

Welcome to **Teaching + Learning Tuesdays**

March 17, 2015 | 2:30PM

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Teaching + Learning Tuesday



'Do You Like The Way': Critically Reflecting and Locating Ourselves in Conversations about Educational Equity

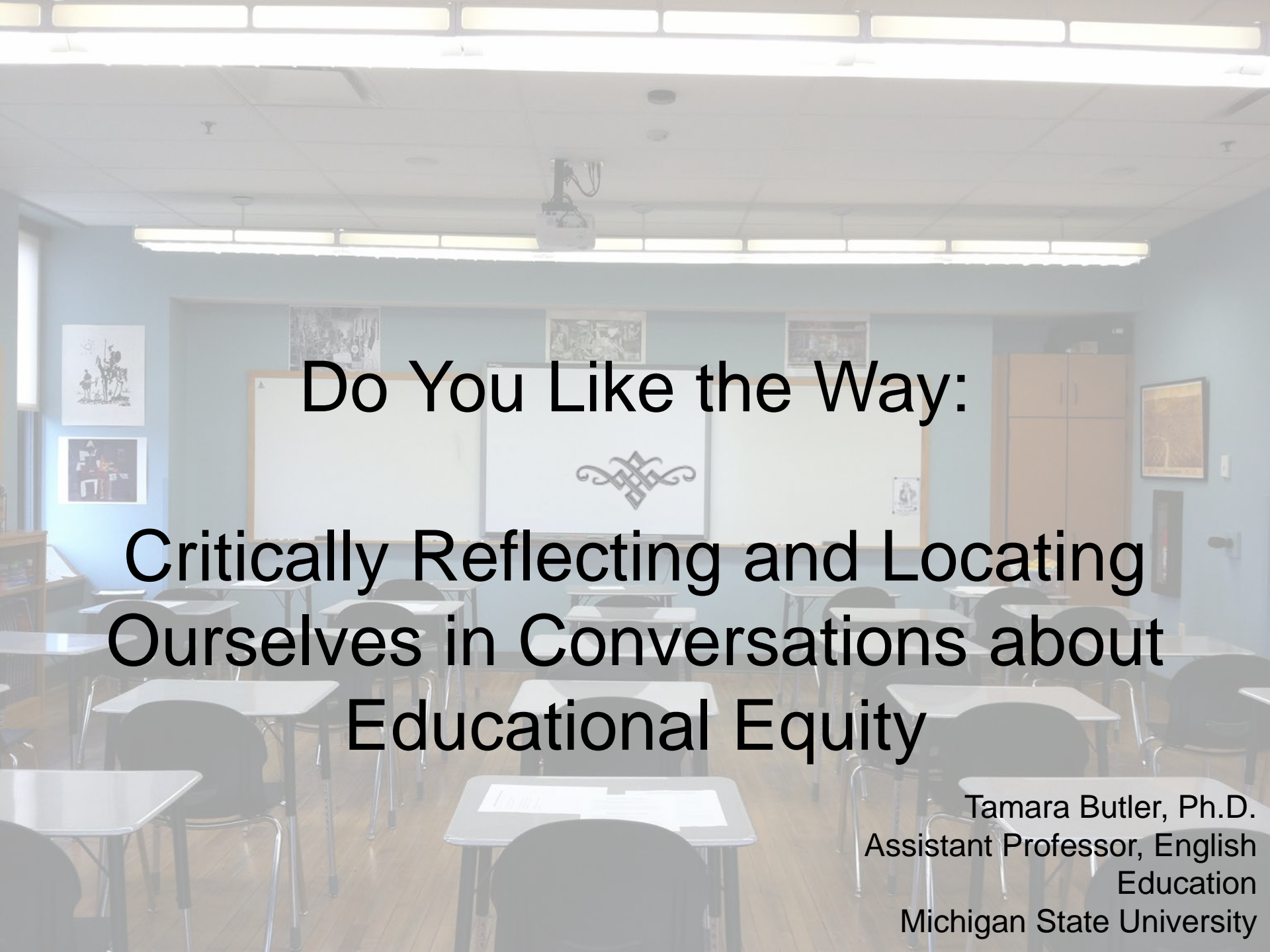
Presenter:

Tamara Butler, Ph.D.,
Assistant Professor, Department of English,
University of Michigan



Teaching + Learning Tuesday



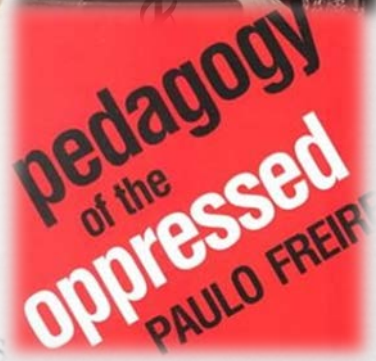
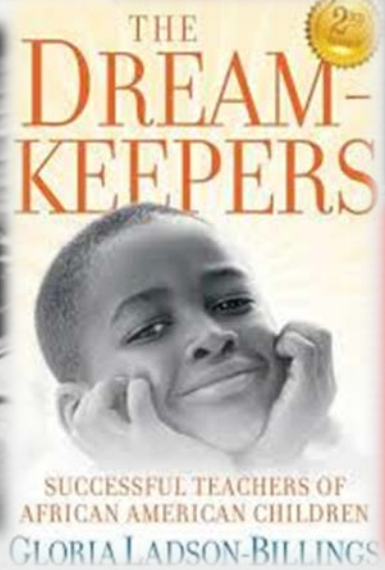
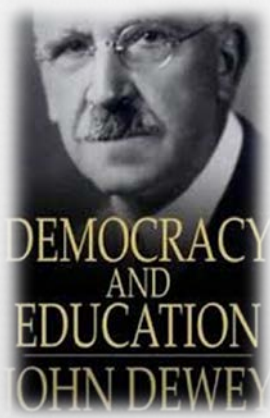
A photograph of a classroom with rows of desks and chairs. In the background, there is a whiteboard with a decorative logo in the center. The room is lit by overhead fluorescent lights. The text is overlaid on the image.

Do You Like the Way:

**Critically Reflecting and Locating
Ourselves in Conversations about
Educational Equity**

Tamara Butler, Ph.D.
Assistant Professor, English
Education
Michigan State University

Scholars in Education

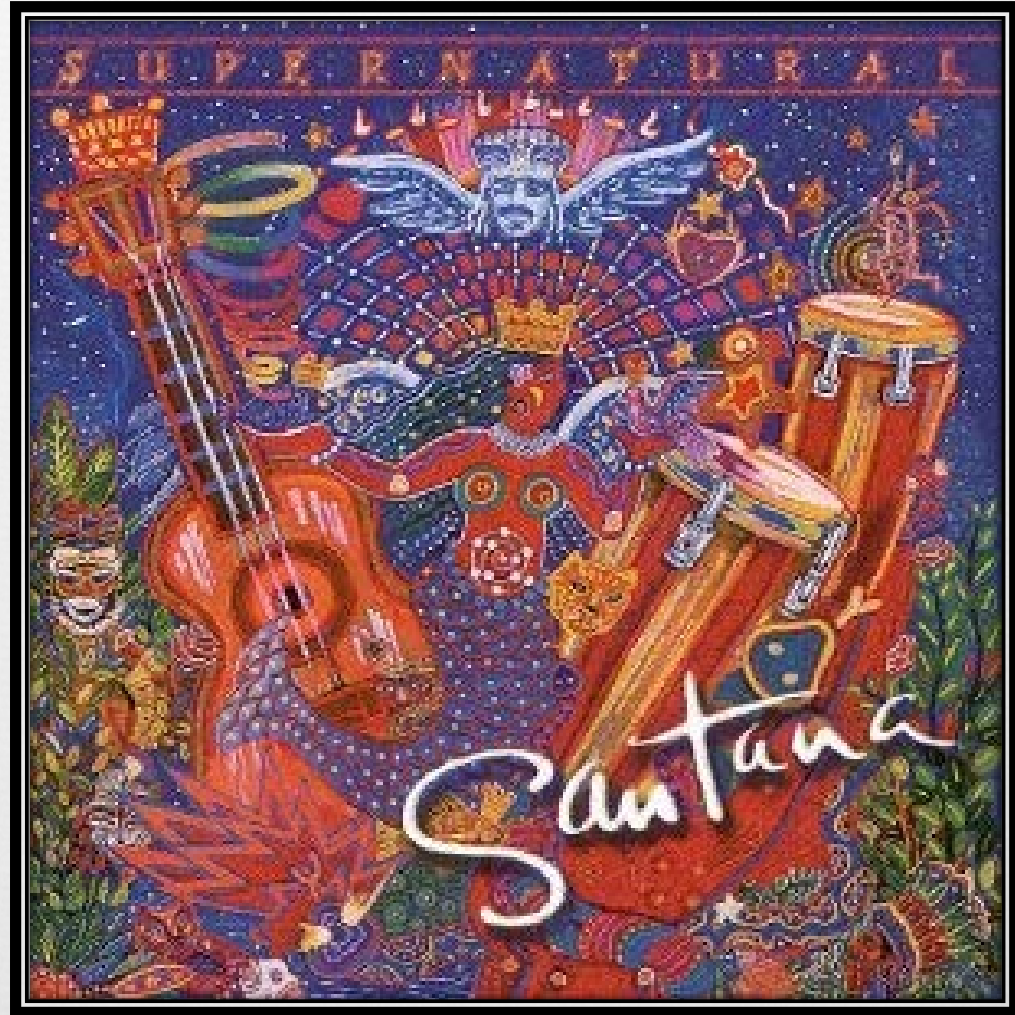


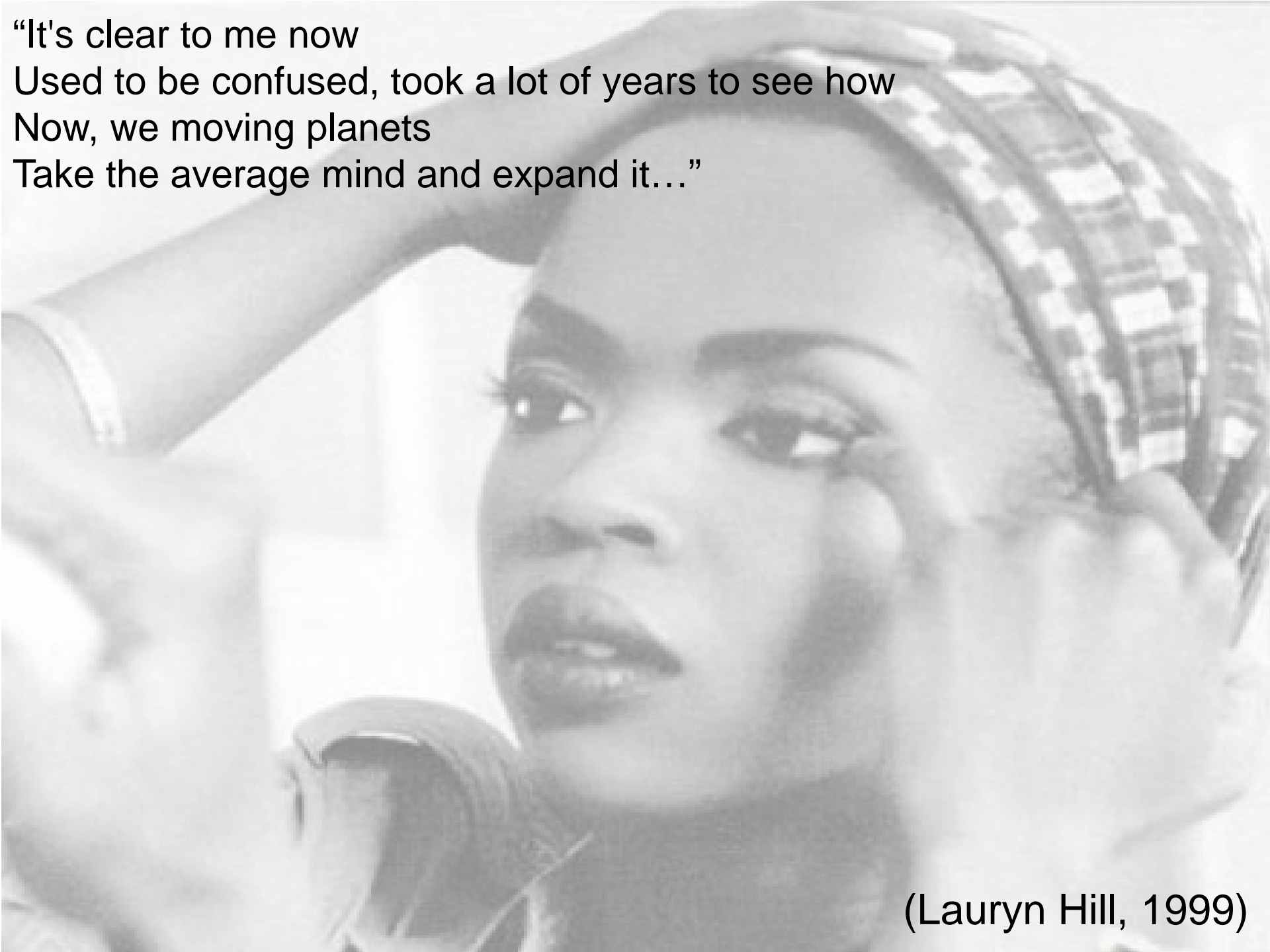
Purpose



To promote educational equity by preparing education professionals to engage in reflexive processes and work with diverse learners

- Who I am?
- Who are my students?
- How do we cultivate mutual understandings of each other's expectations, experiences, and knowledge?



A black and white photograph of Lauryn Hill. She is shown from the chest up, looking slightly to the left of the camera. She is wearing a patterned headwrap and has her right hand raised to her forehead. She is holding a vintage-style microphone in front of her mouth. The background is out of focus, showing what appears to be a stage or recording studio setting.

“It's clear to me now
Used to be confused, took a lot of years to see how
Now, we moving planets
Take the average mind and expand it...”

(Lauryn Hill, 1999)

Unpacking “Who am I?”

For the next **two minutes**, write a list of three things that your students (or colleagues) might not know about you.

For each item, think about and write how that “unknown thing” speaks to a transferable characteristic.

Example: “I served as a Girl Scout troop leader for 2 years.” Transferable characteristic: I have learned to be a patient and attentive listener.

You will be asked to share one item from your list.

(2-5 minutes)





A

I completed my first half-marathon last year.

C

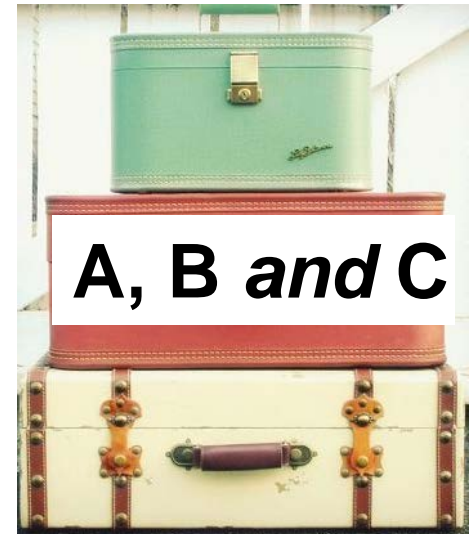


I was a first-generation college student.

B



D



A, B and C

Why *SHARE*?

See you as a person

Hear your journey

Assess who and where you are

Rapport with students

Encourage exchange with students

How might I *SHARE*?

Think about who you are and what is sustainable

- Acknowledge and move beyond your comfort level
- Trivia (i.e., one week, entire semester, quarterly; in-class; dropbox)
- Challenges based on interests (i.e., Quick Fire Challenge from *Top Chef*)



On average, how often do students meet with you in an academic year?

- A. At least once a week
- B. 1-3 times per month
- C. 2-3 times per semester
- D. My students never meet with me.

How frequently do you expect to meet with students? (Minus finals or midterms)

Why do you think students are not meeting with you as frequently as you might expect?

Do you think students understand the purpose of meeting with faculty and staff?

What hesitations might you have about meeting with students?

Have you and your students discussed why conversations with faculty and staff are important? Why or why not?



“Do You Like the Way?”

“How long will we wait to sit down and communicate?”





KEEP CALM
AND
THINK LIKE
A BOSS



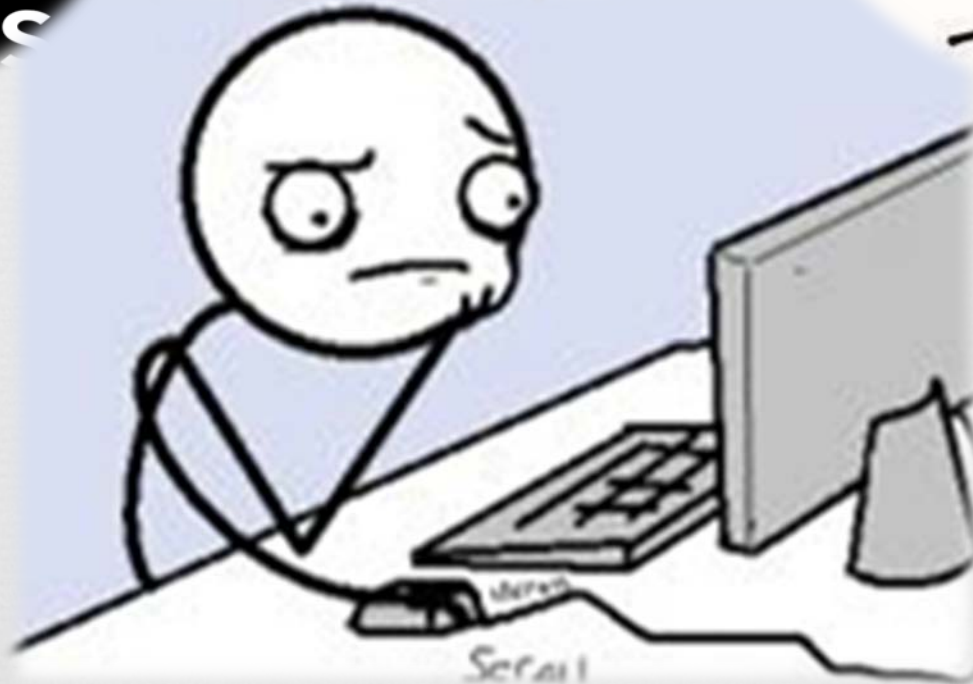
Facebook helps you connect and share with the people in your life.



~~I LIKE A LADY~~
BE YOURSELF.

~~THINK LIKE A MAN~~

THINK.



How do you get to know your students?

Think Like a Service Professional

- Create a “Getting to Know You” Document
- Keep a log of “student’s history” (visits)
- Review document and log
- “Check vitals” (How are you feeling?)
- Listen (affirm and take notes)
- Close with solutions/homework
- Process the meeting (log visit)





“Getting to Know You” (Sample)

Full Name

Preferred Name

Birth Date

Course Schedule

Area of Study/Major

Extracurricular Activities or Employment

Post-Graduation Goals

Expectations for my course/our meetings

Additional information you would like for me to know about you

Additional information about me you would like to know

Are you listening?

Adjusting to life as a college student

- First-generation student
- Assistance finding resources
- Developing study habits
- School-life balance

Adjusting to campus climate

- “Racial Battle Fatigue” (Franklin, Smith, & Hung, 2014)
- Microaggressions (Pierce et. al, 1978; Solórzano et al., 2002)
 - Where are they coming from?
 - Are you a contributor?

Developing Post-Graduation Plans

- How have students asked for your input?
- How have you responded to students’ inquiries?



**Want to know how
you're doing?
Mid-point evaluations**



- Disrupting the banking model of education (Freire, 1970) and move toward equitable education (Banks & Banks, 1995)
 - Location: Arrangement (encourage conversations through circles and “coffee shop”)

- Humanizing and culturally relevant, responsive & sustaining practices (Gay, 2002; Ladson-Billings, 1994, 1995; Paris, 2012; Paris & Winn, 2014)
 - Service Professionals
 - Proactive & preventative, not reactive repair

- Learning through listening (Kinloch & San Pedro, 2014; Schultz, 2009)
 - Note-taking and note-sharing (model for students)
 - Keep “visit” log or journal

“Can’t we all just build and live...”

(Cee-Lo Green)

Relevant and “Responsible”

Seeing ourselves through the lenses of students

What are you professionally trained to do?

What do you know about the student?

How might you use SHARE in your future work with students?



What additional skills/experience might you have that you can use to help students?

(Think: “luggage”)

What do you know about the campus climate and resources?

Have you discussed these with your student?

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“Everything is relative. If you want to get, then give...”



Tamara T. Butler, Ph.D.
tbutler@msu.edu

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