

Artifact 7 **Personal Growth Reflection**

CU Dialogues Portfolio - Spring 2025
Ghizlane Rehioui

Over the course of this workshop, I have had the chance to experience a wide variety of perspectives, allowing me to learn about how different people around me reason and perceive things. This has helped me realize that as a future educator, I want to be committed to creating inclusive, student-centered learning environments especially in the technical field of Data Science, where most of the learning is done through lecturing and little to no dialogue. Incorporating the dialogical approach in STEM is central to making students actively contribute to their learning and reflect on it. This workshop has helped equip me with the necessary tools and perspective necessary to design classes and content around this central idea of dialogue.

One of the most transformative takeaways has been the realization that dialogue and technical learning are not mutually exclusive; they are deeply interdependent. Embedding techniques like question redesign, rubric-based peer feedback, and facilitation practices into a STEM classroom helps shift power, encourage vulnerability, and build deeper understanding. For instance, inviting students to reframe a problem with the prompt “I see the problem as...” made room for lived experiences and assumptions to surface and be challenged.

I also learned to treat ethics and bias recognition not as side topics, but as core components of every stage of the data science pipeline. Embedding these discussions through peer reviews, role rotations (like bias spotter or synthesizer), and stakeholder mapping exercises helped students engage more meaningfully with both their data and their decisions.

Some of the challenges arose during our activities namely the facilitation activity, where we had to act out different scenarios and role switched so everyone could practice those skills. Awkward silences were an interesting thing to get comfortable with and also learn to break in a calm and interesting manner. Silences are now more appreciated to allow people to think and not feel pressured to participate. Participation can take tons of forms – not just in speaking – and allowing multiple entry points for participation for students to engage based on comfort, experience, and learning style. Another challenge is learning to be okay with not knowing and being vulnerable enough to Fumble Forward while others also provide the space to listen without judgement.

For future plans, I am inspired to create Data Science related classes – assuming they happen twice a week – to ideally have one session be dedicated for the dialogue and the next for the technical aspect. Some more experimentation is needed but I generally believe that mixing approaches allows students to learn better about themselves, where they might lack, and which methods best work for them.