

Tufts University-Wide Teaching Conference

**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

The Dialogic Classroom- ***DEVELOPING DIALOGUE-BASED TEACHING METHODS*** ***IN YOUR CLASSROOM***

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

THIS ALLOWS PARTICIPANTS TO.....

- 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**

INSTITUTE FOR
DEMOCRACY &
HIGHER EDUCATION

Tufts
UNIVERSITY

Jonathan M. Tisch
College of Civic Life

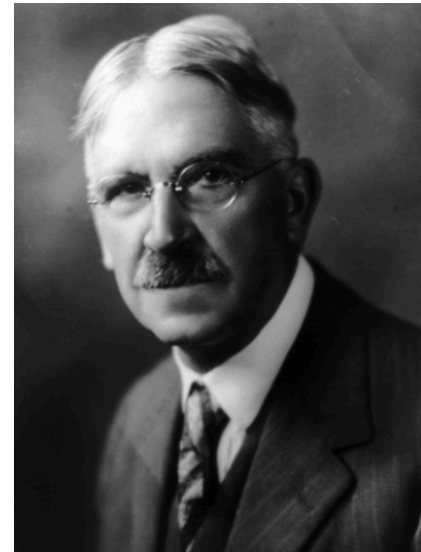
Roots of dialogic pedagogy

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)

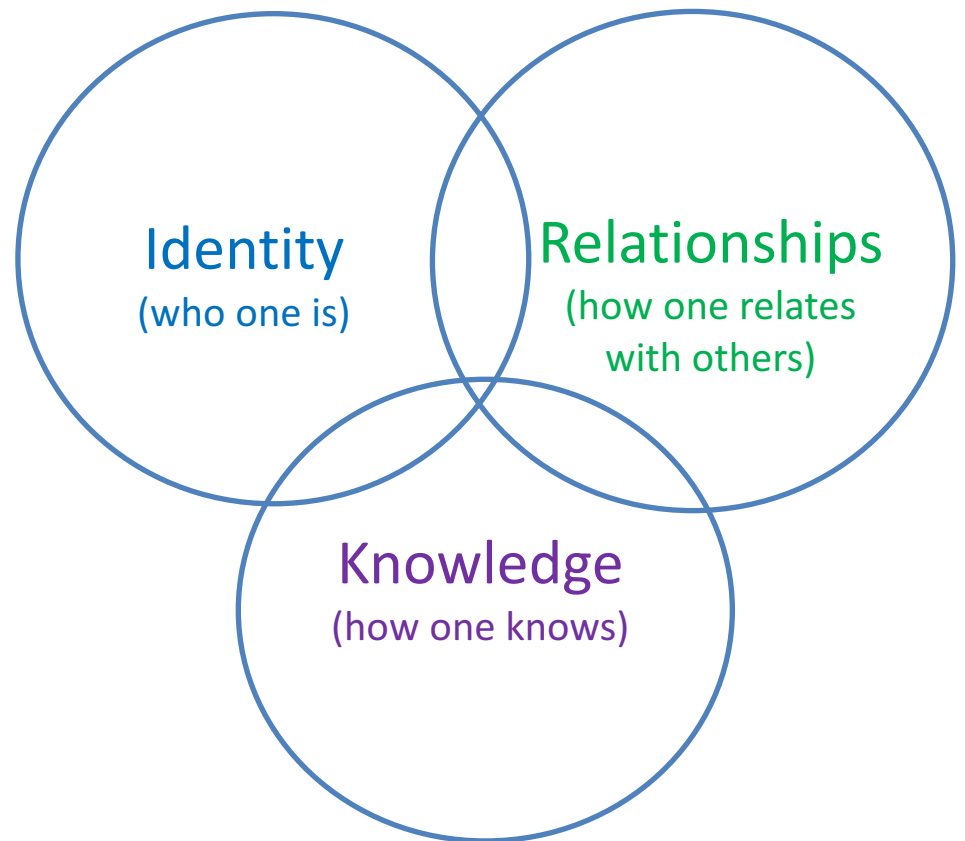
Identity
(who one is)

Relationships
(how one relates with others)

Knowledge
(how one knows)

Dimensions of self authorship

Self-authorship, “a shift from uncritical acceptance of external authority to critical analysis of authority **in order to establish one’s own internal authority.**”



“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”

Applying Dialogue to Health Professions Training (TUSDM)

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 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

SCIENCE
and the
HUMAN
EXPERIENCE

Course Director:

Jonathan Garlick
School of Dental Medicine

Featuring:

Daniel B. Carr

*Public Health
& Community Medicine*

Sheldon Krinsky

*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
DIALOGUE ON DIVISIVE AND
POLARIZING SCIENCE ISSUES....**

Putting a “Human Face” on Science

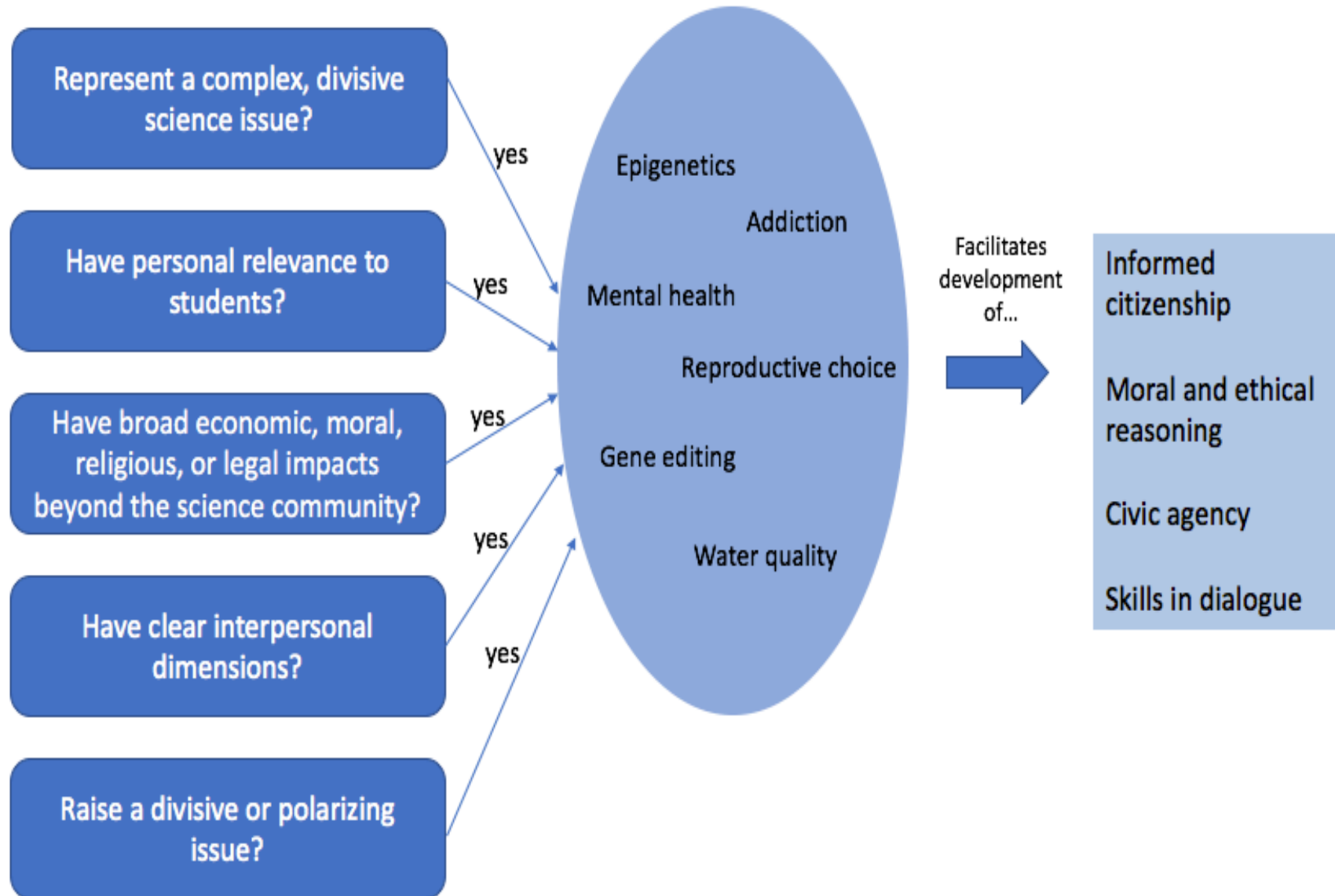
- Explore humanizing aspects of science across disciplines
- Integrate content with dialogue for collaborative and reflective learning
- Select polarizing topics that are redefining our personal and societal experience.
- Teach students to hold their convictions and find their voice in the science conversation
- 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



When does life begin?

The value of the human embryo

What it means to grow old in our society?

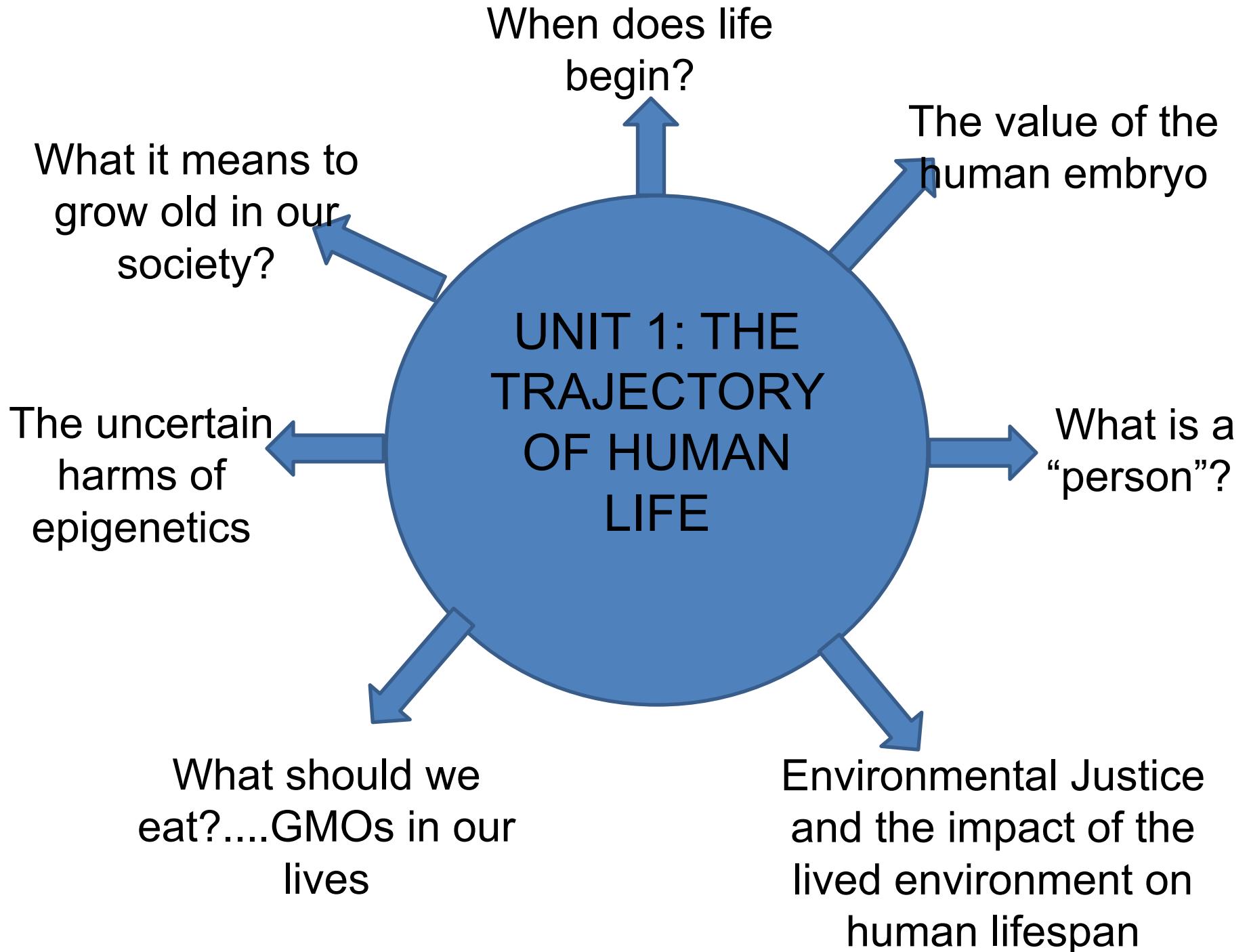
UNIT 1: THE TRAJECTORY OF HUMAN LIFE

What is a "person"?

The uncertain harms of epigenetics

What should we eat?....GMOs in our lives

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

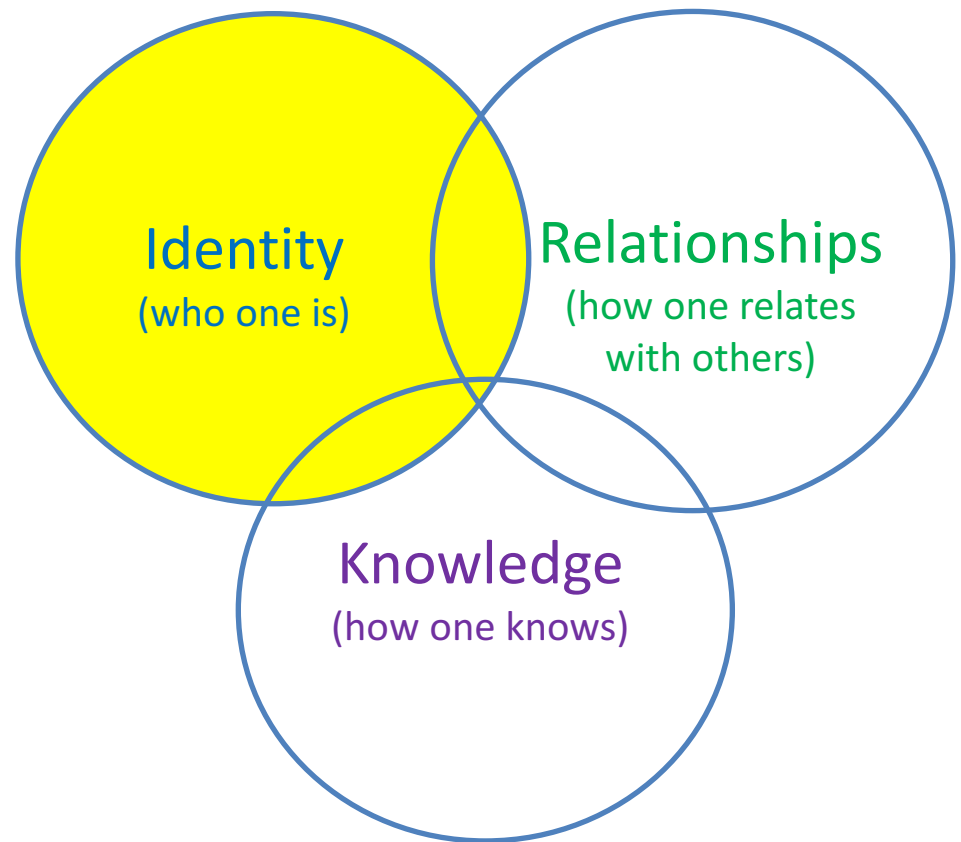
what gained from course

Student feedback: Surveys

	Pre	Post	Diff.
I feel that I have the tools that I need to form my own opinions about the impact of science in my life.	3.18	4.29	1.12
I feel that science is personal and very relevant to me and my daily life.	3.60	4.11	0.51
Being scientifically literate is an important part of responsible citizenship .	4.06	4.66	0.60
Students learn scientific principles better by creating a collaborative community of learners who share and communicate their thoughts and feelings.	4.21	4.66	0.44
Being in a class with people with different points of view will further my learning about complex issues.	4.60	4.83	0.23
Students can learn from each other by sharing points of view that are very different from their own.	4.61	4.79	0.18
Scale: 1=Strongly disagree to 5=Strongly agree.			
Pre/post differences are statistically significant at $p < .05$.			

Student feedback

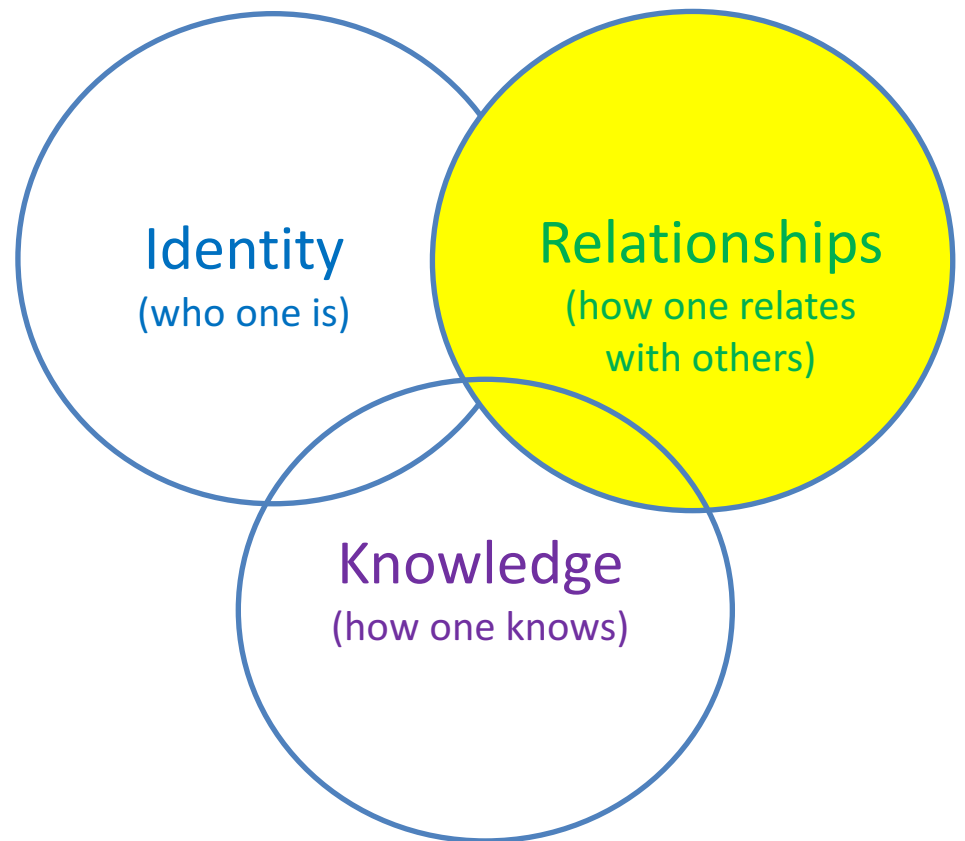
“I don’t think I could say that I have a solidified truth at 18 years old and I don’t think I’ll have a solidified truth at 21, but I know where I come from. So I know that when I speak on a topic **that is my truth on a topic.**”



Student feedback

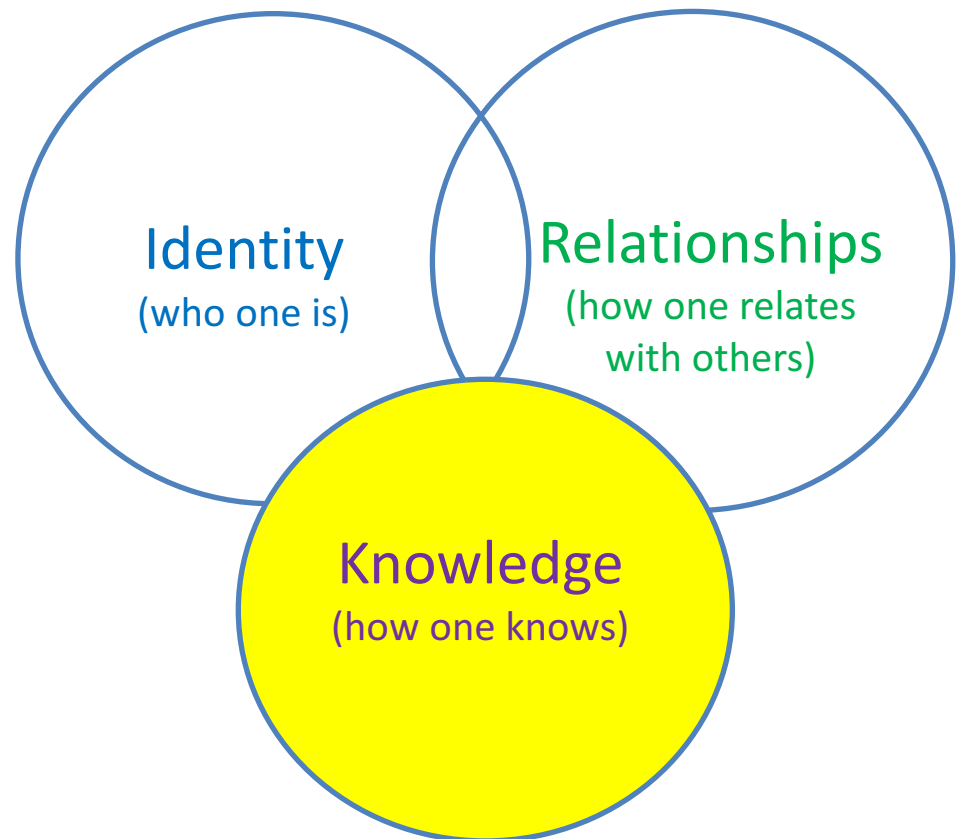
“Dialogue helps me examine others’ [views] and not make snap decisions based on what someone says... If someone says something I don’t agree with, why are they saying that and where does it come from?”

Because they are going to have reasons... it’s very far from black and white.”



Student feedback

“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?**

Share ideas and examples (20 min)

- 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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