

Community-Building in the Classroom

**AI Orientation
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Icebreaker Survey

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OR

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Activity

Break into groups of 3

Answer 3 questions:

- A time when your life changed for the better
- A childhood field trip or family vacation
- One teacher who made an impact on you

Introduce: Name + 3 words

— — —

(nouns/adjectives)

How did we do?

- What is this activity good at doing?
- What does this activity *not* do well?
- Importance of intention



Sample Rubric for Community-Building Activity

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Good to Outstanding (90%-100%) 45-50 points	Good to Average (80%-89%) 40-45 points	Average to Acceptable (70%-79%) 35-40 points	Acceptable to Poor (0%-69%) 34 points and below
<ul style="list-style-type: none">• The activity helps introduce students to each other and draws out connections between students.• The activity is between 10 and 15 minutes long.• The presenters engage the class in a rich discussion of the benefits and limits of the activity in terms of context and populations.	<ul style="list-style-type: none">• The activity helps to build the class community.• The activity is engaging.• The activity is a minute over or under time.• The presenters engage the class in good discussion of the benefits and limits of the activity in terms of context and populations.	<ul style="list-style-type: none">• The activity helps the students to learn each other's names.• The activity is two minutes over or under time.• The presenters engage the class in discussion of the activity, but there is not much information gained about limits, benefits, and contexts.	<ul style="list-style-type: none">• The activity fails to meet the expectations of the assignment.• Group members who do not attend class on the date of their CBA receive a grade of 0 (zero) for this activity.

Experiences of community-building in the classroom

Oliver Lees & Lauren Laskowski

Why? For you.

- You are part of the classroom community, too.
- Being part of something increases your sense of belonging.
- You'll enjoy it more.
- It can help you recall student's names and pronouns.

Why? For them.

“Sense of community scores significantly predicted students’ classroom attitudes, perception of learning, and actual performance on course exams.”

(McKinney, McKinney, Franiuk, & Schweitzer, 2010)

Student evaluation feedback

she encourages people to listen and be there for people.
even people we may not know very well, like our classmates.
**this is the first class ever, since attending IU, that i've
actually felt close to my classmates** and that's all thanks
to professor Laskowski

Student evaluation feedback

This was my favorite class this semester. The material was interesting and was presented in a very accessible and fun way. **Lauren was great at making the class a really friendly and safe place. I talked to more people in this class than I ever have before.** She's the best instructor I've had. All questions were answered thoughtfully and fully.

Student evaluation feedback

Lauren is one of the absolute best instructors I have had at IU. She was so knowledgeable in the content and lead some really fruitful discussion. **Our class had such a warm environment and this really made an impact on my learning.** I'm sure my classmates would agree. I'm not sure how she is as a counselor but I know for a fact that she is a truly wonderful teacher.

Student evaluation feedback

I really enjoyed the time I spent in this class. **The environment you created was amazing and extremely beneficial to my learning!** Although I was not as passionate about the material as others, it was cool to be in a place watching everyone's passion for counseling shine. Thank you!

Student evaluation feedback

...he presented the class with a problem, gave us a reading to go over, and then just let the class have at it. He, of course, **spent the first couple weeks guiding us to understanding how this process worked**, but once we understood the class was the best class I had all semester. **Being able to talk to all my classmates and debate topics or build on one another's ideas was a very powerful feeling.**

How to build community

- Community-building activities
 - Instructor-driven AND student-driven
 - Observer, not participant - show them you're interested

- Exit tickets and/or anonymous polls
 - One thing I don't know about you
 - One thing to change about the course
 - One thing you want to know about me

How to build community

- Clarity and consistency
 - Expectations/Boundaries/Rules/Syllabus
 - Constant evaluation
 - Timely feedback
- Vulnerability
 - “I don’t know”
 - Show that you care
 - Take attendance (and follow up)
 - Talk with students before class
 - Stay after class
 - Hold office hours

How to build community

- Sincerity
 - Anti-Impostor Syndrome
 - Find a way to **believe** what you say
 - Be a person, but don't take it personally

Student evaluation feedback

It is a very open and fun environment where I feel **a desire to learn.**

Student evaluation feedback

I loved **how open we were allowed to be** and how accepting he always was and you could tell how much he really loves all his students!

Student evaluation feedback

I loved the **safe, accepting atmosphere** of both the instructor and the classroom. I looked forward to coming everyday and **knew that I was always accommodated for.**

Student evaluation feedback

...he assisted in great class discussion and was always open to talk about problems or issues we were having. He helped us become **more of a community rather than a classroom and I will be coming out of this course with a few friends,** confidence in my communication abilities...