

BRAINSTORMING POSSIBILITIES

- 1) What would it look like to create a fearless learning culture in the classroom where our students feel safe making mistakes and failing in order to learn?
- 2) What would we see students and faculty doing in the classroom?
- 3) What would it look like to create a fearless learning culture for our students across the institution?

IDEAS AND SUGGESTIONS

Asking: Who is going to be brave today?
together! Pick a friend to help you out to struggle together foster
interconnection among students, laughter, and a light-hearted experience of attending to
moments of struggle.

Using formative assessment: Set expectations for Health Professions simulation lab and let
students know that (and better to do it in class than out
on the clinic floor years later!) Debrief the experience and talk about how to learn from
mistakes.

- o **Step 1 - Prebrief:** Set clear objectives. Set expectations low at first (let students
experience initial success), then gently increase demands and raise expectations,

Video assessments with feedback can help dial back student anxiety. Students report feeling really comfortable in class with this process and .

Creates safety at the beginning of the semester that enables students to be their authentic selves and feel safe taking risks and making mistakes in class. Help them realize that it is better to make mistakes in the classroom, where it's a safe environment, rather than later on when they are law enforcement officers.

Possibly create a token economy, where students have concrete incentives to ask questions and take risks.

Present very challenging problems for students to attempt to work through in class and where "failure" is almost guaranteed, such that they collaborate and learn. Learn to fail. Learn to un fail

After class discussion and power point presentation, use Kahoot questions about material and then discuss the questions where students struggled normalizing the process of making mistakes as a natural part of learning.

Consider closely classroom relationships: students may be more inclined to do what we want (i.e. take risks for the sake of growth) if they feel secure about the relationship we have with .

When students answer questions incorrectly, respond

That is SO NOT
I

Establishing positive rapport with students and fostering general safety to encourage comfort with risk might be enhanced by relating to students on course-unrelated matters.

After a student offers an answer or makes a comment, instead of responding immediately,

interested in their thoughts and opinions and the process of making meaning, not just getting to an answer as quickly as possible.

Possible challenges to establishing good rapport and a culture of risk and safe failing may come from students who aternal . Possible ways of handling this could include anticipating what their concerns might be and addressing them proactively up change my demographic, but we can learn how to deal with it together in a .

Another possibility may be to get away from the podium and sit with or near students so that conversations/interactions feel more like an intimate conversation and less like a reification

Example from Spring 2018 Perspectives Week: Building a Fearless Learning Culture

Last spring, faculty and life coaches created digital signs in which they shared failures in failure as a natural part of the learning process

