



Implementing a Pedagogy of Radical Empathy & Encouraging “Belonging”

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Radical Empathy for Students: Pedagogical Overview

- During the second semester of my DFF program, we pivoted to fully online teaching due to the pandemic.
- Challenges: supporting students who are tech-averse or have less access to technology; relaying/ simulating complex discussions about writing via videos; replicating the “classroom bonding” experience on the discussion board; modifying grading requirements to uphold rigor but reinforce flexibility.
- Systemic challenges: combating fear/ uncertainty; reaching out to colleagues and mentors in the DFF program to use specific language that would support, encourage and otherwise push students to *complete* the course.

Specific Pedagogical Practices/ Praxes that Model Empathy

STRATEGY 1

- Reach out to experienced faculty, the Academy and mentors to (re)design Blackboard course shells.
- Use visual signposting/ memes in course shells (a practice that I modeled based on Dr. Judi Nitsch's course shells on Blackboard).
- Use fully captioned lecture videos with visuals and transcripts.
- Two examples follow.

It's crunch time--time to start drafting! 📩

Posted on: Monday, October 5, 2020 1:43:17 PM CDT

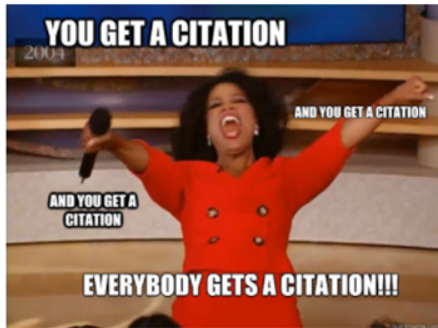
Hi Students,

I hope you're all staying safe.

I've opened the Week 7 module, as you may have noticed. Here are some key reminders for this week:

- 1) Go back and [review the Week 6 video](#) where I go over the sample/ model essay. **Read the sample essay carefully, making notes on transitions *between* and *within* the paragraphs.** Remember to look closely at the Works Cited page and the in-text citations. Next week, we will tackle introductions and conclusions, but feel free to explore his opening and closing paragraphs in detail.
- 2) Read and watch ALL the materials this week to get a sense of how to write in-text citations for the essay, and how to write transitions between and *inside* your paragraphs. Write your citations as you watch the MLA style guide video.
- 3) Read my feedback on your double-entry notes on Wednesday. I am looking at your notes today and tomorrow. You can definitely start writing your essay even today but if you do not look at "My Grades" (by Wednesday) and do not use my feedback on the notes, you may miss out on important details and suggestions. I may also recommend more academic sources if I feel your paper needs them.
- 4) Start writing your paper. Remember--you've got this! I'm always here to support you, so email me with questions.
- 5) Better yet, [schedule an appointment with me!](#) This week is ideal for appointments. Plus I have an open schedule, whereas, next week I'm a bit busier.

[Good luck!](#)



Prof. M

Posted by: Ranjani Murali
Posted to: ENG101 W29 -
COMPOSITION (Fall 2020)

An example of my use of memes to make an important announcement and draw student engagement and attention. (I consistently receive feedback from students that supports this practice).

Prof. Murali's proposed outline for your paper ☆ 📌 📄

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STRUCTURE OF RHET. ANALYSIS ESSAY: Recommended by Prof. M

PARA 6: CONCLUSION INTRO PARA

PARA 5: BODY PARA PARA 2: DESCRIBE!

PARA 4: BODY PARA PARA 3: BODY PARA

PARA 1: USE POST 13: PROVIDE AT LEAST ONE EXAMPLE OF VISUAL PATHOS

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HOW DOES THIS TEXT EMOTIONALLY APPEAL TO ITS AUDIENCE? WHAT ARE EMOTIONS OUTRICKERS WILL NOT UNDERSTAND OR MAY NOT EVEN KNOW ABOUT?

PARA 2: DESCRIBE THE VISUAL TEXT IN FULL DETAIL

PARA 2: DESCRIBE THE VISUAL TEXT

USE POST 13: PROVIDE ONE EXAMPLE OF VISUAL LOGOS

LOGOS USE ONE EXAMPLE OF LOGOS IN THE LANGUAGE OR TEXT— PLEASE USE OUTRICKERS TO EXAMINE THE DIALOGUE OR TEXT CLOSELY

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MORE LOGOS: EVIDENCE SUB ALL OF POST 13 PLUS MORE SUGGESTIONS

ON POST 13 RESP: IF I ASKED YOU TO ADD SOMETHING: YOUR THESIS SHOULD ALSO ANSWER THE QUESTION: Why is this text so accurate or their representation of my culture to individual? It's okay to have two sentences, friends.

meanig dialogue or text in your visual text.
Use your entire paragraph in Post 13 on logos.

An example of a typical lecture video, along with accessible captions and a transcript.

Prof. Murali, ENG 101 (13-week), Fall 2021: Week 11 lecture on how to write Draft of Essay 3

Unlisted

12 views • Nov 30, 2021

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Ranjani Murali

3 subscribers

ANALYTICS

EDIT VIDEO

TRANSCRIPT: <https://docs.google.com/document/d/1M...>

(Specific Pedagogical Practices...continued)

STRATEGY 2: THE THREE-SURVEY APPROACH

- Use an entry survey that allows students the opportunity to disclose (to the extent they are comfortable) any commitments they have that may conflict with or impact their asynchronous attendance (childcare/ caregiving, etc).
- Use an accessibility survey question in the entry survey in the beginning of the semester (Fall 2020- ongoing) to gauge what support students need.
- Gauge ongoing student needs via a midterm survey.
- Use an exit survey to map success and areas that require improvement.
- Examples follow.

Do you have any accessibility or other requests for my teaching online? For example, do you need to have transcripts or scripts of videos if they are available? Do you have any conditions that I might need to be aware of in an online environment? (Please do not disclose anything you don't feel comfortable sharing. You can simply tell me what you need without disclosing personal information). If you believe you require accommodations, I always contact Access & Disability Services at Harper--they are very helpful. *

Entry Survey questions pertaining to accessibility and scheduling.

Do you have additional responsibilities, such as a full-time or part-time job; or, are you the caregiver for one or more adults, children or other dependents; or is there something about your schedule I should know? (Please, please do NOT feel the need to disclose personal information or provide specifics! Just say "no comments." The only reason I ask this is because I want you to know that I empathize with a busy or difficult schedule and that I am willing to be flexible to help you succeed!). *

Which part of our class setup is working well for you? Select ALL that apply. *

- ☐ Recorded lectures
- ☐ 1:1 conferences with Prof. M
- ☐ Video feedback (in addition to written feedback)
- ☐ Assignment frequency (Wednesday/ Sunday)
- ☐ Readings/ videos assigned (not including lecture videos; I'm talking about general tutorials, YouTube video...
- ☐ Reading the sample essays
- ☐ Grading (frequency, leniency, etc.)
- ☐ Late pass

Which components of our class/ course ABOVE (or BESIDES those listed above) do you need help with, or further assistance with? Please try to be specific so I can reach out to you. If you're comfortable, leave your name. *

**Midterm
Survey: two
questions to
gauge further
needs.**

Which components of the course really, really worked for you? (Things that were helpful, exciting or generally went well?) *

Your answer

What are some things you'd like for me to add/ modify/ subtract? Please be polite but specific. Professors are humans too! :-) I will gladly take your feedback into account for sure when I teach this course again (and give you credit for suggesting cool things :-)) *

Your answer

Just a reminder and an affirmation for you. You have done stellar work. Be proud, and move onward. I'm always here to support you!



**End-semester survey: gauging success
and inviting responses for improvement.**

Aiming for a culture of “belonging”

- Last week, I attended the DREAM ATD 2022 virtual conference with Harper colleagues.
- The book *Pedagogy of Real Talk: Engaging, Teaching, and Connecting with Students at Risk* by Paul Hernandez was referenced and discussed in the keynote and elsewhere.
- [Hernandez’ book](#) and [Ted Talk](#) both focus on “how to connect with students in order to create powerful relationships” that fuel learning and honor the full identity of our students as whole humans.
- My DFF experience has helped me adapt as a full-time faculty member: I am committed to reinforcing the idea of Harper and my course as a community, and not just a space where learning is a one-way street/ process.

THANK YOU!

I am grateful for the experience to serve our students and present some of my experiences as a former Diverse Faculty Fellow. I continue to do my best to serve our students as a tenure-track instructor.

- Ranjani Murali

