

## **“No Invisible Students: Enhancing Participation in the Classroom”**

Our statement:

Through active participation, seminar participants will learn strategies to encourage and help all students feel welcomed and supported on the campus

Participants will learn strategies to create a safe environment to encourage and to increase students’ classroom participation.

From Cindy’s e-mail: address ways of engaging students who often feel invisible (introverted students, students who feel like outsiders – LGBTQIA (lesbian, gay, bisexual, trans, queer, intersex, allies), 1<sup>st</sup> generation, non-native speakers of English, etc.)

## **Creating a Learning Community from Day #1: First Day Strategies**

**9-9:40 Menu of strategies** – use what you would like – Create learning communities where each person feels visible, seen, welcome, feels comfortable, known, choose and adapt and share your strategies. Take what you need and leave the rest.

Wendy - (Get large index cards for 100)

Have a large index card to jot down notes and ideas about “your story” throughout the day.

Melissa –

Creating name signs. What do you prefer to be called? (knowing their names/learning)

Melissa has index cards and markers

Wendy- (PPT slide)

What is your personal pronoun? (He, she, we, they) Add a little background.

Melissa - will talk about her student

Wendy- (PPT slide)

Meaning of your name (as example). Share with one person.

Melissa -

Please interview each other and give a menu or Introduce Each Other or untrue assumptions people make about you and give examples. Career goals? They decide on 2 things to share either about themselves or the person they interviewed. 1 minute to introduce each other. This is practical

with your own teaching.

## **9:40 – 11:00 Focus on Visibility/Empathy**

### Wendy - **Introverts and Extroverts**

- a. I vs. E test so they know who they are
- b. Explain article that (PPT)
- c. Brainstorm individually strategies for including introverts
- d. Write your strategy on the board make note of what you want to try

Sample Introvert Activity:

### Wendy - **Video – Single Story**

- Quote or moment on Index Card Resonated with them Ah Hah moment

Wendy-introverts may want to keep this to themselves

- Create empathy and visibility.

Wendy - **free write** (PPT slide for prompt)

- a. Reflect on a time when you felt judged or known by a single story.
- b. Or discuss a time when you made a “single story” assumption about someone else. (Multiple Identities)
- c. Share with a partner. (Put themselves in their students’ shoes).

## **BREAK 11-11:20**

### **11:30 to 1:00 pm**

#### **Group Roles**

Wendy - **Give candy when come up to the board to move into groups**  
(Melissa gets candy)

#### Melissa and Wendy - **Idea Generation and Discussion Activities – Community Builder**

Melissa – Introduce Group Roles - does this first day of class

#### **Group Activity: Listing, Annotating of Lists, Discussion of Lists**

- a. What are some of the reasons students may feel invisible, not entirely seen or recognized, respected and proud of

who they are? (ie: transgender student, Wendy Wallflower)

- b. If needed: Who may feel marginalized? Which populations/groups? note-accepted vs. tolerated (Wendy - need great big post it paper)
- c. Big group discussion

Wendy - **freewrite list:** (PPT prompt) Which strategies do you use to help people feel accepted rather than just tolerated/visible? How do you create a safe environment for students?

Wendy - **Birth month to move into groups – 5**

Melissa - **Group Activity: Listing, Annotating of Lists, Discussion of Lists**

Which strategies do you use to help people feel accepted rather than just tolerated/visible? How do you create a safe environment for students?

Any new ideas? ) Trade paper to another group for review with coding...?

Hand it back and explain your question marks.

Each group will share your 3 favorite strategies to the big group.

**As time allows: adding to list above/other strategies  
Wendy & Mel use:**

1. Another First Week Activity: How do we create a safe environment today? What are our guidelines? (Create empathy and visibility.) Students Establishing Guidelines for a Safe Environment
2. Four Corners Activity
3. Using Index Cards/Phones to Incorporate Responses From Everyone
4. by row
5. other

## **Tie in Bow ☺**

### **Articles and Resources:**

[www.crlt.umich.edu/node/93815](http://www.crlt.umich.edu/node/93815)

<https://cft.vanderbilt.edu/guides-sub-pages/difficult-dialogues/>

Create a safe classroom:

[www.uww.edu/learn/improving/aboutdiversity/approachdiversity/safeclassroom](http://www.uww.edu/learn/improving/aboutdiversity/approachdiversity/safeclassroom)

Guidelines for Discussing Incidents of Hate, Bias, and Discrimination:

<http://crlt.umich.edu/publinks/respondingtobias>

20 Things Students Say Help Them Learn

[www.chronicle.com/blogs/linguafranca/2016/10/11/20-things-students-say-help-them-learn/](http://www.chronicle.com/blogs/linguafranca/2016/10/11/20-things-students-say-help-them-learn/)

Why Your Next Job Depends on Mastering the Six 'Q's'

[www.washingtonpost.com/news/capital-business/wp/2016/09/30/why-your-next-job-depends-on-mastering-the-six-qs/?utm\\_term=.6cba67a0147b](http://www.washingtonpost.com/news/capital-business/wp/2016/09/30/why-your-next-job-depends-on-mastering-the-six-qs/?utm_term=.6cba67a0147b)

Why there're so few black male teachers video:

[www.pbs.org/video/2365928102/](http://www.pbs.org/video/2365928102/)

Give an assignment that allows the students to be who they are. Video. Presentation.

Gender Neutral Pronouns:

<http://lgbtqia.ucdavis.edu/educated/pronouns.html>

6 Illustrations that Show What It's Like in an Introvert's Head

[www.quietrev.com/6-illustrations-that-show-what-its-like-in-an-introverts-head/](http://www.quietrev.com/6-illustrations-that-show-what-its-like-in-an-introverts-head/)

Chimamanda Ngozi Adichie: The Danger of a Single Story

[www.ted.com/talks/chimamanda\\_adichie\\_the\\_danger\\_of\\_a\\_single\\_story](http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story)

Dialectical Response