

DEI - INFORMED ACTIVITY STRUCTURE ASSIGNMENT

Class: Language Gender and Sexuality 2400 level)

Topic: Final Wrap Up

Lesson Focus and Goals:

- Provide feedback on final unessays to peers
- Outline key ideas learned this semester and apply them in the unessay feedback

General Outline of Dialogue Activity/Sketch of Facilitation Plan:

1. Whip-around listing activity: what topics have we covered this semester
2. Small group activity: What topics were missing? What perspectives could be added?
3. Exchanging feedback with peers
4. Ticket out the door full semester recitation reflection (what could be done differently, what went well?)

Structure/ Activity:

The key to this final class is student reflection. The goal is for students to consider all that they have learned, and step into a Language, Gender, and Sexuality Expert role for their peers. The advice that they give to their peers will both build their own confidence in the area but also support their own final projects.

- The class will begin with an overview of all the topics from the semester. This will be a collaborative discussion that will use list building in smaller groups.
- Students will then reflect on their growth throughout the class, and reflect on whether they have undergone any shifts in perspective.
- Final Project feedback small groups: Students will provide feedback for their peers' unessay projects. This will take the bulk of the recitation.
- Finally for the benefit and improvement of my teaching I will ask the students to write their responses to the following two questions on a cue card as a ticket out the door:
 - *What was one thing you liked about this recitation this semester?*
 - *What is one thing that could be improved for future semesters?*

GENERAL OVERVIEW OF DIALOGIC PRACTICES

Protocol #1: Whip Around and listing – Students write down 1-3 things they learned from the class, after ~3 minutes each student shares theirs and adds it to a growing list on the board

Justification:

- To quickly build a list of topics that we discussed over the semester

Advantages:

- Students will need to reflect on their learning
- Low stakes, each student only needs one response
- Springboard for discussion on course improvements

Pitfalls:

- Answers may become repetitive
- Students may feel too shy to answer

Protocol #: Small Group Discussion – Students in groups of 3-4 will discuss the following prompt

“Given the topics that have been covered in the course, what perspectives or topics went unexamined? How would you go about covering those topics? What ideas or considerations might add complexity or nuance to our discussions of language gender and sexuality?”

Justification:

- Students now have a broad knowledge of the course, this activity asks them to apply this knowledge and expand outward to explore what they could potentially contribute as new scholars in the field.

Advantages:

- Small groups might allow for more floor time per student
- Builds camaraderie between students
- Has students connect their own identities to the research at hand, allows them to be heard if they have been feeling unheard in the class so far.
- Flags potential blind spots for this class, allows for improvements in the future

Pitfalls:

- Potential disagreements by students in the groups
- Students may feel as though they do not have anything to contribute if they have felt included by the literature we have covered so far

Protocol #: Tuning Protocol – students solicit feedback on their final projects, feedback is delivered as warm and cool feedback. (3 students per group)

Justification:

- At this stage in the project, students have a good handle on what they are going to produce, this exercise will allow for them to get outsider perspectives on what is working and/or what might need fine-tuning/tweaking before they submit the final project. This feedback will be added to the group document and will be accessible to students following the session.

Advantages:

- A process that de-centers my voice and opinion in the production of these assignments and empowers the students to use the knowledge that they have gained throughout the semester to provide advice for other student projects while also exposing them to other processes that their peers are undergoing to complete their projects. This exposes students to new tools and encourages peer support in the classroom.
- Students get individualized feedback from their peers

Pitfalls:

- Students may not want to give constructive criticism to their peers
- Students might not be open to critique
- Students may not be at the end stage necessary for this step

Protocol #4: Individual Writing – Students will be given cue cards and will be asked to provide answers for the following questions:

- *What was one thing you liked about this recitation this semester?*
- *What is one thing that could be improved for future semesters?*

Justification:

- This is part of developing and improving upon my pedagogical process. Learning from my students is key in providing an experience that feels authentic and built with the student in mind.

Advantages:

- Gives students a chance to voice their concerns
- Also encourages students to say what did work – this is helpful because the anonymous student surveys conducted by the school often only include negative feedback

Pitfalls:

- Students may feel awkward about providing negative/constructive feedback in a non-anonymous way

Facilitator Move #: Tracking

Justification:

- The discussion of what might have been missing in the course content will likely contain several different concerns/lines of thought. Keeping track of these different ideas when we come back to the larger class can both identify the different threads of discussion available and make sure we don't lose track of them.

Implementation:

- As students bring topics/ideas to the larger group discussion, I will write broad topics on the board and combine similar/overlapping topics. Double checking with the students that I am categorizing these discussions accurately.
- *"I'm hearing that some people wished they had learned more about x community, could someone expand upon what types of studies might be interesting in this community?"*
- Stacking: *"I'm putting this community/idea up on the board so that we can return to it?"*
- *"Are there any other similar communities that should be analyzed in a similar way?"*

Facilitator Move #: Using Silence

Justification:

- Students often wait for me to give them the "right" answers. By waiting and using this silence, I encourage them to spend time with their thoughts and find more to share with the class to fill the silence.

Implementation:

- As students engage in our discussion of what could have been added to the course literature, leave space when there are lulls in the discussion. Often these lulls mean that students are thinking, this is not a bad thing. Hold steady and try not to show discomfort in the silence. Hold space for students to fill.

Facilitator Move #: Paraphrasing and Mirroring

Justification:

As a way of making students' contributions heard and correctly understood. This can also help to encourage students to continue their train of thought and/or keep them on track.

Implementation:

- As a student contributes their thoughts, listen intently and once they are finished, reflect back to them what I heard. Try to do this for as many students as possible to make sure everyone feels heard.