

CRYING IN THE CLASSROOM: MODERATING FREE SPEECH AND BRAVE SPACES

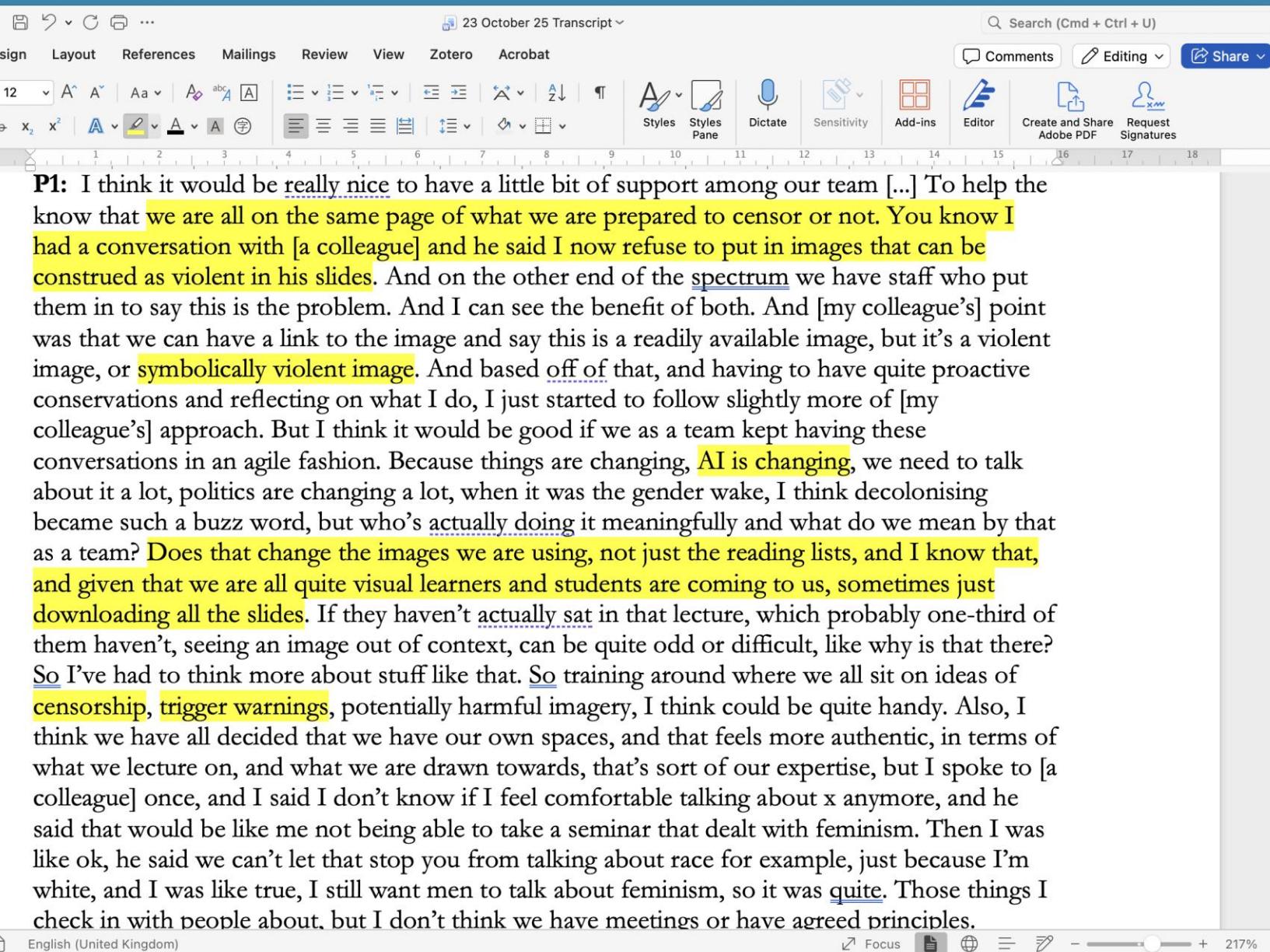
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ARP Unit Presentation

<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

P1 (continued)

holding space for discussion
[11:31]

cultural sensitivity
Japanese girl crying
about colonial history [13:53]

no training [17:16]

Chinese Student name
pronunciation [17:38]

lecture training → how
to make engaging content
[21:07]

apologising for tears [22:20]

↳ "need my job" - precarity [22:59]

paid teacher training [23:38]

↳ learning latest pedagogy
[24:14]

Canvas is confusing [25:09]

emotional
labour/pastoral care
needs

ritual practices in the
classroom

Themes

emotional labour
lived experience/critical
neutral

↳ Swiss body exercises
→ wool

→ discussion of fabric
→ 14:20 white clothing

My mother asks when this book
place because for these material
cultures to exist in the 1950s
seem impossible

[20:52] → Jason-ct

24:08: discussion of women
↳ representations of taxonomies
of life

[32:20] → rice fields

[35:00] → unfriendliness to photography

one bad student
performance of teaching
positionality

→ values, integrity

→ Student anxieties, reiterative
discussions

→ cultural appropriation
→ cancel culture

→ white guilt

performing teaching,
including values and
integrity in practices

teaching that BA is transformational
time

teaching as performance

need to example of course on racism +
humour → Showcase of offensive imagery

that is contextualised - "I'm prepared...
I'm talking with colleagues" [32:09]

NVC to work w/ institutions but not in
teaching practice

white guilt → predominant body of
whiteness - Students don't know how to
acknowledge [their] privilege? [35:08]

↳ "real like they shouldn't venture into some-
thing" ↳ small shifts

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

position embedded in colonial power dynamic -
focus on collaborative approach

not knowing how to manage power dynamics

exercise to acknowledge 'where do we know
from' → epistemologies they've gained

classroom as contact zone 'operating
within an asymmetrical dynamic of power'

but that within that, everyone can have
different forms of agency, or to make them

feel empowered!

emphasis of co-creating, co-learning
↳ I would never use safe space, impression
that it is synonymous w/ whiteness
↳ the need in pastoral care

P6

misinterpreting lecture materials
↳ thinking about what is digestible
to students

safe space as false premise -
microaggressions within the
classroom ⇒ lack of
engagement. unis as
thinking about 'colonial' and
own place of authority as margin-
alised person.

diversity of cultural geographies
↳ learning is a relational process
more training from pastoral
support perspective
↳ gendered relations, stereotypes
toward empathy)

shifting conversations b/n gender
→ race

more ↳ "I'm not a woman"

scoping of theory is limited → intro
stuff

↳ having to seek therapy from combo of
student issues (pastoral care, health,
home, etc) → space/care for these
affected/effected by discussion [18:28]

identity: burden of representation
↳ directive from practice-based
in pri

rule
↳ free
to need
as exor
↳ am

trigger warnings
whiteness draw through critical race
theory
acknowledgement of disability

P3 (continued)

British patriotism after Muslim family

↳ antedote revealed growing up w/
lack of cultural diversity → diversity

↳ visas immigration → false assumptions
(from student) about immigration +
race, affirmative action & asking why
should foreigners get our jobs; another
student said it was a limited

priv (suggested she read) → British
student suffered from mental health

↳ identity politics culture & where the
authority that you have is solely based

↳ live
ion
smf
n d
ld
ur
nat
re
ed
dss
st
ual

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

↳ shift → 24/7 media, power
↳ now → shifting to online learning

↳ students seem a political
↳ have to understand that CS is

↳ non
econ
led
mu
s -
nt
w/

↳ performing teaching,
including values and
integrity in practices

↳ teaching as performance

↳ need to example of course on racism +
humour → Showcase of offensive imagery

that is contextualised - "I'm prepared...
I'm talking with colleagues" [32:09]

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teaching practice

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acknowledge [their] privilege? [35:08]

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thing" ↳ small shifts

P4 (continued)

↳ creating traditional identities of
academic authority and fitting profile

↳ performance of teaching "go to the front
... occupy that little podium" → authority

↳ shifting teaching practices → things I've
read & peer feedback

↳ facilitator & educator

↳ identity politics culture & where the
authority that you have is solely based

↳ listens but encourages solution approach

↳ diversity is a joke
↳ acknowledging scholars
before w/ page numbers

↳ generational differences in Gen 2.

↳ classroom conflicts Black American
student calling another Colonial for
not supporting affirmative action

↳ English language proficiency
↳ students needing translation
tools

↳ students being exploited within uni
sector? (Neoliberal Condition)

↳ global demographic 'people don't
seem to have as much knowledge
of places [that] they easily speak
about in conversation'

↳ America as monolith, when there
are regional, cultural geographies

↳ P5

↳ PgCert as only training + 2-hour
training about teaching (crowd control)

↳ disconnection b/w students expectations
↳ student as consumer

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

↳ speaking to individual students
about being disgruntled (away from
group speak?)

↳ North American practices → different
from seminar-based participation?

↳ diversity of people forming
↳ limited time in seminar

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P5

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TRAINING EXPERIENCES

P2

- gathering teaching skills from varied demographics
- PgCert training
 - ↳ no training for practice-based modules
 - ↳ 'Teaching Arts in British Higher Education'
 - ↳ 'expectation [as], not point'
 - no training [17:16]
 - Chinese Student name pronunciation [17:38]
 - lecture training → how to make engaging content? [21:07]
 - preparing for tears [22:20]

↳ learning latest pedagogy [24:14]

↳ curricular censoring [26:07]

↳ 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
 - ↳ none person dominating talk

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
 - ↳ LHR, online, practicum, UKH2
- 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 arriving

↳ clear naming

· worry about students complaint/not getting money's worth [8.56]

· no new students -

↳ "I need my job" - precarity [22.59]

· paid teacher training [23.38]

↳ lack of motivation

disconnection b/w 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 in the student over us!

· 'the problem is that we don't have enough time'

· lack of reading prep, no independent thinking

· 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.)

↳ graphic 'people don't care'

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.

↳ in 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