

PUTTING IDEAS INTO PRACTICE

IN THE RECENT TEACHING DIALOGUES SESSION, THE FOLLOWING IDEAS WERE COLLABORATIVELY DISCUSSED ON HOW INSTRUCTORS CAN APPLY THESE THEMES INTO THEIR OWN PRACTICE AND CLASSROOMS:



HOW CAN WE SHOW STUDENTS THEY MATTER?

- ☼ Students appreciate **personal narratives** about instructors' lives. Being open and relating to what students are experiencing can help create a trusting student-instructor bond
- ☼ If a student is going through a stressful time, **write a letter** to them sharing a time when you were struggling/felt stressed
- ☼ Let them know **they can talk to you**, for they might not have a space to share their life with anyone (e.g. topics that are taboo at home)
- ☼ Integrate **"Wellness Assignments"** into the classroom through a discussion or reflection prompt asking how they took care of themselves in the past week (e.g. did they watch a favorite movie, listen to music). Convey the message to students that, "You are a priority; you are not extra."
- ☼ **Examine the messages** we send to students through our actions and materials (e.g. microaggressions, implicit biases)
 - Placing a small, yet powerful, detail such as an anti-racism statement on the syllabus can convey that instructors do care about and acknowledge current events

HOW CAN WE COLLABORATE WITH COMMUNITIES OF COLOR?

- ☼ Participate, engage, and connect students (Cuyamaca and high school) with **opportunities and activist-related events** that are occur through campus
 - Part II of the [2nd Annual Social Justice Conference](#) titled "Resistance through Solidarity" held on November 17th and 18th will discuss issues related to immigration, policing, and mass incarceration
 - Create potential extra credit assignments for students asking them to reflect on the messages presented at these events
- ☼ **Encourage** students to vote!

HOW CAN WE MAKE OUR PRACTICE MORE LIBERATORY?

- ☼ **Acknowledging** that institutions and our country have a racist history and we shouldn't pretend that it doesn't exist. Normalizing these acknowledgments is important.
- ☼ **Displaying appreciation** of student's backgrounds and cultures by opening the class up for conversations. Ask students what they want to study and ask them what they think about certain topics.
- ☼ Make space for students in the course, **incorporate student choice** and input whenever and wherever you can

"Caring for myself is not an act of indulgence, it is an act of self-preservation, and that is an act of political warfare"

- Audre Lorde