

What We Are Learning About Learning, S1 E4

Kim: Welcome to episode four of What We Are Learning About Learning, a podcast about higher ed teaching and learning, created and produced by the Center for New Designs in Learning and Scholarship, also known as CNDLS, at Georgetown University. I'm Kim Huisman Lubreski.

Joe: And I'm Joe King. This episode kicks off a multi episode exploration of the dynamics of race in the classroom, with an emphasis on ways to become better anti-racist educators. Of course, this is an enormous and urgent topic. So we'll be returning to this exploration repeatedly in future episodes.

We focus this one on hearing from faculty who have taken active steps to build anti-racist practices into their classroom. These teachers will talk about how they got started on this path, and what they've learned along the way. They'll share the tools and techniques they turn to, to make their classrooms more inclusive, equitable, and just.

Kim: One thing you'll hear repeated throughout the episode is that becoming an anti-racist educator takes time and is ongoing. There is no easy fix. But there are many concrete, doable things we can adapt for our classrooms, to move in the right direction. We're also going to talk about how to make this a lifelong practice.

Joe: To start, we need to have a picture of the impact of racism on our students, especially our Black students and other students of color on campus. And that means hearing directly from them. In the summer of 2020, as the streets of our nation were filled with protesters, enraged by the ongoing epidemic of police brutality against Black people, and racism more broadly, a group of Black Georgetown athletes produced a video called I Can't Breathe, in which they shared the pain and harm they've experienced in their everyday lives on our campus and in our classrooms. Here's an excerpt from that video.

[MEDIA CLIP]

I can't breathe.

I can't breathe.

I can't breathe.

I can't breathe.

Because you think I've gotten to Georgetown due to affirmative action.

Because my experience as a student-athlete will never be the same as my White counterparts.

Because my life only matters to a cop when I have the name Georgetown of course my chest.

Because being a Black female student-athlete at a predominantly White institution means not only that I have to prove my worth on the court, but I also have to prove my work in the classroom.

And I also have to prove it as a person walking on campus.

I can't breathe because you're afraid of me.

I can't breathe.

I can't breathe.

I can't breathe.

I can't breathe.

I can't breathe when you tell me that I'm pretty for a Black girl.

When you ask me if this is all my real hair, or if it's weed.

When you assume you know who I am before you have a conversation.

When you constantly whitewash my identity.

When you judge my intelligence based off the city I'm from. when I'm judged off the color of my skin, and not by my mind and the kindness of my heart.

Kim: The faculty you'll hear from in this episode are keenly aware of the student experience.

Donna Cameron, a professor in the School of Medicine, put it this way.

Donna: I mean, that's the water that we swim in. But I once said that I would like to have a little part of the pool where I can take off my wetsuit and just sit in the sun, and let it warm me, instead of having to always be in the water. Racism is in the water. It's in everything that we do. And I just wish I could get out of it sometimes, and just float around.

When George Floyd was murdered, the medical students and some faculty all participated in

writing an open letter. And they had 10 demands, or 10 asks, that they wanted the administration to consider. But the first three words of that letter were, we are suffering.

And the mama bear in me was activated. And I'm here. I can listen to them. I can address things. I'm a full professor. I have a degree of influence here at this institution. So I just said to myself, what can I do?

Amrita: To be really frank, we know that this recent campus climate survey came, out, right, in which students of color have said that we don't feel recognized. We don't feel seen. We don't feel comfortable. And I'm not surprised that they said that, that the survey revealed that. Because I've had students say that to me-- not in class, not in front of their peers.

And the reason they don't often see it in class or engage in conversations over race and ethnicity and so on in class, is because very often, they are a minority, right, in the class. And that's because it's just the reality, that we are predominantly White institution.

Joe: That was Amrita Ibrahim from the anthropology department in the college, sharing anecdotal examples of the student experience that is borne out in Georgetown's campus cultural climate survey data, a survey designed to, quote, gain a better understanding of students' sense of belonging and perceptions related to diversity and inclusion, end quote, the results of which have recently been released.

Kim: These results suggested that the Georgetown experience is very different for Black students and other students of color than it is for White students. While many students of different groups shared their experiences of racism, the most dramatic differences were between Black and Latinx students on the one hand and White students on the other.

For example, while about 72% of White students agreed that people at Georgetown supported each other, only about 36% of Black students and 59% of Latinx students said the same. Meanwhile, 43% of Black students and 62% of Latinx students reported feeling that they are part of the Georgetown community, as compared to 76% of White students.

Perhaps most relevant for our purposes, Black students were much less likely than White students to agree that instructors at Georgetown were effective at creating environments where they felt welcomed, 37% versus 70%, and 57% for Latinx students. This last finding points to a problem in the classroom, and also to an important opportunity.

Of course, many faculty have been aware of these issues for a long time and have worked hard to shape their teaching to create environments where all students feel seen and valued, and where the work of anti-racism can be done. We'll be hearing from several faculty today to get a sense of what we can do to better serve our students.

Joe: These dedicated educators hail from a range of disciplines and schools at Georgetown,

including the School of Medicine, McDonough Business School, and the departments of anthropology, linguistics, and history in the college. We also hear from a professor in the graduate program in education inquiry and justice and the associate director for LGBTQ resources.

Our conversations with them reveal the deep thoughtfulness and caring evident in their teaching, and consideration of how to include and recognize all students. As you will hear, there are a variety of paths, strategies, and techniques they use that may be useful to you as you prepare for your return to campus.

Kim: In part because of its prominence in the cultural climate survey, we first asked these faculty members what it means to be culturally responsive to their students. Amrita Ibrahim, the anthropologist, reflected on her own practice.

Amrita: I realize it's very important for my students, many students of color, to feel like they are heard, and seen, and acknowledged in the classroom, and for that to be, that classroom space, to be a place where they can feel comfortable engaging in learning.

Joe: Donna Cameron, a professor in the School of Medicine, immediately connected cultural responsiveness to Georgetown's mission.

Donna: I made my own personal goal to treat students the way we want the culture to be, and do it quickly. So by that, I mean, the culture at Georgetown is-- our institutional mission-- is *cura personalis*. So the cultural part has to do with the culture of inclusion and treating the whole person. The responsive part has to do with honoring the culture that we say we want to have, even in our treatment of students.

Kim: With a similar and crucial recognition of his own personality, Bob Bies, who teaches in a business school, focused on creating a specific kind of classroom atmosphere.

Bob: For me, to be culturally responsive means I have to create an environment where all the insights, the greatness, the experiences, everybody in class can come forth into a classroom to be shared, that it's not just through my lens-- because I have a very unique lens, growing up on the West Coast and Seattle, my hometown.

I have a have a perspective. I'm a male. I'm White. And I have a series experiences. But what I want to do is create an environment where there's more encounters and experiences of each and every individual in the classroom. Because every individual comes in with different needs, different histories, different approaches. And I want to bring those out in honor and celebrating those.

People want to be seen. People want to be heard. People want to be understood. And I learn as much from my students, or I learn as much from them and their experiences as hopefully I

impart to them, in terms of frameworks and all those sort of things. But I have to be open to learn, too, for me to be culturally responsive.

Joe: And lastly, Nick Subtirelu, the linguistics professor, noted that being culturally responsive to our students will recognize that as a predominantly White institution, many of our students are embedded in a culture that privileges whiteness. This situation demands that we have a direct response.

Nic: I work from the assumption that my pedagogy would be generally inclusive of White students, because I'm a White man, from the get go. And that it is my responsibility as an instructor to make it more inclusive of students of color. And in that, I think the issue becomes, what is the barrier to their inclusion/ And I think fundamentally, the barrier to their inclusion is the same barrier to their inclusion elsewhere. It is White supremacy. And we are always trying to dismantle it.

Kim: Another area of concern is what the campus cultural climate survey called the college experience, which includes a focus on belonging. As we heard earlier, Black students and other students of color feel substantially less belonging on our campus than White students. What can we do about that in our courses?

Our faculty group shared numerous strategies they've honed through years of reflection on creating an inclusive response of course in classroom. We've group these actual tips into sections-- creating an inclusive climate, approaches to class facilitation, handling difficult moments, assignment design, and the role of community based learning.

Joe: The faculty with whom we spoke all share a commitment to fostering a sense of belonging and to engaging with what you will hear Sabrina Wesley-Nero call the pedagogy of care. First, you'll hear from Amrita.

Amrita: I don't know if we're doing enough to make our students of color feel comfortable. I'm very Frank and open about what I think our racial ideologies is and where I stand with respect to them, right? So there are some statements that are just demonstrably false, right? And I'm not going to make that a topic of debate, in the sense that we can debate, using the text in our class, how race is not a biological reality-- it's an opinion-- because it's not.

I'm also a person of color, right? So I also know that with my White students, my authority is often compromised, because they don't see me the way that they might see a White male professor. One thing that I've definitely learned is that the more you humanize yourself as a professor and share of yourself, the students feel more comfortable-- just being a little bit more yourself in a classroom setting, and also recognizing that our students are people, that they have lives, that they're not just a body sitting in a classroom.

Bob: For me, part my identity is that I do belong. That's a powerful motivation. So part of what I

do is, I create a mentorship process with my first year students, with juniors and seniors and sophomores who have been through my course. But also, that sense of belonging is, I will send them emails, OK?

I send them emails. I always say, hey, how's it going? I didn't hear anything. Everything OK? But it begins with me reaching out to them, and then celebrating when they make a presentation. I try to identify something positive that each and every person said or did in that presentation, that sense of belonging. Because they do belong at Georgetown, and they need to have their voice heard.

And their voice is unique. Every student's voice is unique. But I want to hear every voice. So that sense-- I try to create an environment where I try to allow them, as I like to say, unleash the greatness of who they are. Because they are somebody.

Kim: Professor Cameron has taught both a large community based learning course for first year medical students and a small seminar course on well-being. Here, she shares some of the strategies she uses in that small class.

Donna: Well, since I teach medical students, and since they primarily came to medical school to learn about medicine, I like to remind them whenever I can that they're whole people, and they're not just here to learn information and skills. And so I like to start with some kind of-- start each class with some type of check-in. So that-- and it's never about medicine. It's always about life.

In the small class that I teach, the well-being class, I ask them to complete a questionnaire about their personal health. And then in the next session, I ask them to share their strengths. So whatever those might be-- I go to bed at night. I get my sleep. I buy groceries on Sunday and make a menu, and then I cook every day, or I cook through the week. I don't just buy fast food, et cetera.

And I feel like that's a way for them to hear more about their classmates than how I did on the MCAT, their scores, or what school I went to, or what undergraduate school I went to, et cetera.

One other thing that has worked really well-- emails between classes about current events, about I know you guys are having an exam. I wish you well-- just again, a way to connect and remind them that they're human, and that they can have, we can have a relationship that's not just teacher student, but human to human.

And over the years-- I've been doing this for about 21 years. And over the years, they tell me how much they appreciate the emails between classes. So of course, I keep doing it.

Sabrina: I think, for the work that I kind of get to do at the university, particularly-- I lean into what in our field is called the pedagogy of care. There's a level of psychological safety where it's

very explicit that in a learning community, it has to be a source of both strength and stretching. So strength in the way that you can gain strength from each other, but stretching in the way that you don't actually leave the way you came in.

So we have this understanding of the pedagogy of care. There is a high level of psychological safety that's there, where I'm very explicit that conflict and discomfort is expected. But it's also the consequence of conflict and discomfort is not to push you out. But it's to bring you closer.

And if that expectation is clear, and it's demonstrated, but it's more than words-- like it's clearly communicated, but it's demonstrated that when the conflict happens, we bring each other closer. We seek to clarify, to restore, and repair. Then that type of thing becomes evident over the course of-- actually, this is not a problem. This is a process. It's a step in the process of growing in community.

And we do that both at the undergrad and graduate level in our courses, but also in some of our other kind of affinity group spaces, where we just make clear that if we are growing as diverse humans, we will, at times, have conflict, and it's expected. And there's a way that's healthy, that we can grow through that conflict, and doing so in a way that brings people in to strengthen and challenge them, and then repair and restore those relationships.

Kim: That was Bob Bies, Donna Cameron, and Sabrina Wesley-Nero, faculty at Georgetown University.

We found all these faculty paid special attention to the pedagogy of care, and to creating classrooms where everyone belongs. This, in turn, lends itself to an interactive classroom environment, because faculty facilitate class sessions in ways that encourage growth.

Amrita: I've tried to focus much more on student generated discussion and agenda setting in the classroom. I find that really helps to make students feel like they are a little bit more in the driver's seat, in terms of what we're talking about, and how we're talking about it.

And so they end up-- I mean, the material that they're reading is still assigned by me. But the way in which they engage it, or the theme that they want to pick out from that material becomes much more in their control.

Bob: I think also, what I've done more is to listen to students, and what they want as part of a project, and to engage them more. And maybe I'll make adjustments on the projects throughout the semester to highlight certain aspects, because I listen to students. So I probably try to create more of that dialogue than I did in the past. Because I listen to students.

Donna: I also like to let the students choose the next speaker, like popcorn style, so that they feel like-- it's the way to-- I mean, in my opinion, anyway, it's a way to share the power that a teacher might have. Saying their names often, using the polling feature-- I was-- I'm just always

amazed at how people can be like looking comatose on the screen. And then you start a poll. And suddenly, they're involved. And so I think that's a great strategy.

Nic: The centering of White supremacy is ultimately the centering of one aspect of people of color's experience in the United States. I mean, it's a major aspect of their experiences. It's discrimination, grounded in White supremacy. And so that, to me, makes our classroom relevant and potentially interesting to them. And it also makes it a space where their lived realities are not denied, in the way that they often report their lived realities are denied in other classes.

Donna: I try to give every student who wants to a chance to speak. So I'll leave a lot of open spaces. I'll ask a question, and then I'll just wait until somebody starts talking. And if nobody starts talking, I'll say, you know, I've learned a lot about waiting, and I'm happy to wait as long as you like.

Sabrina: We set community norms. And we actually read and talk about calling in versus calling out, and reading and talk about intent versus impact, before particularly the graduate school level, those courses, before we actually go into content. So we have that conversation about how we want to show up in the space, and how conflict is expected, and what we're going to do when that conflict happens.

We invited them to call us in. And it helps them say wait. They're actually going to do what they said they're going to do. Not necessarily, they're going to do it perfectly. But these are the values that we agreed to, and we're holding ourselves to them, as much as we're holding each other to them.

And I'd like to say, kind of we authentically. We do our best to authentically live out those values without saying we're modeling them.

Joe: That was Amrita Ibrahim, Bob Bies, Donna Cameron, Nick Subtirelu, and Sabrina Wesley-Nero. In addition to creating an inclusive class climate, where students feel that they belong and where everyone is comfortable contributing, faculty have found tangible effects from intentionally designing assignments and final projects for inclusion. Features of these types of assignments tend towards making room for student choice, and making student experience part of the course.

Again, Nic Subtirelu.

Nic: So I teach a course called How languages are Learned, Linguistics 251. And this past time that I taught it, I actually began the-- I structured the class around four major assignments. I mean, they're not term papers. But they're products that the students have to produce. And the first one was an autobiography of their language learning. And so they actually read several examples of autobiographies of language learning. And then they produced their own, and also had to view-- read or view the autobiographies of some of their peers.

So White people are pretty uncomfortable with Black writers writing in African-American language. But it turns out, as I find most of my Black students find it empowering. And in fact, I had a student in the fall who was taking my class, and who asked if he could write his linguistic autobiography in the language that he grew up in, with.

And he was a Black student. And he actually wrote the whole thing in African-American language. And afterwards, he was very effusive about how important that was to him, and how empowering it was to get to write something for his class in this language that felt like home to him.

Amrita: There are really three areas. One, of course, is the syllabus. itself. What are we going to be reading? What are we going to be talking about? The second thing is assignments. How are you going to be evaluated, and what are the rules for that? And then finally, it's class participation. What's going to make you want to participate in class? And then how am I going to both assess you on that, but also incentivize you to doing that, right?

And so there's sort of like these three areas where I'm constantly asking myself, not just am I paying a kind of lip service to the idea of diversity and inclusion, or just talking about diversity and inclusion, But. How can I model that for my students in these arenas?

So the first, of course, being the syllabus, I-- every semester, I make sure that I have texts, whether they are films, books, interviews, with scholars of color, women scholars of color, non-binary individuals.

And the aim there is that, as an anthropologist, of course, it's key for us to teach our students that we learn about cultural and social problems, and ask questions. And we learn to critique the world around us through listening to others, right? So how else to start listening to others but by taking their walks, and diving in/

Bob: I try to diversify the sources of knowledge, because there's knowledge all around the world. And sometimes, as I like to say, sometimes, we only quote old White guys. And not that they don't have something to say, but the diversity of wisdom from around-- I try to bring more of that into the classroom. And I actively search for it.

And that's a shift. I'd always used to go to the tried and true. Now I actively shift. How can I add?

Kim: That was Nick Subtirelu, Amrita Ibrahim, and Bob Bies. Amrita also chose to design a final project that allowed for a great deal of student choice. Perhaps not surprisingly, faculty have found new and flexible modes of assessment to be preferable in striving for inclusive and responsive classrooms. Whether it's decreasing standardization, or increasing student voice and community based models, alternatives have advantages.

Joe: While not available to everyone, community based learning is not only a powerful form of experiential pedagogy. It opens students up to course Content and unique ways, and lends itself to powerful alternative forms of assessment. For example, one community partner in Donna Cameron's course is an elementary school, where medical students share the Mini Medical School for Kids curriculum. Elementary level students toward the Georgetown campus, visit a lab, receive a certificate for practicing mini medicine, and participate in a White coat mini ceremony.

The program draws on a psychology concept called professional identity formation, meaning these medical students begin to see themselves as health care professionals. The medical students also gain a much deeper understanding of the community they're serving. This illustrates the dynamic behind community based learning. Exposure and inclusion lead to a greater sense of belonging.

Kim: An ever present risk when trying to develop an anti-racist pedagogy, and frequently on the minds of faculty, is the difficult moments that could arise in the classroom. The most important thing to prepare for these moments is to create a cohesive community, as mentioned above. Even with all that groundwork laid, however, tense moments may arise.

Amena Johnson and Amrita Ibrahim share how they approach these difficult moments.

Amena: One of the ways that I talk about is, own your intentions and your impact. And I'm sure folks might be familiar with that. But, and the example I give is, if I step on your foot, I may not have intended to hurt you. But I probably hurt your foot, right? And so I think that we need to own our intentions and our impact when we're having these conversations. And people may say things. And they're like, well, I didn't mean it that way. Well, we need to understand the impact that it has on folks. And I think even when we're truth telling, if we're owning our intentions, and we're telling the truth because we want to cultivate an educational environment and cultivate anti-racist behavior, if that is our intention, our impact shouldn't be as hurtful.

Doesn't mean that it's not going to hurt. Doesn't mean it is not going to be hard. But I think owning our intentions and our impact and truth telling other ways to do that.

Amrita: Yes, take a deep breath first. A deep, cleansing breath. What I have actually found is asking the student to be very specific and concrete about what they're saying is very useful. Because when they are pushed to be clearer about what they think they're saying, then you can often get them to see the flaws in the points that they're putting out.

So, and it's not always a flaw. But I'm thinking of a particular incident just recently, where in my class, we were discussing a comparative graphic ethnography-- so an ethnography drawn as a comic book-- where this question of medical access, inequalities over medical access, was a major theme. And one of the students said, well, you know, we just know that there are some cultures that are just backward and primitive.

And this person had not taken an introductory course with me. Because hopefully, he would not have said that after that. And from that, he started-- I said, well, what do you mean? And so then let's try to break down what we did read, right? And then, so trying to make them be more specific about what they think they're saying, and then sort of take them from those specific points to what they think are their conclusions-- I think that helps in trying to slow down what might be the train of thought that's going very rapidly towards saying something that might well offend somebody else in the class.

Joe: As you design your course curriculum and syllabus, you're most likely be aware which days and topics might lead to difficult moments. As Marcia Marcia Chatelain notes, a helpful strategy is to intersperse difficult topics, to provide breathing room between them, with less charged conversations.

Marcia: I like to modulate the tone of class, week by week. I was just talking to someone about this very issue. So if I talk about a particularly difficult moment in history-- for instance, if I'm teaching about the Selma to Montgomery March and violence against peaceful protesters, the next week, I might dial it back and talk about music in the Civil Rights Movement. I try to make sure that I'm sensitive to the fact that students will be challenged and pushed to talk about difficult things, and that we can modulate the tone, so that students can appreciate the full spectrum of learning.

Kim: Professor Cameron describes helping students in her large community based learning course for all first-year medical students. She works with them to brainstorm and implement constructive responses to difficult moments and/or blatantly racist comments and behavior.

Here, she is working with a student who came to her upset said about a racist comment from a classmate.

Donna: And the student was upset to hear-- I would call it a racist comment. It was an unkind comment, at the very least. And she came. And she was worried about what she should do about it. Should she speak to him? Or should I speak to him?

And we decided I decided right away that what we're going to do is, we're going to write a grant for under-- for shining a light on unconscious bias. That's what the title of the grant was. And we did receive funding. We did get the award. And I think it was the start, at least in my course. It was the start of conversations. That was the first thing that we did, just conversations.

During orientation, at the beginning of the class, we would talk about privileges associated with wearing a white coat. But all of them related to privilege and race, and differences, and finding commonalities. And the students would meet in small groups and chat. And then they would report out to the large group.

For two years, the last two years or three, our ODI, our Office of Diversity, Equity, and Inclusion, has a program for training students. They call them PDF-- so, Peer Dialogue Facilitators. And they would be the moderators for those small groups. They we would give them some training, and then a list of questions that they could ask.

And feel like it's an injustice to the medical students to not prepare them better. And it's more than that. It's an injustice to our community to send people who aren't trained or prepared. I think the best thing to do is resiliency training. Because the world is the way that it is. It's not going to be aracist, or without racism.

And so how to deal with it, how to speak truth to power, when to speak truth to power?

Joe: We began this episode with a frank admission of the fact that the work of exclusivity and anti-racism is never done. Initially, this fact might seem deflating. But it doesn't have to be.

Nic: Boy, that is-- honestly, on some level, I find it really awesome that the work is never done. Because it means that there's purpose for my life, and there's a challenge for me to pursue. And there's-- I mean, I can feel myself getting better. And that's fulfilling.

I think where it becomes a problem is our institutional forms of recognition. I'm not necessarily incentivized by the University to be constantly revising my syllabus, even though I choose to do so anyway. But I think that we need to think about that.

We need to think about the systems that we have in place to allow faculty to do that work. And I think that they really want to do that kind of work. I hope that most of my colleagues would love to spend time thinking about how best to teach their courses.

Amrita: I mean, that's life, isn't it? As teachers, as mentors, if there's anything that I've learned from being a teacher, it's that you're just never done. You're always learning. And so you have to keep thinking of, how can I make this better?

It's a process. It's a journey that you undertake differently each time you teach that course. And actually, that's what I love about teaching. It's just never the same. I think of it as an opportunity. It's exciting. And it's a challenge I really love to embrace. So bring it.

Kim: On a related note, the strategies and attitudes you've heard about really do make a difference. But in the work of becoming an anti-racist teacher, it's important to realize that there's no easy answer or single thing we can do that will function as a failsafe and ensure that our classrooms are completely inclusive.

Professor Cameron notes that many people want an algorithm to implement that will, quote unquote fix the problem.



Donna: I feel like there's not a formula. You can't sit in in a workshop or on a webinar, and hear about race and medicine, and historical racism in medicine, and you can't-- like, you might feel something. But it takes time to marinate on that, to think about that.

And it takes interaction with people, not when your guard is down, I'll say. It takes interaction with people, and a chat, and a closeness, and a curiosity.

Kim: Bob Bies has valuable advice for anyone at Georgetown seeking to take the first step.

Bob: It's about direction, not distance. It's about progress, not perfection. You may aspire for perfection and settle for excellence. But I always believe that it's still unfinished business. Because there's still more horizons and more people. And that's not bad.

So for me, if I focus on progress, if I focus on direction, if I get those two down, I'm going to feel comfortable to keep pushing. And so for me, my advice to faculty or graduate students is, just take that first step. But you don't have to take it alone.

Joe: Bob made a practice of collaborating with a wide variety of faculty and staff across Georgetown, including Georgetown's chief diversity officer Rosemary Kilkenny, Charlene McKenzie Brown in the Center for Multicultural Equity and access, Randy Bass, Susannah McGowan, and Noah Martin in the Red House, and Father Ray Kemp in the theology department, who conducted and examined for racial justice in Bob's classes.

He also worked with members of the Center for Social Justice, including Andrea Whistler, Kyra Hanlon, Jessica Lee, and Jonnell Robinson. He consulted with Maurice Jackson in the history department, Scott Taylor, the Vice-Dean for Equity and Inclusion in SFS, and many staff at the Center for New Designs in Learning and Scholarship.

Bob: And so I'm trying to see-- there's a rich set of resources on campus. And sometimes, we get caught in the silo mentality. So I want to break down those and connect to people who are way smarter than me, way wiser than me, to help my students begin to unleash the greatness of who they are, by discovering more of who they are and why they behave the way they do.

People help me help my students, but also to help me. I've done more reading. I've had more conversations, all because of these connections. And that's one of the many virtues of Georgetown University.

Kim: Thank you for joining us for this episode of What We Are Learning About Learning. In our next episode, we will explore the experience of graduate students as teachers on our campus. This episode was made possible by many people like CNDLS staff including Molly Chehak, James Olsen, Meghan Modafferi, David Ebenbach, Eleri Syverson, Michelle Ohnona, Joselyn Schultz Lewis, Lee Skallerup Bessette, Isabel McHenry, and Pravin Gunasekera.



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For more information about our podcast series and our guests, please check out our show notes, where you'll find links to previous episodes, our website and blog, the "I Can't Breathe video", and other resources.

Again, I'm Kim Huisman Lubreski.

Joe: And I'm Joe King. Thanks for listening.

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