The playful pivot: how a compassionate approach to teaching was moved online

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Compassion

Compassion

- Two components:
  - noticing distress
  - taking action
- Not just empathy/ pity
- Action – political possibilities/ responsibilities?

Compassion and education

- Nascent compassionate turn? (Hancock, 2018); (Gibbs, 2018)
- Student pressures (Denovan & Macaskill, 2013) – change, expectations, outside
- Compassion – creating sense of community, belonging (Frost, 2000)
  - Page-Gould et al (2008) formation of cross-group friendship
  - Group work - inclusive eye contact (Vertegaal et al, 2002)
- Self and others (Waddington, 2018) - Taberner (2018), marketisation – effect on HE staff

Identity

Identity-based judgements on educators (Wagner, Rieger,& Voorvelt, 2016)

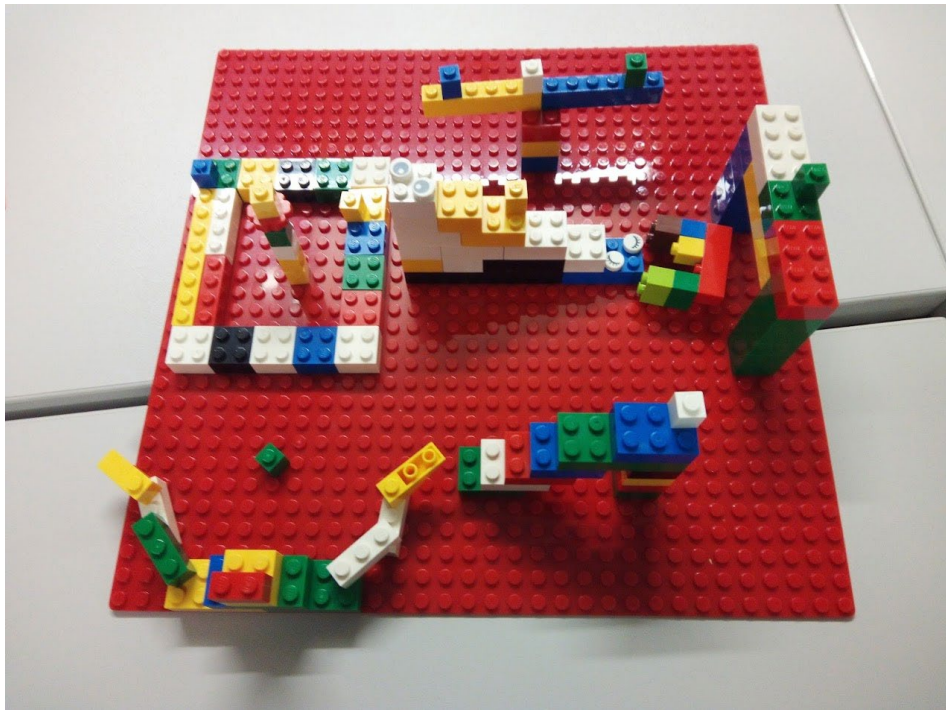Professional identities: who I want to become (Beijaard et al. 2004) – competing discourses (Sachs, 2001)

Compassion as a professional attribute (Maxwell, 2017)

Compassion and identity issues in HE

- Do you already address identity in your teaching? If so, how?
- Do you already address compassion in your teaching? If so, how?

Establishing a Teaching Persona course (ETP)

Activity: what kind of teacher would you like to be?

- Create a model which represents your answer (7 minutes)

- Combine models with one other person (8 minutes)

- Combine models with the rest of your group (10 minutes)

- What might the barriers be to becoming this kind of teacher? How might they be overcome?
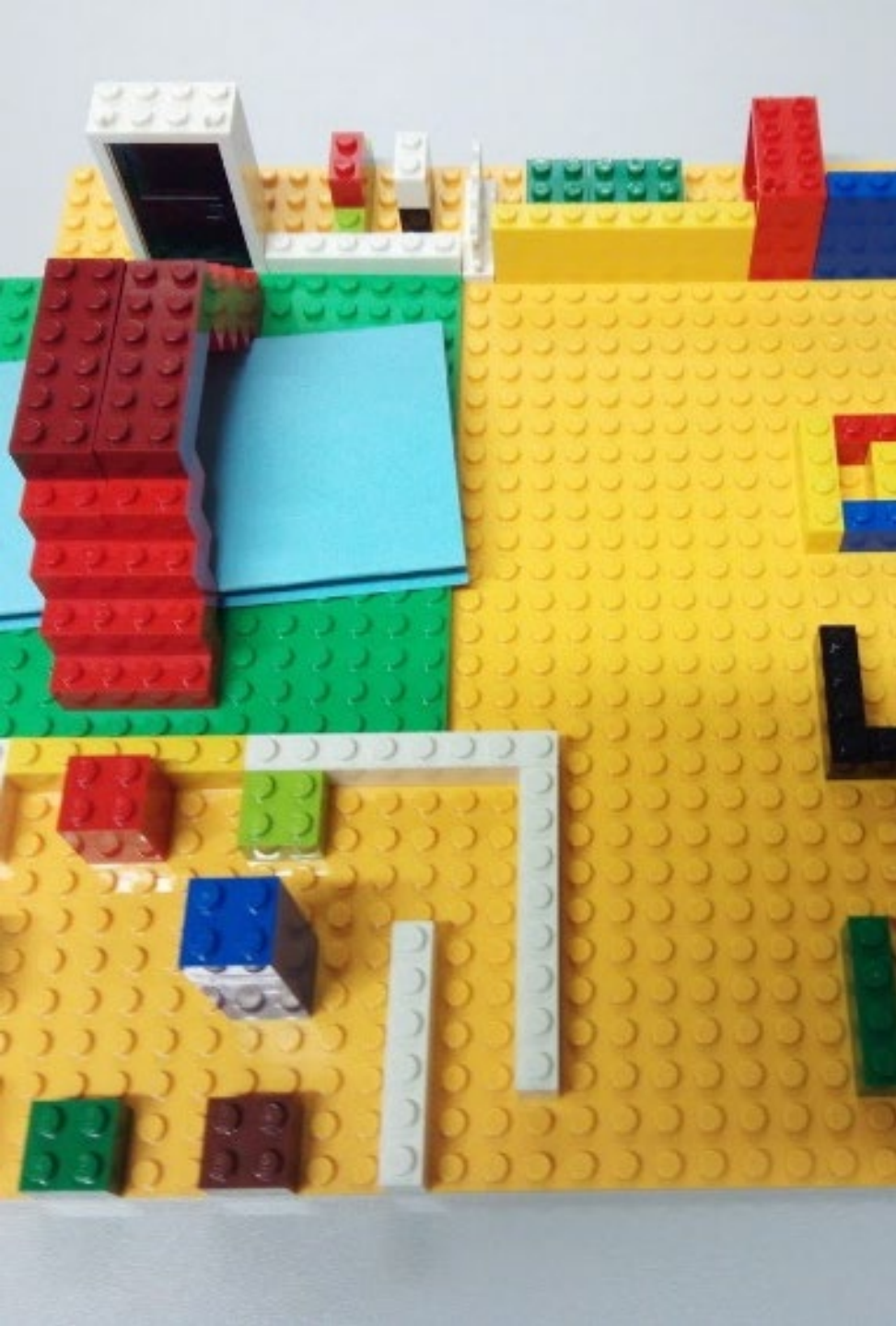
Why explore compassion and identity through play?

- Playful approach - creativity and self-expression for identity formation (Hayes, 2016; Peabody & Noyes, 2017; Tseng, 2017)

- Build – think in different ways - emotions at a remove

- Creation - continuous process of becoming

- Playfulness and autonomy

- Combining models - collaborative and shared approach to identity – compassion – solutions

Covid-19

Playful pivot

- Lego -> picture selection activity
- Source own pictures?
- Create composite images?

Learning activity bingo

~~Theatre~~	~~Post-it wall~~	~~Role play~~	Lego
~~Drawing~~	Mind-mapping	~~Speed dating~~	Drag and drop
One minute paper	~~Debate~~	~~Poll~~	Think pair share
Scavenger hunt	~~Escape room~~	~~Labelling~~	~~Quiz~~

Drag and drop matching activity

What?
(What is the issue? What went well/ not so well)

So what?
(Why is it worthy of attention? Significance?)

What next?
(What will I now do differently in the future?)

3. I'm currently teaching all my seminars online. None of my students are turning on their mics or cameras so I'm teaching to a series of initials and no one responds to my questions when I try to check understanding.

1. I feel like I'm teaching into the void and it's quite isolating. I'm also not sure if my students are engaged or even still there, so I worry that no one is learning anything. It's a first year class so I'm also concerned that there's no sense of community.

2. I'm taking some time during the seminars to do ice-breaker activities. I've suggested that students can use different backgrounds to protect their privacy to some extent. I'm also making use of the chat functions so students who don't want to use cameras or microphones can still participate.

padlet.com/drjess/pic

What kind of HE professional would you like to be?

- Discuss the picture(s) you chose with the rest of your group (1 min each)

- Choose a picture to represent a shared desired identity for the whole group, or draw/ find your own. Be prepared to share your screen with the rest of the group after this activity (5 mins)

- What were your experiences of this activity? How did it enable you to think about compassion and identity? How might it work in your context?

Application to your practice

- Compassion/ identity?
- Playful/ creative learning?

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