



CRYING IN THE CLASSROOM: MODERATING FREE SPEECH AND BRAVE SPACES

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ARP Unit Presentation



PRIMARY MATERIALS

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

P1: I think it would be really nice to have a little bit of support among our team [...] To help the know that we are all on the same page of what we are prepared to censor or not. You know I had a conversation with [a colleague] and he said I now refuse to put in images that can be construed as violent in his slides. And on the other end of the spectrum we have staff who put them in to say this is the problem. And I can see the benefit of both. And [my colleague's] point was that we can have a link to the image and say this is a readily available image, but it's a violent image, or symbolically violent image. And based off of that, and having to have quite proactive conversations and reflecting on what I do, I just started to follow slightly more of [my colleague's] approach. But I think it would be good if we as a team kept having these conversations in an agile fashion. Because things are changing, AI is changing, we need to talk about it a lot, politics are changing a lot, when it was the gender wake, I think decolonising became such a buzz word, but who's actually doing it meaningfully and what do we mean by that as a team? Does that change the images we are using, not just the reading lists, and I know that, and given that we are all quite visual learners and students are coming to us, sometimes just downloading all the slides. If they haven't actually sat in that lecture, which probably one-third of them haven't, seeing an image out of context, can be quite odd or difficult, like why is that there? So I've had to think more about stuff like that. So training around where we all sit on ideas of censorship, trigger warnings, potentially harmful imagery, I think could be quite handy. Also, I think we have all decided that we have our own spaces, and that feels more authentic, in terms of what we lecture on, and what we are drawn towards, that's sort of our expertise, but I spoke to [a colleague] once, and I said I don't know if I feel comfortable talking about x anymore, and he said that would be like me not being able to take a seminar that dealt with feminism. Then I was like ok, he said we can't let that stop you from talking about race for example, just because I'm white, and I was like true, I still want men to talk about feminism, so it was quite. Those things I check in with people about, but I don't think we have meetings or have agreed principles.

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?



acknowledgement of disability

perform

ning teaching. student

t anxieties,

about in conversation
America as monolith, when there
are regional, cultural geographies

- misinterpreting lecture materials by thinking about what is digestible to students
- Safe space as false premise - microaggressions within the ~~class~~ classroom \Rightarrow lack of engagement, uni as
- thinking about colonial, and own place of authority as marginalised person.
- diversity of cultural geographies
- learning is a relational process
- more training from pastoral support perspective
- gendered relations, stereotype toward empathy

TRAINING EXPERIENCES

- P2
- gathering teaching skills from varied demographics
 - PgCert training
 - no training for practice-based modules
 - ↳ 'Teaching Arts in British Higher Education'

...certification [as], not point

- no training [17:16]
- Chinese Student name pronunciation [17:38]
- lecture training → how to make engaging content? [21:07]

analysing for team [22:20]

- ↳ learning latest pedagogy [24:14]

examples: censoring [24:29]

- ↳ more training on AI, censorship, trigger warnings

- P4
- received very little training before teaching
 - "I felt extremely ill-equipped for the job. And just sort of learned along the way"
 - ↳ peer observation, but no formal training, PgCert here (but this is about wider context of pedagogy rather than training)
 - difficult situations
 - ↳ one person dominating, talked about

- P5
- PgCert as only training + 2-hour training about teaching (crowd control)
 - disconnection b/n students expectations

- P6
- no initial teacher training - expectation to shift into PhD → teaching, 'completely new skill set'
 - PgCert
 - ↳ learned on the job
 - disconnection b/n subject

- P3
- training → PhD as 2 day workshop
 - ↳ HR, online, practicum, UKHE
 - practices gathered through

- decolonial policies
- training around ESL students + Confucian heritage students

- [...] occupy that little podium" ⇒ authority
- shifting teaching practices → things I've read + peer feedback
- facilitator + educator
- identity politics "culture of where the

NEOLIBERALISATION

↳ fear of getting cancelled [5:29]

numerous students crying

or clear naming

- worry about students complaint/not getting money's worth [8:56]
- no face students -

↳ "I need my job" - precarity [22:59]

• paid teacher training [23:38]

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disconnection b/n students expectations

- ↳ student as consumer
- ↳ burden of disappointment placed on replacement → original tutor on sick leave

- individual students

- theory (of pedagogy) ≠ practice [10:27]
- ↳ 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'

- lack of reading prep, no independent initiative
- lots of complaints [from student body] no initiative for solutions
- ↳ listens but encourages solution approach

↳ students tools
↳ students being exploited within uni sector? (Neoliberal condition!)
↳ 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.



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