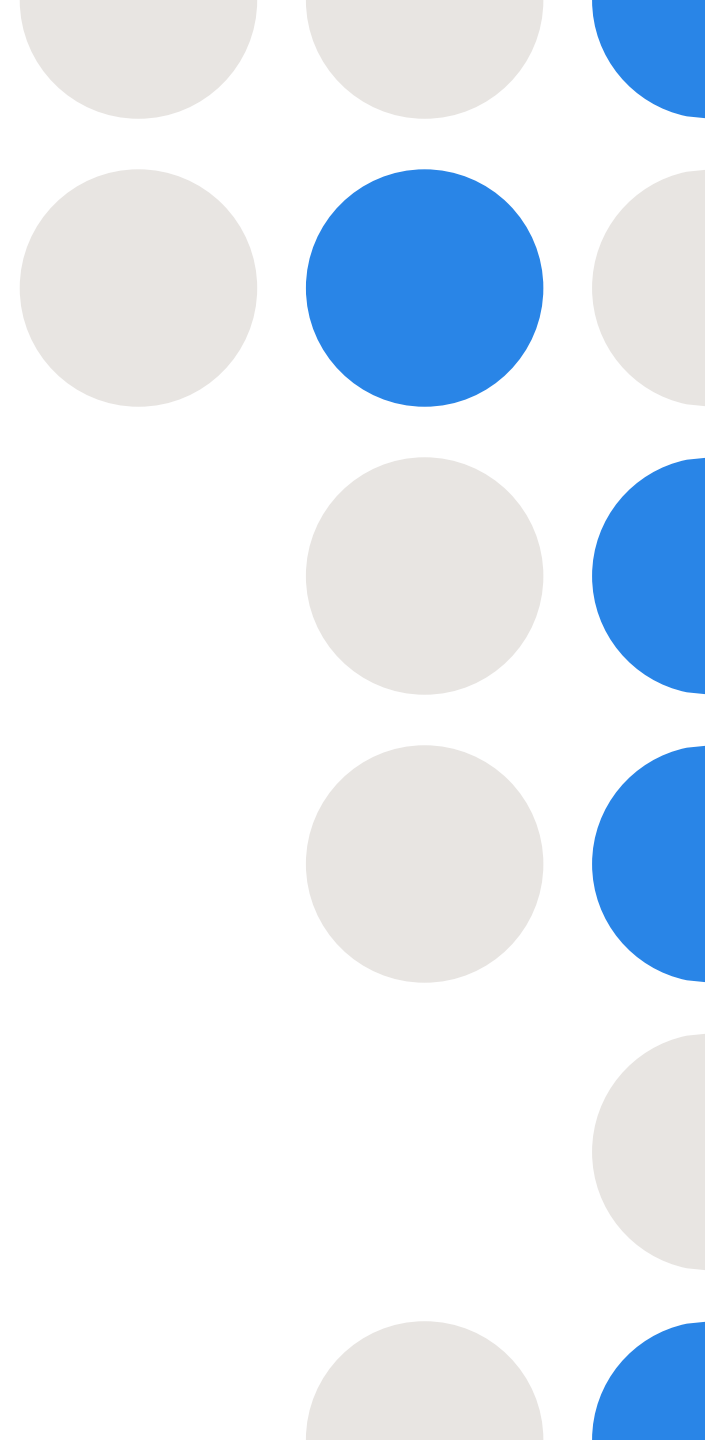
Current homes

Professions

Interests/Hobbies/Activities

& at least one fun fact per group member!

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# Set the tone in your syllabus

- Build a community of scholars and future colleagues
- Consider Including a statement regarding your expectations regarding community behavior, e.g.:

Regarding etiquette: I do my utmost to treat students with respect and kindness. I ask that you show that same consideration to your classmates. It is important that our class meetings be a space in which all members of our classroom community feel comfortable learning and sharing ideas. I think a multi-voiced classroom is the best kind of classroom, and thus it is important that all classroom members feel comfortable participating. While it is acceptable (and even expected!) to disagree in discussions, and to offer alternate views and counterpoints, it is not acceptable to make such disagreement into a personal attack.

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# Whenever possible, avoid assumptions

Experience as a Departmental Writing Fellow

Student biographies (seminar vs large class)

- Helping students embrace life/career experience in research topics



# One safe assumption

Your students have life experiences and knowledge that is different from what you bring to the classroom.

You have a wealth of knowledge to share with them. But they also have knowledge and perspectives they can share with their classmates and with you. In addition to teaching them, you can learn from them.

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# Even when what a student is sharing doesn't align with your beliefs, model listening.

Recognize that we all are motivated to avoid exposure to points of view with which we disagree

(Frimer, Skitka, & Motyl, 2017).

Respond constructively.

Encourage diverse opinions

Create a digital coffee room for discussion (YellowDig)

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# **Be approachable. Be flexible.**

Encourage eligible students to use accommodations. Some students are reluctant to do so, especially veterans (Gonzalez, Tillman, & Holmes, 2020).

Experience working with veterans and active service members

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# Some of your students are parents.

Sometimes a camera may be off because a baby needs to nurse or because a toddler is having a meltdown.

A parent may need to miss a class to attend a child's big game or awards ceremony.

Your class is important, but so is the student's responsibility to be a loving parent. Find a way for the student to be able to be both.

Graduate proseminar as “family dinner” – creating a supportive graduate cohort is essential.

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