



Response Sheet 2

Developing a scenario

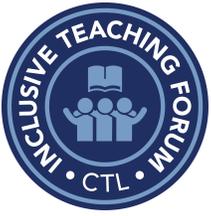
Faculty Postdoc Graduate student Undergraduate student Other: _____

This morning's activities will help us identify and develop case study scenarios for the *Guide to Inclusive Teaching and Learning at Columbia* that are rooted in actual interests and perspectives at the University. Since case studies involve situations, actors, perspectives, and challenges/problems, we invite you to explore these elements here.

1. Conceiving of a scenario

A) What might get in the way of inclusive teaching as you define and value it? If you filled out Response Sheet 1, think back to your answers there, particularly to questions 3 and 4.

B) Now please imagine a hypothetical narrative that highlights the aspect of inclusivity you particularly value, and a challenge, difficulty, or problem that may arise when trying to implement it. How does this situation unfold? Use the space below to jot down elements of this scenario so that you can describe it to a partner.



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2a. Developing your scenario with a partner

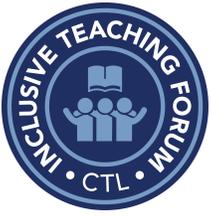
For this activity, you will work in pairs and take turns sharing the scenarios you have just conceived. You will each have two roles: “speaker” and “listener.” Please bear in mind our general discussion guidelines (Handout 1).

1. Decide who will speak and who will listen first, and go through the steps as outlined in the table below. (20 minutes)
2. Switch roles and repeat. (20 minutes)

	Speaker	Listener
Description (~3 minutes)	You have the floor for three minutes. Describe your scenario, uninterrupted. If you finish before three minutes are up, use the open time to fill in details, complexities, etc. If there’s nothing more to add, it’s fine to sit in silence.	Listen to the scenario without speaking. Be present – give the speaker your undivided attention. Feel free to encourage with eye contact / body language, but do not over-cue. You may feel the urge to chime in. If this happens, gently return your full attention to what the speaker is saying.
Clarification (~5 minutes)	Wait until the listener paraphrases your whole story before responding to it. Clarify any significant errors or omissions in the listener’s recap. The clarification round ends when you are satisfied that the listener fully comprehended your scenario.	After the speaker finishes the story, offer a full paraphrase of what was said. Once you are done recapping the full scenario, ask clarifying questions to understand what your partner was trying to say, and invite the speaker to correct anything you might have gotten wrong.
Collaboration (~10 minutes)	After the Clarification round, speaker and listener work together to fill out the chart in the speaker’s Response Sheet 2 (see 2b on next page). Help each other imagine some assumptions that a student, an instructor, and (if relevant) another significant agent (such as an administrator, a teaching assistant, an advisor, or another entity) may have in this scenario.	

Adapted from:

- “Mindful Listening Instructions” in *Contemplative Practices in Higher Education: Powerful Methods to Transform Teaching and Learning* (2014), 144-5.
- [Team-Building Exercises – Communication; Fun Ways to Build Communication Skills](http://bit.ly/1p1Rwt4) (MindTools). Online at <http://bit.ly/1p1Rwt4>.
- [Revisiting "active listening": Paradoxes and practices that prompt critical reflection](http://bit.ly/1TxCGpk). POD 2015 Conference presentation: Roben Torosyan and Alison Cook-Sather. Online at <http://bit.ly/1TxCGpk>.



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2b. Assumptions chart

Please work with your partner (the listener in 2a) to fill in different perspectives and expectations that can be imagined in your scenario.

	Assumptions about teaching	Assumptions about learning
Student		
Instructor		
Other (Please define)		



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3. Takeaways

Please use this space to jot down any realizations about your perspective on inclusive teaching that may have occurred to you as a result of conceiving this scenario and discussing it with a partner.

Thank you! CTL is deeply appreciative of your willingness to discuss and share this scenario, which will help us identify needs and develop guidance. We hope that you are comfortable giving this response sheet to the facilitator at your table, along with Response Sheet 1. Any case study or training materials that may be derived from your responses will be generalized; we will not share or publish any identifying information.