

Role Play 1: Inclusive Teaching

Instructions:

1. In pairs, review the scenario below. Decide who will role play the GSI and who will play the consultant. (You will each get a turn.)
2. Choose a consultation mode that the consultant feels comfortable with.
3. Decide how the GSI will begin the consultation to align with the chosen consultation mode.
4. Role play the consultation.
5. When time is called, switch roles and repeat steps 2-4, using a consultation mode that the new consultant is comfortable with, and a corresponding opening move by the GSI.

The scenario

The GSI is teaching a discussion section/lab where the students are mostly white, with only one apparent student of color. The student of color does not participate except when called upon, and even then says very little. The student's written work/test scores are B-level, typical of many students in this course.

Some ways the GSI might frame the reason for this consultation

- I need some exercises that will get everyone to participate. (Product)
- I'm not sure what to do. Can you give me some advice? (Prescriptive)
- I've tried using small groups and think-pair-shares, but it's not working. Can we talk through other options? (Collaborative)
- I am pretty stressed out by this situation and it's making me dread every class session. (Affiliative)
- Based on class policy, I am going to have to give this student a 0 for participation. I am worried it will look like I am singling this student out because everyone else is doing what they are supposed to do. (Challenger)

Some strategies the consultant might find useful to offer

- Implement discussion guidelines in the class.
- Give students time to write their thoughts before sharing - e.g., a minute paper.
- Use small group discussions, and carefully consider how the small groups are formed.

Role Play 2: GSI-Faculty Team

Instructions:

1. In pairs, review the scenario below. Decide who will role play the GSI and who will play the consultant. (You will each get a turn.)
2. Choose a consultation mode that the consultant feels **less comfortable** with, a mode that doesn't feel natural.
3. Decide how the GSI will begin the consultation to align with the chosen consultation mode.
4. Role play the consultation.
5. When time is called, switch roles and repeat steps 2-4, using a consultation mode that the new consultant is **less comfortable** with, and a corresponding opening move by the GSI.

The scenario

The GSI is teaching for the first time in a large introductory-level course in her/his discipline with a large team of GSIs. There is no formal GSI-faculty team meeting, but the GSI attends lectures and sometimes approaches the faculty member after lecture to ask questions about what to do in sections. Students recently had their first exam, and the GSI wasn't involved in designing it nor was she/he given a rubric for grading. The GSI is surprised about what was on the exam and discovers that his/her students didn't perform well.

Some ways the GSI might frame the reason for this consultation

- I need rubrics for effectively grading exams. (Product)
- I don't know how to handle this. What should I do? (Prescriptive)
- I realize there must be things I can do better in my section, as well as options to work better with the whole teaching team. Can we talk through possible options? (Collaborative)
- I am freaking out that my students are going to fail this class because my section is so bad. (Affiliative)
- This exam was horrible and the professor is out of step with where the students are. There's no way my students could have done well on this, and I'm the one stuck taking the blame. (Challenger)

Some strategies/resources the consultant might find useful to offer

- Establish times the GSI can meet with the faculty member to regularly discuss the course (learning goals, assessments, etc.)
- Talk to experienced GSIs on the team who have taught the course before
- CRLT's occasional paper on "Teaching Effectively with GSI-Faculty Teams"