

Contemplative Practice in Higher Education

Crowdsourcing Ideas & Resources
Winter 2021



Instructions (15 minutes)

- Possible roles: Notetaker, Researcher, Timekeeper, Facilitator, Image finder, Space maker
- In your breakout room, select 2 of the following categories as a group:
 - a. Me amidst We: How do you incorporate who you are into the roles you play at PSU?
 - b. Student Equity & Inclusion: What strategies do you use to ensure students feel like your courses are inclusive and equitable?
 - c. Technology: Which technologies help you stay connected to and build community with students in your courses?
 - d. Departmental Expectations: How do you manage, prioritize, and organize your departmental responsibilities?
- Consider those 2 categories in our remote teaching and working context.
- Claim a slide or two as a group, and share the following about those 2 categories:
 - a. Experiences: How does it feel? What have you learned? What advice do you have for others?
 - b. Needs: What do you need to fully engage in these areas? What support would be most helpful?
 - c. Resources: What tools, techniques, people, or resources have helped you in these areas?
- Title your slide. Be creative!
- Find another group's slide. Use the comment tool to provide a note of encouragement and/or a new resource that's not already listed on their slide.

Group 15: Roland, Carla, Eva

B. Student equity and inclusion

B.1. Experiences:

Personal stories to share; acknowledging their diversity and contexts,
(racial and religious background, etc.)

B. 2. Needs and Assets (students, organizations and classroom):

To be more empathetic and respectful for diversity (race, religion, origins, age,
language, gender).

Use what we have now to be proactive with diversity and inclusion. Support each other from
the learning process.



Group 15: Roland, Carla and Eva (cont..)



B.3. Resources: training programs for faculty members to promote inclusiveness and diversity. Create groups or training sessions for strategies in your classroom. Continuous learning.

D. Departmental expectations

D.1. Experiences: explicit administrative regulations in PSU (already in place), it's just a matter of implementation

D.2. Needs: student support, faculty support

D.3 Resources: be flexible to learning and change with the student population,

Group 6: Natalie, Susie, Connor, & Ashlie

Notetaker/Timekeeper: Ashlie; Researcher: Connor; Facilitator/Image finder: Natalie; Space maker: Susie

Me amidst We:

- Check-ins at the beginning of class
- Authenticity and being open

Technology:

- Break-out rooms
- Polls
- Instructor and TA cycling through rooms



Departmental expectations (Kim, Alea, Daniel, Emily)

1. Dept expectations for grad students: multiple policy changes due to COVID etc. eg. new organizational culture, seeing how things are changing due to world events, and finally what is changing due to online expectations.
 - a. Adjust expectations (flexibility!)
 - b. Share possible resources with colleagues
 - c. Leadership Fellows (through SALP); materials available via D2L, Qualtrics, Google Docs, Google Site online for student leaders (SLRC); website; there is consistency in delivery of items remotely for each cohort; emails and calendar invites. Utilizing PSU Connect, etc.
 - d. Open communication with faculty, colleagues, and valuing social connections like Happy Hour

Group 3: Eric, Rachel, Ahmed, & Jessie

Me amidst We: How do you incorporate who you are into the roles you play at PSU?

- [\[Ahmed\]](#) Bringing personal experiences as a student and now in his current role into his work with other students
- [\[Eric\]](#) Allowing all students to have the same opportunity to speak in class by generating a random list & order of which students will speak, inviting students to speak and giving them the space to do so but not making it mandatory
- [\[Rachel\]](#) Doing her own work in the deepest way allows for her to then pass that energy on to her students. Doing her work feeds her teaching
- [\[Jessie\]](#) Acknowledging that my role as an academic coach is to talk to students about their academic experience, but also that academics are just one piece in the many systems and experiences going on their lives

Student Equity & Inclusion: What strategies do you use to ensure students feel like your courses are inclusive and equitable?

Breakout Room #2 (Chris, Xi Yu, Jose, Naomi.)

Student Equity and Inclusion:

- Support learners to connect daily experiences
- Resources accessible to help meet individual student needs (ie. writing centers, speech to text)
- Make connections with students, and students connect with students
- Differentiate the instruction so all students are engaged

Technology

- Chat for classroom discussions
- Roster to communicate clearly expectations
- Whatz ap, Text, Phone Call, Facetime- variety of tech resources to connect with one another when working as a group
- Zoom classes
- Using Google Classroom to post assignments where students can research
- Padlet
- Videos where students need to react
- Flip grid for students to create videos to share with class
- Email
- Slack shows interest in threads and message specific people to share ideas

Group 8: Vanessa, Inge, Vincent, Gwen

- a. Technology: Which technologies help you stay connected to and build community with students in your courses?
- b. Student Equity & Inclusion: What strategies do you use to ensure students feel like your courses are inclusive and equitable?

Issue: Internet access and device access. Piloting and experimenting with technology. Letting students say what they need. Certain resources are not available to all students.

Giving students autonomy in their learning. Letting students choose what they learn and how they learn it inherently is more inclusive. Allows students to connect to the material, engage more, and be more empowered.

Making sure assignment language is written for the students and not the faculty. More than one way to show knowledge.

- a. Experiences: How does it feel? What have you learned? What advice do you have for others?
Flexibility and being transparent with students is key.
Students seem to be happy with what limited resources they do have - they have been accommodating and flexible.
- b. Needs: What do you need to fully engage in these areas? What support would be most helpful?
- c. Resources: What tools, techniques, people, or resources have helped you in these areas?
CARES funding to buy laptops, making wifi accessible to students in rural areas.

Breakout Room 1

Student Equity & Inclusion: What strategies do you use to ensure students feel like your courses are inclusive and equitable?

Experiences: How does it feel? What have you learned? What advice do you have for others?

Needs: What do you need to fully engage in these areas? What support would be most helpful?

Resources: What tools, techniques, people, or resources have helped you in these areas?

- Experience: Getting to know the students first, getting to know their backgrounds, include their backgrounds in the activities you do in the classroom. Related to how close you are to the students and their families and how eager one is to share about personal things. When you are more open, it encourages students to be more open which encourages that “interchange”. The more you open to them, the more they are willing to open up to you.
 - Select text from a variety of backgrounds so students can hopefully see themselves in the text
 - Give students different ways of completing an assignment - providing them with autonomy
- Needs: Departmental support for teachers to feel like they can open up to the students without being seen as unprofessional
 - The space to discuss things in different manners such as writing vs. open discussion
- Resources: Having a professor be willing to open themselves up without expecting reciprocity but simply demonstrating that there is a possibility and invite for you to open up as well
 - Departmental training and workshops for learning different pedagogical approaches

Group 10:

- **Me amidst We**: How do you incorporate who you are into the roles you play at PSU?
 - **Experiences**: How does it feel? What have you learned? What advice do you have for others?
 - **Needs**: What do you need to fully engage in these areas? What support would be most helpful?
 - **Resources**: What tools, techniques, people, or resources have helped you in these areas?
 - Student-centered classes.
 - Giving students the opportunity to be a part of the learning experience.
 - Reminding students that the classroom is their space.
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- **Technology**: Which technologies help you stay connected to and build community with students in your courses?
 - **Experiences**: How does it feel? What have you learned? What advice do you have for others?
 - **Needs**: What do you need to fully engage in these areas? What support would be most helpful?
 - Online learning -- Necessary “hardware” to participate in Zoom classroom
 - **Resources**: What tools, techniques, people, or resources have helped you in these areas?
 - Need to “be there” more for students.
 - Reach out to students early on in the term

Breakout Room 13- Students as Experts

Student Equity and Inclusion:

- In human development, discussing structural racism and try to address things that relate to diversity within the class
- EFL and peer mentorship, offer choices and options for students to gather content and show what they learn either through writing or audio/ visual opportunities or through their art
- In data analytics/ business, students choose a technology they want to learn and teach them to other students, which helps students see themselves experts
- Providing opportunities for students to share their knowledge and expertise



Breakout Room 13- Opportunities for New Ways of Learning



Technology: zoom can be challenging for students to participate in and for them to see themselves as experts

In some classes, using a slack chat or D2L discussion forums help offer a chance to chat and share feedback or discussion that might be different or easier for students than participating over zoom

- Slack is used to discuss class afterward, which gives students an opportunity to share things about themselves and discuss reactions to class material or course discussions
- Slack and technology can be challenging, and they open opportunities for students to support each other and share more feedback
- Getting to see pets and windows into each other's worlds
- Discord- many students are already on this platform

Challenges: awkwardness with technology that can prevent connection, small groups help

TAs: There is so much for instructors to manage alone- if you have access to a TA, asking them to manage the chat, create the breakout rooms, or admit people from the waiting room can be helpful

Breakout Room 13- Using Breakout Rooms

Breakout rooms: students have been asking for some structure for breakout rooms, while acknowledging students may not use the space for this.

Students seem to really enjoy getting to connect in smaller groups

Set up breakout rooms so students can self-select: “go to room 1 if you are finished with the material, room 2 if you are still working, etc..

Offering an anonymous discussion list so students can ask questions that may feel vulnerable or that they worry will be embarrassing is a helpful resource for many students to engage in learning

Breakout Room 14

Student Equity & Inclusion: What strategies do you use to ensure students feel like your courses are inclusive and equitable?

- a. Experiences: How does it feel? What have you learned? What advice do you have for others?

Everyone always has something to say. Allow people to say what they want, in the learning context, and actively listen to them and their body language/nonverbal communication. Elicit responses from your students in other contexts besides just on a test. Invite them to complete work that draws on their own experience and share that with the class.

- b. Needs: What do you need to fully engage in these areas? What support would be most helpful?

Patience. Make and carve out time in the course for students to contribute, but that requires that you take time away from the other content that you are expected to deliver. Need to bring motivation and a good attitude.

- c. Resources: What tools, techniques, people, or resources have helped you in these areas?

Other classmates. Learn from other peoples' experiences and incorporate that into the classroom.

Technology: Which technologies help you stay connected to and build community with students in your courses?

- Experiences: How does it feel? What have you learned? What advice do you have for others?

Group 4 -Mari, Lindsay, Cecily, Pati

Me amidst we

1. **Experiences** -- lab pets, personal space awareness in Zooms, personal-media-like curation, and missing some of the organic way we might bring our whole selves, hard to connect and show up with the amount of stress and demotivation that remote has brought
2. **Needs** -- recognition that everything is not normal, understanding that we can't just maintain the same expectations for ourselves and our students, allowing space for asynchronous activity
3. **Resources** -- community support, community acknowledgment

Group 4 -Mari, Lindsay, Cecily, Pati

Student equity and inclusion

1. Experiences -- individual support for students based on individual context and need, time is about equity and privileges
2. Needs -- setting boundaries, naming the collective stressors and disproportionate effects of global events, toxic stress has differential impacts based on individual identities
3. Resources -- community of educators helping to support

Team Sweet 16!

Me amidst We: *How do you incorporate who you are into the roles you play at PSU?*

Teaching, research, and service, by creating space for my colleagues to discuss the content we cover in our courses.

Student Equity & Inclusion: *What strategies do you use to ensure students feel like your courses are inclusive and equitable?*

We include community agreements, we explain community agreements to students; as a class we draw upon our backgrounds.

Give students space to share their best day/hardest day as a way to help build related experiences.

Share an agenda - last item on the agenda is "Other" as a way to create openness, and it often generates a conversation around the word "Other", giving permission to create a new direction. Also frequently remind students to use this openness.

Use icebreaker "Circle of Trust" as a community building tool

Technology: *Which technologies help you stay connected to and build community with students in your courses?*

Zoom, Mural - used to create a collaborative space, Nearpod and Jamboard - collaborative spaces

Departmental Expectations: *How do you manage, prioritize, and organize your departmental responsibilities?*

Student Inclusion and Equity - Amy, Heather, Jenna & Nariyo

- Everyone has an opportunity for make-up work
- Community Agreements or Community Practices
 - Discuss in the first couple of weeks
- Land acknowledgement in some depth
- Acknowledgment of educational systems and practices
 - History of white centered
 - What does it mean to be learning in this setting together
 - What barriers hold us back to being present to each other
- Peer feedback with an emphasis on the process and the final product
- Absence policies that limit or have no penalty
- Recording Zoom and allowing make-up work

Me and We and Technology

a. Me amidst We: How do you incorporate who you are into the roles you play at PSU?

- Identity

- Roles, academic path,
- Guest speakers share their journeys
- Make connections with students with shared backgrounds and interests
- Describe personality in approaching projects

- Boundaries and closeness

- Working from home

- Stage show



- Student resources

- Meditation practices: Insight Timer Meditation app, Headspace app

