

CTLT SUMMER INSTITUTE 2019

DEVELOPING
CLASSROOM
GUIDELINES:
THOUGHTFUL AND
CRITICAL
APPROACHES

Welcome

- Land acknowledgement
- Facilitator introductions
- Participant introductions - Please introduce yourself:
 - Your name
 - Pronouns
 - Department
 - What brought you to this workshop?
- Logistics

Agenda

- Welcome and introductions
- Value line activity
- Classroom Guidelines: What, Why, and How?
- Guideline Examples
- Developing Your Own Guidelines
- Wrap-up/close

Icebreaker - Value Line

- In the classroom, I see all students as equals.
- Students are responsible for their own wellbeing.
- Instructor holds ultimate authority to decide and enforce rules in the classroom.
- The classroom should be a safe space for all students.
- Classroom guidelines should be determined at the beginning of each term.

Student Voices

From a student panel session during Celebrate Learning Week, April 2019
(Photo credit: CTLT, UBC)



Classroom Guidelines: What and Why?

What: Agreed-upon expectations for classroom conduct among students and the instructor

Why:

- Explicit creation of the classroom climate that honors individual needs and differences
- Students feel they are invested, valued, and included
- Enables a protocol that you can (and should) refer back to

Public Agreement
Classroom Guidelines
Community Agreement
Ground Rules

Classroom Guidelines - How?

Areas for Consideration:

- **Purpose:** What are the intended outcomes of the guidelines?
- **Context:** What are aspects of the course context to consider?
- **Process:** Who will create guidelines and how?
- **Timing:** When should guidelines be created?
- **Content:** What should be covered in the guidelines? -- This has a lot to do with the purpose.

Critical Considerations

- Make “norms” explicit?
 - Whose norms are they? Who are “we” that your guidelines may be implicitly referring to?
 - How can guidelines create a space that recognizes and includes individual needs and differences?
- Respect “all opinions”?
 - Our perspectives do not always carry the equal power of legitimacy or authority. -- What may be an equitable approach to different voices?
 - Should *any* opinions be heard with respect? What is the line that cannot be crossed?
- Create a “safe space”?
 - Whose safety are we speaking of or prioritizing? -- What makes one feel safe does not necessarily make others feel safe. Don’t conflate safety and comfort!
 - What do students need to feel ‘safer’ to explore different ideas and be open to changing their perspectives?

Aftab Erfan: Navigating Contentious Topics

- Prefer the term “public agreements”
- *“We don’t intentionally say things that are disrespectful and hurtful to others in the room, but we acknowledge it is important to speak our minds and in speaking our minds others may inadvertently get hurt. We don’t totally censor ourselves, lest we hurt someone, but we do our very best with our words to remain respectful.”* -- Aftab Erfan
- Asked the group if they agree. *“It wasn’t perfect, but it was a good minimum. If we had gone into a whole thing about making agreements, I’m afraid the session would have never got off the ground, so it was a good compromise.”*

Ashley Welsh: Respectful Environment Recommendation SCIE 113

- Context - Seminar-style course, small and large group style discussion
- Timing - First day of class and second day of class
- Process
 - First day - Think, pair, share style,
 - Second day - Integrate individual reflections
 - Throughout the term (esp. Group discussion on difficult topics) - Revisit the guidelines

Ashley Welsh: Respectful Environment Recommendation SCIE 113

Respectful Environment

Respect - Openness - Curiosity

Active listening (not just waiting to speak)

Respect multiple viewpoints (even if you do not agree)

Be mindful of how your words impact others

Speak English in class (common language)

Come to class prepared and on time

Alison Jolley: Large Classrooms in Science

- Context - large classroom
- Timing - first week of class
- Process - students receive 0.5% to fill out a survey based on demographics, year, major, etc. Revised this year by adding a new question.
 - “Write 3 words or phrases that describe what you would like our classroom environment to be like in EOSC 114 or how you hope to feel when attending class/working on course materials.”
 - Created a generative word cloud, reflected as a group, and share back

CTLT Equity and Diversity Standing Committee

- Context - standing committee comprised of a small group of CTLT staff
- Timing - during the “storming” phase of the committee
- Process - guidelines were created as a collaborative effort when the group was in transition from a working group to a standing committee. All members agreed the guidelines to guide their work and it be a living document to be revisited over time.

CTLT Equity and Diversity Standing Committee

Support for one another:

- Don't put one another on the spot
- Be aware of our positionality
- Our goal is to raise each other up, not to cut each other down
- When we listen, we acknowledge and validate. When we speak, we add on and are careful to not invalidate
- Give space for—silence; thinking; processing; for each other to fill; patience - learning takes time

Developing Your Own Guidelines



Photo by Aaron Burden on Unsplash

Upcoming Summer Institute Sessions

There are many relevant sessions in this Summer Institute that you may be interested:

- **Working with TAs to Support Inclusive Teaching** (August 22nd; 2:00 - 4:00)
- **Offering Effective Feedback** (September 4th; 11:30 - 1:30)
- **Expand Your Repertoire of Questioning Techniques to Improve Student Learning** (September 5th; 9:00 - 11:00)
- **Preparing for and Leading Effective Discussions** (September 5th; 11:30 - 1:30)
- **Creating Inclusive Science Classrooms: Student Voices** (September 6th; 2:00-4:00)

<https://institute.ctlt.ubc.ca/summer-institute/summer-institute-events>

Summer Institute Feedback

Please take a moment to **complete the session feedback form**, bearing in mind that the facilitator's practice and future programming of CTLT Institutes will benefit from your thoughtfulness.

Should you like to evaluate your students' learning and/or the impact of your teaching practice, feel free to reach out to **the Institute for the Scholarship of Teaching and Learning** at <https://isotl.ctlt.ubc.ca/about/contact/> or ctlt.isotl@ubc.ca

Contact Us

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Further Information:

[Indigenoustiatives.ctlt.ubc.ca](https://indigenoustiatives.ctlt.ubc.ca)

Inclusive Teaching @ UBC: <https://inclusiveteaching.ctlt.ubc.ca>

