Cultivating Community

In the chat, each person is invited to share 1 way community matters for student learning and/or why you are participating in this webinar today.

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“Teaching and learning require a higher degree of awareness than we ordinarily possess—and awareness is always heightened when we are caught in a creative tension. Paradox is another name for that tension, a way of holding opposites together that creates an electric charge that keeps us awake.”

(Palmer, 1998, p. 73-4)
Paradoxes of Teaching

1. The space should be bounded and open.
2. The space should be hospitable and “charged.”
3. The space should invite the voice of the individual and the voice of the group.
Paradoxes continued

4. The space should honor the “little” stories of the students and the “big” stories of the disciplines.

5. The space should support solitude and surround it with the resources of community.

6. The space should welcome both silence and speech.
1. Bounded & Open: Assignment Design

How might we …

- Design assignments and learning activities
2. Hospitable and Charged: Guidelines for Discussion

1. Before posting your question to a discussion board, check if anyone has asked it already and received a reply. Just as you wouldn’t repeat a topic of discussion right after it happened in real life, don’t do that in discussion boards either.

6. Respect the opinions of your classmates. If you feel the need to disagree, do so respectfully and acknowledge the valid points in your classmate’s argument. Acknowledge that others are entitled to have their own perspective on the issue.

14. Be forgiving. If your classmate makes a mistake, don’t badger him or her for it. Just let it go – it happens to the best of us.

RULE OF THUMB: If you wouldn’t do or say something in real life, don’t do it online either.

http://blogs.onlineeducation.touro.edu/15-rules-netiquette-online-discussion-boards/

(Garrison, Anderson & Archer, 2001)
Small Teaching Suggestions

Require peer-to-peer interactions

Show up to class as often as you are able

Prior to the first day, post some information about who you are as a person (text and/or video)

Develop your cultural awareness

Cultivate and demonstrate genuine caring for your students
Teaching Presence

“... teachers know and respond with intelligence and compassion to students and their learning. We define this engagement as ‘presence’—a state of alert awareness, receptivity and connectedness to the mental, emotional and physical workings of both the individual and the group in the context of their learning environments and the ability to respond with a considered and compassionate best next step.”

(Rodgers & Raider-Roth, 2006, pp. 266)
4. “Little” stories of students & “big” stories of the discipline: Learner & Knowledge-Centered

“It is a hard tension to hold—not only because academia discredits the little story but also because the little stories are the ones students feel most comfortable with. Given free rein, they will hide out in their little stories and evade the big ones.” (Palmer, 1998, p. 80)
Knowledge & Learner-Centered

How does/could this work in your classes?
- authentic (to your discipline) assignments
- active learning experiences
- relevant content/topics/questions
- discussions
- reflections
- one-on-one conversations
5. Supporting solitude with the resources of community: Visible Learning

Group work

- collaborative learning (projects or presentations)
- cooperative learning (in class blogging, jigsaw or think/pair/share)
- team-based learning (flipped classroom model)
- problem-based learning (case method or simulations)
6. Welcome silence and speech: Wait time

“I wasn’t sure we could teach online in student-oriented ways, in a human-centered way, and in an inspired and inspiring way”

- John Davis (2006), a Professor and Director of a low-residency Transpersonal Psychology program at Naropa University
Take aways to Cultivate Community

The Goldilocks Rule

Too Much
Too Little
Just Right

Creating an Educational Experience

Educational Experience

Social Presence
Cognitive Presence
Engagement with Participants
Supporting Discourse
Engagement with Content
Setting Climate
Regulating Learning
Engagement for Goals / Direction
Teaching Presence

Knowledge Centered
Community Centered
Learner Centered
Assessment Centered

Jigsaw Activity

1. Home Group
2. Expert Group (2 minutes/1 person)
3. Discuss
4. Break Out
5. Home Group
Inspirations or Ideas?