

CHRISTINA

I always just talk about, the work of teachers is we are making 1,000 mental calculations at any given moment. During class time, when I find that discussions are going on longer than I anticipated, and I'm trying to in the moment negotiate and prioritize. What I'm doing in those moments, I'm listening to them and really trying to know and to capture, what is at the heart? What is the common thread across the different comments, questions, reflections that are being shared?

And oftentimes what I will do in those moments is literally flip through my notes in my PowerPoint slides and make some decisions. I will do things like place stars next to OK, I know I want to get to this idea. Do I need the slide, or can I find a way to insert it into this discussion? Maybe we won't get to this entire section, these 12 slides might be cut.

I oftentimes also return to my syllabus and look at the middle column on my syllabus. I pose questions that I want them to keep in mind. And so I use those as an initial frame, as kind of my go to.

Yeah, that wasn't part of [INAUDIBLE] our long discussion. So when we've done this, I feel like we've covered this.

[LAUGHTER]

So I was also thinking about the things as we were going through. I was like, OK, OK. I know where we can cut some corners in terms of our discussion. But we might need to move just the desk a little bit, because I'm going to be using the slides. Let's see how quickly I can go through this, so that we can get into groups. So you can take a look.

Because there's oftentimes classes where I won't get to half of my PowerPoint slides that I created based on the key questions and ideas and concepts that I wanted to get to. And I go in always having those prepared, but knowing that there's always the possibility that given how they read, how they engaged with the literature, and what they may be seeing in their lives that takes priority, because the class is really about them and their learning experiences.

MK KIRIGIN:

She might have a very ambitious set of goals planned for the class, based on what definite activities we're going to do. But if we start talking about something in the reading or something that happened in our school that week or a personal experience that we had outside of class

or something, and we're talking with each other, and people have different comments and we want to go deeper, she will allow us to do that. And she won't force us to stop just because we have a different activity to move onto that she had planned out.

That doesn't happen in lot in my other classes. Often we have to follow the professor's goals for the day. And it makes us have very choppy discussions.

JUSTIN HAUVER: Oftentimes our discussions gave space to thoughts and ideas and emotions that are often either implicitly or explicitly excluded from other kinds of discussion. And so I think opening that space and maybe letting it go for longer than other courses might allow in that way became a healing space for many people, because then their ideas and thoughts and emotions were validated and incorporated into this institution.