Engaging students in self-reflective dialogue:
How to integrate dialogic moments

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In this workshop participants will recognize and practice:

• Teaching approaches that engage students in self-reflective dialogues that can enhance learning on challenging or controversial topics.

• Skills for implementing and integrating dialogues into their curricula in order to foster more open-minded, inclusive, and curious classrooms.
Learning objectives of this workshop

1. Recognize opportunities to integrate “structured reflective dialogue” to enhance student engagement and learning about controversial topics

2. Discuss obstacles to productive classroom conversations and identify strategies to overcome them using dialogue

3. Learn how to implement dialogic-based teaching in a variety of classrooms
NEW training program in dialogue will include:

• One day training in dialogue facilitation and principles of in-class dialogue (Summer 2018)
• Half-day training in integrating dialogue in your course syllabus (Summer 2018)
• Ongoing support your use of dialogic techniques in your class during the semester.

SUPPORTED BY
• Templeton Foundation and Tisch College Initiative in Civic Science
  Tisch College Dialogue Fellows Program
The intention we bring to classroom dialogue....

*Behind every belief is a story...*

*Behind every story, a person*
What is possible through dialogue

• Sharing the stories about our rich and complex identities.
• Holding our convictions with humility.
• Build trust and feel valued and supported as members of a classroom community.
• Living out the fullness of our diversity.
• Respectfully engaging with each other across difference.
THE PRACTICE OF STRUCTURED REFLECTIVE DIALOGUE:

- Only ask questions of genuine curiosity
- Listen to understand, with resilience and empathy
- Hold convictions but keep an open mind
- Share our lived experiences that define our values and beliefs
How does Reflective Structured Dialogue work?

The structure holds the space...so participants can hold each other...

◆ stimulate curiosity
◆ deepen understanding of diverse values and beliefs
◆ enhance mutual respect

RSD IS NOT ABOUT!!!

◆ Debating
◆ Problem-solving
◆ Convincing or persuading
1- enter conversations with confidence and safety
2- withhold assumptions about others
3- create space for self-reflection
4- support all voices that want to be heard
5- deepen understanding of diverse points of view
Roots of dialogic pedagogy

Theoretical framework for understanding learning in dialogue
Dialogue in teaching is rooted in the progressive democratic education movement in 1930s and 40s.

Dewey conceptualized dialogue as the practice of deliberative democracy and sought to foster capacity and disposition to participate in such deliberations.

(Zuniga et al., 2007)
“Dialogic interaction promotes active, generative, and transformative connections and explorations among participants and between participants and facilitator”

(Zuniga et al., 2007)
Self-authorship, “a shift from uncritical acceptance of external authority to critical analysis of authority in order to establish one’s own internal authority.”

Dimensions of self authorship
“The more mature one’s development in these three dimensions, the more likely they are to have the skills required to become an effective citizen in a complex society.”
Why care about this at Tufts?

**Tufts** mission: “help students and faculty improve understanding and engagement across divergent perspectives at through effective communication.” (Provosts Bridging Differences Initiative).

**Tisch College** mission: “prepare students for a lifetime of engagement in civic and democratic life.”

**Dental School** mission: “Civic engagement in service to our local, regional, national, and global communities”
What is Patient Centered Care?

Active partnership between patient/family and clinician that considers:

- Respect for patient’s values and needs
- Coordination and Integration of Care
- Information and Education
- Physical comfort, pain management
- Emotional support
- Involves family/friends
- Continuity and transitions
- Access to care barriers
Foundational Skill Development for Patient Centered Care

Communication
- Patient care
- Collaboration with other providers
- Patient education/counseling
- Using interpreters effectively
- Fostering motivation for self-management, risk reduction

Collaboration
- Teamwork
- Recognition of skills/expertise of other disciplines
- Peer assessment and feedback
- Collaborative care for complex oral-systemic disease

Reflective Practice
- Humility/Curiosity ➔ self-directed life-long learners
- Self-awareness ➔ professionalism, self-regulation
- Self-assessment
D1 Course: Introduction to the Dental Patient 1

• 200 students – 2 course directors (behavioral science/dental medicine)

• Format: 17 lecturers over 2 semesters:
  – Traditionally delivered didactic lectures
  – In-class activities (pairs/small groups)
  – Asynchronous online components (with assessments)
  – Patient educator presentations
  – Small group workshops

• Self-authorship ➔ “Professional identity formation”
Dialogue 1 (orientation)
“Challenges facing the dental profession”

Course context:
- Book Reading (*Teeth* by Mary Otto) ➔ Promote a common understanding of the historical roots of the dental profession and public health challenges

Question used:
- “Describe an experience from your own life that connects to one of the themes in the book and say why this is important to you as a future clinician.”

Feedback:
- Students valued opportunity to share experiences that brought them to their chosen profession, recognize diversity of classmates experiences, their role as emerging clinicians facing difficult challenges.
Dialogue 2 – “Implicit Bias in Health Care”

Course context:
• Course Context: Cultural and linguistic barriers to healthcare; cultural competency in healthcare settings

Question used:
• “Please share an experience in your life when you were the object of assumptions or judgments based on race, ethnicity, age, appearance or other characteristics OR found yourself making assumptions or judgments OR observed someone else making assumptions or judgments. Include your reaction to this experience and what previous life experiences motivated your reaction.”

Feedback:
• Connected personal experiences with bias, experiences of peers, and anticipated impact on interactions with patients
Dialogue 3 – Responding with empathy to difficult/painful patient narratives

Course Context:
• prepare student for lectures, patient educator presentations dealing with sensitive topics that are often difficult and anxiety-provoking for novices to navigate

Question used:
• “Share an experience when a strong emotional response was “triggered” or evoked in you by someone sharing their personally traumatizing or extremely stressful life experiences with you. Include how you reacted and previous life experiences that motivated your reaction.”

Feedback:
• Students valued sharing/learning strategies from one another, embraced courage to show LACK of knowledge as they anticipate difficult patient care situations
Applying Dialogue to Science Learning

Course Offering!
Spring 2014

CHEM 0094 Freshman Seminar

Course Director:
Jonathan Garlick
School of Dental Medicine

Featuring:
Daniel B. Carr
Public Health & Community Medicine

Sheldon Krimsky
Urban & Environmental Policy & Planning

Dr. Dominique Penninck
School of Veterinary Medicine

K+ Block
Mon & Wed. 4:30-5:45
Rabb Room

Do you feel that science has “real-world” relevance that is redefining your daily experience? Join us as we bring science to life, by reflecting on and assessing its personal relevance in ways that will help us work together to solve today's big problems and to make a difference in the world.

This introductory freshman seminar explores the impact and consequences of the moral, philosophical, political, and ethical issues that are grounded in science and play an increasingly larger role in contemporary life. We grapple with the social and cultural impacts of big questions facing science today, such as: when does life begin, what defines “personhood”, impacts of renewable energy and “knowing” your DNA sequence. This course is team-taught and uses a small-group learning environment to create a powerful context for interpersonal dialogue as we consider issues at the interface of society's capabilities and conscience.
CIVIC SCIENCE = REVOLUTIONIZE AND HUMANIZE THE SCIENCE CONVERSATION.....

.......BY CONNECTING SCIENTISTS AND PUBLIC CITIZENS AS PARTNERS IN DIALGOUE ON DIVISIVE AND POLARIZING SCIENCE ISSUES....
Putting a “Human Face” on Science

• Explore humanizing aspects of science across disciplines

• Integrate content with dialogue for collaborative and reflective learning

• Select polarizing topics that are redefining our personal and societal experience.

• Teach students to hold their convictions and find their voice in the science conversation

• Explore real-world science and technology issues that are linked to community engagement and active citizenship
GOALS OF FRESHMAN SEMINAR
“SCIENCE AND THE HUMAN EXPERIENCE”

• Teach scientific literacy through its socio-cultural and “real-world” relevance.

• Increase engagement in science-based issues by understanding their impact in student’s lives.

• Stimulate active citizenship, participation in public discourse, decision-making and leadership skills.

• Build peer learning communities by creating inclusive conversations across a spectrum of values and beliefs.

• Teach advocacy skills that help students find their voice in the public science conversation.

• Model civil, inclusive discourse on science-related issues in a safe and respectful environment.
SELECTING SCIENCE TOPICS THAT DEFINE THE HUMAN CONDITION - INTEGRATING DIALOGUE MOMENTS

- Represent a complex, divisive science issue?
- Have personal relevance to students?
- Have broad economic, moral, religious, or legal impacts beyond the science community?
- Have clear interpersonal dimensions?
- Raise a divisive or polarizing issue?

Facilitates development of...
- Informed citizenship
- Moral and ethical reasoning
- Civic agency
- Skills in dialogue

Epigenetics
Addiction
Mental health
Reproductive choice
Gene editing
Water quality
UNIT 1: THE TRAJECTORY OF HUMAN LIFE

- When does life begin?
- The value of the human embryo
- What is a “person”?
- What should we eat?....GMOs in our lives
- The uncertain harms of epigenetics
- Environmental Justice and the impact of the lived environment on human lifespan
Dialogue 1 – The Flint Michigan Water Crisis

Course Context:
• This dialogue is intended to prepare students to understand how institutionalized racism and failings of science created and impacted the Flint Michigan water crisis.

Question used:
• “What were your formative experiences with people of other racial groups before you came to Tufts and how do these experiences impact your views today.”

Feedback:
• BUILT EMPATHY AND UNDERSTANDING OF THE EXPERIENCE OF PEOPLE OF OTHER RACES
Dialogue 2 – The Value of the Human Embryo

Course Context:

• This dialogue is intended to deepen an understanding of perspectives on the value of human life, as we evolve from embryo to fetus to “person”, by reflecting on the lived experiences that inform our views.

Question used:

• “How do you view the value of the human embryo in light of the view that human embryos are vulnerable and need to be protected.”

Feedback:

• TOLERANCE ON DIVERSE VIEWS ABOUT ABORTION, SHARED RELIGIOUS BELIEFS, APPRECIATED GREY AREAS AROUND “PERSONHOOD”
Student feedback from Science and the Human Experience course

Pre/Post surveys across four semesters
- Attitudes toward science
- Beliefs about science literacy
- Importance of connecting science to civic life
- Attitudes toward dialogue and importance of hearing diverse viewpoints

2 focus groups
- course aspects that impacted learning
- what gained from course
## Student feedback: Surveys

<table>
<thead>
<tr>
<th>Statement</th>
<th>Pre</th>
<th>Post</th>
<th>Diff.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel that I have the tools that I need to <strong>form my own opinions</strong> about the impact of science in my life.</td>
<td>3.18</td>
<td>4.29</td>
<td>1.12</td>
</tr>
<tr>
<td>I feel that <strong>science is personal and very relevant to me</strong> and my daily life.</td>
<td>3.60</td>
<td>4.11</td>
<td>0.51</td>
</tr>
<tr>
<td>Being scientifically literate is an important <strong>part of responsible citizenship</strong>.</td>
<td>4.06</td>
<td>4.66</td>
<td>0.60</td>
</tr>
<tr>
<td>Students learn scientific principles better by <strong>creating a collaborative community of learners</strong> who share and communicate their thoughts and feelings.</td>
<td>4.21</td>
<td>4.66</td>
<td>0.44</td>
</tr>
<tr>
<td>Being in a class <strong>with people with different points of view</strong> will further my learning about complex issues.</td>
<td>4.60</td>
<td>4.83</td>
<td>0.23</td>
</tr>
<tr>
<td>Students can learn from each other by <strong>sharing points of view</strong> that are very different from their own.</td>
<td>4.61</td>
<td>4.79</td>
<td>0.18</td>
</tr>
</tbody>
</table>

Scale: 1=Strongly disagree to 5=Strongly agree.

Pre/post differences are statistically significant at p<.05.
“I don’t think I could say that I have a solidified truth at 18 years old and I don’t think I’ll have a solidified truth at 21, but I know where I come from. So I know that when I speak on a topic that is my truth on a topic.”
“Dialogue helps me examine others’ [views] and not make snap decisions based on what someone says... If someone says something I don’t agree with, why are they saying that and where does it come from? Because they are going to have reasons... it’s very far from black and white.”
“This class has really **helped** realize that everyone has their own truth... it’s just this empathy... **to hear what someone is saying** and actually listen to it and try to figure out where that comes from and how you’re situated in that truth.”
Part 2: 45 min. Workshop (interactive, small groups)

Workshop Flow:

1. Facilitators model how to develop and integrate a dialogue focus and question

2. Participants break into small groups, fill out worksheet form with guiding questions

3. Discuss challenging topics and conversations you face and how dialogue may help overcome obstacles.

4. Back to larger group ➔ Ask for a few volunteers to share their ideas generated; group responds with “questions of curiosity”, concerns and areas for future work

5. Closing remarks; resources
Activity (20 min)

• Workshop participants use the worksheet to:

1. Identify ONE learning objective from your course and a challenging topic or conversation related to that learning objective.
2. What dialogue question could you ask to improve learning and communication on that topic?
3. What is the impact you are hoping for at the conclusion of the dialogue?

Probing questions:
– What insight or transformation do you want your students to gain from the dialogue experience?
– Consider how you might prompt students to share something about their personal experiences/values/beliefs in a way that will engage their curiosity about others’ viewpoint
– What challenges and barriers did you experience in developing your topic or dialogue question?
• Ask volunteers to share their ideas for designing a dialogue for their class:

Describe your chosen course topic, your question, and the impact you believe may result in response to a dialogic discussion in your classroom?
Closing remarks/resources (5 min)

• “In one breath, share one thing they would like to think about, work on, or discuss”
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