

Land, relationships, and learning

** Please answer with respect to your favourite of the 3 learning objectives.

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Use group guidelines and consent tools to establish a more inclusive classroom

This learning objective is clear

This learning objective is unclear

what are group guidelines and consent tools?

^ consent tools and what consent items need to be met for classrooms

is this the TA or the Instructor role/responsibility

Identify potential barriers to students' participation and learning online

This learning objective is clear

This learning objective is unclear

Practice communicating to an instructor about a barrier to student participation

This learning objective is clear

This learning objective is unclear

What do you need from us as facilitators in order to feel respected and able to attain this learning objective?

Ask questions if someone's message is unclear - that is, not try to assume something (like background)

Seriously considering and responding to participants' questions and ideas

Give opportunities to speak and ask questions as attendees

Continue with written active ways of participation

Clear instructions & sufficient time to complete objectives

Giving diverse examples

Give alternatives for participation (chat, padlet, voice during the call)

What do you need from your fellow participants in order to feel respected and attain this learning objective?

Being open-minded and respecting that people come from different perspectives and backgrounds.

Taking time to listen to other participants' and the facilitators' ideas

if providing feedback, talk about the person's statement/idea rather than criticize the person themselves

What is one strength that you can use to help your fellow participants attain this learning objective today?

Being comfortable with silence to allow time for everyone to participate.

Actively listen and participate in discussions

Willingness to learn from everyone about everything

Active participation even if it can be more difficult to focus online

How will your pursuit of this learning objective affect the land you are on and its people?

Be able to apply the guidelines and consent ideas to using the land/interacting with its people. It may help to facilitate a deeper, respectful, and reflective conversation that can support us in understanding different world views

create accessibility (to people living here) to knowledge by reducing barriers. Not sure how it will affect the land. Perhaps intention and integration of the land is a start.

Identifying potential barrier to student learning and participation online we can ensure we are not excluding those with different privileges or backgrounds. Making the learning space a space that everyone feels they belong to.

Develop different ideas of what constitutes knowledge

Hopefully encourage other to consider learning's impact on lands in future teaching that I do

greater reflexivity in learning
