



# Transforming Hot Moments into Learning Opportunities: Part 2

**SYRACUSE UNIVERSITY**





# Welcome!



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# Goals of Workshop

1. Faculty will be able to identify the three levels of group systems interventions available for Hot Moments: intra-personal, inter-personal, and whole group.
2. Faculty will be able to define three types of leadership group interventions: Support, Feedback, and Processing.
3. Faculty will be able to explain strengths and limitations of three types of leadership group interventions.
4. Faculty will be able to demonstrate all three types of leadership group interventions.
5. Faculty will implement at least one of the three types of leadership group interventions.

# Guidelines for Dialogue

*(from the U-M Program on Intergroup Relations, IGR)*

- **Confidentiality.** We want to create an atmosphere for open, honest exchange.
- **Our primary commitment is to learn from each other.** We will listen to each other and not talk at each other. We acknowledge differences amongst us in backgrounds, skills, interests, and values. We realize that it is these very differences that will increase our awareness and understanding through this process.
- **We will not demean, devalue, or “put down” people** for their experiences, lack of experiences, or difference in interpretation of those experiences.
- **We will trust that people are doing the best they can.** We will try not to ‘freeze people in time’ but leave space for everyone to learn and change through our interactions with one another.



# Hot Moments in the Learning Space

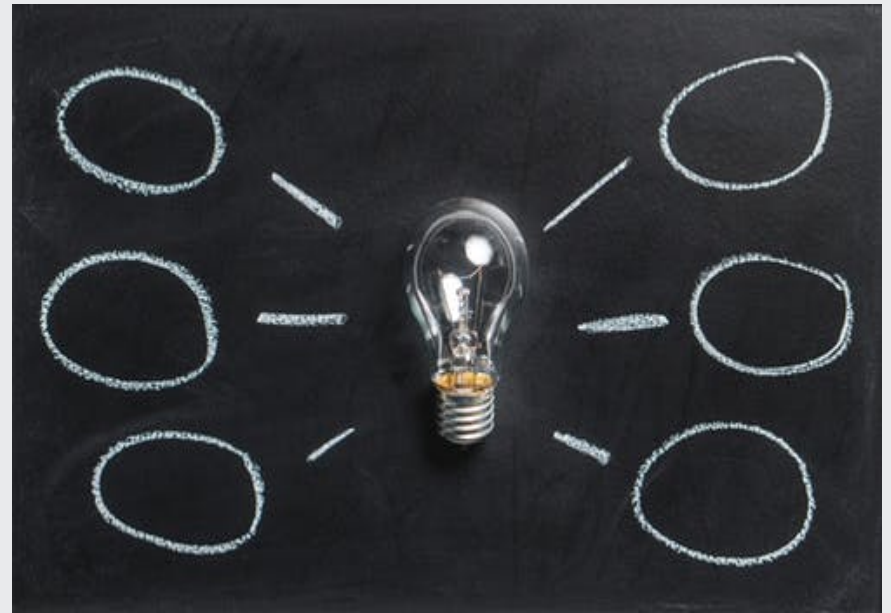
Triggering events that have a profound emotional overlay.

If not handled properly, these moments can threaten teaching and learning in an educational space.



# Hot Moments in the Learning Space

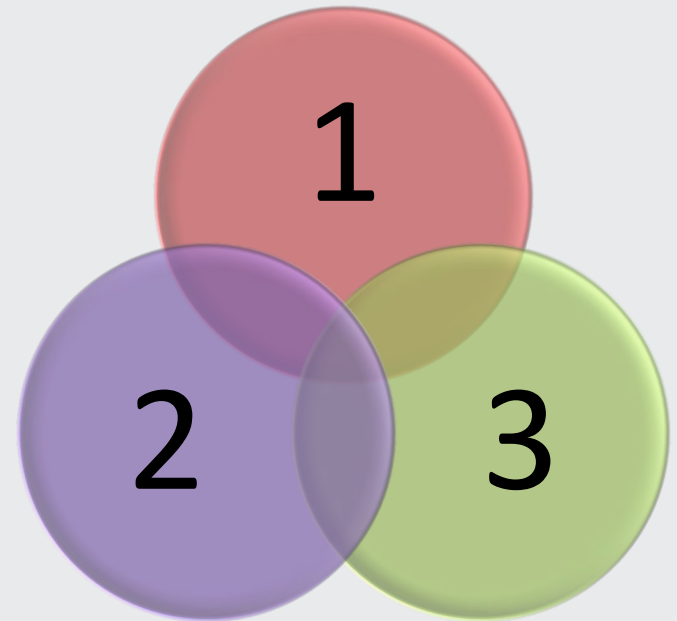
When handled effectively and professionally, these moments can be learning opportunities that have profound impact on both the learner and instructor.





# Hot Moments

1. Responding to local, national, or world events
2. Difficult dialogues that emerge naturally in relation to course content
3. Responding to challenging behaviors



# Leadership Group Interventions



**Intrapersonal**

**Interpersonal**

**Whole Group**

# Leadership Group Interventions

## **Intrapersonal**

### **Support**

Blocking  
Drawing Out

## **Interpersonal**

### **Feedback**

Linking  
Modeling

## **Whole Group**

### **Processing**

Self Disclosure  
Reframing



# Intrapersonal

Intrapersonal skills are designed to promote the engagement and well-being of the students by attending to, protecting, and exploring the experience of the individual student.

# Intrapersonal- Support

The facilitator uses language that signals:

1. Validation and attentiveness
2. Demonstrates understanding *not* agreement
3. Leads to safety as well as increased open communication.

# Intrapersonal- Support

Scenario:

Recently, in Jeff's class the following interaction occurred:

Jeff: So, Susan how was Parent's night at Jefferson High School?

Susan: It was good, but only 10 parents out of 125 students showed up.

Barry: (chuckling) Wow! Those parents don't care about their kids.

Jeff: Susan, finish your thoughts. We will come back to Barry's chuckle.

Jeff: Susan I am so encouraged by the poise you showed in describing the Parent Night. You had a reaction to Barry's comment, yet you moved forward. Thank you.



# Intrapersonal- Support

## Support sentence stems:

1. I appreciate that comment Jafari. You were...
2. Thank you for sharing that...
3. What I hear you saying is...
4. I see you are experiencing something. Help us understand.

# Intrapersonal- Support

## Support sentence stems:

5. Thank you for your honesty and openness.
6. I'm sorry that I didn't fully understand what you were saying/how you were feeling about....until now, and I'm grateful that you have shared this with me.

# Intrapersonal- Support

Scenario:

While teaching about the concept of microaggressions, you want students to examine how different types of microaggressions impact different types of people. A white, male student named Bradley raises his hand and states:

Bradley: I know this is important to understand, but I just don't get it because I have not had this experience. You want me to understand something that I cannot grasp.

Some of the students in the Zoom class nod their heads in agreement while others look stunned.



# Interpersonal

Interpersonal skills focus on the interactions between two or more students.

Interpersonal skills can also focus on interactions between you as the faculty and another student or students.

# Interpersonal- Feedback

Feedback offers the student an opportunity to see, hear, or understand from another perspective.

It can provide structure so that students can engage better with each other.

Here, feedback is not evaluative; rather, the feedback is observational. Use “I” statements.

The more concrete you are here, the better.

# Interpersonal- Feedback

Scenario:

Recently, in Jeff's class the following interaction occurred:

Jeff: So, Susan how was Parent's night at Jefferson High School?

Susan: It was good, but only 10 parents out of 125 students showed up.

Barry: (chuckling) Wow! Those parents don't care about their kids.

Jeff: Susan, finish your thoughts. We will come back to Barry's chuckle.

Jeff: Barry, I noticed you had an immediate reaction to Susan's description of Parent Night. You even chuckled. Tell me about that. What were your thoughts?



# Interpersonal- Feedback

Feedback sentence stems:

1. I observed you do X, and then I saw Y happen.
2. When I heard you speak, it sounded to me like you were saying.....
3. I experienced that differently. Just now I saw...
4. From what I saw, it seems like you might be thinking X or feeling Y...Speak to that...

# Interpersonal- Feedback

Feedback sentence stems:

5. I experienced the exchange like this....
6. I was impacted by what was said in this way....
7. I was wondering about X when I observed Y.

# Interpersonal- Feedback

Scenario:

While addressing the Breonna Taylor grand jury verdict, Jessica, a Canadian international student, writes in chat:

What is wrong with you Americans? You are so stuck on race. Can't you just get over it!

Neil, another student, responds in chat:

There it is! White supremacy has no borders. Maybe you should go back home if Canada is so great.

# Whole Group

Whole group skills are used to establish group norms and reinforce expectations.

Some factors that could lead to critical incidents if not addressed are: group norms, environment, group purpose, goals, ambience, and continuity.

# Whole Group-Processing

Processing refers to group discussions that are designed to elicit, examine, and reconstruct students' thoughts and feelings, as well as their experiences related to here and now occurrences in the classroom.

Typically, processing requires the instructor to lead and use questions to focus the discussion so that it remains on process (and not other content topics).



# Whole Group-Processing

Scenario:

Recently, in Jeff's class the following interaction occurred:

Jeff: So, Susan how was Parent's night at Jefferson High School?

Susan: It was good, but only 10 parents out of 125 students showed up.

Barry: (chuckling) Wow! Those parents don't care about their kids.

Jeff: Susan, finish your thoughts. We will come back to Barry's chuckle.

Jeff: Students, when Barry made his comment, I am interested in what was going on inside of each of you?

# Whole Group-Processing

Processing sentence stems:

1. What did you notice about the process? Tell us in just a few words.
2. What are you sensing about the experience right now?
3. Let's start with your initial reaction and examine how that may have changed.
4. To whom are you connected right now and where are the disconnects between us? What might we want to do about this?
5. How might what just happened be connected to other things that we have discussed? Events outside of the class?

# Whole Group- Processing

## Scenario:

While waiting for everyone to arrive in class, several students begin to discuss the events of January 6, 2021, regarding the storming of the US Capitol . You are aware of their animated interaction, but do not join in.

You observe that some students have stopped talking and withdrew after one of the students say that “the rioters were right in trying to stop the illegitimate proceedings.”

You decide that you will begin class by processing what has taken place.

# Summary

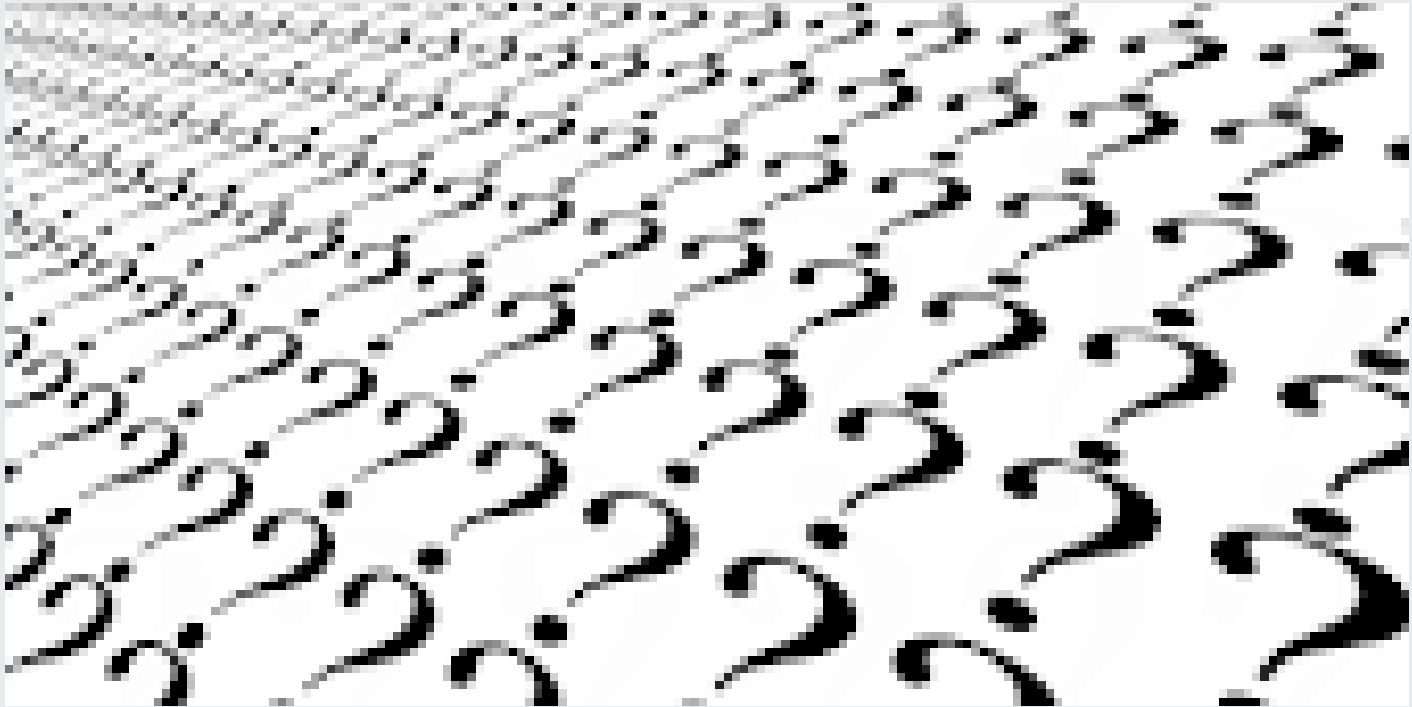
1. The faculty member can intervene in any 'Hot moment' at the intrapersonal, interpersonal, or whole group level. All are possible points of entry and there is no single 'right' way.
2. Support is one skill at the intrapersonal level.
3. Feedback is one skill at the interpersonal level.
4. Processing is one skill that the whole group level.

# Summary

5. Each of these have strengths and limitations.
6. By broadening your repertoire of the types of interventions, you will increase the likelihood of more effectively responding to 'Hot moments' in your classroom.



# Questions/Comments



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