CREATING A RESPECTFUL AND CARING TEACHING AND LEARNING COMMUNITY

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STARTING POINTS...WARM-UP QUESTIONS

- **Question 1:**
  - Think of a positive experience you had in a college or university course. What elements contributed to making that experience positive?

- **Question 2:**
  - What drew you to want to be a university faculty member?
  - Why do you think you might be good at it?
  - What scares you the most about the journey you are about to embark upon?
5 KEYS TO CREATING A RESPECTFUL AND CARING TEACHING AND LEARNING COMMUNITY

1. Make everyone feel like they belong
2. Help students take ownership of their academic success
3. Create a climate where students feel comfortable taking “risks”
4. Be prepared, know your material, but expect there will be times you don’t know, or that you make mistakes
5. Uphold high standards of integrity and honesty
I. MAKE EVERYONE FEEL LIKE THEY BELONG

- Learn students’ names & how to pronounce them.
- Invite students to share information about themselves, with you and/or with each other:
  - Interests, personality/style, apprehensions, etc..
  - Angelo & Cross “Background knowledge probe”
- Share a bit about yourself.
- Get a fix on the (many kinds of) diversity in your class and create a plan to be “inclusive”:
  - Understand the variety of assumptions about teacher & student roles.
  - Draw upon students’ worlds for examples, assignments, etc..
- Go over “ground rules” for behavior and protocol.
2. HELP STUDENTS TAKE OWNERSHIP OF THEIR ACADEMIC SUCCESS

- Be clear about:
  - course goals/expectations/ consequences
  - criteria for judging students’ work
  - process to follow if they think there has been an error
- Be particularly clear about expectations for group work.
- Provide timely opportunities for students to see how they are doing... easy to do with Canvas.
3. CREATE A CLIMATE WHERE STUDENTS FEEL COMFORTABLE TAKING “RISKS”

- Promote a “mastery orientation” (cf. Dweck).
- Risks may include:
  - Trying hard (What if I still don’t succeed?)
  - Asking questions (Will I look dumb?)
  - Making mistakes (What will people think?)
  - Voicing a “different” opinion, or challenging something under discussion (Is that OK?)
- Provide “constructive criticism”.
- Always model and insist upon respectful behavior.
4. BE PREPARED, KNOW YOUR MATERIAL, BUT EXPECT THERE WILL BE TIMES YOU DON’T KNOW, OR THAT YOU MAKE MISTAKES

- If you don’t know the answer…
  - Don’t just fake it. Talk through how one might find the answer.
  - If you say you will find out, do. If you task someone else to find out, follow up and acknowledge their effort.

- If you make a mistake…
  - Admit it.
  - Don’t make whoever pointed it out feel awkward or fear retaliation.
5. UPHOLD HIGH STANDARDS OF INTEGRITY AND HONESTY

- Know the campus academic integrity policy.
- Understand and clarify for students the parameters of assignments and activities in your class.
  - Group work? Take-home exams? Drawing upon others’ work?
- Have a plan, ahead of time, for what to do if you suspect someone has engaged any form of academic dishonesty.
- Handle situations with discretion.
- Be consistent – don’t play favorites.
Thoughts…
Questions…
Comments…
Thank you!