



**HEAR!
HERE!**

Dialogue
and
listening
platform

**TACTICS FOR
DEBATE &
DIALOGUE**

w/ Flavia Dzodan

**WORKSHOP #1
FOR TEACHERS**

Wed Oct 9, 5-7pm
4th floor B&C

WORKSHOP #1 TACTICS AND RHETORICAL DEVICES FOR DEBATE AND DIALOGUE

WEDNESDAY, OCTOBER 9, 17:00-19:00

During this workshop facilitated by Flavia Dzodan, we discussed how we can shift our thinking from competitive debate towards dialogue. How can we develop strategies and tactics for dialogue? Participants discussed what was important for dialogue and communication in the classroom and how to implement these points. Flavia also discussed the history of 'safe spaces', which were created by oppressed communities, such as African-Americans, gay people and feminists, for whom 'safe spaces' were a place to find refuge, to be openly out and to strategise. She noted that these spaces aren't necessarily 'safe', as the power dynamics that exist outside can also be reproduced inside these spaces. Flavia also expanded on the idea of all opinions not necessarily being equal; a person's right to have an opinion is different to the value of that opinion.

FLAVIA DZODAN

Flavia Dzodan is a writer based in Amsterdam. She is a lecturer in the Critical Studies Department at Sandberg. Her research is focused on the politics of artificial intelligence and algorithms at the intersections of (neo)colonialism, race and gender. She has been published in *Dissent Magazine*, *The Guardian* and *The Washington Post* amongst others.



TAKEAWAYS

GROUND RULES

Implementing ground rules might be something to introduce at the beginning of the year or when working with new groups. This could involve asking the group what ground rules they could agree upon and how will the group be accountable to each other rather than the teacher having to be the 'enforcer' of the ground rules.

THE DEVIL'S ADVOCATE POSITION

Some questions to consider in relation to this idea:

What is the devil's advocate position and how is it used as a tactic? Why can it be problematic? Is the devil's advocate truly invested in contributing to the conversation?

The devil's advocate position is not neutral, rather it is often a way to provoke or disrupt a conversation. This is often because the devil's advocate doesn't have anything at stake as they tend to not share the identity of those they are critiquing. It is a position that maintains distance or avoids sincere involvement.

'SPILLING ON THE TABLECLOTH'

A good host makes sure to be the first person to spill on the tablecloth. Showing vulnerability as a facilitator/teacher gives the group permission to make mistakes and to relax.

IMPORTANT CONSIDERATIONS

Important for dialogue and communication in the classroom according to participants:

- Listening
- Acknowledging frameworks of responsibility/authority
- Allowing for mistakes/vulnerability
- Sitting with disagreement
- Suspending judgement
- Recognition/respect
- Structuring conversations for mutual learning (decentering the teacher)
- Paying attention to different modes of communication
- Joy allows the capacity for greater conversation
- Allow for space and slowness/ different pace of processing information
- Embrace awkward silences



HEAR! HERE!

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**WHO/
WHERE IS
THE INSTITUTION?**

EVENT #1

Wed Oct 30, 5-7pm
The Glass Pavilion

A dialogue hosted by Hear! Here! about finding the institution, our position within it as well as its position within ourselves. If 'we' are the institution, in what way can we use our complicity and agency to reproduce it in more just ways?

SCHOOLWIDE EVENT #1

WHO/WHERE IS THE INSTITUTION?

WEDNESDAY, OCTOBER 30, 17:00-19:00 (GLASS PAVILION)

The first school wide event was about finding the institution, our position within it, as well as its position within us. Together with staff and students, it aimed to open up a more nuanced understanding of the idea of the Rietveld and Sandberg as institutions.

The event was co-organised by Becket Flannery and Philip Coyne. They implemented some of the aspects that were brought up in the first Hear! Here! workshop by Flavia Dzodan, including ground rules.

For the first part of the event, we chose the format of the 'world café'. Through several rounds, groups would rotate and be able to build onto what the previous group had noted down on a large sheet of paper with the following questions:

- Who is the institution?
- Where/what is the institution?
- How are we part of the institution?

During the second part of the event, we attempted to 'map' the institution. Who (or what) has agency? From the physical structures, to policies, to contracts (and lack thereof), to the student body, the teachers and staff as well as the board; all these elements hold power and agency in their own ways. But who is accountable? Some participants stated how a Rietveld/Sandberg it's often difficult to find out who is responsible, and referred to their experiences as 'the runaround Kafka'.

