

Introduction

09:27:41: Good morning everyone and thank you for joining! We will get going soon...

09:44:51: Good morning everyone! ... I'm now a grad student in "... " and a TA working at "... ". I think I'm in a unique position, just as many TAs, to be able to provide the perspectives of instructors and students. I'm interested in taking a closer look at students engagement in classroom conversations

09:45:53: Welcome "... " ! We are glad you are here.

09:47:20: I think what I really value in my class is to try to cultivate intercultural conversations and foster "real" communications between students themselves and students and instructors, which sounds pretty much like what this symposium is about lol

09:47:33: Thank you "... " !

09:48:54: Great example "... " ! We do roleplaying in my nutrition policy course for same reasons!

09:50:25: I'd love to hear more about that. That's great to hear/know.

09:51:54: I have sometimes wondered whether having students write/respond to written comments would be helpful for some students

09:52:28: Some students have said they prefer Zoom for this reason -- being about to participate through Chat

09:52:52: I do know students who feel that class discussion "goes so quickly" and they want more time to think before talking. I have sometimes tried to provide opportunities for written participation, but I could do this more.

09:53:03: I think one thing which is good at a Zoom environment is students can type in the chat while in the class

09:53:14: Yes, there is some concern by some students that moving back to the classroom and losing the "chat" will be a tough transition.

09:53:36: I agree "... "

09:53:37: Giving students some prep time is useful.

09:54:24: I saw some conversations between students in their own language and the private function provides students with opportunities to speak with the instructor/TA whenever they feel they need to

Panel 1: Communication Beyond Carolina

10:29:11: As faculty who work with donors, we have to "adapt messages to each distinct person"; we have to listen to what they care about, just like a good teacher has to listen carefully to students

10:30:34: Excellent point, "...".

10:32:10: "...", I really enjoyed your presentation. As a political scientist the ability to adapt messaging for all of the different audiences on the Hill really resonated with me. Thank you.

10:33:08: Thank you "...".

10:44:30: Yes, and students will know some content really deeply with a lot of ownership

10:47:06: Thank you for your presentations. I'm also wondering about the balance between the contents and the conversations. Will the need of highlighting conversations have some influences on the choices of the textbooks/readings? If so, how to navigate the process of choosing appropriate readings?

10:48:23 : "..."- I think "... provided a nice incentive— we can get better at doing this for ourselves and our own careers when we teach students to do this.

10:48:28: At first I was going to say "... lost me at "6 hour faculty meeting," but the overall point that we need to have conversations (like this one) does help. It invigorates me and makes me want to provide this for my students.

10:49:13: it would help to give people summer funding to work on it too :-)

10:49:16: It's also a short-term cost. I try to think about how much more enjoyable my class will be over the next 10-20 years (for me and students) if it involves more active learning.

10:49:17: I think "..."'s point also highlights the need for department and institutional support

10:49:26: ^^ & commitment

10:49:35: The college has offered incentives (e.g. small grants) for course development in the past. Should "... consider doing this for the Communication Beyond Carolina courses?

10:50:03: "...", I think this is certainly something "... could/should consider. It seems like a natural fit.

10:50:16: The faculty reward system is still skewed toward other kinds of activity and research.

10:50:26: "...", very true.

10:51:05: "..."'s presentation reminded me of the 3 minute thesis. This could be an incentive too—and another place to dangle carrots.

10:51:49: It strikes me that there is a great deal of overlap between the curricular aims of communicating beyond Carolina (whether with communication-oriented courses, or experiential and community based ones) and promoting discourse within the classroom among UNC students. That harmony might provide an opportunity for building institutional support!

10:52:52: Yes! Training students to make "the elevator speech" about their work is a great exercise!

10:53:05: "...", great point! I think this is where "... thinking about ways "... could help facilitate those connections is important.

10:53:33: I teach in "... and only teach grad students - but a lot of what I teach is about framing and communicating (with policy makers, community members, lay people, etc.) and I LOVE teaching undergrads. Do opportunities exist for faculty who do not typically teach undergraduates to create a course like this to address communication beyond Carolina?

10:55:47: "... - Yes, there are opportunities for faculty in "... to teach this type of course. Let's connect after today to discuss next steps!

10:57:28: I think this highlights the importance of an aspect that "... mentioned: this is meant for upper level courses. As such (like "... mentioned), students should have a large content base already for these courses.

10:57:38: "... - I'm also in "..., but our department gives a "... degree, so we do teach undergrads. You can also create an undergrad class-either alone or with co-instructors from CAS-but you need buy-in from your Chair to allow time- but as "... says above- it is possible. I created a food studies course that is cross-listed with Anthro and American Studies- so there are opportunities

10:58:26: Thank you for your answers!

10:58:27: "... happy to talk with you after this symposium as well to brainstorm

10:58:57: "... - that would be great! I was glad to see you here and would love to put our heads together.

10:59:06: Thank you for participating in Communication Beyond Carolina! Please provide feedback about the panel (and all others you attend) in our exit survey: <https://go.unc.edu/PPDSymposiumSurvey>

10:59:33: On the point about higher level courses, there is at least one benefit to offering public-facing courses like this at more introductory levels: it helps to normalize the public-facing component as an integral part of the discipline, rather than something done (only by some) at a late stage.

10:59:50: Thanks to all of the panelists.

11:00:14: "... , I agree with you. I think normalizing these practices is to everyone's benefit (if and when possible).

Panel 2: Facilitating and Evaluating Public Discourse

Responses to a prompt from Dr. Kelly Hogan's presentation --

11:21:14: A student in the class is deaf

11:21:15: Afraid of how others might perceive my response or judge me based on that comment.

11:21:15: The question is jarring without a great deal of context, motivation, and sensitive setup by the teacher.

11:21:15: The students may not have a sense of whether the instructor is looking for a "right" answer. Also worried about offending people.

11:21:15: lack of anonymity; students who may family members who are deaf

11:21:15: People may not feel comfortable sharing their opinion in front of people they don't know well.

11:21:15: it's hard to anticipate what other people, or the instructor, think about this question.

11:21:15: Worry that I'm the only one to speak up for my "side".

11:21:15: Students might think there is a right or wrong answer and they don't want to be wrong or appear naïve.

11:21:15: Potential uncertainty. Students have not considered this question previously.

11:21:15: No one wants to say the "wrong" answer.

11:21:16: Students may think they don't possess some sense of expertise they think is needed to answer the question well/responsibly

11:21:16: Students may not feel they have enough background knowledge/information. Students also not want to share in front of their peers what could be a very controversial statement

11:21:16: students may be worried about how their peers view them by speaking up on this controversial topic

11:21:19: There might be someone in the class who has deaf parents or family members, or who are themselves deaf.

11:21:20: Implicates issues of disability rights and women's autonomy, but our own prejudices come into play.

End responses --

11:26:37: 1) a type of "appetizer" activity you could do for students before the main entrée (whole class discussion)

(This "warm up" activity could occur before or during class)

2) how you will collect evidence of engagement/thinking from every student from this type of activity

11:33:31: My background's a bit noisy right now, so I'll use the chat. You may ask students what they *would* need to know/consider/etc. (whether they do already or not) to develop an answer to the question. Something about biology, how deafness works, whether it's best construed on a social or medical model, something about the "experience" of being deaf, what moral concerns are involved, etc.

11:33:58: Have the students read an article about controversies surrounding genetic testing and its use.

11:33:58: Give them the question ahead of class along with articles that cover multiple views on the question.

11:34:34: In class, pair students to discuss the question for 10 minutes or so, then open it up to the main question

11:36:48: I ask students to self-assess their class participation several times during the semester. This includes examples of speaking & listening (or taking roles, such as scribe in small groups). I also ask them to name other students who have made a positive impact on their in-class experience, especially if I may not have seen/heard it

11:37:23: oh, I like that idea of asking them to name other students

11:37:33: I like that "..."! Also, I am generally finding this presentation very helpful

11:38:08: Also, I want that list that "... is working on!

11:38:09: "...", I am also a fan of assigning roles (e.g. scribe) as a way of ensuring folks know what the task at hand is and how concretely they can participate

11:38:12: "...", I do that too. It's really helpful.

11:39:51: I'm always experimenting with which roles to use. What do you all use?

11:43:08: that's what Aristotle says! We deliberate about uncertain things that we can exercise some agency about.

11:43:19: Yep!

11:43:32: "... and their colleague "... at the Center for Faculty Excellence have a great set of such guides, which includes the one I'm attempting to attach

11:55:27: Thank you "...!

11:56:19: Thank you "...", "... & "...! Wonderful contributions and tools

12:01:24: I like discussion boards, especially as a way for students to think after the discussion. But I also worry that they can be burdensome for students - the expectation to post one or twice a week. I'm curious if anybody has thoughts about this.

12:03:04: I also think that multiple forms help different kinds of students -- talk in pairs, in small groups, in whole class.

12:04:49: Thank you for participating in Facilitating & Evaluating Public Discourse! Please provide feedback about the panel (and all others you attend) in our exit survey:
<https://go.unc.edu/PPDSymposiumSurvey>

12:04:56: Thanks, everyone!

12:59:46: <https://curricula.unc.edu/faculty/class-features-tool/>

Panel 3: Engaging Race and Racism in the Classroom

Responses to a prompt from Dr. Sibby Anderson-Thompkin's presentation --

13:08:08: High-stakes

13:08:11: doubt

13:08:11: self-consciousness

13:08:13: tension

13:08:16: Fraught

13:08:19: risky

13:08:19: Pushback

13:08:20: uncomfortable

13:08:21: Hard

13:08:22: ignorance

13:08:25: hard

13:08:25: Opportunity

13:08:26: nervous

13:08:27: slavery

13:08:27: uncomfortable

13:08:30: awkward

End responses --

13:18:06: The dialogic model really resonates. Thanks for that!

13:42:07: Stay engaged, Speak your truth, Experience discomfort, accept non-closure

13:44:21: <https://sites.lsa.umich.edu/inclusive-teaching-sandbox/wp-content/uploads/sites/853/2021/02/Perfectly-Logical-Explanations-Draft.pdf>

13:53:52: Hooray TROSA!

13:54:07: Yes!

13:59:43: Thank you all so much. This panel was so helpful for so many spaces.

14:00:39: Agreed, these are issues in my classes regularly. This was incredibly helpful. Thank you, panelists!

14:02:38: this is wonderful and really appreciate the panelists honest sharing of their own reflections

14:02:44: Thank you for participating in Engaging Race & Racism in the Classroom! Please provide feedback about the panel (and all others you attended) in our exit survey:

<https://go.unc.edu/PPDSymposiumSurvey>

14:03:06: This was fabulous, thank you!

14:03:09: Thank you, everyone.

14:03:16: Thank you so much for sharing your stories, sharing your knowledge, so very relevant and helpful!

14:03:17: I would love the slides if folks don't mind sharing - this was so helpful

14:03:28: Thank You All!

Panel 4: Student Perspectives on Dialogue and Debate

14:23:37: To link this discussion to the last panel: does the subject of race and racism come up in many of your classes and does this create particular challenges or discomfort for students?

14:30:00: Thanks so much, Agora Fellows!

14:31:17: The CSS program is amazing!!

14:32:05: So glad you all are here. Thanks "...” and "...”!

14:32:26: Happy to be here! Thanks for having us.

14:35:53: (I can't take credit that was given by "...”...The evaluation work on CSS is done by "...” and "...” — and yes, they do great work with numbers!)

14:44:52: Just realized I forgot to introduce myself! I'm "...”, a first-year majoring in biology. I'm in the 8th cohort of the Chancellor's Science Scholars

14:46:05: Thanks for being here, "...”!

14:46:35: Thanks for having me!

14:47:56: Yes! Theory of Mind!

14:48:35: A great link back to the first panel and your presentation!

14:56:45: How many students come into each CSS cohort group?

14:57:16: Generally around 30

14:57:31: Thank you so much to the students.

14:57:45 : This is fantastic that the CSS program is including this! They will make great advocates for Capitol Hill Day...

14:58:13: Thank you "...” & "...” for both taking this time and for what you do.

14:59:07: Thank you, "...” and "...”!

14:59:22: thank you CSS folks!

14:59:31: Have you ever connected with the Philosophy Department's High School Ethics Bowl? You would be great judges.

14:59:54: ^^^^

15:00:01: ^^ third!