

EMPATHY IN THE CLASSROOM: STUDENT RECOGNITION AND PERCEPTIONS OF EMPATHY AS TEACHING STRATEGY

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Instilling empathy in undergraduate students allows instructors to positively influence their student's level of understanding, comprehension, and retention of the course material (Latshaw 2015; Ghidina 2019). Empathy-based teaching strategies are those that utilize affective and/or cognitive empathy to aid students in learning course subject matter and are often formatted as reflective writing and/or discussion after exposure to personal narratives (written or audio-visual) or simulations/activities in which students must take the perspective of another person. Previous research has investigated the efficacy of empathy-based teaching strategies, but do students recognize and perceive the value and efficacy of these strategies. A mixed-methods questionnaire was used to determine whether students were being exposed to empathy-based teaching strategies, whether those students recognize the teaching strategy as empathy-based, and if students perceive value in empathy-based teaching strategies. This research has implications for curriculum design and evaluation.

