

Applying Dialogic Techniques

<p>Overview</p>	<p>This resource guide provides an overview/summary of the Intergroup Relations Insight Handouts from the Program on Intergroup Relations (IGR). Each overview includes prompts for the learner/reader to consider in thinking about how to integrate dialogic techniques with one’s instructional strategies and course content. Dialogic techniques cultivate inclusivity in the classroom as they encourage collaborative action and dialogue between all participants.</p> <p>The IGR Insight handouts offer 11-pages of invaluable resources for those considering applying dialogic techniques on campus and beyond. Topics for building facilitation skills range from Strategies for Managing Hot Moments in the Classroom, to Learning to Listen, Interrupting Bias, How to Apologize, and many more useful tools. You can click into each corresponding handout through the hyperlinked text in the document.</p>
<p>Goals</p>	<ol style="list-style-type: none"> 1) To gain a more thorough understanding of the different aspects of applying dialogic techniques. 2) To prompt reflection on one’s strengths and areas of growth in applying dialogic techniques. 3) To suggest strategies for incorporating dialogic techniques into the classroom.
<p>Anti-Racist Pedagogy Principles</p>	<p>The following anti-racist pedagogy principles are incorporated into this resource guide. For a review of the principles, visit our Practicing Anti-Racist Pedagogy homepage.</p> <p>Principle 4: Anti-racist pedagogy seeks change within and beyond the classroom</p> <ul style="list-style-type: none"> • The dialogic techniques presented in this resource guide extend beyond your classroom and campus. Practicing how to apologize, reflecting on oppression, and examining microaggressions are a few of the techniques in this guide that go beyond our individual classroom facilitation. <p>Principle 5: Anti-racist pedagogy bridges theory and practice</p> <ul style="list-style-type: none"> • Intergroup dialogue is a structured process that focuses on listening to other viewpoints and gaining new insights and perspectives. This guide provides different practices and techniques to engage in interactive and shared dialogue about privilege, oppression, diversity, and social justice. <p>Principle 6: Anti-racist pedagogy focuses on the importance of process over time</p>

	<ul style="list-style-type: none"> The techniques and topics in this guide are not to be used once or sparingly. Practicing the techniques and exploring these topics regularly requires commitment and time. Patience is key as there are no shortcuts in this work.
<p>Implementation</p>	<p>This resource can be used at any time through a semester and has benefits for use at varying times.</p> <ol style="list-style-type: none"> In preparation for their course/dialogue, instructors/facilitators should become familiar with dialogic techniques. Utilized during the planning/preparation phase, this resource prompts reflection on practice which is critical in considering how to integrate dialogic techniques into everyday teaching strategies. Using this resource throughout the semester allows for recurrent/consistent self-reflection on how one is doing at integrating dialogic techniques into their course/ dialogue. After reflection, instructors/ facilitators can make changes to improve their practice throughout the term. The resource can be assigned to students as part of their readings on specific topics (i.e., if students are learning about microaggressions, assigning the one-page insight on microaggressions can serve to orient students to the topic prior to diving into deeper reading. <p>Using this resource at the end of a term/dialogue allows for self-evaluation/ reflection of how one integrated dialogic technique into their course/ dialogue.</p> <p>It is also recommended that instructors review the following guides for additional insight and context:</p> <ul style="list-style-type: none"> Examining Privilege and Oppression (Activity Guide) Implicit Bias (Resource Guide) Identifying and Addressing Characteristics of White Supremacy Culture (Resource Guide) Invisible Knapsacks (Activity Guide) Racial Bias Test (Activity Guide) <p>It is our goal that our activity guides and resource guides are not used in isolation from one another. Engaging in inclusive and/or practicing anti-racist pedagogy is an ongoing process that requires consistent engagement and reflection. Be sure to review the many resources that are provided on the LSA Inclusive Teaching website.</p>
<p>Challenges</p>	<p>Facilitating Intergroup Dialogue requires an examination of privilege and an understanding of how white supremacy and systemic oppression influence our everyday lives and experiences.</p> <ol style="list-style-type: none"> This document provides a cursory overview of insights into dialogic techniques. They are meant only as an introduction and continuing to deepen your

	<p>knowledge on them is encouraged.</p> <p>2) Because privilege is normalized, it can be challenging to recognize at first. Recognizing and addressing your own privilege will be a constant process that will require a great deal of reflection and adaptation over time.</p> <p>3) Addressing privilege is usually uncomfortable and you may experience a range of emotions from defensiveness and anger to guilt and defeat. As difficult as it may be, it is important that you commit to recognizing and addressing your own privilege. For more information regarding privilege, please see our "An Instructor's Guide to Understanding Privilege" Resource Guide.</p> <p>4) Because privilege is so uncomfortable, discussing privilege can often bring about "hot" moments in the classroom. Be prepared for how you'd like to address student responses. Please see our "Addressing Hot Moments resource guide."</p>
<p>Integration with Course Content</p>	<p>Review the following document as it contains an overview of each handout topic, a link to the handout, as well as reflection prompts to consider. After reading each overview and handout, journal for at least 5 minutes per prompt. This reflection exercise is useful for applying what you have read to your practice.</p>
<p>Citations</p>	<p>Adapted from 'IGR Insight Handouts,' Program on Intergroup Relations, University of Michigan. Adapted with permission. 2021</p> <p>Resource developed and hosted by LSA Inclusive Teaching Initiative, University of Michigan (http://sites.lsa.umich.edu/inclusive-teaching/).</p>

Intergroup Relations Insight Handout

Handout Topic	Brief Description and Reflection Prompts
<p><u>What is Intergroup Dialogue?</u></p>	<p>Overview: Intergroup Dialogue uses dialogic principles to focus conversations on how people with differing social identities have differential access to social power, privilege, and cherished resources, and thus view the world, and potential action for social change/justice differently. It encourages collaborative action for change.</p> <p>Reflection Prompts to Consider:</p> <ul style="list-style-type: none"> ● Where does your classroom communication fall between “Dialogue”, “Debate” and “Discussion”? ● What are some specific examples of your activities that include “Dialogue”, “Debate” or “Discussion”? ● How does engaging in dialogue <i>feel</i> different than engaging in debate or discussion?
<p><u>Learning to Listen</u></p>	<p>Overview: Dialogues are about generously listening to others. It is about turning off one’s own internal conversation and listening with curiosity and genuine intent to learn. We believe that being a generous listener is one of the most important skills in a facilitator’s toolbox.</p> <p>Reflection Prompts to Consider:</p> <ul style="list-style-type: none"> ● When engaging in classroom communication, which level of listening do you generally fall into? ● What are some specific examples of moments in which you have engaged at each level of listening? ● Is listening an area of personal strength or growth? Why? ● Spend the next week attempting to listen at the generous level and notice what occurs to you.
<p><u>Developing Community Guidelines</u></p>	<p>Overview: Community guidelines give each group member a framework for respecting each other’s opinions and respecting and understanding each other’s opinions and lived experiences. Guidelines can help dialogues stay on track when conflict emerges. Establishing community guidelines is an essential part of creating a brave, inclusive space.</p> <p>Reflection Prompts to Consider:</p> <ul style="list-style-type: none"> ● Do you craft community guidelines in your classroom? ● Which community guidelines of the 10 provided are most salient for your classroom context?

<p><u>The Four Levels of Oppression</u></p>	<p>Overview: Oppression is about a group within society being denied access to material resources and social power over time.</p> <p>We often think about things like racism or sexism as conscious, individual acts of discrimination perpetrated by one individual against another individual. Individual oppression is the first of four levels of oppression: Individual, interpersonal, systemic, and cultural.</p> <p>Reflection Prompts to Consider:</p> <ul style="list-style-type: none"> ● Think about the four levels of oppression in relation to your field of practice. Where have you seen examples of each of the four levels of oppression? ● In which ways have you intentionally pushed back against oppression? ● In which ways have you perpetuated oppression?
<p><u>PASK</u></p>	<p>Overview: PASK is a Facilitator Personal Assessment Chart that prompts reflection to answer the following question: “What are some of the personal resources that you bring to the Social Justice framework and those you still need to develop in order to be an effective intergroup dialogue facilitator?”</p> <p>Reflection Prompts to Consider:</p> <ul style="list-style-type: none"> ● Complete the Personal Assessment Chart and reflect on your strengths and areas of growth. ● Where can you make changes in your practice to address your areas of growth? ● What are some of the personal resources that you bring to the Social Justice framework and those you still need to develop in order to be an effective intergroup dialogue facilitator? (See handout on Facilitation #7)
<p><u>Master Narrative, Multipartiality, and the Counter Narrative</u></p>	<p>Overview: The master narrative is the dominant narrative that our society has developed to make sense of our shared history. Though the master narrative is often accepted as fact, it is very frequently incorrect about explanations of diversity and privilege/oppression.</p> <p>This handout describes the differences between Master Narrative, Multipartiality, and the Counter Narrative.</p> <p>Reflection Prompts to Consider:</p> <ul style="list-style-type: none"> ● Think about Master Narrative, Multipartiality and Counter Narrative in relation to your field of practice. ● What are some examples of each in your field? ● When you hear the Master Narrative come up in your spheres of influence, how might you respond?

<p><u>Intergroup Dialogue Co-Facilitation</u></p>	<p>Overview: Intergroup dialogue facilitation is a science, and an art. Facilitators are the single most important determinant of successful dialogue outcomes. They are the engines that drive the experience to produce meaningful interaction among participants within and across groups.</p> <p>In our program, we use a peer-to-peer model, with co-facilitators who carry social identities similar to each of the two major groups participating in the dialogue. Such co-facilitation helps to make all participants feel represented in dialogue leadership, and peer-to-peer leadership provides a more intimate and democratic model of education.</p> <p>Reflection Prompts to Consider:</p> <ul style="list-style-type: none"> ● Think about the best practices/strategies for intergroup dialogue co-facilitation. ● What would each of these strategies look like and sound like in practice? For example, what would you see or hear when employing “listening”? ● Of the 10 strategies outlined on this infographic, which do you think you can employ immediately? ● Which practices are your strengths? Which practices are your areas of growth?
<p><u>Strategies for Managing Hot Moments in the Classroom</u></p>	<p>Overview: No matter the subject we are teaching, the size of our class, or the amount of time we devoted to creating an inclusive classroom, there will be conflict. Conflict is part of the learning process. Conflict may erupt due to any number of things, including problematic humor, oppressive language, stereotypes, or microaggressions. Regardless of your teaching methodology, here are some suggestions about how to handle hot moments when they arise.</p> <p>Reflection Prompts to Consider:</p> <ul style="list-style-type: none"> ● Think about classes you have taught previously. Reflect on a “hot moment” that has occurred in your classroom. ● What do you remember about those moments? ● What would you do differently given these new suggestions about how to handle hot moments? ● Which of the “seven strategies to interrupt hot moments” do you feel the most capable to utilize in the moment?
<p><u>Microaggressions: A Primer</u></p>	<p>Overview: According to Derald Wing Sue, “microaggressions are every day encounters of subtle discrimination that people of various marginalized identities experience throughout their lives.” They are often subtle and unintentional and the person who commits a microaggression is often unaware they have hurt someone. Nonetheless, the accumulated impact of daily microaggressions causes real pain, anxiety, depression, self-doubt and can have adverse health impacts on its recipients. This document provides a definition, examples of microaggressions, impacts of microaggressions, and strategies to address microaggressions.</p>

	<p>Reflection Prompts to Consider:</p> <ul style="list-style-type: none"> ● What has your experience with microaggressions been? ● What are some examples of microaggressions you have either perpetuated or experienced? ● How will you address microaggressions in the future?
<p><u>Interrupting Bias: PALS</u></p>	<p>Overview: PALS is a methodology to use when you hear someone say something that may be problematic or hurtful to a specific group of people or yourself. The major objective of this approach is to introduce a new perspective in a way that others can hear. PALS can be used as part of an intergroup dialogue or as a skill applied in your daily life.</p> <p>Reflection Prompts to Consider:</p> <ul style="list-style-type: none"> ● How do you typically respond when something floods your sense of injustice? ● What aspects of the PALS technique do you think you will be able to implement? ● Simulate a situation in which you heard something problematic and respond using PALS.
<p><u>How to Apologize: Re-Aact</u></p>	<p>Overview: Talking about privilege and oppression is hard, but it is important to do it anyway. One thing we know for sure is that we will make mistakes when we do this work. Learning how to apologize is an important method for addressing mistakes and learning to view mistakes as learning opportunities. Re-Aact is a simple method of remembering how to apologize if you are made aware that you made a mistake. It is intended to be used in the heat of the moment when your gut instinct may be telling you to fight, flee, or freeze.</p> <p>Reflection Prompts to Consider:</p> <ul style="list-style-type: none"> ● Think back to a situation in which you made a mistake and needed to apologize, but either weren't able to/or did not. What do you remember about the situation? ● Practice using the "Re-Aact" method with a trusted friend or colleague.