

Group Office Hours: Self-Care is Student Care

Pratt Institute, Sep 22, 2023

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Inventory

Raise your hand if you've ever had a nightmare about school.



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What if you took control and asked
someone for help?

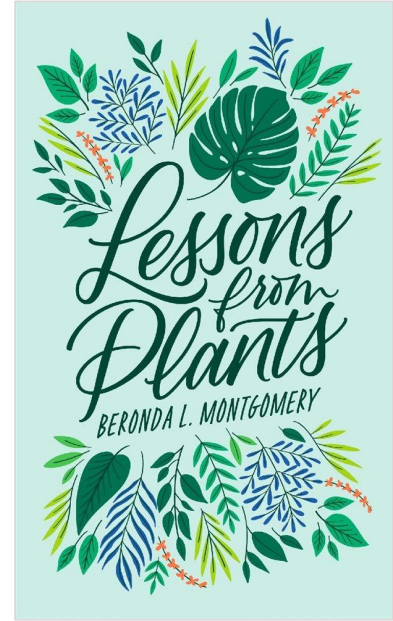


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Compete or Collaborate?



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An Office Hours Statement...

- Is short (3–5 sentences)
- Welcomes students who may or may not “need help” in your course
- Explains what the time is for, how to show up, and why it can be useful for students
- *Might* ask students to commit to something and share your commitment to your students

Template: Office Hours Statement

“This semester I will hold office hours on _____.
To meet with me during those hours, you [do/do not] need an appointment. [Just stop by/make an appointment by...] Office hours are a time when you can come to ask me for _____, or they could be a time to talk more generally about _____.
[Please do / You do not need to] come prepared with _____ [(e.g., a specific question in mind)]. If you cannot make it to my office hours because you have a conflict, you can _____.”



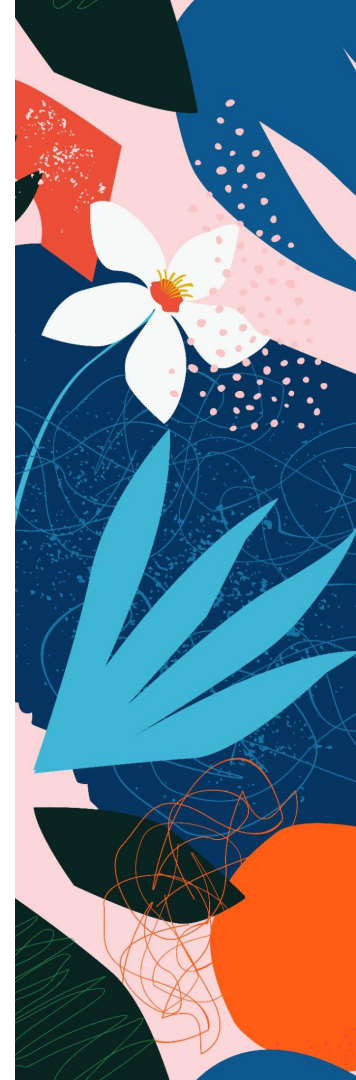
Your Turn!

- Take 5 min to write your own.
- When you're done, ask yourself:
 - Does it foster a sense that students who do AND students who do not “need help” in your class are welcome to use your office hours?
 - Does it explain, WHAT they're for, HOW to use them, and WHY they can benefit students?



Where can it go?

Your LMS Blackboard, Brightspace, Canvas, Moodle, etc.	Syllabus On the first page or in annotations/comments on a digital copy of the syllabus
Email A welcome email (sent directly or via LMS)	Cover letter Attached to the syllabus



Group Office Hours

- Strengths?
- Weaknesses?
- Opportunities?
- Threats?



A Pedagogy of Self-Care for a Post-Pandemic Fall

CHRISTINA KATOPODIS • 29 JULY 2021 • SELF-CARE

It's common to think that caring for oneself as a contingent faculty member is in direct competition with caring for one's students, that we must sacrifice our wellbeing to be good teachers. What if it is possible to do both—care for ourselves and our students? It is. And these two forms of care can be achieved from some of the same thoughtful and effective teaching strategies: (inter)active, collaborative learning.

Editors' Picks



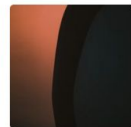
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A new edited collection, the first peer-reviewed book centered on the theory and practice of critical digital pedagogy.

September 13, 2023

3 Ways to Improve Student Group Work

Throwing students into groups without an accountability system rigs such work against them, writes Christina Katopodis, but we can transform it by thoughtfully structuring it in equitable ways.

By [Christina Katopodis](#)



[LumiNola/E+/Getty Images](#)

“When I was a student, group work made me so nervous,” a professor confided to me over Zoom. “I just did all the work because I didn’t trust anyone else with my grade.” Her story is not uncommon—and that’s unfortunate. No one student should shoulder all the responsibilities. Nor should students in a group assignment be simply tossed together, like a salad where all the tomatoes fall to the bottom, and then expected to simply *figure it out*.



Sign up for _____

- I asked my group member(s) for help when _____
- I accepted help from my group member(s) when _____
- I offered to help my group member(s) when _____
- I helped my group member(s) to _____