CREATE

Learning
Communities

Hanover College

Faculty Training

1.5.2023

Roadmap

Background of our work

Introductions

Social & Personal Location

What is Teaching?

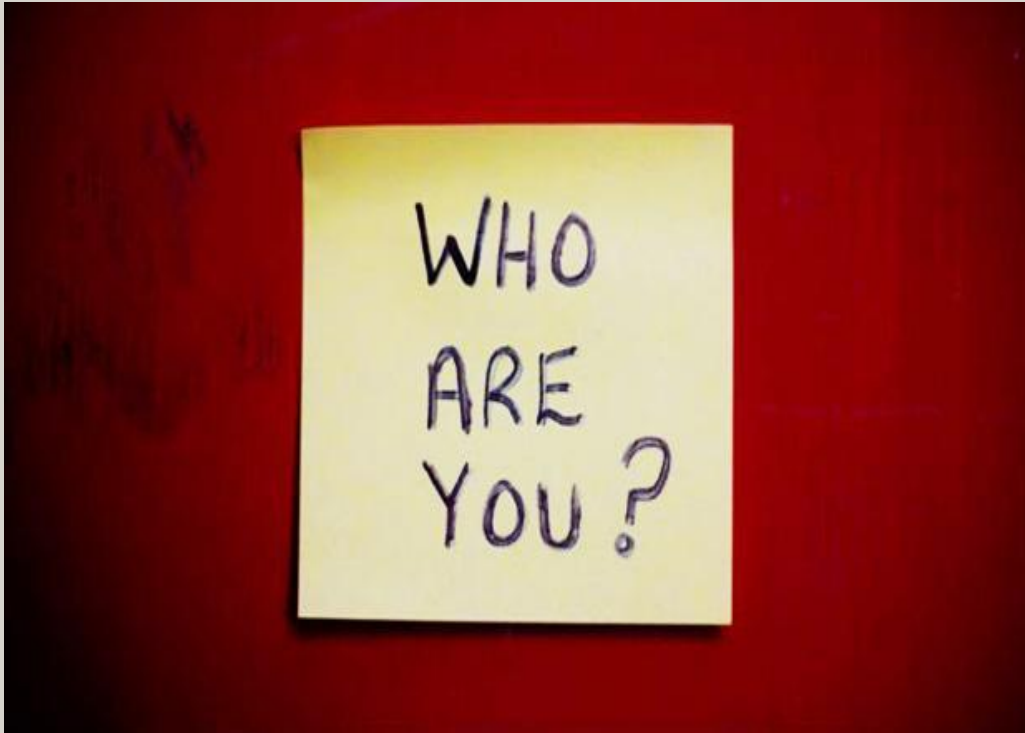Why Community?

Connectedness & Belonging

Critical Thinking

Key takeaways

Final Activity & Share Outs

Hanover College Student Video

Our work at Hanover

The Hanover College Snapshot

Who we are and how we arrived at this work

What we focused on for Hanover College

What we have done so far

Morgan Rumple-Whiting
(she | her)

Alum of Hanover College!

Founder, Access2Freedom

HT Training and Technical Assistance Specialist, ICF

10+ years working in the anti-violence field
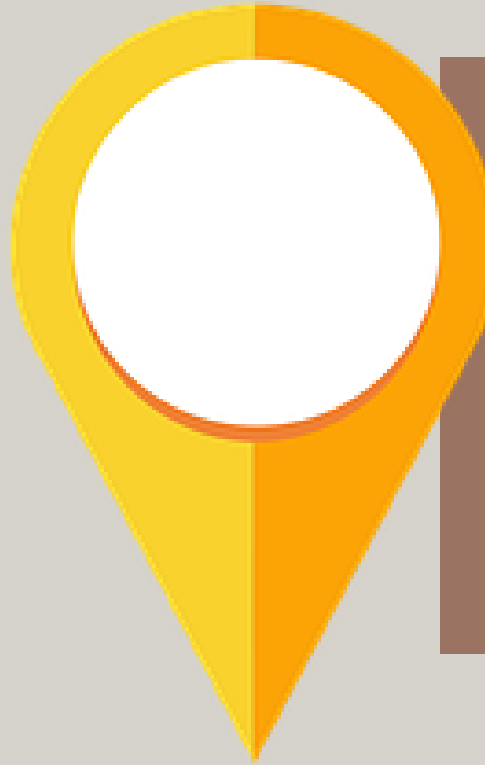
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Tyne Parlett
(they | them)

Cultivating A Belonging Culture
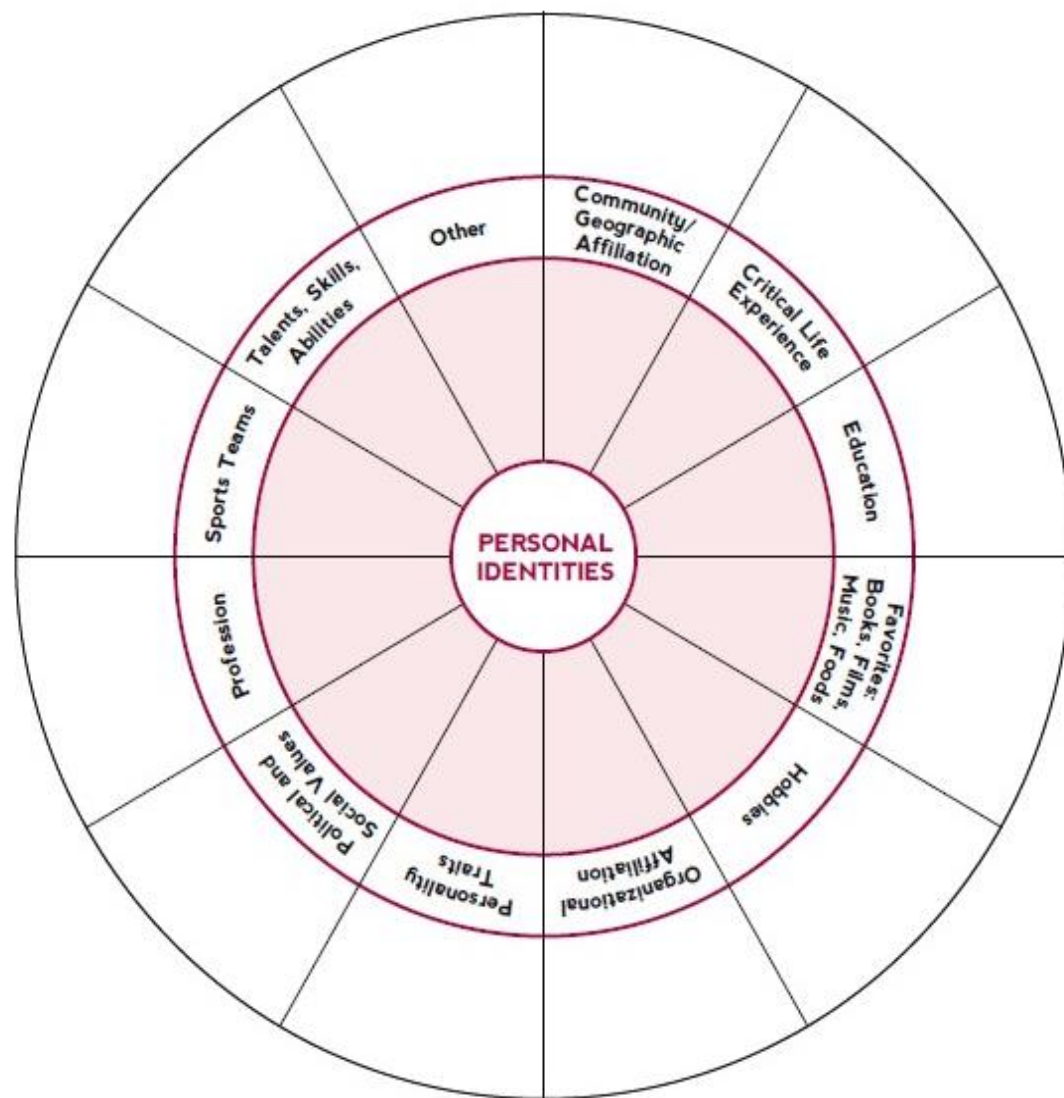Founder

Death Doula

LMHC| MDIV Grad Student

20 Years serving vulnerable populations

Social & Personal Location

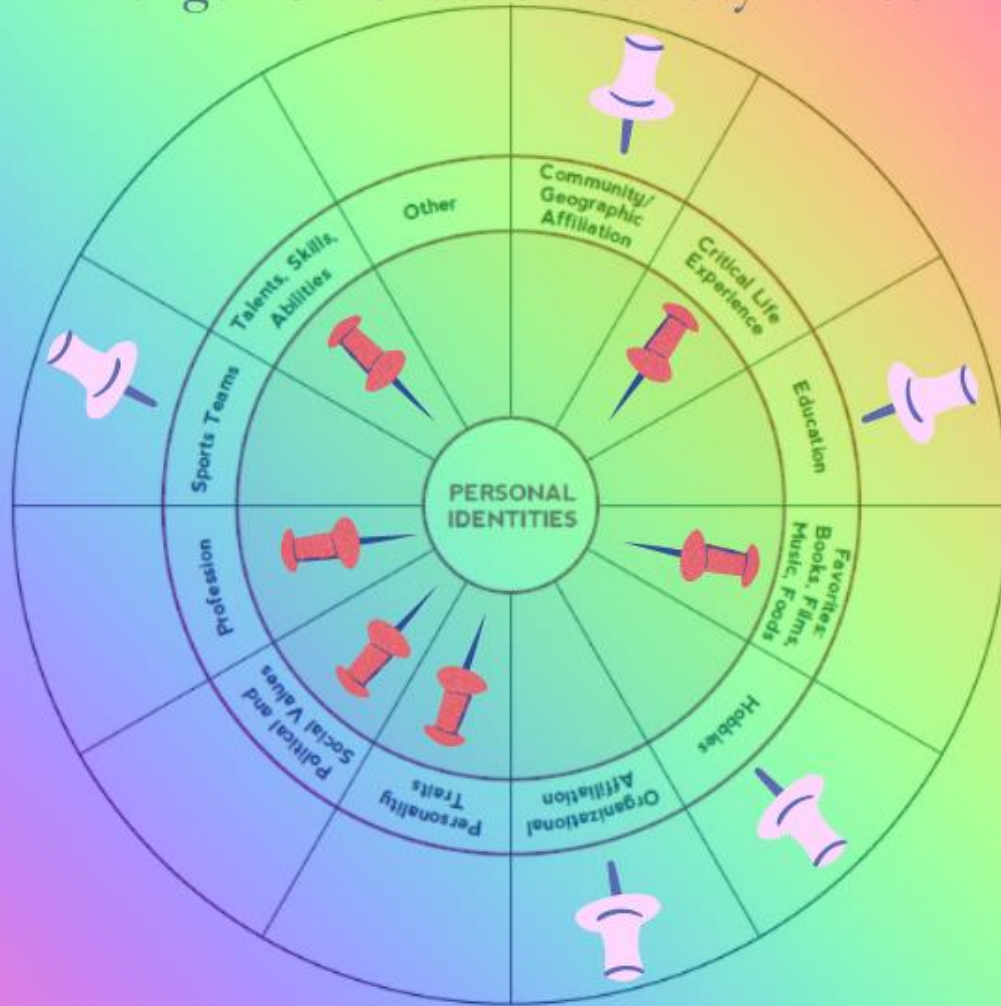What are these two ideas & why are they important for me and my teaching?

Personal Identity Wheel

What do you notice?

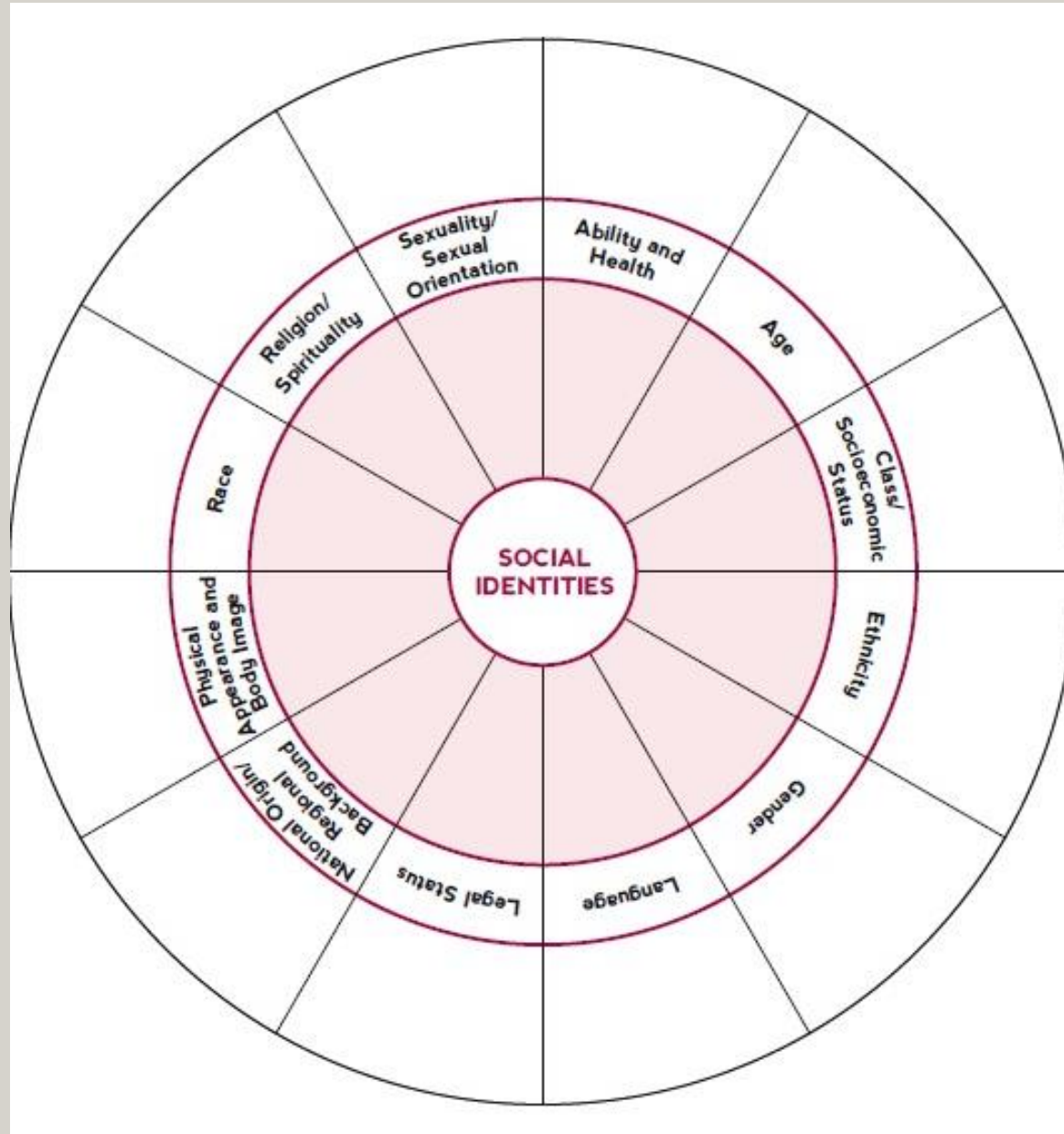# Social Identity Wheel

Adapted from Northwestern University

What do you notice?

Social & Personal Location Reflection

Personal Identity Location Wheel:

How have these identity locations changed over the course of your life?

Where & when did you learn about these identities?

Social Location Wheel:

When was the first time you FELT a social identity?

How has your placement within an identity shaped your experience of the world?

Group Introduction

Name
Department
Years Teaching

What is teaching?

Knowing ourselves

Knowing our subject

Knowing our student

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"Teaching, like any truly human activity, emerges from one's inwardness, for better or worse. As I teach, I project the condition of my soul onto my students, my subject, and our way of being together. In fact, knowing my students and my subject depends heavily on self-knowledge. When I do not know myself, I cannot know who my students are"

Parker Palmer – The Heart of A Teacher

Independent Work

Why did you choose to teach?

What keeps you teaching?

Creating Community

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The Recipe for Creating Community

1 part: Know yourself

1 part: creating a community of learners by being one

1 part: asking questions and modeling curiosity

1 part: taking risks, making (and admitting!) mistakes

1 part: practicing connectedness

1 part: modeling & coaching critical thinking

Knowing Community

How is community defined?

Why do we center community in our learning praxis?

What does the data show about learning communities?

Defining Community

- Locus or Sense of Place
- Proximity to People and Resources
- Sharing (perspectives, resources, goals)
- Action (activities, and joint behaviors)
- Ties and Affiliation
- Diversity and Difference
- Fragmentation and Conflict
- Responsibility and Accountability
- Pluralism
- Unity and Fellowship
- Survival and Resilience

Learning Communities

"Education as the practice of freedom is a way of teaching that anyone can learn. The learning process comes easiest to those of us who teach, who also believe that there is an aspect of our vocation that is sacred: who believe that our work is not merely to share information but to share in the intellectual and spiritual growth of our students. 'To teach in a manner that respects and cares for the souls of our students is essential if we are to provide the necessary conditions where learning can most deeply and intimately begin'"

- bell hooks

- Critical thought at the paramount skill

- Liberatory and based on antiviolence

- Holistic and centered in self-actualization

- Never neutral & always political- maintains or disrupts

The Democratic Classroom

Redefines the roles of the learning environment

Increases the autonomy and accountability of students

Includes instruction, assembly, and individual work in a restructured format

Has heavier reliance on the discourse between students and their increased skills in critical thought, inclusion, and communal synergy

Shifts attitudes of power dynamics and hierarchy that tend to shut down some necessary conversations

Requires facilitation to be motivated by the process and not the outcome

Requires less focus on standardized testing and grades, and rather increased demand on participation and face-to-face interaction

Shown to increase learning, thinking, tolerance, and attitudes toward teachers

Breakout Session 1

Count out numbers 1 – 5

Find your group that corresponds with your declared number

Using the flip chart paper, markers, and pens

Record the group brainstorm of the following:

Group Breakout

Answer the question associated with your group number

Group 1	Group 2	Group 3	Group 4	Group 5
What ways do you keep learning?	What are ways you can teach more inclusively?	What resources do you need to create more inclusively?	How can you increase your student's self efficacy?	How can Hanover engage more with the broader community as a steward of inclusion?

Takeaways and Share outs

10 Minute Break to follow!

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Introduction to Parker Palmer and bell hooks
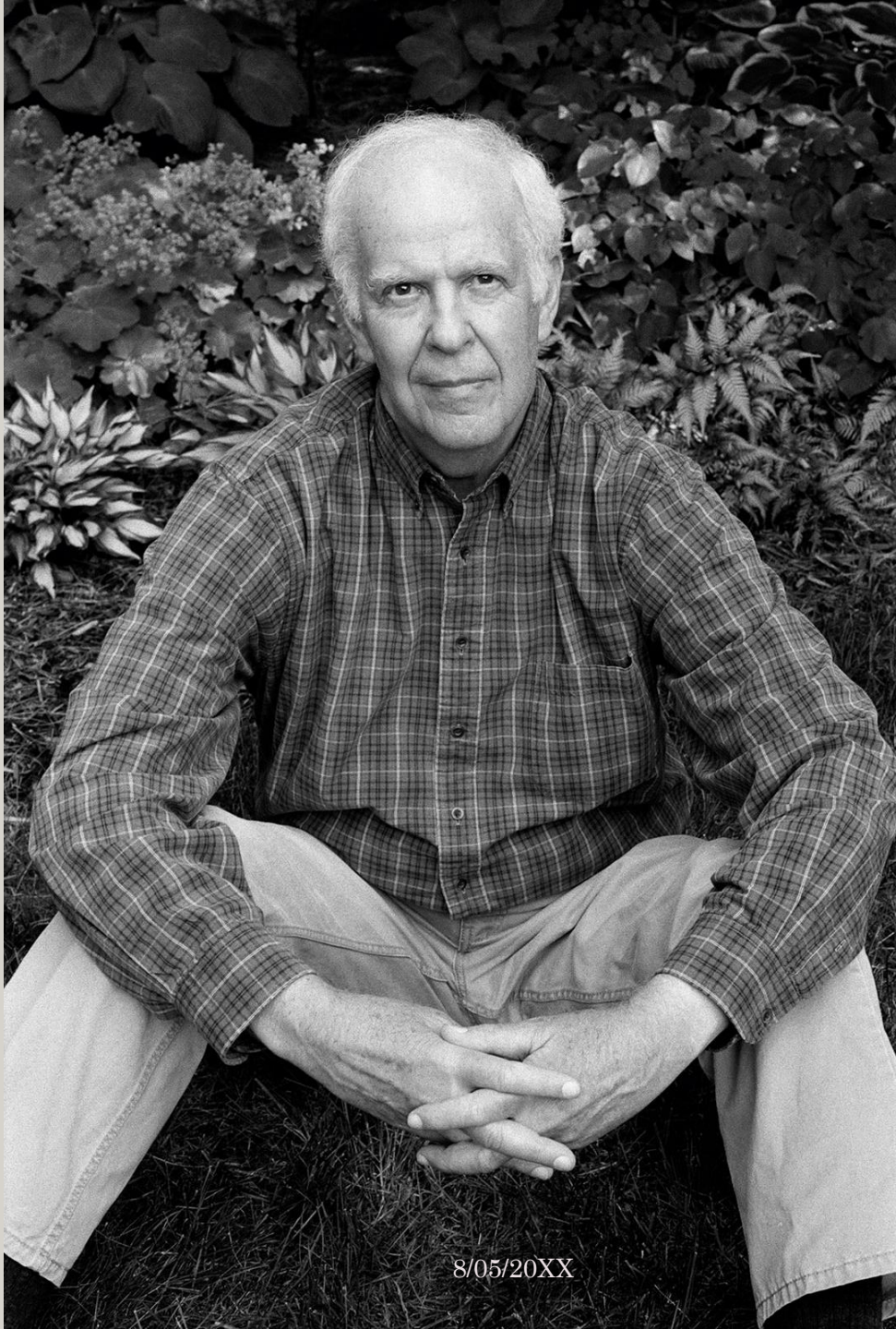
Parker Palmer

A leading thinker in theology and academia

bell hooks used his work as scaffolding

Main ideas are:

- Subjects|Students|Self- are complex & vast- therefore to know a subject or a student is to know yourself and how you show up in your teaching

- Using Identity, Integrity, and "capacity for connectedness" will create a learning community

The Power of Belonging

Maslow indicated BELONGING as a primary basic need of all human beings in his work during the 1920s

40% of people in their workplace and learning institutions report they do not have a cultivated sense of belonging

Studies have found exclusion to be received in our bodies somatically like physical pain

Belonging is crafted through mattering, identification, and social connection – each area deepening a sense of belonging if it has multiple entry points to our social and personal location map

Exclusion and loneliness can be reversed through

1. Gaining Perspective

2. Encouraging Mentorship

3. Finding Self Efficacy

bell hooks

A monumentally important black feminist writer and academic who sought to create learning communities that transgressed race, ability, gender, and class & were free from oppression

Main concepts:

- Education leads to transformation and liberation

- Teaching is the art of demonstrating critical thinking

- Education is holistic and accessible

- Praxis and modeling democratic learning communities centering marginalized communities is imperative

bell hooks on critical thinking

"see first-hand the ways that democratic education is being undermined as the interests of big business and corporate capitalism encourage students to see education solely as a means to achieve material success. Such thinking makes acquiring information more important than gaining knowledge or learning how to think critically."- bell hooks
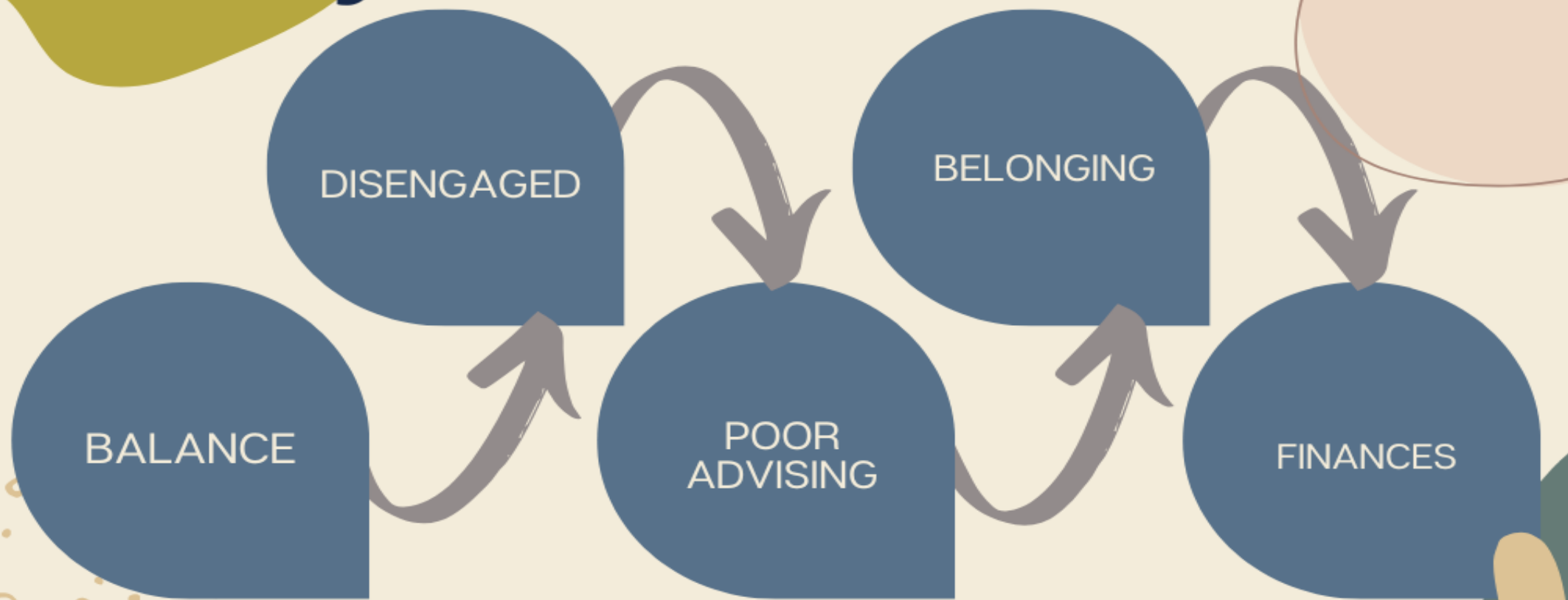
Main take aways:

- We have shifted the purpose of education from learning to earning, eliminating the need to critically think

- Supporting students in becoming self-directed learners

8/05/20XX

Why Faculty Leave

DISENGAGED

TOXIC WORKPLACE

BURNOUT

TOP HEAVY LEADERSHIP

UNDERVALUED

Insider Higher ED 2022

marginalized identity college experience

1
insufficient social capital

BIPOC students and their families report a significant lack of social capital and empowerment in the admissions process in order to find higher learning that is a good fit for their incoming learners. This is seen in low income and BIPOC students nation-wide

2
first generation

First Generation higher education creates an unstable base for the college experience as the learner has no confidence in academic culture, social belonging and/or the learning environment that has now replaced their standard and comfortable living and learning experience

3
gendered enrollment

While women are admitted to higher learning at a rate of 57% their presence in STEM and science based classrooms remains low and half of those women in the sciences are women of color

4
lack of self efficacy

Marginalized students report significantly lower rates of self efficacy within higher learning and this disempowerment leads to higher levels of stress and pressure, lower engagement with learning and community, and increases leaving the learning community

5
lack of belonging

A sense of belonging is directly related to higher instances of retention, engagement, self efficacy, possession of strong identity and an increase in social support Belonging is cultivated by admissions processes, offering relevant classroom experiences, and interrupting erasure of identities campus-wide

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Implicit & Explicit Thinking

Explicit Thinking

Conscious

Intentional
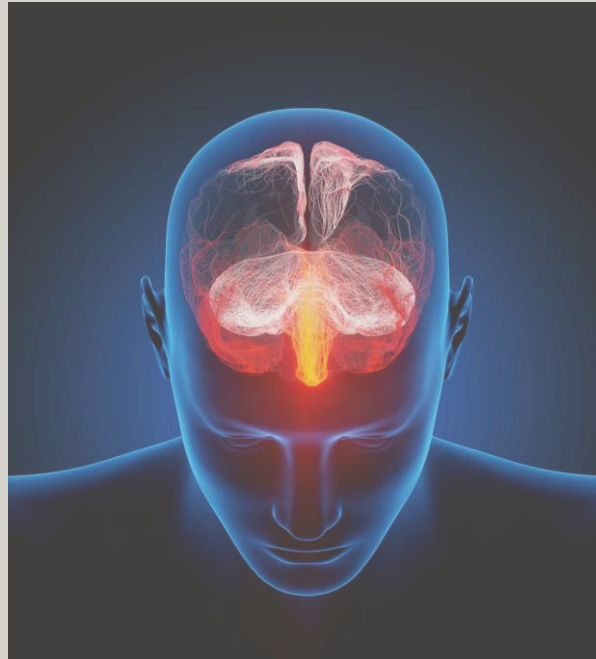
Declarative Memory

Fact Based

Recall

Implicit Thinking

Unconscious

Automatic

Procedural

Conditioned

"Autopilot"

Implicit Thinking & Bias

Implicit Thinking	Bias Conditioning
Unconscious	Social
Automatic	Familial
Procedural	Environmental
Conditioned	Automatic
"Autopilot"	Associations
Controlled by hippocampus and amygdala	Being Aware of how we store and use bias can help up disrupt how it shows up in our classrooms

Independent Work

What does belonging feel like to you?

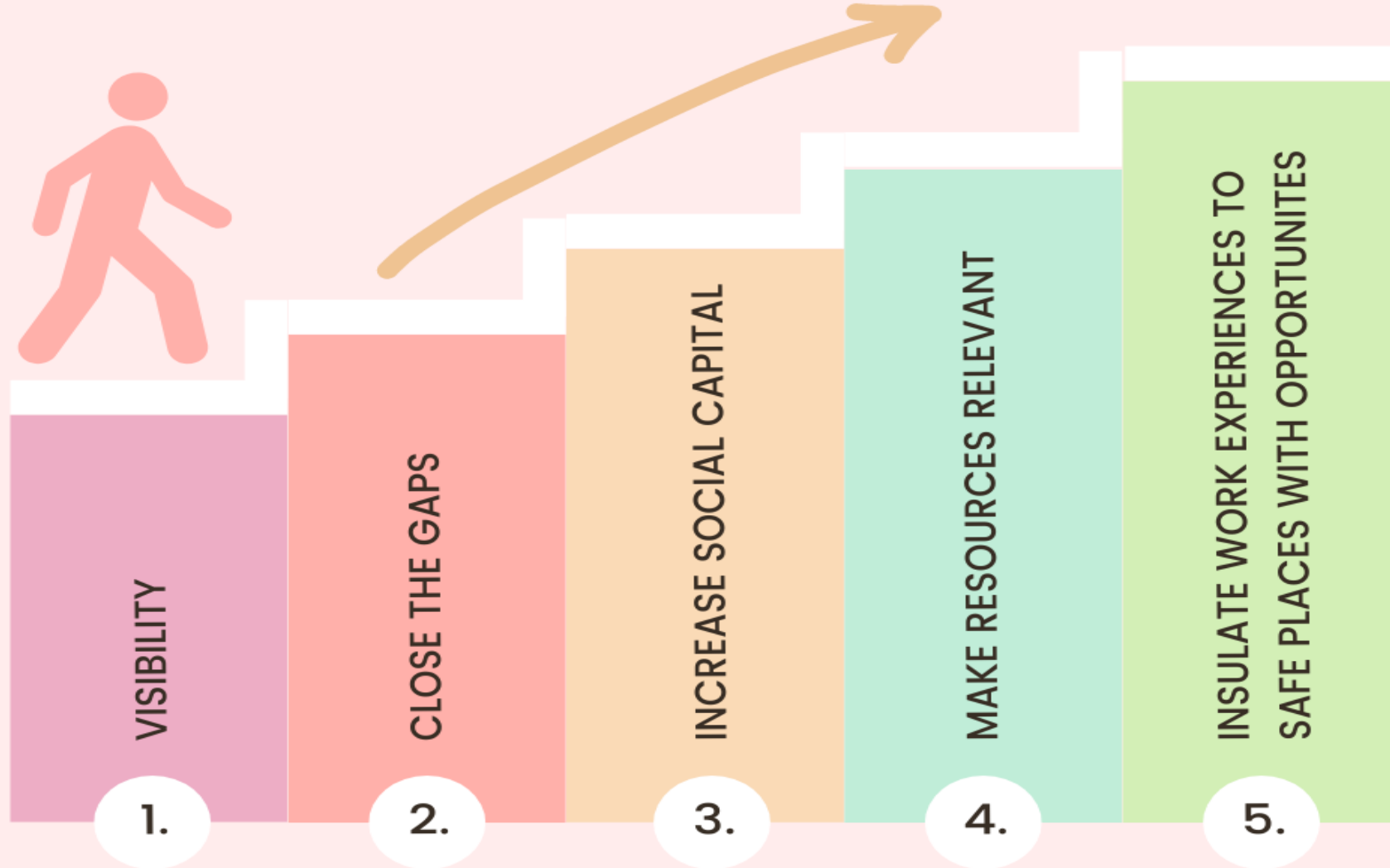Where do find belonging on campus?

Group Breakout TWO

Knowing what creates belonging for you:

HOW can you increase belonging for all students in your classroom, lab, or other learning experience?

5 Steps to Forward

1. VISIBILITY
2. CLOSE THE GAPS
3. INCREASE SOCIAL CAPITAL
4. MAKE RESOURCES RELEVANT
5. INSULATE WORK EXPERIENCES TO SAFE PLACES WITH OPPORTUNITES

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SOME ACTION ITEMS FOR 5 STEPS

01

Visibility

Recruiting | Hiring | Learning Material | Guided Research | Peer Led

02

Close the Gaps

Close gender | race | ability | international | orientation & identity gaps in admission, hiring, and resourcing

03

Increase Social Capital

Mentoring | Peer Led focus | Advising Competence | Reflecting Experience in classrooms and labs

04

Make Resources Relevant

Available but inaccessible supports fail
Make resources relevant, sustainable, and easy to request

05

Work Experiences

Internships, work studies, and community based partnered experiences will assist in retention of students

Final Activity

Using your *WHY* & *WHAT* from the beginning of our day:

Write a letter to yourself (we will mail you soon) explaining how you will commit to creating more space within your classroom for a learning community

Questions?

References

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8. https://youtu.be/klrhqs35W9w

9. Learning Model Based on Democratic Life Şeyma Şahin, PhD Ministry of National Education, Turkey