





Housekeeping

1. **Recording** – This event is being recorded. This main room presentation will be recorded but the breakout rooms will not be recorded.
2. **Audio** – Please leave microphone on mute. Individuals can enable closed captioning in the bottom toolbar.
3. **Breakout Room** – During the breakout session, turn your camera on, if available, to enable discussion and engagement.
4. **Q&A** – Please use the Q&A section for any questions. Chat will not be monitored for questions. Any questions collected here but not answered during event will be reviewed and answered afterwards.
5. **Chat** – Chat will be used to share information with attendees and can be used for attendees to chat with each other. We encourage you to share comments and talk to each other in this area.



**SUNY Civic Learning and Civic Engagement
Fall 2024 Online Series**



Civic Education and Engagement and Civil Discourse Fellows

- Gather and amplify civic engagement resources
- Provide learning opportunities for faculty and staff
- Participate in a General Education working group
- Coordinate with student government
- Develop a community of practice
- Contribute to a SUNY civic education convening
- Inform a civic engagement strategic plan



SUNY Civic Learning and Civic Engagement Fall 2024 Online Series

Handling “Hot Moments” in the Classroom: Keeping the Temperature Comfortable

*John Suarez, SUNY Civic Education and Engagement and Civil Discourse Fellow
Director, Institute for Civic Engagement, SUNY Cortland*



HOT Moments

Heated | **O**ffensive | **T**ense

High emotional level / conflict or tension → impacts learning



Classroom

or

Co-curricular Event

REPERCUSSIONS for

- **Students**
- **Faculty and Staff**
- **Institution**
- **SUNY System**
- **Public Education**



Overview

**Two classroom
dramatizations**

Skit #1

Poorly Handled
Hot Moment

Skit #2

Positively Handled
Hot Moment

5 minutes

**Breakout Rooms:
Discuss ways of handling
Hot Moments**

20 minutes

**Full-group debrief
and
follow-up**

20 minutes

Preparation for the Dramatizations

Record your observations about differences between the two dramatizations –

Regarding the professor's actions –

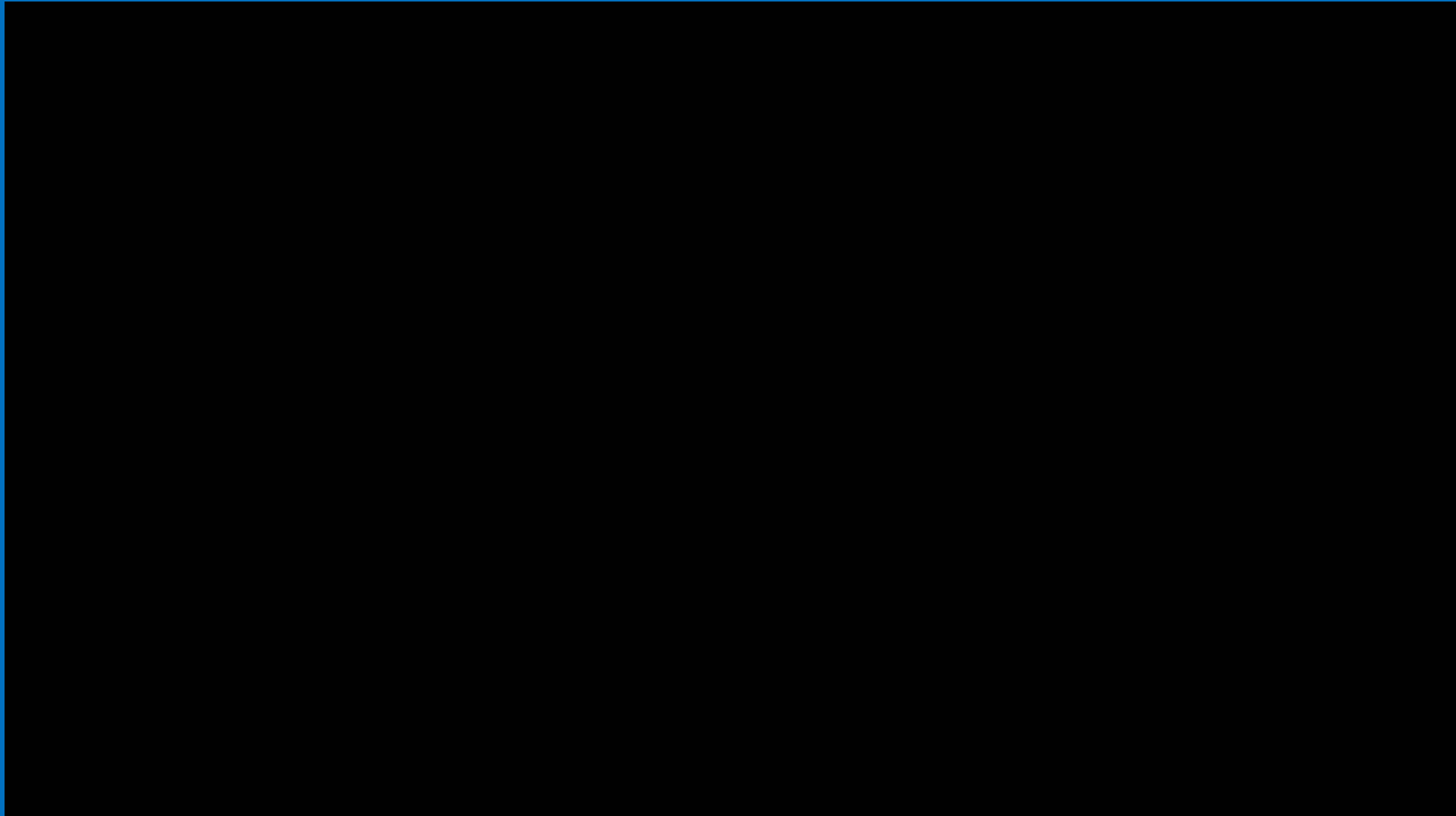
- What was different in what he showed on the screen behind him?
- How did his reactions to students' (apparent) emotions differ?
- How did his response to students' interruptions help or hurt his handling of the Hot Moment?

Regarding the students –

- What are ways in which they seem to have been prepared (or not) for Hot Moments?
- What was a demonstration of empathy for someone else's life situation or perspective?

What are some expected – *or unexpected* – elements in a hot moment that could complicate an educator's responses?

The Dramatizations



Click on black box to go to video,
email CivicFellows@suny.edu with any questions.

Breakout Room Discussion Prompts

Share answers to the prompts. Start with whichever one your group wants.

Regarding the professor's actions –

- What was different in what he showed on the screen behind him?
- How did his reactions to students' (apparent) emotions differ?
- How did his response to students' interruptions help or hurt his handling of the Hot Moment?

Regarding the students –

- What are ways in which they seem to have been prepared (or not) for Hot Moments?
- What was a demonstration of empathy for someone else's life situation or perspective?

What are some expected – *or unexpected* – elements in a hot moment that could complicate an educator's responses?



Breakout Rooms

Participating in Breakout Rooms

- 1 Each attendee will be randomly assigned to a room
- 2 Click Join in the pop-up box
- 3 The discussion prompts will be in the chat box once you move into the breakout room



BREAKOUT SESSION

Discuss ways of handling
"Hot Moments"

20 minutes

Debrief

In skit #2,

- How did the instructor prepare for such a situation?
- How did the students and instructor show empathy?

From your own experience, what ideas can you suggest for

- Preparing for Hot Moments
- Addressing Hot Moments in real-time

What Hot Moments questions do you have regarding

- Specific courses, events, classroom details...?
- Research / scholarship?

Q&A

and

Other Discussion



Reflections

- **What are two of your key “take-aways” from this event?**
- **How do these ideas and questions relate to your work with students?**
- **What are one or two larger implications of this approach to dealing with Hot Moments?**



References and Additional Resources.

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<http://dx.doi.org/10.1080/13562517.2013.860098>

[Hot Moments](#), University of Michigan.

[How Do I Navigate Hot Moments in the Classroom?](#), University of Massachusetts, Amherst.



References, continued.

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[Managing Hot Moments in the Classroom](#), Harvard University's Bok Center.

[Managing "Hot Moments" in the Classroom](#), University of Denver.

Miller, R., Struve, L., Murray, M. and Tompkins, A. (March 2024). Navigating Controversial Topics in Required Diversity Courses. *Journal of the Scholarship of Teaching and Learning*, 24, 1. Pp. 1-18. doi: 10.14434/josotl.v24i1.32512

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Souza, T. (2017). Managing Hot Moments in the Classroom: Concrete Strategies for Cooling Down Tension.

Warren, L. (2005). [Strategic Action in Hot Moments](#), in Teaching Inclusively: Resources for Course, Department & Institutional Change in Higher Education. Matthew L. Ouellett. New Forums Press.

Production Staff and Actors

Professor Matthew Moyer's *Community Health (HLH 203)* class: Students –

- Aimee Jo Fousek
- Alexandra Rosengrant
- Alistus Nwuzor
- Makenna Monette

Barbara A. Galpin '68, M' 74 Institute for Civic Engagement: Intern –
Mackenzie Carroll, Set Designer and Videographer.



The Fall 2024 Online Series

September 17 “Hot Moments in the Classroom: Keeping the Temperature Comfortable ”

September 17 “Virtual Dialogue: Our Freedom of Speech + the Perils of Misinformation”

September 24 “Case Study: Course Development Using AI and Civic Discourse”

October 1 “STEM Education IS Civic Education”

October 15 “Artificial Intelligence and Technology Effects on Politics and Civic Engagement”

October 29 “The I-81. A new standard for addressing injustice”

For more information, including recordings and materials, visit the Civic Fellows Toolbox, at www.suny.edu/CivicFellows



To offer support to those interested in learning more about civic education and engagement, the Fellows have developed the SUNY Civic Fellows webpage, with information about the Fellows and resources about the following topics:

- **Curriculum, Teaching, Programming, and Assessment**
- **Student Activities**
- **Campus Governance and Policies**
- **Scholarship and Research**

For more information visit www.suny.edu/CivicFellows
or contact us at CivicFellows@suny.edu

