



DOMINICAN UNIVERSITY of CALIFORNIA

School of Liberal Arts and Education

Empathetic Teaching

EDUO 9096 - 3 Semester Credits/Units
Instructor – Ryan Pickett
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Course Overview

As educators, we strive to create a positive culture and strong learning community in each classroom and school. We want our students to feel safe, learn, and grow. Empathy is the prerequisite. Learn the three types of empathy and how they can intertwine with your curriculum and learning environment so that all students have the opportunity for success.

Empathetic Teaching requires one book entitled *Teaching with Empathy: How to Transform Your Practice by Understanding your Learners* by Lisa Westman. This book must be purchased separately and can be found at www.amazon.com

Course Objectives:

After completing the course, Empathetic Teaching, you will demonstrate or indicate:

- The definition of empathy and all of its components.
- How to infuse empathy into the curriculum and learning environment.
- How to build a more equitable classroom through empathy.
- The ability to create instructional methods and assessments that are more empathetic to all students.
- Better ways to grade and report progress with empathy in mind.

Course Relation to CCS or other Professional Standards

This course aligns to the following professional teaching standards: <http://www.cde.ca.gov/pd/ps/index.asp>

- Engaging and Supporting all Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing learning Experiences for all Students

How to Submit Coursework

You are allowed nine months to complete this course from the day that you register. However, you are free to complete the course for a grade at anytime along the way.

Place each assignment (1-8) in a separate word processing document with clear labels and submit it into the corresponding assignment's Dropbox. Be sure to e-mail your instructor after each submission. If your assignment is too large for the Dropbox or it is in a format that the Dropbox will not accept (i.e. Google docs), feel free to e-mail or share the document directly with your instructor.

Course Assignments

1. Empathy vs. Sympathy

a. Watch the video "*Brene Brown on Empathy*". This video can be found in the resources section of this course at: <https://dominicancaselfguided.com/course/view.php?id=585> You can also click on the following link to view the video: <https://youtu.be/1Evwgu369Jw>

b. When you finish the video, write a paragraph about what the concepts in the video meant to you.

2. Defining Empathy

a. After reading chapter 1 of the book *Teaching with Empathy*, reflect on your current practices with respect to empathy. What are your strengths and where do you need to improve? In your response, be sure to address each of the following areas: affective empathy, cognitive empathy, behavioral empathy, tone of voice, body language, and facial expressions.

b. Based on the information that you learned in chapter 1 of the text and the video from assignment 1, define empathy and what it looks like in a classroom.

c. Based on the information that you learned from chapter 1 of the text, create two memes. A meme is typically a humorous image, video, piece of text, etc. that can be spread rapidly on the internet. The first meme should illustrate what the phrase, "Shame Begets Shame," means to you. The second meme should depict what the phrase, "Empathy Begets Empathy," means to you.

3. Curriculum

a. After reading chapter 2 of the book, *Teaching with Empathy*, discuss how you currently intersect empathy into your curriculum. How could you improve in this area? Explain.

b. Alter one of the current units that you teach to improve your clarity about the learning intentions and criteria for student success. Attach this new unit to the assignment 3 dropbox. In a separate document, explain the changes that you made and how it will lead a more empathetic unit.

4. Learning Environment

After reading chapter 3 of the book, *Teaching with Empathy*, pretend that you are tasked with creating a professional development opportunity for your colleagues on building an empathetic learning environment. This training should include the following:

- Eliminating trauma triggers, not fixing traumatized students
- Ensuring teacher clarity for classroom management
- Cultivating a sense of belonging by building relationships
- Promoting feelings

- Tapping into intrinsic motivation rather than extrinsic rewards
- Giving consequences instead of punishments
- Having restorative conversations
- Practicing self-care

For the purpose of this class, you are expected to create an introduction or advertisement to your training rather than the full training. In doing so, you should plan a brief teaser as to what your training would look like. When planning your introduction, keep in mind that the goal is to entice your colleagues to sign-up for your training. You therefore need to be thorough and persuasive. Since you are not able to physically present your introduction and teaser, you will need to create a power point, YouTube video etc. It is up to you how you want to advertise your training. You are to prepare as if you would be making an 8-to-10-minute presentation. In addition, you should create an informational pamphlet that you can leave with your colleagues so that they can remember what you are offering.

5. Equity

Read chapter 4 of the book Teaching with Empathy. For this assignment you are to pretend that you are the author of a daily blog about equity in education. In today's blog you are to write about how you improved educational equity in your classroom through empathy. In your blog, be sure to include how you address all the different types of empathy (affective, cognitive, and behavioral).

6. Instruction and Assessment

- a. Read chapter 5 of the book Teaching with Empathy. Do you already implement any of the strategies discussed in the chapter? If so, which one(s) and in what capacity? If not, which one(s) do you feel that you could quickly implement and in what capacity?
- b. Design a new lesson and/or assessment that incorporates one or more of the strategies from chapter 5 of the text. On separate document, explain the choices that you made and why you feel it will create a more empathetic lesson and/or assessment.

7. Grading

- a. Read chapter 6 of the book Teaching with Empathy. Pretend that you have been selected to give a TED talk on the current grading and reporting practices in education. Being the empathic educator that you are, you are to discuss how the current systems can be detrimental to students and why. While doing so, you are also to provide ideas on how to revamp the system to be more empathetic and beneficial to students.
- b. It may be unrealistic for you to change your districts reports cards and grading system. However, you can change how you personally communicate progress to your students and their families. Create a method for providing real-time data to a student and their families on the student's progress toward mastery of the success criteria. Explain why your new method is more empathetic.

8. Empathic Teaching

After reading chapter 7 of the book Teaching with Empathy," create a plan for becoming a more empathetic educator. In doing so, think about the strengths and weaknesses that you discussed in assignment 2. From there, identify your motivations and create at least three goals with clear success criteria listed. For your plan, you should also list several strategies that you can implement to reach your goals as well as how you will monitor your progress.

Course Assessment Rubric

Exemplary: A+ to A-	Acceptable: B+ to B-	Unacceptable Must be resubmitted
Reflective, thoughtful ideas relevant to the assignment are clearly stated	Presents some relevant ideas and connections to the assignment	Ideas are not clear or relevant
Very well organized	Generally well organized	Shows little or no organization
Responses relate numerous facts and specific details of the program materials	Some facts and specific details of the program materials are included	Few or no facts or specific details of the program materials are included
Free of spelling and/or grammatical errors	Writing contains a few spelling and/or grammatical errors	Numerous spelling and/or grammatical errors make the writing difficult to read

- You are allowed 9 months to complete the course but can turn in your work at any time.
- Course questions? Contact your instructor by email. rpickett@dominicanaonline.com
- For questions involving your registration, please contact us at support@dominicanCAonline.com or call (800) 626-5080.
- To change your address, link to your Dominican account at https://www.dominicanaonlinestore.com/store/index.php?main_page=login
- For Dominican Self-Guided course information, link to <http://dominicanaonline.com/Dominican-CA-Online-FAQ>
- Remember to e-mail your instructor when you submit work.