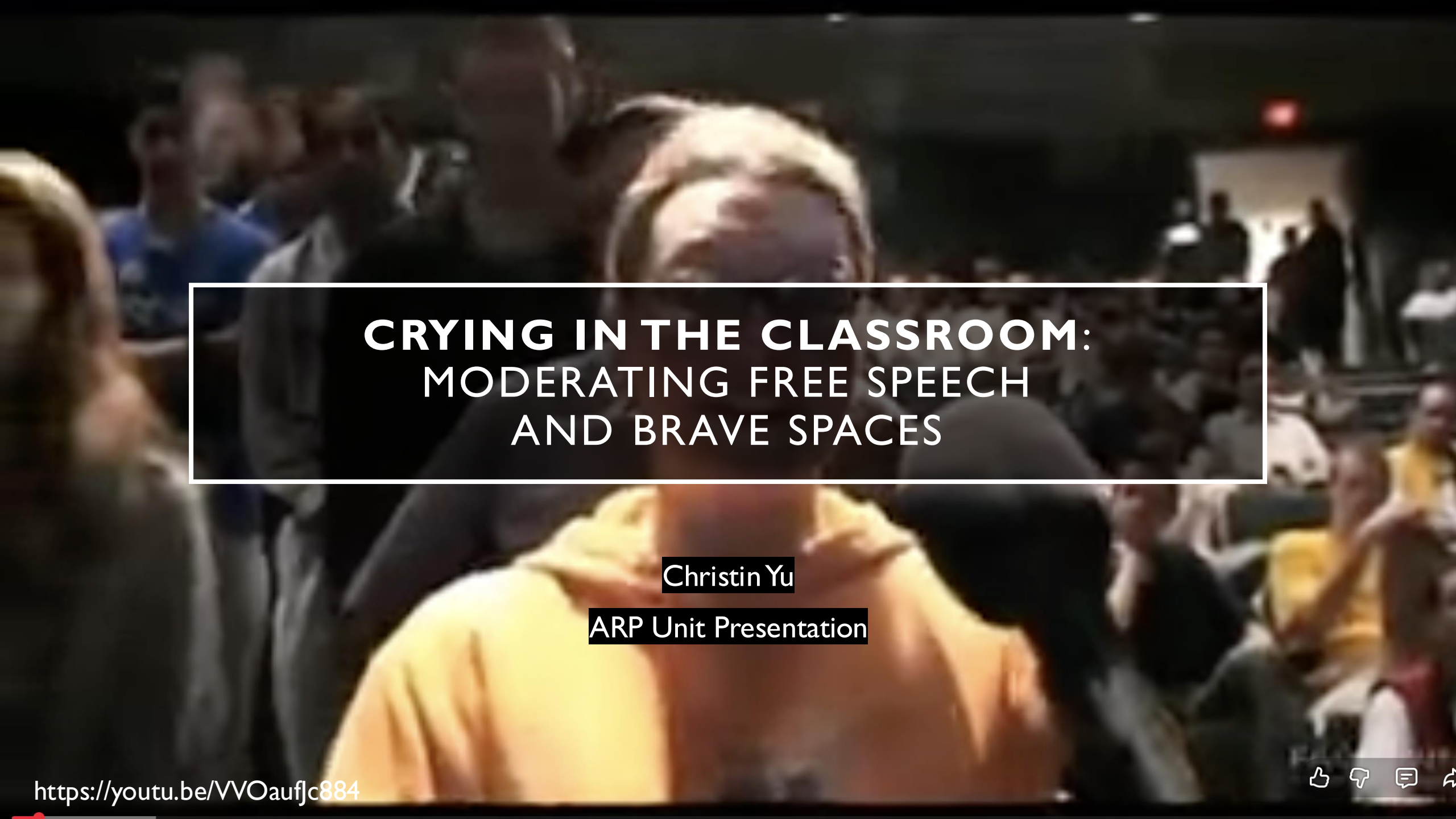
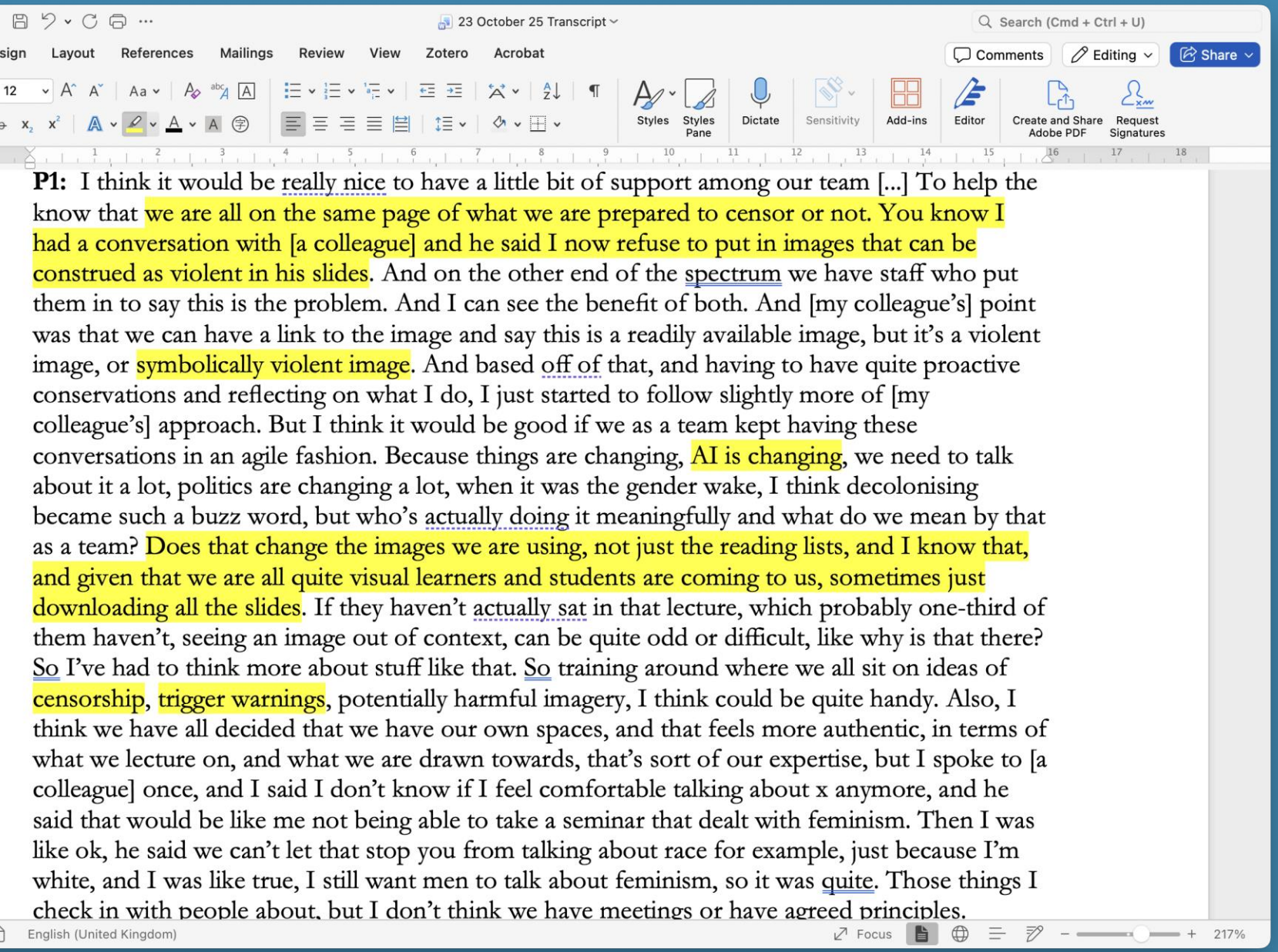


CRYING IN THE CLASSROOM: MODERATING FREE SPEECH AND BRAVE SPACES

Christin Yu

ARP Unit Presentation

https://youtu.be/VVOaufJc884



PRIMARY MATERIALS

1. Redact information which can identify participant
2. Highlight interesting comments
3. Colour code highlights into thematic categories

1. How long have you been teaching for? And in what capacity?
2. Throughout the years, what kind of teacher training have you received or had ready access to?
3. I was wondering if you could reflect on some difficult moments within your teaching – if you could describe some challenging scenarios in which you have not been certain of how to proceed.
4. Have you noticed any shifting patterns since when you first began teaching versus now?
5. Are there specific societal/political concerns that have emerged in the classroom?
6. How do you moderate difficult emotions or conversations in your classroom?
7. What are your thoughts/knowledge about free speech in the classroom?
8. How do you consider your own positionality in relation to the classroom and its practices?
9. How do you negotiate cultural differences in conversational topics and discussions?
10. Are you familiar with decolonial pedagogies? If so, what is your understanding, and how, if any, techniques do you employ in the classroom?
11. Are you familiar with non-violent communication? If so, what is your understanding, and how, if any, techniques do you employ in the classroom?
12. Are you familiar with brave space theory? If so, what is your understanding, and how, if any techniques do you employ in the classroom?
13. Do you know about 'Chatham House Rules'? If so, what is your understanding?
14. Are there any emerging trends in the classroom that are noticeable in your seminar discussions?
15. Have you had any training with the aforementioned pedagogical approaches? If so, what worked and what would you have wanted more of?
16. Are there any areas of training or support that you wish you had more access to?
17. How do you move forward after difficult moments in the classroom?

ANALYSIS: THEMATIC FINDINGS

emotional labour/pastoral care needs

drawing upon lived experience vs. critical theory (or taught materials)

neoliberalism and its constraints = no time, job precarity

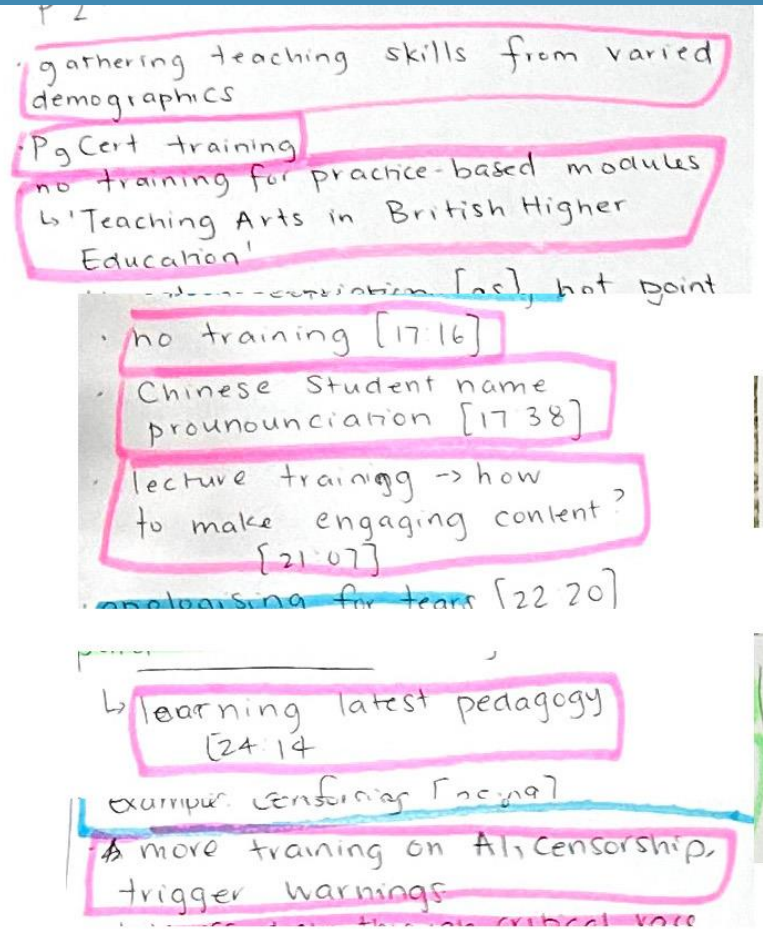
training experiences

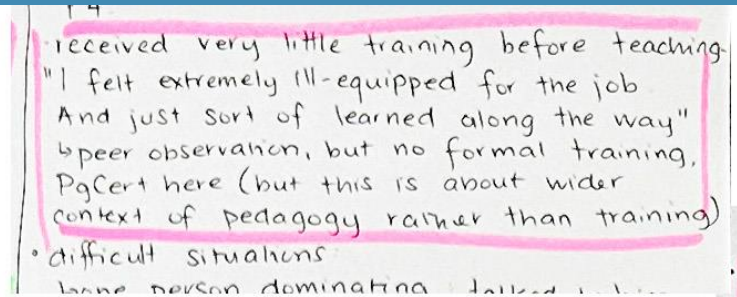
ritual practices in the classroom

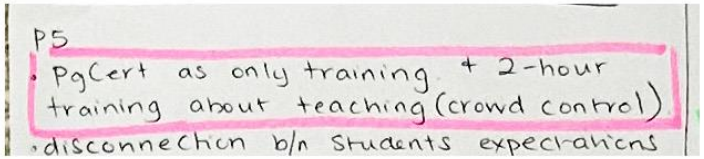
performing teaching, including values and integrity in practices

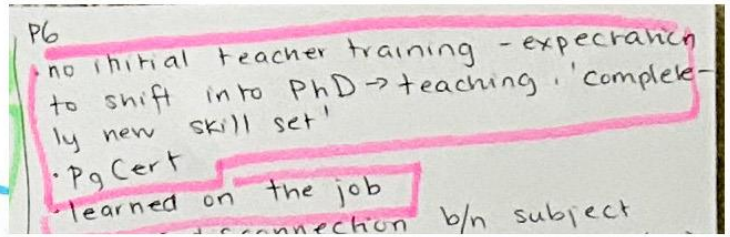
student anxieties, discussions: cultural appropriation, cancel culture, white guilt

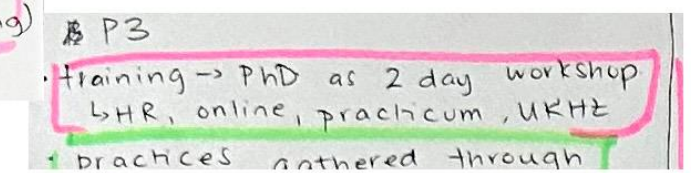
TRAINING EXPERIENCES

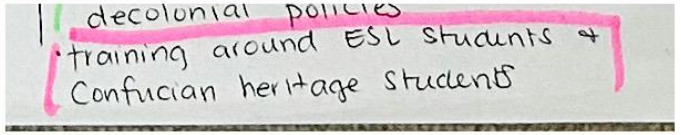


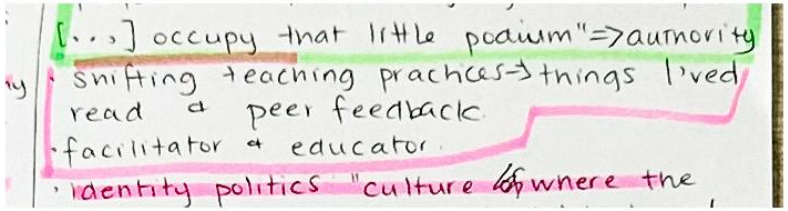












NEOLIBERALISATION

↳ fear of getting cancelled [5:29]

numerous students crying

or dead naming

- worry about students complaint / not getting money's worth [8:56]

↳ "I need my job" - precarity [22:59]

- paid teacher training [23:38]

disconnection b/n students expectations

↳ student as consumer

↳ burden of disappointment placed on replacement → original tutor on sick leave

individual students

- lack of reading prep, no independent
- lots of complaints [from student body] no initiative for solutions

↳ listens but encourages solution approach

- theory (of pedagogy) ≠ practice [15:29]
- 'when students are consumers and somebody complains about one of us, I think that it would be that the university sides w the student over us'
- 'the problem is that we don't have enough time'

↳ student

tools

↳ students being exploited within uni

Sector? (Neoliberal condition!)

graphic 'people don't

P3

- "I'm an associate lecturer, but I teach around." → multiple jobs, managers, courses - how to have a review → doesn't know how they are doing.

overhearing

CONCLUSIONS

- Information of pedagogical training sessions available needs to be more accessible – it is too difficult to find
- Time and financial compensation would be ideal for people to attend training
- Training or pedagogical conversations should be renewed every year