

A large graphic on the left side of the slide, consisting of several overlapping triangles in shades of blue, green, and yellow, forming a larger triangular shape pointing to the right.

CalPoly
Pomona

A Fearless Campus

Fearless Classroom Asynchronous Workshop

How you can create a Fearless Classroom

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The First Steps

- The first steps to a Fearless Classroom is owned by You, the Professor.
- As the leader of your classroom you need to make a cognitive decision to commit to a Fearless Classroom.
- This may include trying new tactics, such as different approaches, being vulnerable, and getting outside your comfort zone.
- The important part is that you as the professor understands that this will not only be a journey for the student, but for you as well. It takes commitment and the ability to build trust, be respectful, show empathy and compassion, and be humble throughout the semester.
- It is also important to be present and authentic.



Suggested Approaches

- **Trust:**
 - Build and retain trust with the students
- **Respect:**
 - Demonstrate respect for the students
- **Empathy:**
 - Be present and authentic
 - Observe without judging
 - Allow yourself to become vulnerable
 - Listen for understanding
 - Understand student values
 - Be patient
- **Compassion**
 - Re-frame failure
 - Set expectations about failure
 - Allow students learn from not fear failure
 - Provide opportunities for students to recover
- **Humility**
 - You are the smartest person in the room
 - No need to act like you are
- **Engagement**
 - Find ways to make learning fun
 - Do the flip with student led learning
 - Encourage student input
 - Leverage technology



At The End Of The Day....

*It is all about **TRUST**.*

- Can you create an environment that reduces personal risk to participation?
- Can you be empathetic and be willing to understand first, then seek to be understood?
- Can you be seen as authentic?
- Can you invite students to trust you the professor, by the way you lead the class?



What The Fearless Class is NOT

- Lowering academic performance standards.
- A passive approach to teaching (it's actually more work, but worth it).
- A permissive environment where “anything goes”.
- An environment where student rights, and University policies are discarded.



Faculty Experiences

No. 1

One instructor used more journalizing and reflection types of tactics to create a more trusting environment. She has seen the culture change in her class with more student engagement due to the reflective assignments.





Faculty Experiences

No. 2

- Another instructor uses a tactic of being more approachable and vulnerable to the class. He used a tactic where students are allowed to ask questions about the instructor.
- He used that tactic to be more candid and that made the class more engaging.
- He felt that being more approachable led to psychological safety in the classroom and therefore students were asking more questions during his lectures.

Faculty Experiences

No. 3

Our last instructor described that in her class she has a system of where there is reflection and a constant sharing of feelings.

She constantly shares her experiences as a social worker, which makes her more approachable and leads to more student engagement. According to her, this leads to a safer space in the classroom for learning and a deeper connection to the classroom.



Student Testimonials From The COVID 19 Pandemic Transition

1- My instructor was very patient, kind, helpful, and understanding during this time of the pandemic, and I was grateful to this professor.

2- My instructor was very helpful, supportive, and understanding throughout the course and especially during this pandemic. I appreciate my professor's understanding and help with comprehending the course material during this difficult time.

3- This was a difficult time for everyone and tested our ability to succeed in school. However, I believe my professor did her best in understanding everyone's circumstances cause by this pandemic.



Student Testimonials From The COVID19 Pandemic Transition Continued

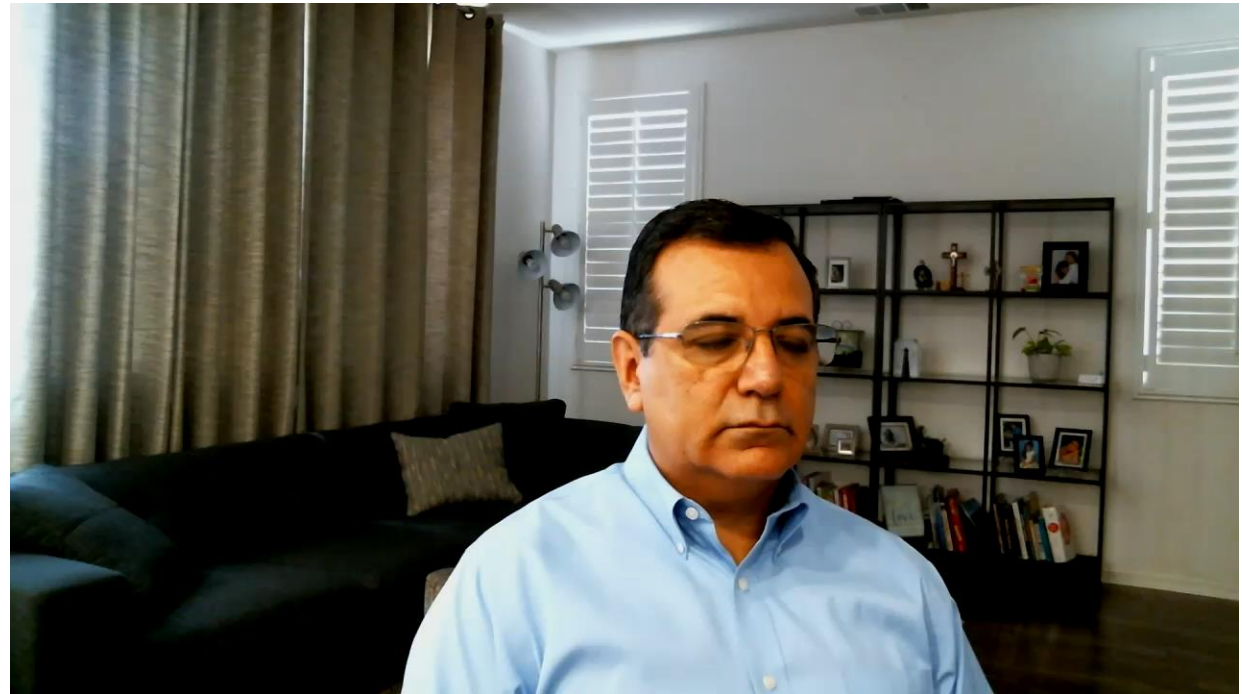
4- With the pandemic going, my ability to improve on my current skills came to a halt; however, my professor has done his best to make the class important to the improvement of my degree as much as possible to which I give him respect for.

5- If I could select any professor to teach all online classes, it would have to be my instructor. My instructor is extremely thorough, and detail orientated which made this such a fabulous experience. His communication with his class and individuals was exceptional. When I needed assistance on a group paper my instructor was extremely accommodating and willing to help. Thank you for all that you do for your students.



From The Fearless Classroom to a Fearless Workplace

What does it mean to go from Fearless Classroom to a Fearless Workplace?



From The Fearless Classroom is a Fearless Academic Workplace: Amy Edmonson Ted Talk

How do you build psychological safety?



If embedded video does not play, please click on this link
<https://www.youtube.com/watch?v=LhoLuui9gX8&feature=youtu.be>

Final Thoughts

- When we go to our classrooms to teach, we go there to give. However, we also want to receive the engagement of our students. This relationship dynamic takes trust.
- Trust is what binds Amy Edmonson's and Marshall Rosenberg's work. Both of their work explains that TRUST is the key ingredient in communication and creating a psychologically safe environment.
- Building that bridge of trust is needed more than ever before.



Thank you for participating in the Fearless Classroom Asynchronous Workshop

- To inform future workshops we would appreciate your participation in a short survey to understand your views on creating a Fearless Classroom.
- Your participation is voluntary, and you may decline to answer any question.
- All data collected is confidential and analyzed in the aggregate. No personally identifiable information will be used in any report or presentation.
- We will ask for your name and a course(s) you might integrate the concepts from this presentation in the coming semester.
- This is the link to the survey:
https://cpp.az1.qualtrics.com/jfe/form/SV_a9MXEe0ANLcGaZD

