Trust Your Students

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REMOTE
Arizona State University
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School, *verb*. From Farmers to Factory Workers
One-to-Many vs. Many-to-Many
Educational social networks like HASTAC.org ("HAYSTACK")
Our Students are not Homogeneous
18 Million undergrads
40%+ Community College
40% Work > 30 hours a week
25% Full time school & work
25% Over 25 years old
30% First gen college students
24% Low income
25% Food and housing insecurity
58% Female
45% Students of color
0.4% at Ivies

“Don’t you realize that every time you don’t answer a question, you’re learning something? You’re learning how to make do with what you got, and you’re learning how not to ask for a raise … you’re learning how to take it. That’s not good … So, from now on, whenever I ask a question, everybody’s got to put their hand up. I don’t care whether you know the answer or not. You have to put your hand up … [We] need to teach people they are important enough to say what they have to say.”

Samuel Delany, Novelist, Educator, Polymath
Good education ...

- is informed by issues of equity and justice
- is interactive and engaging
- is challenging and effective
- involves practice
- includes an instructor who is visible and active, and who exhibits care, empathy and trust for all students

— Dr. Laura Gibbs (@onlineCrsLady), University of Oklahoma

“Physical proximity is not a precondition of good education”

— Dr. Lee Skallerup Bessette (@readywriting)
Georgetown University
Before we even think about a syllabus or videos or Zoom, think about what it means to be a student. Now.

“Whether teaching algebraic geometry or sociology or literature or art or religion, we need to begin with the question: ‘what would I need if I were a student in this historic moment?’ A great place to start? Ask them!”

“Total Participation”

“Techniques that solicit participation and higher-order thinking from all participants at the same time.”
— American Psychological Association

Examples:
• Think-Pair-Share
• Entry and Exit Tickets
• Fishbowl
• Collaborative Note-Taking
1. What one book from class would you want to take with you?

2. What, if anything, from your old life do you want to leave behind?

3. What do you appreciate that you would like to take with you?

4. What change, if any, would you like to see, and commit to bring about, on the other side?

Dr. Farah Jasmine Griffin, Chair, Department of African American and African Diaspora Studies, Columbia University

Farah Jasmine Griffin, "Teaching African American Literature During COVID-19," Boston Review, May 21, 2020
What is one thing you did (or will do) this year to build trust and/or a sense of community with your students during remote teaching?

- Jot down your idea in the chat section (90 secs).
- Read and write a response to other comments in the chat (90 secs).
Thank You

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