

Empathy and Equity

Creating Equitable Classrooms
through Harkness Protocols

Read and Annotate:

“What if Elite Colleges Switched to a Lottery for Admissions”

Introduction (1)

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Introduction (2)

Goal

As educators, we can create more equitable classrooms by developing lessons and curricula that ask our students to discuss difficult issues, examine peers' ideas, and expand their empathy both within the classroom and globally. **This session will prepare educators to design and lead classrooms that engage in Harkness-style dialogues that promote empathy and equity.**

Introduction (3)

Objectives

1. Teachers will be able to frame courses, units, and lessons around local and global empathy.
2. Teachers will be able to employ Harkness as means of equity based instruction.

Introduction (4)

1. Agenda
 2. Define Terms
 3. Framing
 4. Activity
 5. Exemplar
 6. Planning

1. Defining Terms

Equity,
Empathy,
Local & Global Empathy

Defining Terms (1)

Equity

Equity is achieved in our classrooms when ALL of our students receive the opportunities, skills, and knowledge they need to succeed.

Defining Terms (2)

Empathy

Empathy is the experience of understanding another person's thoughts, feelings, and condition from their point of view, rather than from one's own.

Defining Terms (3)

Local Empathy

Empathy that exists among those in proximity of the person/group or within existing relationships.

Global Empathy

Empathy that exists among those around the world, without existing relationships or proximity

2. Framing

What Harkness is.

What Harkness isn't.

Why Harkness?

How does Harkness encourage/create equity?

Framing (1)

What Harkness is...

Harkness is an instructional *method* of student-centered discussion.

Framing (2)

What Harkness is...

Harkness is an instructional *method* of student-centered discussion.

It is an instructional philosophy that can be loosely defined as a system of learning based upon class discussions which center around a shared source.

Framing (3)

What Harkness is not...

Harkness does not consist of a teacher staying silent.

Framing (4)

What Harkness is not...

Harkness does not consist of a teacher staying silent

Harkness does not consist of a teacher-focused methodology, in which the teacher is the “holder of truth”

Framing (5)

What Harkness is not...

Harkness does not consist of a teacher staying silent

Harkness does not consist of a teacher-focused methodology, in which the teacher is the “holder of truth”

Harkness does not consist of a combative debate of ideas

Framing (6)

What Harkness is not...

Harkness does not consist of a teacher staying silent

Harkness does not consist of a teacher-focused methodology, in which the teacher is the “holder of truth”

Harkness does not consist of a combative debate of ideas

Harkness does not consist of simply mere discussion, or discussions based on floating topics

Framing (7)

Why Harkness?

Evidence suggest the method improves:

Ability to analyze texts

Verbal articulation of questions and ideas

Framing (8)

Why Harkness?

Evidence suggest the method improves:

- Ability to analyze texts

- Verbal articulation of questions and ideas

- Active listening

- Critical thinking

Framing (9)

Why Harkness?

Evidence suggest the method improves:

- Ability to analyze texts

- Verbal articulation of questions and ideas

- Active listening

- Critical thinking

- Dialogue/Conversational Skills

- Long-term memory retention

3. Activity

Rubric,
Harkness,
Debrief
Equity Maps

Graded Harkness Discussion

Because this is a team effort, there will be a team grade. **The whole class will get the same grade.**

This is what you need to do, as a class, to earn an A:

A truly hard-working, analytical discussion in which:

1. **Everyone** has participated in a meaningful and substantive way and, more or less, equally.
2. The pace allows for clarity and thoughtfulness – but not boredom.
3. There is a sense of balance and order; focus is on one speaker at a time and one idea at a time. The discussion is lively without being “hyper” or superficial.
4. The discussion builds. There is an attempt to resolve questions and issues before moving on to new ones.
5. Comments are not lost, the loud or verbose do not dominate, the shy or quiet are encouraged.
6. Students listen carefully and respectfully to one another. There is no talking, daydreaming, rustling papers, making faces, using phones or laptops, etc. when someone else is speaking (this communicates disrespect and undermines the discussion as a whole.) Same goes for sarcastic and glib comments.
7. Everyone is clearly understood. Those who are not heard or understood are urged to repeat.
8. Students take risks and dig for deep meaning, new insights.
9. Students back up what they say with examples, quotations, etc. Students ask others to back up assertions with proof (if possible). **The text is referred to often.**

Activity (1)

Hard copy distributed.

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Activity (2)

Assertion: In light of the recent college acceptance bribery scandal, US colleges and universities should admit students utilizing a lottery system as advocated by Rick Hess of the American Enterprise Institute.

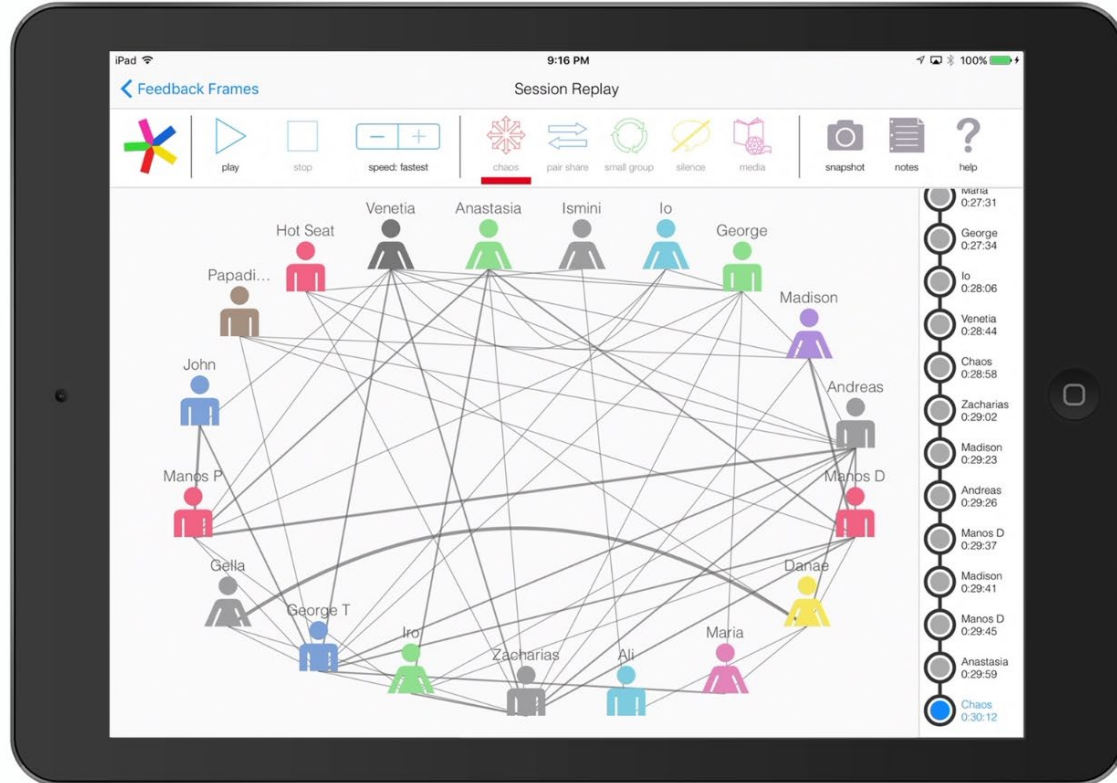
Activity (3)

Harkness Debrief - Turn and Talk

At what points during the conversation did we discuss or exhibit:

- Equity
- Local Empathy
- Global Empathy

Harkness Debrief - Equity Maps



4. Harkness Exemplars

Student Examples

Kids labeled for Harkness (like slide 28)


Southridge High School - English



[Harkness Discussion on "Is Grit Overrated?"](#)

Southridge High School – English 2

- 10th & 11th grade students
- # Students
- X Male identifying students
- Y Female identifying students
- Ethnic and Racial Demographics



Embed 4 minute video
Closed Caption

5. Planning

Areas of curricular implementation

Planning (1)

- In Your Practice
- Think about the first unit of one of your classes for next year.
- Identify a topic or area within the unit that might lend itself to building empathy and equity.
- Develop a question or assertion
- Discuss your idea with those around you

Criteria For Success		
1	Identify a Curricular Area	✓
2	Develop a question or assertion	✓
3	Discuss with others	✓

Planning (2)

Accountability Partner

Complete the Google Form

We will email you a reminder the first week in September.

We will follow up at the end of October.

We will share with you all:

A Guide to Harkness

Example Lessons

Supplemental Resources

Thank you!