

## Roundtable: 9/14/22 “Relationship Rich Practices”

- Pete Jacoby: “RRP” Not easy in large courses. Walking around classrooms before the classes begin, results in students moving forward to the front of the lecture theatre.
- [Packback](#), writing platform creating a learning community within the class, related to subject matter and conversation between students.
- Matt Peck: Draws on HS teaching experience, LIFT program for human development, bring lift to the stage? Evidence based & growth mindset. Best training ever.
- Add link to page: <https://provost.wsu.edu/transformational-change-initiative/lift-faculty-fellowship/>
- Gordon Murdoch: Approachability in the classroom through transition to conversational lecture style versus professorial. Spending time dealing with correct information early on subject matter—media literacy and popular sources versus scholarly sources or preconceived notions. Beginning with fact-based information.
- Anna Warner: Future AG teachers. Relationship, Relevancy, Rigor—Three Rs. Until the Relationship R is covered, the others don’t matter.
- Laura Lavine: Process Oriented Guided Inquiry Learning—Team groups 3-4, well-structured, builds relationships peer-to-peer. Evidence based. <https://pogil.org/> Adaptable, and can build into as much or little as possible. Why should you work in a group: buy-in by presenting transferable skills students can take from the course/project.
- Nancy Deringer: 5 Questions as a starter (Extra credit): What do you want to learn/what are you scared of or intimidated by/ returning back to those initial questions, grounding in the purpose for the class.
- Cameron Peace: Challenge of unbalanced multi-modal classes makes RRP more challenging: Approaches: Holly (Packback); Anna Get students to engage especially with each other in the environments they’re in; Pete, no face time, but office hours via “evening with the professor” via zoom—becoming a facilitator more than presenter. 1/3 of class showed up.
- <https://provost.wsu.edu/teaching-academy/teachxwsu-2022/>
- Mike Pumphrey: Show up in remote locations to teach a class there. Willingness to travel demonstrates to the students a willingness to connect.
- Cathy Perillo: Zoom only periodically to help make that connection with uneven numbered zoom students
- Kay Bachman: All classes were on zoom in her program before 2020. Introductions in discussion forums. Replying to each student via email, invite students to discuss anything as an open-door session, evenings especially.
- Holly: 1-on-1 meetings are actually energizing.
- Yini Chen: How do you get students to show up to meetings?
- Holly: Requires meetings that are self-directed, asking the students to take charge of the meeting themselves.
- Mike: TAs and student buy-in can be difficult. Can we find a way to get TA buy-in so they look forward to building relationships with students. Training?
- Kara’s program is piloting a teaching class for TAs.
- Anna Warner: Via chat: “When I submit mid-term grades, I do Start-Stop-Continue to allow students to give feedback on things they’d like me to start doing, stop doing, and continue doing in class. It gives students a voice and a chance to give me feedback just like they are getting feedback from me. Sometimes there are really simple things I can do that make a big difference for them. Plus they feel valued. I do give them the caveat that I can’t promise I will make all the changes recommended, but that I will consider them all.”

- Laura Lavine: Supportive of more formal support for TAs to buy-in to being teachers. Awards, distinction rather than resignation or chore. CV lines, etc. Reframe the narrative of being a TA.
- Nancy Deringer: More support for new teachers as well. Many know the feeling of getting thrown into the fire without much guidance.
- Matt Peck: Via Chat: “The professional development initiative does something systematic. But if I had TAs I'd want to do something more targeted (by dept or by course). I'd also want to instruct, give space for a TA to do their own relationship building intervention in their first recitation. That way they can focus on the relationship at the start.”
- Cathy Perillo: Recommends Mckeachie's Teaching Tips (Book)—  
<https://www.amazon.com/McKeachies-Teaching-Tips-Wilbert-McKeachie/dp/1133936792>
- Pete Jacoby: Had great experience hiring a stellar undergrad to have a peer mentor who students felt comfortable interacting with and offering feedback.
- Anna Warner: How we talk about teaching shapes how TAs perceive teaching. If we grumble about it, they will too. If we treat it as an exciting opportunity, so will they. Framing teaching as a fun if challenging opportunity helps buy-in.
- Yini Chen: CV lines & the graduate excellence award through GPSA. Highlights absence of specific incentives for TAs in CAHNRS.
- Many people: Is there a specific award for the excellent TA in CAHNRS? Could there be one? There should!
- Cameron: How can we apply some of these techniques to reach professors in mentoring TAs?
- Gordon Murdoch: reciprocal evaluation. Experimentation in progress. Evals go both ways. TAs get to evaluate professors as mentors as well.