



Morning Session:

The Spirit of Dialogue

Jonathan Shailor



How do we create space for dialogue in our classrooms?





How can we provide students with the tools to communicate constructively?





How can we teach students to transform conflict – both in the classroom, and in the community?



Where do you teach?

161 Responses

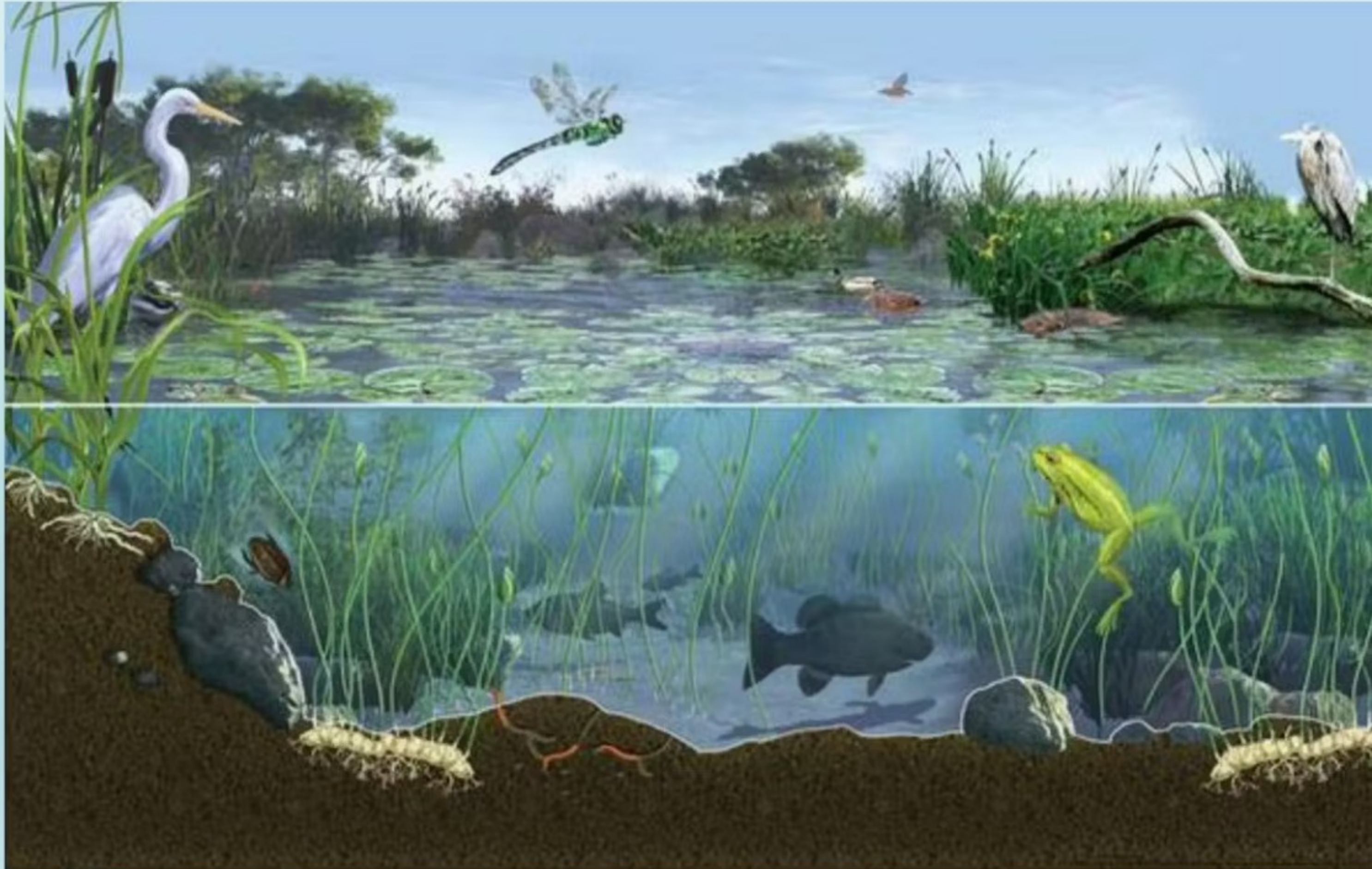


What are 1-3 values you hold for "good communication"?

427 Responses



Communication and The Conversational Nature of Reality



A story about “communication competence”



A Communication Perspective On Classroom Conversations

- What are we making?
- How are we making it?
- How is this interaction connected to broader clusters of conversation?
- How should we continue the conversation?

What are the values that guide your classroom conversations?

Here are four of mine:

- * EMPOWERMENT
- * RELATIONAL RESPONSIBILITY
- * MORAL IMAGINATION
- * SOCIAL JUSTICE

Forms of Communication

- Discussion
- Debate
- Deliberation
- Dialogue

debate

Assumes there is one right answer
(and you have it)

Style is combative, attempting to prove
the "other side" wrong

Listens to find flaws and counter argue

Critiques only the other position

Defends your own views at all costs

Encourages search for differences

Creates a winner/loser and
discourages further conversation

Involves no focus on feelings, often
actively seeking to belittle or offend

dialogue

Assumes others have pieces of an answer
and you can craft a solution together

Style is collaborative, seeks to find
common understanding

Listens to understand

Critiques all views, including your own

Allows others' thinking to improve your own

Encourages search for basic agreement

Creates an open end, leaving the topic
open for further discussion

Involves a real concern for the other,
doesn't actively seek to alienate or offend

Equality



Self-Expression



Empathy



Curiosity



Creativity





A Nuts
and Bolts
Guide
from the
Public
Conversations
Project

Fostering Dialogue Across Divides

Maggie Herzig
Laura Chasin

Sponsored by

FOUNDATION

A Dialogue About Dialogue (Practice Session)

What is one challenge you have faced – or expect to face – in facilitating “good communication” in your classroom?

Proposed Agreements for Dialogue

Regarding the *spirit of our speaking and listening*

1. We will speak for ourselves and allow others to speak for themselves, with no pressure to represent or explain a whole group.
2. We will not criticize the views of others or attempt to persuade them.
3. We will listen with resilience, “hanging in” when we hear something that is hard to hear.

Proposed Agreements for Dialogue

Regarding the *form of our speaking and listening*

4. We will participate within the time frames suggested by the facilitator and share airtime.
5. We will not interrupt except to indicate that we cannot hear a speaker.
6. We will “pass” or “pass for now” if we are not ready or willing to respond to a question.

What is one challenge you have faced – or expect to face – in facilitating “good communication” in your classroom?

Part 1: Stories (10:40 – 10:55)

Each speaker has the opportunity to share a 1-2 minute story.*

A talking piece, and/or timer, will be helpful in regulating time and focus.

- *Note: A story is a description of a sequence of events that takes place in a particular setting. It is not (primarily) the statement of a position, the sharing of an opinion, or a list of facts.*

What is one challenge you have faced – or expect to face – in facilitating “good communication” in your classroom?

Part 2: A Connected Conversation. (10:55 – 11:10) For the remainder of the time, participants are encouraged to respond to each other’s stories, in the spirit of “a connected conversation.”

- 1. Note a point of learning:** *Have you heard something that stirred fresh thoughts or feelings?*
- 2. Pick up and weave a thread:** *Has an interesting themes or idea emerged that you’d like to add to?*
- 3. Clarify differences:** *Have you heard an apparent difference that disturbed you in some way? If so, first check to see if you understood it correctly. Then you might say what was disturbing and why. Or you might ask a question that is likely to surface the values or assumptions that underlie the difference.*
- 4. Ask a question:** *Is there something someone said that you’d like to understand better? If you ask a question, be sure it reflects genuine curiosity and is not a challenge in disguise.*

In one sentence: Share one thing that surprised, disturbed, inspired, or enlightened you during your small group conversation.

83 Responses

Nothing did that for me—very reasonable rssponses

That sometimes everyone is not clear about what is being talked about.

Universal difficulties with engagement

We are all grappling with similar barriers when it comes to facilitating discussion.

Courage to be vulnerable

Common experiences

I was disturbed by the way some of the examples you've offered don't really address the potential for the harm done to students.

Our diversity is increasing

Common concerns.

In one sentence: Share one thing that surprised, disturbed, inspired, or enlightened you during your small group conversation.

83 Responses

The difficult balance between setting personal boundaries and opening up spaces for potential conflict as an instructor

"Sometimes we might confuse our own fears with their intentions."

Hearing that many in the room share the same experiences.

We can disagree and still love each other unless your disagreement is rooted in my oppression and denial of my humanity and right to exist. Robert Jones, Jr.

Foreign professors seem to have the same issues

Disturbed that we have not focused on social justice

My group provided good space for listening.

Thoughts about "perpetual victim" stances

We all seem to have very similar and reasonable ideas about communication in the classroom.

In one sentence: Share one thing that surprised, disturbed, inspired, or enlightened you during your small group conversation.

83 Responses

Everyone seems to be nervous or finds it difficult to deal with conflict or difficult conversations in the classroom.

Don't confuse our fears with their intentions

Define respect. It means something different to each person.

I have detected some flippancy about political leanings in terms of the hurtfulness towards some groups

How challenges are seen as problem rather than opportunity

David Whyte's poem offered a powerful perspective on mutual influences and interconnection.

How we all confront the same issues across the university

We need to be prepared to engage students who may be scared of diversity

That our students care so little about what they're studying

In one sentence: Share one thing that surprised, disturbed, inspired, or enlightened you during your small group conversation.

83 Responses

That our students care so little about what they're studying

Similar experiences across disciplines

Disturbed by your response to the question about treating all views equally

The fear of students to ask hard questions even in safe spaces that promote those moments

Empowering students to take feedback with love,

I'm happy to be with colleagues who want to do better :)

Sometimes feels like people are speaking different languages and thus part of the problem is literally unpacking what people are saying, let alone meaning/intent.

We have similar experiences.

Challenges regarding engagement in dialogues when you are teaching more "technical" courses such as finances, stats

In one sentence: Share one thing that surprised, disturbed, inspired, or enlightened you during your small group conversation.

83 Responses

Distinguishing between debate/dialogue was very helpful
(will that compare/contrast slide be shared?)

I am inspired by the honesty of group members

How critical dialogue is to all disciplines

The idea to have students open up with a story that makes them unique.

Navigation value systems.

We are all having similar challenges.

Same concerns

It continues to surprise me that while everyone is insecure about discussing problems that occur in their classroom, that is precisely what we all crave to hear from one another.

Agreed to the comment about potential harm for students, especially minoritized students, and the impact this has on their right to an education.

In one sentence: Share one thing that surprised, disturbed, inspired, or enlightened you during your small group conversation.

83 Responses

Disturbed: the thought that my students might stop attending - a case where about 2/3 of the class stopped attending was shared

Knowing that others have ideas for answers to the questions I have inspired and excited me for the rest of this workshop. Know that others have the same questions I do comforted me.

We were talking in our campus about how you move to social justice while supporting both sides. With your story of the Black students, they have to be vulnerable. But, the white students don't.

Our group is very diverse and it was comforting to hear that we share common struggles.

I am disturbed at the idea that some extreme viewpoints might be tolerated

Mental health issues can make classroom communication a fraught endeavor

Everyone in my group was a very active listener.

Remembering the intentionality of your conversations

I think it's harder to address these issues in situations where someone has said something offensive

In one sentence: Share one thing that surprised, disturbed, inspired, or enlightened you during your small group conversation.

83 Responses

the power of asking folks to "tell me more about that" and being able to disagree with kindness

I am concerned that having a "both sides are right" attitude does not address social justice.

Group dynamics change the nature of a discussion

Importance of truly listening

We all struggle with how to balance dialogue with knowledge and skills we want to teach.

The audience questions from multimeter are kind of disturbing. They seem to be trying to pull the facilitator into a debate.

A male looked very understanding when I said it would be hard to share some insights from the Barbie movie with some men.

It seems we're uncomfortable with honest dialogue, walking on eggshells

The similarities and differences between types of communication and the purpose of each.

In one sentence: Share one thing that surprised, disturbed, inspired, or enlightened you during your small group conversation.

83 Responses

Listening to someone's answer does NOT require a debate.

Inspired by the non-teaching staff who attended

We are still using the word "politically correct?" That's a 30+ year old dog whistle.

What are some guiding principles for incorporating dialogue into classes whose dynamics are different ?

Meaning is contextual

You have a responsibility to make everyone SAFE, yes, especially those who are typically in danger in public. You don't need to make the complacent comfortable, and should not.

Strongly disagree that it's not our responsibility to create a safe space for marginalized groups

The power of embodiment as pedagogy

Inspired to apply in other contexts outside the classroom.

In one sentence: Share one thing that surprised, disturbed, inspired, or enlightened you during your small group conversation.

83 Responses

Importance of f2f dialogue and active listening and reframing for clarity.

Surprised by how discussing difficult conversations can be so difficult :D

I would like to know more about best practices.

The proactive nature to guide clear communication

Getting students to reflect on the implications of their positions on themselves and others.

I think it's incredibly important to open up spaces where everyone can respectfully share their sincerely held beliefs. Shutting down speech doesn't result in growth. Respect is absolutely key, though

Liked the encouragement offered by my group members

This is hard work and we all have a duty to keep figuring it out in our various classrooms the best we can to create processes that invite meaningful dialogue.

Admire how you, Jonathan, responded to difficult comments and questions.

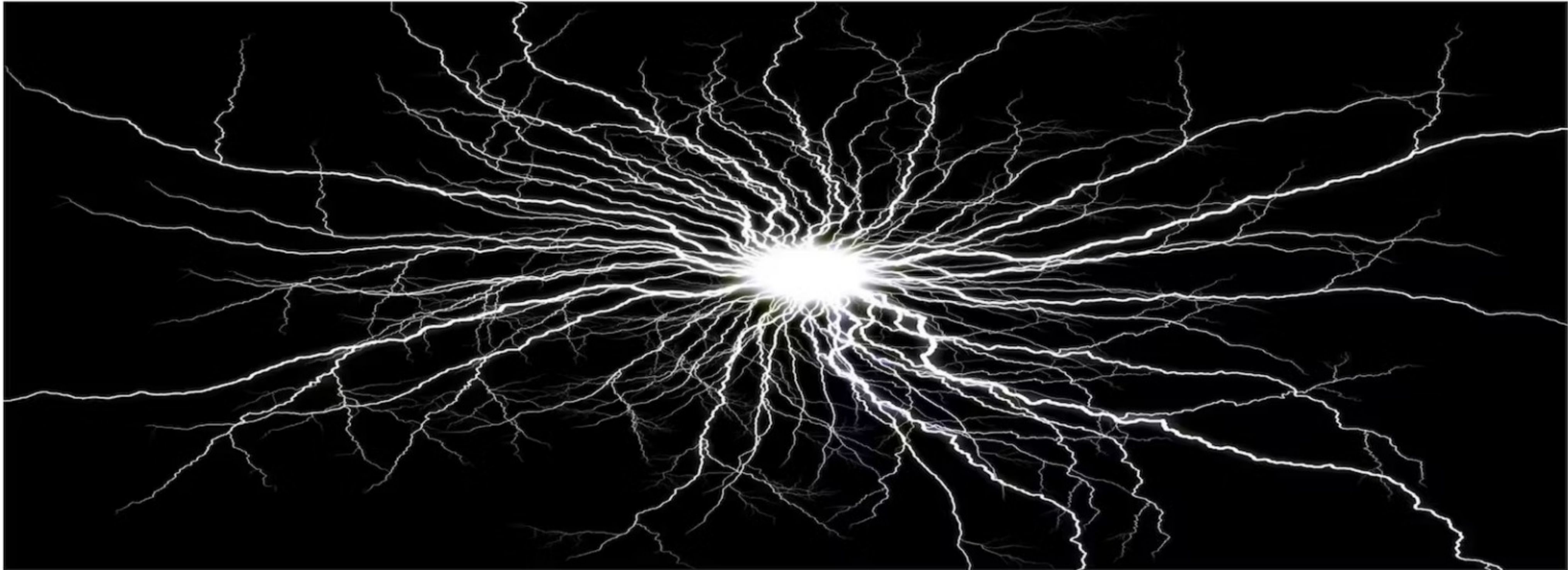
In one sentence: Share one thing that surprised, disturbed, inspired, or enlightened you during your small group conversation.

83 Responses

Not in my small group, but based on the comments shared in mentimeter, knowing one's triggers and remember to pause to ponder your perspective and what influences it

Guidance about how to keep students on task regarding course topic when viewpoints of students push in another direction..

Creating Space for Dialogue: A Lightning Tour of "Best Practices"

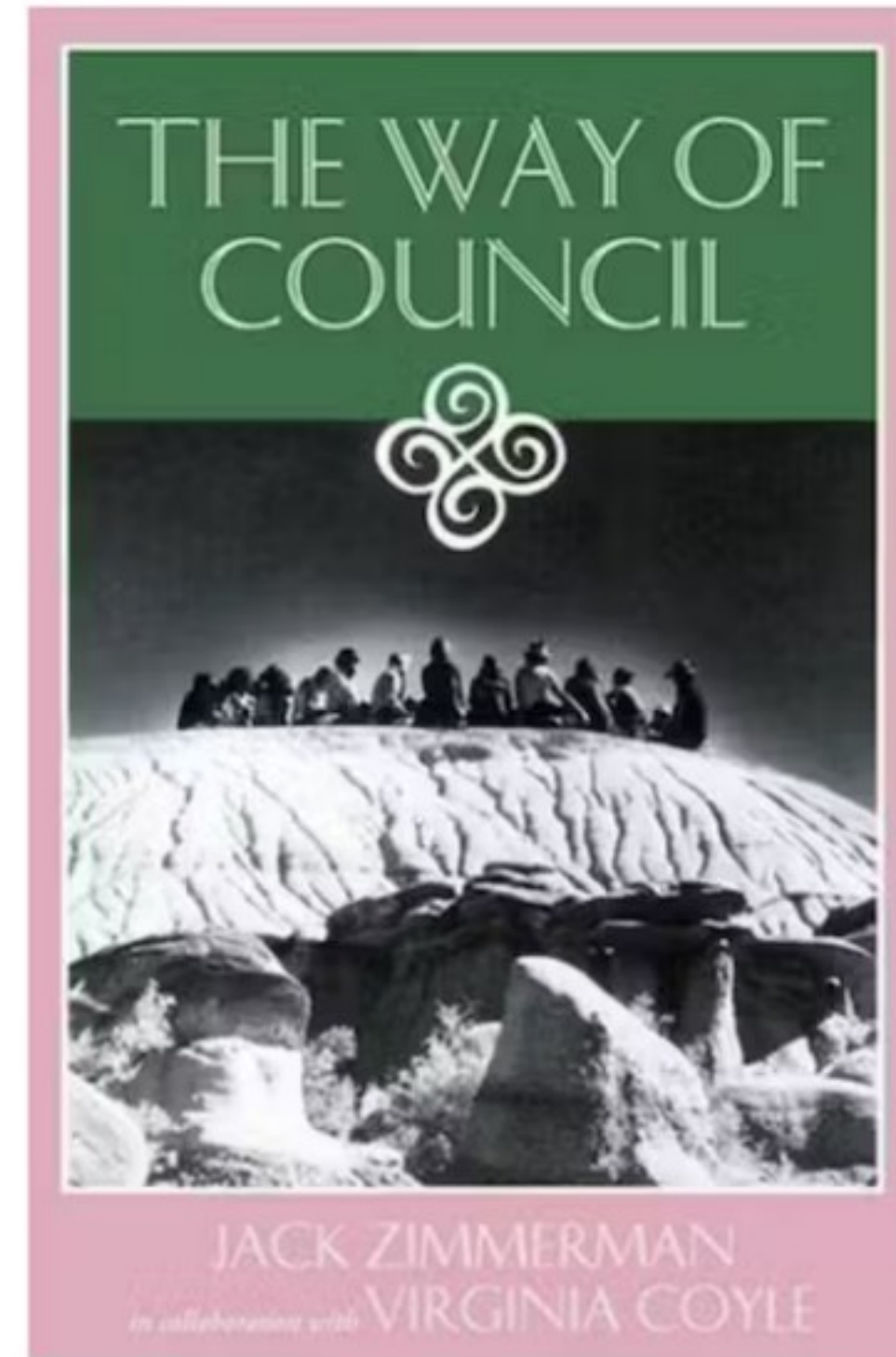


Approaches to Dialogue

- ▶ Circle Processes (i.e., The Way of Council, Ojai Foundation)
- ▶ Nonviolent Communication (Marshall Rosenberg, 1960's)
- ▶ Theatre of Empowerment (Augusto Boal, David Diamond, Michael Rohd)
- ▶ National Issues Forums (originally The Domestic Policies Association, 1981)
- ▶ The Kaleidoscope Process (UMASS 1986, UWP 2003)
- ▶ Everyday Democracy (originally The Study Circles Resource Center, 1989)
- ▶ Essential Partners (originally The Public Conversations Project, 1990)
- ▶ Braver Angels (2016)
- ▶ Constructive Dialogue Institute (2017, Jonathan Haidt, Caroline Mehl)

The Way of Council (Ojai Foundation)

- ▶ Speaking from the heart
- ▶ Listening from the heart
- ▶ Being of lean expression
- ▶ Being spontaneous



How You Can Use the NVC Process



Clearly expressing
how **I am**
without blaming
or criticizing

Empathically receiving
how **you are**
without hearing
blame or criticism

OBSERVATIONS

1. What I observe (*see, hear, remember, imagine, free from my evaluations*) that does or does not contribute to my well-being:

“When I (see, hear) . . . ”

1. What you observe (*see, hear, remember, imagine, free from your evaluations*) that does or does not contribute to your well-being:

“When you see/hear . . . ”

(Sometimes unspoken when offering empathy)

FEELINGS

2. How I feel (*emotion or sensation rather than thought*) in relation to what I observe:

“I feel . . . ”

2. How you feel (*emotion or sensation rather than thought*) in relation to what you observe:

“You feel . . . ”

NEEDS

3. What I need or value (*rather than a preference, or a specific action*) that causes my feelings:

“ . . . because I need/value . . . ”

3. What you need or value (*rather than a preference, or a specific action*) that causes your feelings:

“ . . . because you need/value . . . ”

Clearly requesting that
which would enrich **my**
life without demanding

Empathically receiving that
which would enrich **your** life
without hearing any demand

REQUESTS

4. The concrete actions I would like taken:

“Would you be willing to . . . ?”

4. The concrete actions you would like taken:

“Would you like . . . ?”

(Sometimes unspoken when offering empathy)

If “violent” means acting in ways that result in hurt or harm, then much of how we communicate could indeed be called “violent” communication.

Mentimeter

Nonviolent COMMUNICATION

A Language of Life



Words and the way we think matters.
Find common ground with anyone, anywhere,
at any time, both personally and professionally.

MARSHALL B. ROSENBERG, PhD

Foreword by Deepak Chopra

Endorsed by Satya Nadella, Arun Gandhi, Tony Robbins,
Marianne Williamson, John Gray, Jack Canfield, Dr. Thomas Gordon, and others

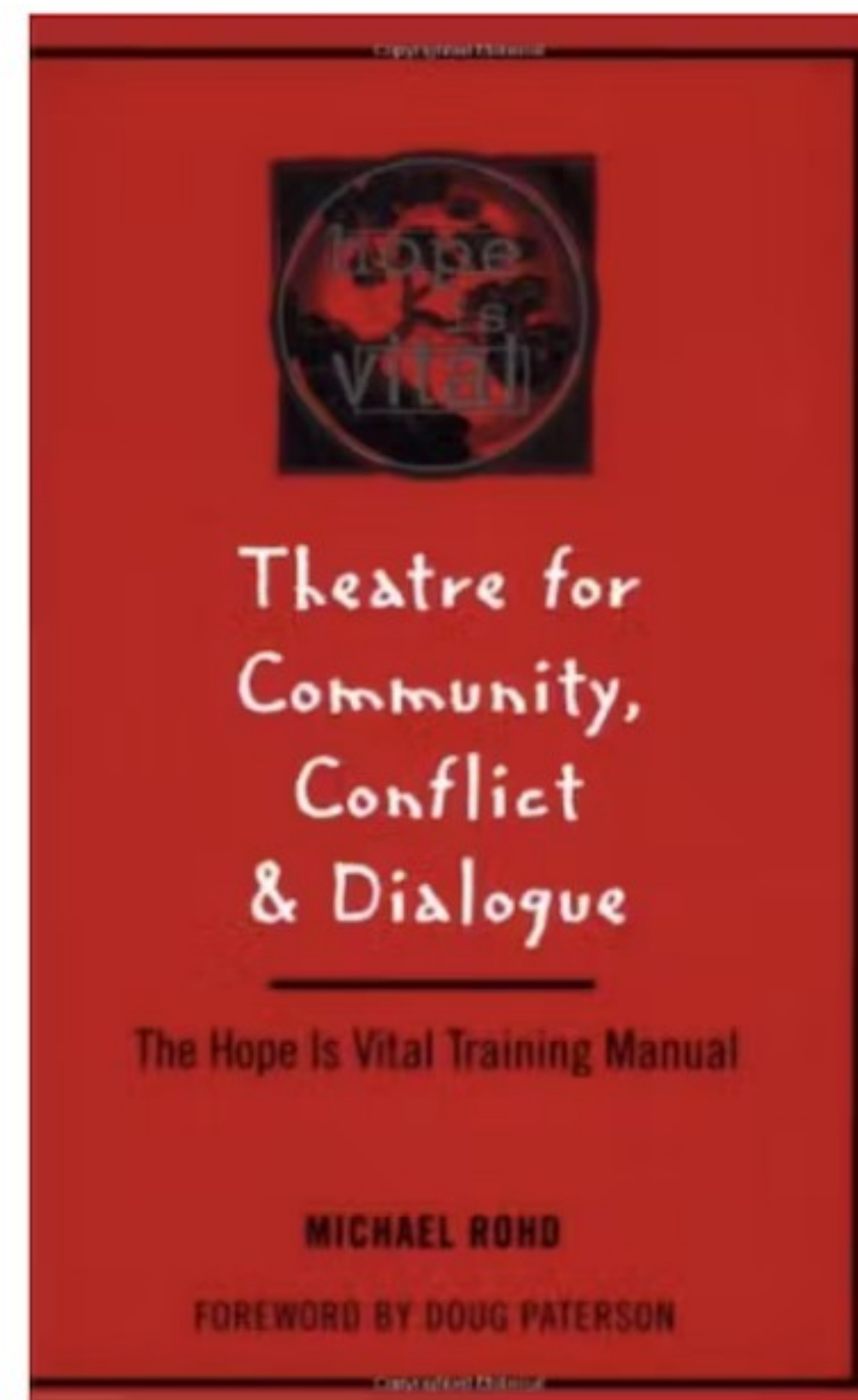
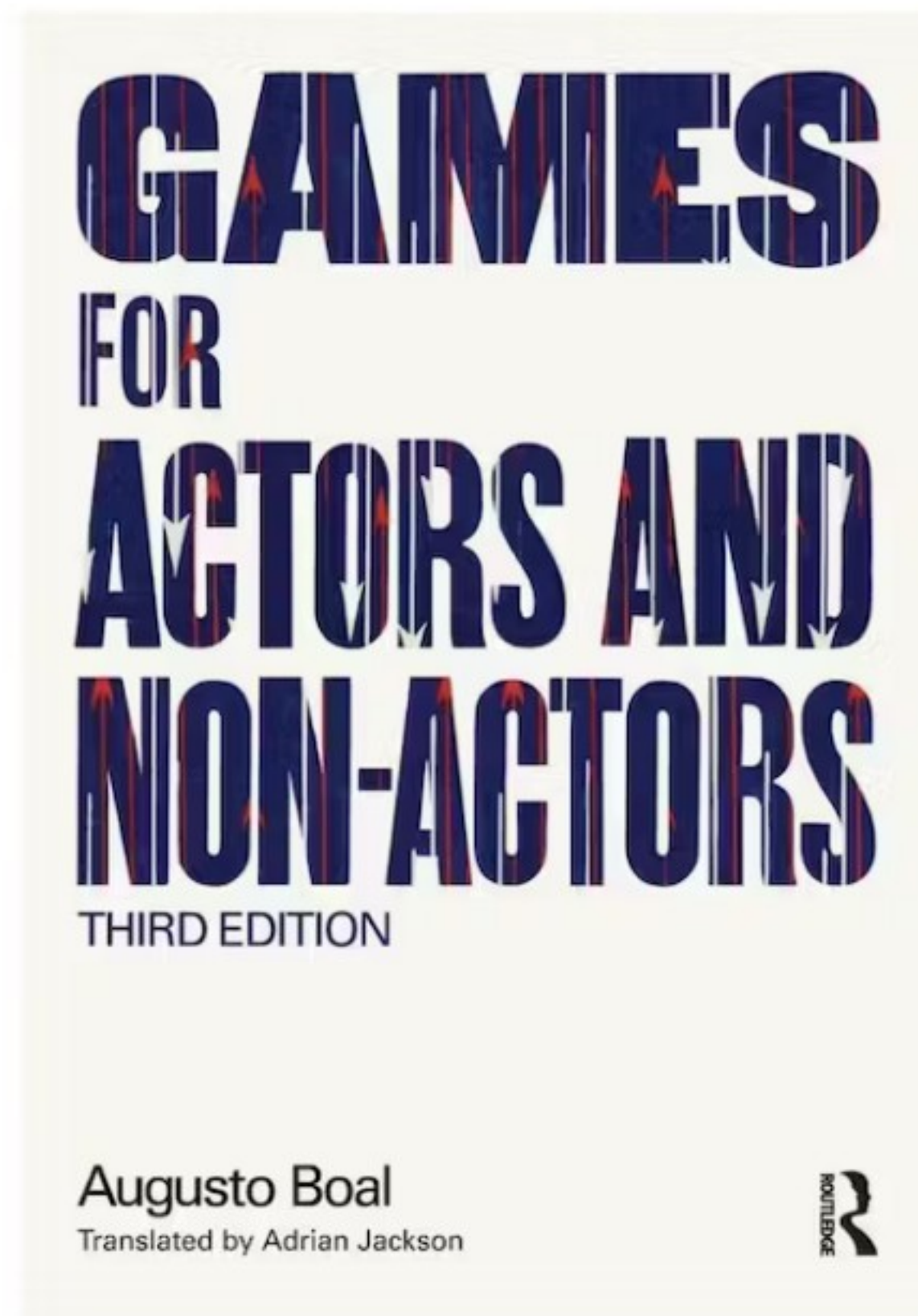
TRANSFORMING CONFLICT: THE THEATRE OF EMPOWERMENT

DEC 12 | 10:30 AM-12:30 PM | GRNQ D101

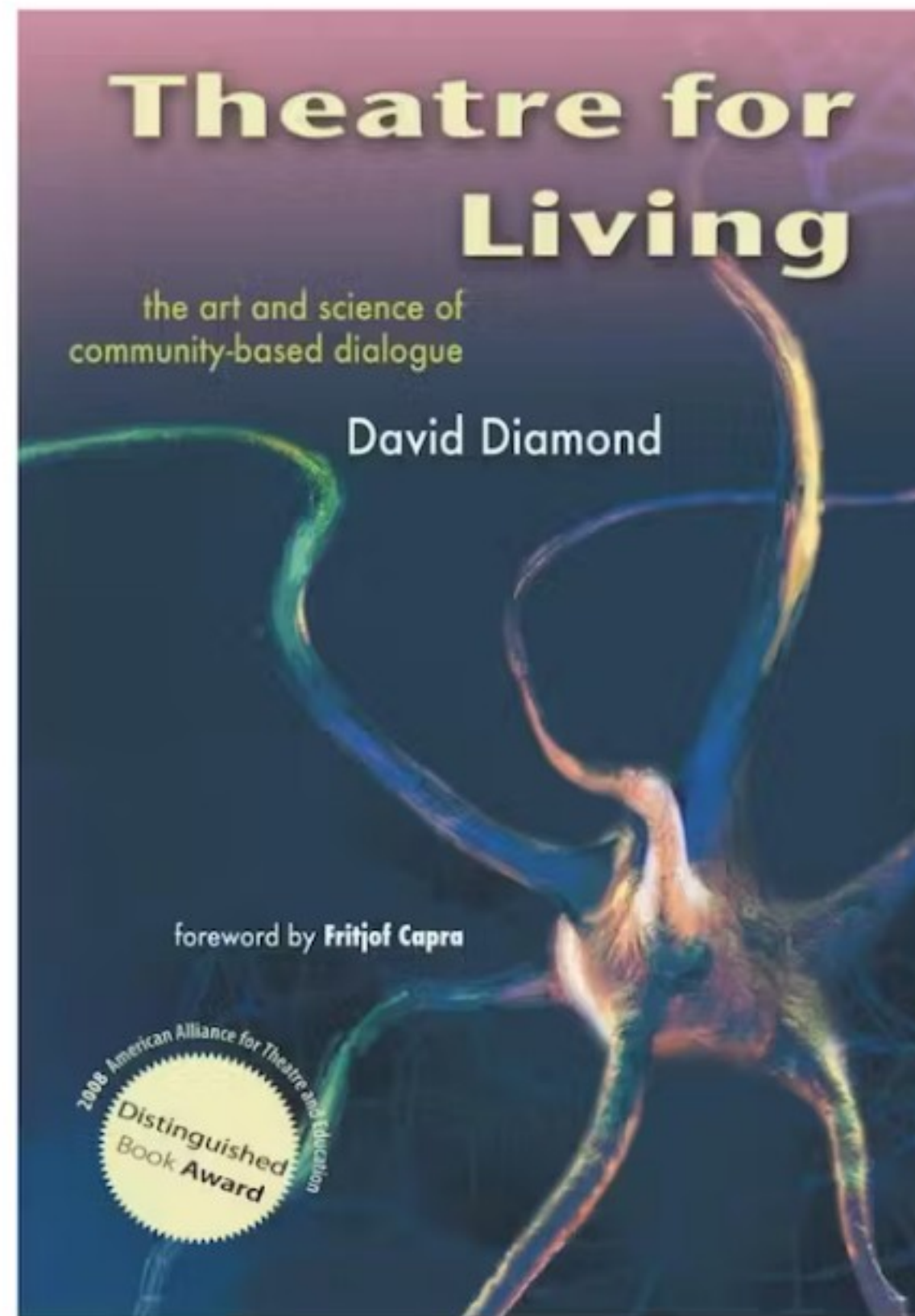
Interactive problem solving event



Recommended Texts



Recommended Texts







Augusto Boal and Theatre of the Oppressed


- ▶ Image Theatre
- ▶ Rainbow of Desire
- ▶ Cops in the Head
- ▶ Forum Theatre




HOME ▾


ORDER MATERIALS ▾



EVENTS


ONLINE FORUMS


NETWORK PARTNERS


INITIATIVES ▾


GRANTS


SEARCH



WITH THE PEOPLE

Promoting Public Deliberation on
Campuses & in Communities

[LEARN MORE](#)

Kaleidoscope: Discussing the Undiscussable

Two speakers with diametrically opposed positions are invited to join a facilitated conversation that leads them to express and explore their perspectives in the spirit of dialogue. The following 4-part process is followed three times: first with one speaker, then the other, and finally, with both of them together.

Interview: The moderator interviews the speaker(s).

Participation: The moderator takes comments and questions from the audience, and reframes them (if appropriate) for the speaker(s) to respond to.

Reflection: The Reflecting Team shares observations and questions based on what they have heard thus far.

Response: The speaker(s) are given an opportunity to respond to what they have heard thus far.

This is your invitation to register for the first in a series of conversations (registration required)*

REBUILDING KENOSHA

Community Conversations

Beginning September 16, 2020

On ZOOM, Wednesday evenings, 6:00 – 8:00 p.m.

Facilitated by **Dr. Jonathan Shailor** (UW-Parkside), **Pastor Kara Baylor** (Carthage College) and students in the **UW-Parkside Certificate Program in Conflict Analysis and Resolution**

Everyone with a stake in Kenosha's future is welcome!

GOALS: (1) To learn more about each other's experiences, (2) to understand each other's needs, (3) to discover how we can best serve one another, (4) to identify the issues that we can work on together, and (5) to take actions that strengthen our community.

***TO REGISTER: Contact Jonathan Shailor at shailor@uwp.edu**

In these conversations, you will share with others in an environment that is inclusive, diverse, respectful, and responsive to everyone's concerns. In a large gathering, and then in more focused small groups, we will progress through the following steps:

- | | |
|----------------|--|
| Sept 16 | 1. Orientation and Initial Conversations:

<i>Our Lives, Our Stories, Our Needs</i> |
| Sept 30 | 2. What Are the Issues?

<i>Investigating the Nature of the Problem</i> |
| Oct 14 | 3. What Should We Do to Address the Issues?

<i>Gathering Information and Resources</i> |
| Oct 28 | 4. What Strategies Can We Use to Address These Issues?

<i>Identifying Leverage Points, Best Practices and Policies</i> |
| Nov 11 | 5. What is Our Action Plan, and How Will We Implement It?

<i>Putting Words Into Action</i> |
| Dec 2 | <i>Community Celebration: The Theatre of Empowerment</i> |



Skills for Bridging the Divide

This course will teach you how to communicate better with people who differ from you politically. There are two course options, one for "reds" and one for "blues." By "red," we mean someone who leans conservative or tends to vote for Republicans. By "blue," we mean someone who leans liberal or tends to vote for Democrats. You are also welcome to take both courses if you like. The skills are the same but the examples are different. If you are an "other" who does not lead red or blue, please choose a side for the sake of practice.

[Begin Red E-Course](#)

[Begin Blue E-Course](#)

Fostering Constructive Dialogue

Our psychology-based educational tools help people discuss complex and divisive topics with ease, even when they disagree.

Higher Ed Faculty

Higher Ed Admins

High School Teachers

High School Admins

Workplace



What is one “best practice” that you might consider using in your own teaching this year?

In your small group, give 1-2 minutes to each speaker.

If time is left over, the group can move into a “connected conversation.”

11:45 - 12:00

Share one or two final thoughts about this morning's session: something you that surprised you, and/or a question that remains for you...

39 Responses

Can we please get the list of resources offered? There was so little time to figure out exactly what "best practices" means.

the moment-to-moment decision making of communication is a great way to think of a group's purpose in a communication context such as a classroom

I like the idea of not confusing my fear with another's intentions

I'd like a list of references for follo-up

I appreciated the reminder of student resilience in this discussion

The need to consider your classroom or lesson goals in order to choose the most effective method.

How to lay groundwork early on to encourage mutual respect, openness to making mistakes and being corrected, etc.

Storytelling can be a powerful way to start a dialogue. It leads with the "why", not just the "what." It's not an unsubstantiated opinion, but it's a lived experience that can inform an opinion.

It's important to embrace uncertainty and work with it not against it

Share one or two final thoughts about this morning's session: something you that surprised you, and/or a question that remains for you...

39 Responses

The tension between brave/safe space creates an interesting dynamic

Looking for tangible best practices with large groups

I am still interested in learning more about this work within an online setting.

The "safe space" question remains.

It was an interesting session.

How do you decide when dialogue is an appropriate tool for the course or situation?

I appreciate the both/and mentality of doing this work in the classroom and how you approach answering questions and responding to statements from participants

It was nice to get a chance to listen to ideas and to discuss these topics with colleagues I didn't already know.

When to use discussion vs. dialogue

Share one or two final thoughts about this morning's session: something you that surprised you, and/or a question that remains for you...

39 Responses

How to engage in discussion with someone who is unwilling or unresponsive to hearing a viewpoint other than their own

Surprised there wasn't introductions for the in-person audience and for online audience in the chat. With large classes, how might this be done?

I would prefer to have a more flexible syllabus and try to have ice breaking techniques, physical activities and diverse assignment

More emphasis on evidence rather than feelings.

I love the point about storytelling. I shared my story from graduate student in the question space over three submissions. Hopefully, the questions will be available later for folks to read.

I'm still processing... But yes, how to facilitate dialogue instead of debate

Surprised by how difficult it can be to discuss difficult conversations :D

This was a great opportunity to learn as I am not an instructor. Not only for myself in leading dialogue within my team but helping support and encourage students when they bring up concerns.

My group and I had a good conversation. Group conversations were very useful.

Share one or two final thoughts about this morning's session: something you that surprised you, and/or a question that remains for you...

39 Responses

I feel discussion with radical religious people are the hardest because they assume they have the "Truth" and they want to force it onto you

How to deal with marginalizing comments without marginalizing or othering that student is a real challenge.

Foreign professors face the same issues

If you were facilitating a dialogue and someone used a racist or demeaning term to refer to a group of people, would you intervene and if so, how?

I like the idea of encouraging people's stories, when to utilize various discussion/dialogue tactics, etc. I'd like to know more about facilitating difficult conversations and managing difficult students

Clear differences between dialogue and debate What are your thoughts on engagement during class dialogues?

Ooops, graduate school, not graduate student!

Getting people to hear other's values and understand them is difficult when those set of values may conflict with the values they deeply hold.

I need tools to keep students on task when stories veer off in another direction.

Share one or two final thoughts about this morning's session: something you that surprised you, and/or a question that remains for you...

39 Responses

What about students who reject the authority of 'credible' sources

Cross-disciplinary discussions about approaches to dialogue

Thank you for hosting the workshop. It's a difficult thing to do.