

Using The Three Cs for Facilitating Inclusive Classroom Dialogue

Continuity Facilitation Environment



confirmation
contradiction
continuity

Continuity. So How Do You Apply It?

The Continuity facilitation environment is an opportunity for students to begin to synthesize and integrate what they have learned during the course or workshop, while also working to make new meaning and reinterpret beliefs and ideas stemming from their newfound frame of reference.

This phase is also a time for students to begin to think about what these insights mean for them personally, academically, and/or professionally beyond the course or workshop they have just completed. These reflections should also create room to think about new actions that the student can take within their sphere of influence, the implications and consequences of those actions, the barriers to taking such steps, as well as reflections on what is needed to sustain change or impact in a given area.

Design Features of Class Learning Experience in Continuity Phase

Below are specific design components of the course experience that the facilitator leads when a class has been convened:

► Identify Actions for Social Justice Within the Students Sphere of Influence

Support students in identifying actions that align with their current skill level and available opportunities so that they are engaging in areas where they can make a difference. Actions one can take are broad and can encompass a range of activity types. For instance, an action could be reading an article on a particular issue, attending a workshop, challenging biased ideas at student organization meetings or with friends, or joining an advocacy group, for example.

You can provide students with time to reflect on and map out the areas in which they can have agency and make an impact in their respective spheres of influence.



HARVARD
T.H. CHAN

SCHOOL OF PUBLIC HEALTH
Office of Diversity and Inclusion

Using The Three Cs for Facilitating Inclusive Classroom Dialogue in **Continuity Phase** *continued*

► **Identify Communities and Networks of Support For Moving Forward**

As students go forward upon completion of the class or workshop, assist students in identifying communities that will provide support as their learning continues and as they take action. These communities and networks of support can be informal groups of students from the class, or they may be formal student clubs and organizations that convene around issues that are important to the student. These environments can also serve as an ongoing community of practice as the student not only continues to learn, but also begins to apply learned skills and concepts in various settings.

► **Provide an Opportunity for Students to Have Closure to the Class or Workshop**

Take steps to ensure that your students have an opportunity to bring closure to, and formally close out the learning experience in your class or workshop. Closure allows the student an opportunity to summarize what they have learned, to share any reflections or appreciations with the group, and to identify next steps and actions that they can commit to on their learning journey. These activities can take many formats, and adequate time should be allocated so that all students can be a part of the closure process and in a way that is not rushed. Possible approaches include reflective circles where each student shares reflections; having students journal and then share with the group; or utilizing paired dialogues or small groups and then transitioning to large group sharing, for example.

► **Capture Feedback From Your Student Participants**

Feedback is always helpful in strengthening the learning experience for your current students and future student groups that you will engage with. A key feature of social justice education is the commitment to examining and where needed rethinking our practices based on the needs of others. As a result, ask your students in their sharing to talk about what worked for them, or what was most helpful to them during the learning. You should also explore what could have been different, or what would have better supported their learning experience. These insights will be beneficial and can provide space for making improvements with your facilitation strategies, the classroom/workshop design, and the class/workshop content.

A key feature of social justice education
is the commitment to examining and
where needed rethinking our practices
based on the needs of others.



HARVARD
T.H. CHAN

SCHOOL OF PUBLIC HEALTH
Office of Diversity and Inclusion

Using The Three Cs for Facilitating Inclusive Classroom Dialogue in Continuity Phase *continued*

Helpful Facilitation Strategies To Know for **Continuity Phase**

Support Students With Navigating Any Immobilizing Feelings

It is not unusual for students to talk about struggling with *re-entry* as they transition from the classroom or workshop environment into the “real world”. Sometimes students miss the support and stimulation that is provided in well-structured learning environments. Remember to share some key points with your students as they conclude the class or workshop: remind them of ways they can resist oppression that they may encounter; if the work of social justice feels immense, give them examples of individuals, communities, and organizations that have made progress on certain issues; acknowledge and affirm what they may be feeling; and give them examples of steps that they can take to make change in small, tangible, and relatable ways.

Help Students Connect With Appropriate Actions That Can Be Taken

Students can sometimes leave a class or workshop feeling rejuvenated and enthusiastic about taking new actions or leading new initiatives intended to create positive change and impact. However, it is important to have students reflect on and maintain an awareness of not only their current skillset, but also their current areas of growth. The actions that students take should align with their current skill sets so that further harm is not created as a result of their well-intended efforts. This process of assessing one’s areas of growth can take many forms: it can be a formal or informal assessment activity; it can contain self-reflective components; you can have students journal; it can be a dialogue-based activity in pairs, the assessment can be survey based; or some other approach. Oftentimes, in gaining consciousness on critical social justice issues some individuals can become too judgmental, others may develop a “savior complex”, and some take steps without considering the true needs of the members of historically marginalized groups that they want to serve. After doing the assessment of where one still needs to develop, additional learning may be needed for the student. The goal is for students to become change agents who approach their actions with humility. Ultimately, it is important that we assist students in taking intentional steps so that their intentions match the impact that they want to create.

Three Next Steps Moving Forward

1
Implement and practice using these tools with your students.

2
Debrief your experience with the Office of Educational Programs professional staff.

3
Follow up with the Office of Educational Programs where needed for more support.



HARVARD
T.H. CHAN

SCHOOL OF PUBLIC HEALTH
Office of Diversity and Inclusion