

Hot Moments in Class

VU Mixed Classroom
Vrije Universiteit Amsterdam

Nicole Willner Brodksy
Marieke Sloomman
Amrita Das
Siema Ramdas

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Outline & summary

With the insights and examples in this document, we aim to provide teachers with knowledge, recognition and encouragement, and some ways to deal with hot moments.

Avoiding hot moments? The need for support

A 'hot moment' is an emotion-laden moment of conflict or tension that threatens to derail teaching and learning. These moments have the potential to be directed into moments of learning. The interviews conducted during the research revealed that teachers have different interpretations of the term 'hot moment' and different stances towards dealing with them. Even when they recognize the learning opportunities, many teachers fear these moments to the extent that they want to avoid them. They expressed the need for support to further develop their skills in handling hot moments and turning them into learning experiences. This document aims to contribute to this response.

Hot Moment Dynamics on three levels

From the data, patterns emerged that help us understand the dynamics that play a role in hot moments. Within the social structure of the classroom, three levels can be distinguished on which various processes are at play that influence hot moments and the learning outcomes:

Level 1. The in-between (interactional dynamics)

Five sources of tensions are identified, which result from classroom interactions.

- a. Clashing Opinions
- b. Cultural Differences (background, identity, ideology, educational norms)
- c. Judgement and Marginalization
- d. Silent Voices in Echo Chambers
- e. Unsettling Voices and Acts

Level 2. The within (individual teacher dynamics)

Four patterns of dynamics within individual teachers emerged that shape how they deal with a hot moment.

- a. Feeling Insecure and Inept
- b. Experiencing Surprise and Shock
- c. Intuition and Responsiveness
- d. Challenged Personal Dispositions (Identity, Norms, Ethics)

Level 3. The surround (contextual aspects)

Also, class time and size affect the emergence of hot moments and the teachers' responses. Hot moments are easier to turn into learning experiences when the group size is smaller and there is little time pressure.

What to do? Some guidelines and tips

1. **(Re-)define hot moments as opportunities**

The tensions that occur in the classroom offer opportunities to practice reflexivity, open-mindedness, and opportunities to develop critical thinking.

2. **Create a safe learning environment *with* discomfort**

Learning and academic debate go hand in hand with discomfort. Intellectually, it is permitted to challenge all perspectives. Simultaneously, all classroom participants should be respected as full-fledged students to participate and learn comprehensively. It is not easy to balance 'academic discomfort' and 'personal dignity.' It requires an awareness of and sensitivity for subtle mechanisms of exclusion, which should be avoided and tackled, while doing rigorous academic work. When disrespectful remarks are ignored, students learn that such behavior is tolerated, and they are not protected from it.

3. **See teacher discomfort as a call for reflection-in-action**

Feelings of discomfort should not be negated but should be seen as signals that call for reflection. These are moments for recognizing and suspending judgements and taking improvised action outside a teacher's routinized patterns. There is also the possibility that with a delayed 'reflection-on-action,' the hot moment can be turned into learning at a later moment.

4. **Share!**

Exchanging experiences with colleagues is highly valuable for enhancing each other's skills and confidence and creating a professional environment that supports growth.

5. **Create room and space**

The importance of hot moments – and the intricacies of handling them and turning them into learning – underline that making education diverse and inclusive while remaining safe and challenging requires serious investments.

6. **Be patient!**

If you need any support or advice in dealing with hot moments or organizing collaborations between colleagues, please reach out to the teacher trainers and facilitators of the Mixed Classroom in Practice team at the LEARN! Academy.

Introduction

Many teachers experience so-called *hot moments*: moments when the classroom atmosphere is heavy with tension and students (and/or the teachers) start to feel uncomfortable. Hot moments can occur when divergent opinions collide, views are aggressively voiced, or nuanced understanding is lacking. They happen when students do not feel equally invited to share their perspectives or when teachers feel unsafe. Teachers often dread these moments; some stifle them, and some try to avoid them at all costs. These moments can lead to a teacher feeling failure, powerlessness, helplessness, and even shame. It can result in apprehension or an estimation of incompetence that they cannot react in constructive ways. For others, it is easier to accept the discomfort of hot moments. Some feel confident they can turn such moments into learning opportunities.

Learning generally involves some level of discomfort and friction, when students – as well as teachers – discover new approaches and perspectives and learn to reflect on their assumptions critically. Participatory and activating teaching methods require higher engagement levels of individual students, which can more easily arouse discomfort and friction. These methods are part and parcel of the Mixed Classroom educational approach, which focuses on students actively engaging with different viewpoints and reflecting on their approaches and assumptions.

A ‘hot moment’ is an emotion-laden moment of conflict or tension that threatens to derail teaching and learning (Harlap 2013: 217). Hot moments are unavoidable. And they shouldn’t be avoided. Although the tension can easily prevent learning, these moments also can exponentially increase learning (Warren 2006). When teachers actively avoid hot moments, they shy away from relevant discussions, from reflection on disrespectful behaviour detrimental to academics, professionals, and citizens. They lose the opportunity to develop curious exploration and debating skills. Hot moments are learning opportunities.

The argument as mentioned above is not to say that hot moments are easy to handle. Unfortunately, there is no manual on how to turn hot moments into moments of learning. However, we found teachers find it helpful when they see that they are not alone in undergoing such moments; that their feelings of being uncomfortable and paralyzed are not unique to them but are shared amongst other teachers. It also helps teachers to know more about hot moments, recognize when they occur, and understand why they can be hard to handle.

Therefore, this document aims to contribute to the better understanding and management of such moments in the teaching community. Based on interviews with VU colleagues and participant observation during Mixed Classroom in Practice workshops, we disentangle hot moments and look into teachers’ experiences. By sharing their stories, with this document we work towards giving support and encouragement, recognition and insight, and providing some ways for dealing with hot moments.

As we will be further building on this knowledge, we warmly invite readers to share with us any reflections or comments concerning this theme of Hot Moments or about Mixed Classroom education in general. If you have any questions, please contact us.

We express our deep gratitude to all colleagues who shared with us their experiences for their vulnerability and frankness.

Qualitative exploration

We intended to understand how teachers experience hot moments and what dynamics, patterns, and practices work to either impede or enable learning. For this exploration, we collected the experiences of VU teachers. The research takes a qualitative, inductive approach using semi-structured interviews with teachers from various faculties, supplemented with document analysis and participant observation in classrooms and Mixed Classroom in Practice (MCIP) teacher workshops (see the Appendix for a more detailed description of the methodology). To guarantee anonymity for the interviewees and those involved in the described situations, we have excluded and deliberately changed possibly identifying details.

Avoiding Hot Moments? The need for support

Teachers varied in their evaluation of Hot Moments, partly due to varying conceptions of 'hot moments.' Some teachers voiced an enthusiastic welcome for tension and did not try to avoid hot moments, despite the discomfort. As the following quote illustrates, they defined hot moments in line with our definition. They believed that such tensions could pose opportunities for greater inclusion and learning if handled well.

I would also tend to say that I think [hot moments] are very good. But you need to really manage it. The best classes I remember from my older education years are the ones that perplex you, that confuse you. You know, I want students to leave the classroom completely confused, with new ideas. And you just can't have it if you have a dull lecture with everything politically correct... So I think the idea should not be to pray that these moments do not occur because I actually pray for them in a way, for the students to share.
– Teacher (interview).

Some teachers expressed a desire to prevent hot moments. They either define hot moments as moments that inhibit learning, or for them, the risks outweigh the possible benefits for learning. The following quote describes some of these risks:

Dealing with hot moments demands a lot of improvising from the teacher, which is energy-intensive and disrupting. They are better to be prevented (...). Hot moments are related to feelings of anxiety and being excluded, and even being discriminated, which in turn are affected by (unconscious) conflicts of cultural or other norms and values. – Teacher (report)

However, even among teachers that understand hot moments as opportune, several try preventing hot moments because of feelings of discomfort or ineptness in managing such tension. We encountered this concern across experience levels, independent of the teacher's tenure. The self-confidence or lack thereof is strongly related to the way how teachers handle hot moments.

Unsurprisingly, there is a great need among teachers – of all levels and tenures – for support to advance their skills and learn how to better deal with hot moments, as the following teacher articulates:

[A hot moment] has to be handled properly in order for it to be useful and enhance learning as opposed to just be upsetting. One thing that I would like more of is to actually have some concrete ideas, how do you handle these hot moments? What can you do to facilitate learning and reduce the tension (...) but not necessarily, you know, just to ignore everything or go to a different topic, but actually use it to facilitate the learning? – Teacher (interview)

Paradoxically, teacher training, such as Mixed Classroom in Practice workshops, only strengthened the need for support in advancing these skills. The reason is that they heightened awareness of the gains of hot moments and of the value of didactic approaches that are likely to increase the occurrence of hot moments, for example, by having students actively engage with different techniques and perspectives. After a MCIP teacher workshop, one teacher reminisced:

My main take-away was to not hide from hot moments but to actively engage and manage them and use them as a learning opportunity for the students.

Hot Moment Dynamics on three levels

Three levels within the classroom's social structure emerged from the data on which processes are at play that influence hot moments and the learning outcomes (see Figure 1). There are interactional dynamics between classroom members (the in-between), individual dynamics within individual classroom members (the within), and structural or contextual aspects that impact the classroom situation (the surround). These levels do not work independently of each other but influence the classroom's atmosphere and the occurrence of hot moments and learning outcomes in mutual interaction. The data furthermore expose various patterns that play out on these three levels. These are presented below, illustrated with detailed teacher accounts that provide color and shape to the hot moment dynamics. As a source of inspiration and to show the complexities, the accounts also include teachers' reflections on how they did or would handle hot moments to prevent tensions from rising too high or turn them into learning experiences.

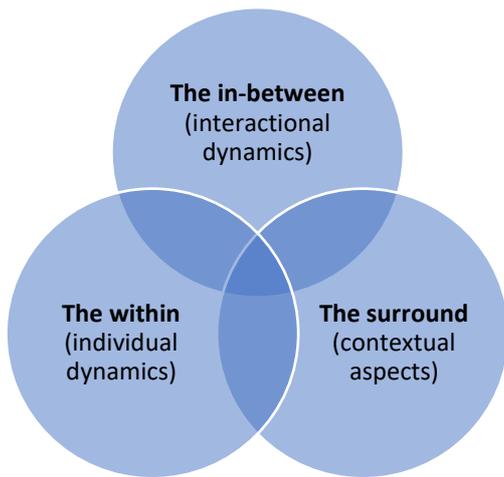


Figure 1. Three interrelated levels of hot moments dynamics

Students and teachers together form the classroom. They are all classroom members. Although students, as participants of the classroom, are important actors in the classroom dynamics, the teacher is the classroom's primary facilitator. The responsibility for moving the tension toward group learning lies primarily (but not only!) with the teacher. The weight of hot moments mainly falls on the teacher's shoulders, as does the steering toward opportune learning outcomes.

I. Hot Moment Dynamics: The in-between (interactional dynamics)

Hot moments occur around emotion-laden moments of conflict or tension. In the stories and observations, five sources of tension among classroom members can be identified (see figure 2). Although they are discussed here separately, they often occur simultaneously or sequentially. Like pieces of a puzzle, these themes paint a larger picture of hot moment dynamics.

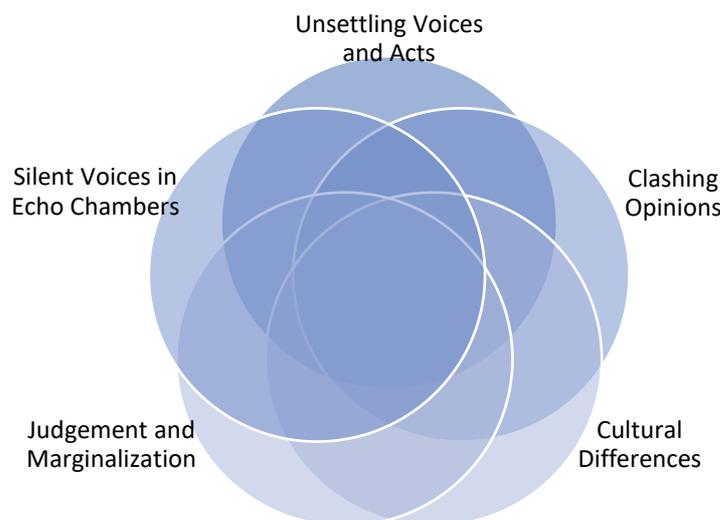


Figure 2: Types of interactional hot moments dynamics

1a. Clashing Opinions

Clashing opinions rooted in academic literature or personal views can be one source of tension. Tensions can occur in any academic field, including Law, Beta, Social Sciences, and Humanities. Still, it is extra prone to happen in courses where students are encouraged to engage with different perspectives. Particularly courses that provoke debates on more sensitive issues have 'the luxury,' as one teacher put it, to more easily incite tensions.

Views not only clash between students but also clashes between students and teachers can induce hot moments. One teacher shared an experience in which a student voiced opposition with a tone of heightened emotion, questioning the teacher's lesson:

My lesson topic dealt with early childhood. Research and science show that we only create neural connections from a certain age. And this one student in my class got really upset and offended because she experienced it differently, and that sort of formed her identity. And she basically was like well, 'who are you to tell me (...) That's not your place?!' So that was very uncomfortable, because all the class fell silent and everyone sort of looked at each other uncomfortably. It was a difficult moment... I don't remember how exactly I handled it. I am sure with hindsight it would look better... – Teacher (interview)

This teacher further explained that she would handle it differently in the future to gain a better learning outcome for the student. She would validate the tense emotions and define discussion ground rules to make students back up their opinions and feelings by academic research:

I think I probably will get the student to talk more about it, why they feel so strongly about the topic... And I would say: 'That is a very valid experience. And a lot of people actually have these experiences...' And that it does contrast with what science shows.' You sort of validate their bit, their experience. But at the same time, you still make clear that science does show that you cannot (...) I'm also absolutely fine with students questioning me or what I'm saying. But again, that comes back to those ground rules where, you know, scientific research shows something versus opinion or feelings. – Teacher (interview)

Another teacher shared a hot moment that occurred despite the formulation of a class ground rule that required discussions to be based on academic literature:

(...) the whole point was that I wanted students to debate individual freedom and dependency (...). And they were asked beforehand to prepare, based on theories that have been discussed at large in previous scientific publications. It started well, and we had an interesting debate. And then, at some point, it kind of slipped into a more emotional debate, where we moved away from the topic... And there was a heated situation that came about where a few students were really adamant about choices, calling out certain choices as: 'It's harsh. It's unnecessary. It's hurtful.' They had really strong opinions about it and were getting emotional themselves. And a few other students reacted to that saying, 'But you're telling me that I can't do what I want to do! Who are you, saying that I can't make those decisions.' It became personal... I tried steering them into a more scientific manner of discussion of this particular topic because getting back to the original topic was kind of a lost cause... The students were so emotional that they didn't really respond to that. – Teacher (interview)

This teacher added that, in retrospect, she might have moderated more actively by discussing the students' apparent emotions first. Then only after addressing the feelings would she ask them to return to academic literature. Essentially, she repeated what the previous teacher stated, the importance of validating emotions first to 'deflate' the tension before moving back to a more productive discussion.

Ib. Cultural Differences

Tension can also arise due to cultural differences between classroom members. Cultural differences can relate to background, identities, and ideologies, and, for example, educational norms. In international classrooms, this is highly relevant, as one teacher notes:

I think that hot moments appear when conflicting (cultural) norms and values are involved. It becomes the more complex when such norms and values are subconscious, so that teachers and students are not aware of them, which is often the case with cultural norms and values, in particular when people have little experience with being outside their own cultures. For many international students, this is the case. For many, the 'semester abroad' is the first time they need a passport, as quite a number of them told me. The educational literature I studied does not focus deeply on why hot moments occur, because for the teacher the main target is to deal with the hot moment and take away the obstructions it causes for the learning process. – Teacher (report)

This teacher also illustrated how the teacher's blind spots and assumptions can lead to hot moments. She gave an example of a hot moment that resulted from divergent views on the teacher's role when an international exchange student blamed her for not providing the course material in time (the book the students needed was out of print). In contrast, the teacher had presented other solutions (students could read the book in the library, where the book was reserved for the course, or make a scan at a university machine). Then:

Then [one of them] started to send very emotional emails, which I regard as the written version of a hot moment. I recognized some emotions she had expressed earlier in class, so I realized the hot moment had been building up. Her emails included the following arguments (...) [Also,] she had asked (by a digital tool) to all students in the class to help her, but nobody had reacted. In particular, the Dutch students did not want to lend their copying cards. Her conclusion was that 'I did not offer her a solution.'

(...) The hot moment was the result of a series of events of miscommunication based on clashing educational cultures. [the student] expected a solution from me as the teacher because she held me responsible for the larger problem, book out of print. In her home-culture, possibly teachers are responsible for learning materials under all circumstances. In this case, by making the book available in the library, I felt I had done enough. And I did not feel responsible for the fact the university machines do not accept all banking cards. – Teacher (report)

Based on this experience, next time, she would be more sensitive to cultural differences, and recognize that even technical or logistical issues contribute to feelings of inclusion and exclusion. She would feel more responsible and act quicker in response to problems.

Well, the point is to become more sensitive. You see, the point is to feel the discomfort at an earlier moment in the process, that's very important. So, if there is a complaint,

immediately take it to the heart and start a serious talk about it – and take ten minutes or more and really sort of delve into it. Then probably you earlier discover possible confrontations of norms and values – where the real problem is. In this case, I had a feeling it was a technical problem. The students don't have the book, it is not my responsibility. So, you sort of push the problem away. That's what I used to do with technical problems. But as I learned now, even technical problems can be related to norms of values that sort of are very emotional.

Ic. Judgement and Marginalization

Tension can also arise when classroom members are marginalized or judged during classroom discussions. This is often the case in response to the presentation of minority perspectives, as dominant values are often taken-for-granted, for example in the following student quote.

When I was around the age of 10, I got diagnosed with Asperger's syndrome, now often referred to as high-functioning Autism. (...) by the time I went to university, much of the things I used to struggle with had faded. I was also never ashamed of being autistic, and do not think I ever will be. However, during university there was a moment in which I had to realize that Autism was not such a commonplace thing for everyone. When talking about it in different classes, I always felt it was portrayed as a distant thing and not something that someone in the class could have. I never gave this much thought though, as it also did not really bother me. It was, however, during one particular class that my feelings were confirmed. Because of the topic of the class, I felt like speaking up about my own experience with Autism. I was obviously nervous, as speaking up in class was never my favorite thing, and it being a personal matter did not help. But I did not feel ashamed to speak up about having Autism. However, after explaining that I have Asperger's, my feelings that it was seen as a distant thing were confirmed with my experience even being labeled as "a real-life example." I did not give it much thought during the class, because I was mostly still anxious about the public speaking of it. But when discussing it after class with friends, I did realize how on the spot it made me feel. Personally, I was also sure that I could not have been the only kid at university, maybe not even in that class, with Autism. So, for it to be called an example and the rareness it was labeled with, did make me feel like I was alone. I think what my experience shows is that there is more stigma around Autism than we might realize, and more effort should be put towards raising awareness around people having a form of Autism, without putting them on the spot. – (Student)

Language can also play a role in the tension that occurs in classrooms, especially when the majority of the group has Dutch as their native language, as the following quote illustrates.

Often during online learning, Professors would switch between English and Dutch. Some professors immediately stop students from speaking in Dutch when they ask questions or interact otherwise and ask them to speak in English instead. It is already hard to stay focused during online lectures. If professors start to interact in a language that some students do not understand, students immediately lose interest in what is being taught. This happened a few times during a particular question, and eventually, the non-Dutch speaking students had to start interrupting the professor to remind them that the course is to be taught in English. – (Student)

However, minority students are not always the minority in the classroom, nor are norms dominant in society necessarily dominant in a specific discipline. White students and societally dominant perspectives can be marginalized in a particular classroom during a

specific discussion, as individuals have multiple intersecting identities. In the following quotes, the students who felt judged or marginalized are a mix of identities.

We had three guests come to the course, and we chose three topics they would discuss. It was very interesting that many students had experienced being marginalized or excluded. It started with a right-wing white male who didn't agree with one of the activists [lecturer] who was clearly leftist. And there was a student of color who came to talk to the teacher after class, saying that she really didn't feel safe. Then there were white Dutch students who also felt unsafe. They said they were not treated well because they were blamed for being part of the problem. So it seemed that many, many students in this classroom felt marginalized somehow or not taken seriously. – Teacher (interview)

Next time, this teacher would address the tension beyond personal emotions and beliefs and instead relate them to broader societal themes.

I think there should be space for oppositional perspectives, but we really have to think about how to communicate those. And then it will still be difficult if you have students sitting there ventilating opinions which are maybe hurtful... It's really important that students don't get hurt. Yeah. So, I think the students who really feel hurt be consoled in these contexts. It's important. And the personal sphere... well, bring it back to societal issues, translate what's personal to what's happening between students, translate it into social processes, make it bigger, and then maybe it's easier to reflect again. – Teacher (interview)

Another teacher did manage to turn a similar situation towards deeper learning through her acknowledgment of the perspective that was under attack, despite the perspective being against her personal beliefs

The class was discussing racism. A [white] student from an African country made a comment. I recognized what he said but other others immediately got at him for 'a racist comment' and actually dismissed what he was saying. And so, I had the feeling I had to stand up for him and to listen because he's really from a different part of the world with a different experience and different history of racism. He felt safe enough to share his original comment, although he perfectly knows that this is perhaps a little tricky or a little fiery in the Netherlands. The point is that he felt safe enough in that group, in that classroom to say what he had to say. He was cut off by a couple of students, and I stood up for him.

...There was more discussion than would have been if I had not stepped up. It took a little longer and then of course the moment passed. So, I was happy that time stood still for some time and there was a little in-depth thinking. And then I hope that people learn from that. You can't always check that in the moment – but the atmosphere in class, it got increasingly better. – Teacher (interview)

Id. Silent voices in Echo Chambers

Another theme we encountered in the interviews concerned the silence of students who did not feel safe and confident enough to present their views. Often, diverging views are not even brought to the table because a certain view is so fiercely stated that people do not feel safe enough to bring up alternative views. The classroom then functions as an echo chamber of one view. Although there is no apparent conflict, there is tension between opposing views that best is addressed and resolved. And while these tensions are not voiced in class, they are

often shared between classroom members later, after the instigating classroom event, and surface in teacher evaluations, or formal ethics complaints.

Silent tensions are often entwined with experiences of cultural difference and/or marginalization and judgment of diverging views. They seem to particularly occur among minority students who feel that their experiences are dismissed, or who feel too personally involved, experience identity threat, or avoid speaking as a representative for a larger group. For them, and for other classroom members who feel that the fierceness does not leave enough room for other views, such silent tension can inhibit their learning.

One teacher recounted a situation where ethnic-minority students in a dominantly white class felt hurt and insulted by a classroom discussion where other students powerfully asserted a racist argument through quoting criminality statistics. Despite their pain and frustration, they felt stepping up would be useless and felt too vulnerable to take part in this conversation and refrained from explaining their feelings and bringing nuance by offering an alternative perspective in class.

One teacher shared that a student accused her of racism after the end of a course. The student filed a formal complaint arguing that the teacher gave him a low grade due to him being black. She remembered that this student seemed disengaged all along and did not respond to her calls for participation. Now, she tries to react to disengagement more actively and to more proactively – and individually – approach students who seem to struggle:

I haven't had any extreme cases again like this. Or maybe I solved them earlier, but there was a moment in a course that I taught in the Summer, where I thought this might be a similar situation. I just tried to talk to [this student] after class, for instance, and had a quick look asking: 'Is there something that I should know or can you tell me something about – you know – what you're struggling with, or about something that happened in class?' – Teacher (interview)

The echo chamber can be induced by the teacher as well. Teachers are often unaware of the echo chamber of their discipline. Many domains and scientific perspectives lack heterogeneity and are built on one set of ideas or principles that reinforce each other. One teacher called this echo chamber a 'bubble' in her classroom, a layer of insulation that makes it hard to recognize differing perspectives. Her students asked her once if she could please include content that presents dissenting views, to equip them better to debate outside their bubble.

1e. Unsettling Voices and Acts

As previously mentioned, 'Hot moments' are emotion-laden moments that threaten to derail teaching and learning (Harlap 2013). So, when these sources of tension lead to rising emotions, they turn into hot moments. The characteristic of hot moments is that classroom members become increasingly uncomfortable, shocked, or agitated. This often shows up in body language, words, or actions, which impact classroom dynamics beyond the person(s) initially feeling that way. This makes hot moments impactful and hard to deal with for all classroom members, including the teacher.

One teacher recounted an incident where four students in a small working group became physically violent with each other, when one student felt belittled by another student. The altercation reached a point where security was called to intervene. While this teacher was not present at this incident, the classroom was impacted by the event. A security guard continued to monitor the classroom for the remainder of the semester. The teacher felt the need to separate the students for the rest of the course. Some of the involved students were 'outspoken in nature.' They had also approached her outside the course to explain personal problems that had impacted their judgment. She was unsure how she would handle such tension in the future and remains uncertain whether she can moderate such tension into learning next time such an incident would occur.

Another teacher recalled a difficult moment when rising emotions threatened to disturb the learning climate. In the end, she was able to process the tension by spontaneously adding an additional assignment asking students to journal about the hot moment.

We had this class with refugees and professionals, and everybody was given [introduction] time to speak, and there was just one refugee who didn't say much. And at some point, he said, 'I want to use my five minutes with a presentation, am I allowed to do that?' He had been waiting for his asylum procedure for twelve years. He was completely fed up with everything, he said. So, he had a very shocking presentation on power, corruption, 'democracy doesn't exist,' and 'everybody is corrupt!' (...) Very heavy stuff. A woman from a public administration background started crying and said 'I am so insulted by you... and I don't accept this kind of macho presentation because I am a woman.'

The class was full of tension. And I myself was like, 'oh, my God.' But then I said, you know, we should not just leave this at that. I want to try to understand, where does it come from? So not to look at it from my position, but from the position of the Other, and try to replace yourself in his position. Try to understand this life story. Try to understand his frustration. And then from there, what do you see? So, I gave [students] the assignment to look at it this way. Some could do it in the moment. Some couldn't. They were too emotional. So, I said they don't have to because I think we need to take time, myself included, to reflect and see what happens. Let's do it the next day... The woman she came back to class and they became big friends, hugged each other. – Teacher (interview)

This teacher further reflected on how this situation improved student learning and improved her handling hot moments.

This was the most disturbing thing I have ever experienced for the group. But it was the most profound thing also for what we want to reach. To have a kind of safe space, which is daring enough. But then again, because it's so daring, it asks you to be as precise with your assignment, which is to leave your opposition and depart from the Other. – Teacher (interview)

II. Hot Moment Dynamics: The Within (individual teacher dynamics)

In the previous section, we described various sources of tension that occurred in classroom interactions. Another layer on which hot moments play out is the individual layer. In this section, we focus on the individual teacher dynamics, as teachers are (primarily) responsible for the learning environment and for handling the hot moment. Also, teachers have their

insecurities and trigger points. How teachers perceive the situation and their skills shapes their responses.

From the interviews, four major patterns of dynamics *within* individual teachers emerge that occur during hot moments (see Figure 3).

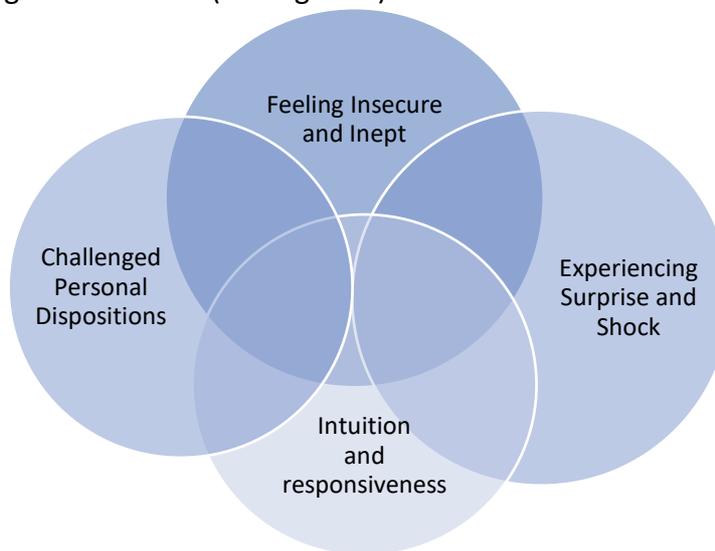


Figure 3: Types of individual hot moments dynamics (teachers)

Ila. Feeling Insecure and Inept

Many of the teachers who shared hot moments expressed uncertainty or ineptitude in handling the tension in the very moment it occurred. Some even froze and were unable to react immediately.

The following quote gives a candid description of such insecurity – even fear:

As a teacher, you have to be very on top of things and you really have to manage things on the spot. And even in personal relationships, when people say something awkward to me, I just can't react, you know, that kind of reflex I don't have with me. I'm the type, when the situation is gone I think: 'I should have said that, he should have said that.' I ruminate. So that's why, as much as I want these hot moments to happen, I fear them a lot. I fear I won't be able to manage them properly. – Teacher (interview)

Feelings of insecurity often result from a lack of relevant experience, like the following teacher, who feels insecure for a class because she is unfamiliar with the particular student population she will be teaching, in this case, refugees from various countries. She shares her doubts:

I will admit that I feel very inexperienced with that particular group of students with understanding exactly the nature of their potential conflicts with each other. And I don't really want to ask. I certainly don't want to ask in the class... if they have the same beliefs, political beliefs, or that they are aware of that among each other. But I also sort of want to. I just feel like that's a huge potential [for hot moments]. (...) And I also feel uncertain about it, because I don't myself have a very deep understanding of all of sort of the ins and outs of the ways these conflicts could be. And I think, oh my, I don't know exactly what the starting places for a lot of the students. – Teacher (interview)

Iib. Experiencing Surprise and Shock

As we have seen in many of the previous quotes, the teacher's surprise or shock also shapes the hot moment. Teachers are often not prepared for the tensions that occur and are taken off guard. The teachers' stories, however, show that a range of responses can follow such unsettlement. While sometimes teachers refrain from addressing the situation at all, sometimes they address the situation delayed – at a later moment, or they address the situation directly after a brief pause and immediate reflection.

The previous example of the teacher who dealt with the emotional outburst of class members by letting the students reflect on the situation in an assignment clearly described her initial own shock and confusion. After this initial moment, she shared her confusion and communicated that they all, including herself, needed time to reflect on this moment before discussing it again the next day. She recounts how her reaction led to more significant learning and inclusion.

Teachers are not always able to overcome their surprise and turn the hot moment into a learning opportunity or to reflect on it in the very moment. Another teacher shared a hot moment in class when she was so shocked by a student's dismissive comment that she wanted to 'hide under the table.' Later she learned that some of the students were deeply insulted by the comment and were not confident or willing to share their opposition publicly. During the interview, the teacher expressed regret for not addressing the comment directly when it occurred.

(Next time,) I would dissect at that moment why we feel, or why some people might feel, offended by this. Like: 'Our friend said this. I feel that this might have offended some people and do you have any other ideas as to why?' So, try more to have a pulse of the classroom and then hope that more fruitful discussion will come up – a few more probing, good, clever questions in the moment to really understand why [students] felt bad. – Teacher (interview)

Iic. Intuition and Responsiveness

Another internal teacher dynamic that shapes the hot moment is the 'hot moment intuition.' At some moments, teachers are more attuned to and responsive to hot moments than at other moments, which shapes their response and influences how the hot moment develops. When teachers are more attuned to tensions, it helps them detect (silent and explicit) tensions early, which facilitates them to turn the classroom dynamic toward more in-depth learning.

One teacher explained what this intuition means for her: "It's not just listening in a passive way. It's active listening." This teacher illustrated this by sharing her experiences of one of her lectures. For this class, she prepared highly controversial content, which challenged some cultural norms. She left it to the actual moment in class to decide whether she would share it, based on the students' engagement and her evaluation of the atmosphere. She stressed that her intuition had been crucial for achieving a successful learning outcome:

There was such a lively discussion. It was wonderful. And I also presented it in terms of: 'I'm not sure, I just don't know what to think of it. But it is something I think we should discuss.'

I had the intuition, that maybe for some people it was hurtful. And I – I introduced it that way. I said: 'Maybe it's offensive for some people. But this is exactly what we have to talk about at this point in time in our society'. And then the next day, we had another physical meeting with those students. I have never heard so many intriguing comments by students after a lecture like that. So, it's that type of sensitivity. And then, to dare to do a thing like that – and at the same time contextualize it, so it is in sync with what people are learning and studying. – Teacher (interview)

II. Challenged Personal Dispositions (Identity, Norms, Ethics)

Also, teachers have their own identities, preferences, convictions, and norms. When these are challenged, it can invigorate or cause hot moments; at least silent ones for the teachers themselves. For teachers, such moments are extra challenging to handle, as their arousal collides with the widespread assumption that teachers should be impartial and objective, or even impersonal. Teachers often feel that their own identities and ethics are asked to remain silent, and they should refrain from passing judgment on classroom members. When teachers try to mute their reactions, this can make them less attuned to the developing tension and block an adequate, attuned response.

Teachers mentioned that they felt internal tension when their own beliefs were challenged, such as gender equality, racial equality, religious beliefs, or cultural customs. One teacher, who described herself as 'passionate about social justice and equality,' recalls a class where she divided students into pairs for an introductory interview assignment:

(...) two girls interviewing one another, both Dutch. One girl was black. One girl was white from the north of Holland, which is farm country. And the blonde girl asked the black girl: 'So what's your favorite hobby?' And the black girl said: 'Oh, I love cooking.' And [the white girl] said: 'Yeah, you look like you're not from here. So do you like foreign cooking?'

So, I was sitting there as the teacher, and all my alarm bells went off. Everything in me was asking: 'What did you just say??' But the black girl just responded and showed no sign of being taken aback or anything. So when it came to the feedback, I did give feedback on it. I tried to kind of problematize the 'so you're from here?' a little bit. I think both girls looked at me a bit weird...

I did reflect on it afterwards. I thought, I felt the need to say something about it, and I did. It didn't turn into a conversation. And I don't feel it resonated with them. But still, I thought I'm happier to have said it than not to have said it, because it might spark something... I do feel that when it doesn't resonate at all, if you then go on about it for too long, you become a bit of a moral teacher, political correctness police, or something. And that's not what I want either. – Teacher (interview)

III. Hot Moment Dynamics: The surround (contextual aspects)

Apart from the teacher dispositions, also the context shapes how tensions develop and can be handled. The data show that class time and class size affect the emergence of hot moments and the approaches teachers use to transition tension towards learning.

Teachers point out that a large class size prohibits students from participating confidently and inhibits the teacher's ability to stay attuned to rising tensions. Furthermore, teachers often do not have enough time to dwell on emerging differences and process implicit or explicit tensions to create extra moments for more in-depth learning.

The following quote addresses the impact of class size:

In the context that I was talking about, with students feeling marginalized among a fairly large group of students, you can't ask from students to speak up or expect them to do that if they don't feel safe to do so. We can't force them to do so. – Teacher (interview)

Another teacher explained the effect of time constraints:

There are lots of differences between the students. We have age differences. And now that we have the English track, we also have national differences. But I do not really address it in class. It would be nice, but I need more time to do that because I also have to teach [my entire course program]. And you need a different kind of assignments in order to be able to address [diversity]. – Teacher (interview)

Another teacher does employ different kinds of exercises. She devotes the first class of a course to introductory assignments in which students get to know each other to create a safe environment. Although it does 'improve the level of discussion' and facilitate deep learning, the teacher labelled this time spent on 'other activities' as a 'sacrifice.'

From students, we heard similar sentiments. During a class observation, one international student expressed that with such large groups, there is 'less respect because there is less interaction, more distance and less room to negotiate or debate with between students and teacher.' Another international student agreed and stressed the need for smaller classes. Clearly, these contextual constraints are not just felt by teachers but also by students.

What to do? Some guidelines and tips

The VU is invested in creating a classroom culture of belonging and equity, one that values diversity and one that not only tolerates diverse perspectives but is working to leverage such differences in the classroom towards greater critical reflection and academic thinking. In every teaching, but particularly in this kind of teaching – which is the basis of the VU Mixed Classroom Educational Model¹ – hot moments are unavoidable. Not only are they unavoidable, but they also function as operative moments to achieving the desired attitudes and learning outcomes.

Nevertheless, the teachers' experiences show that it is not easy to handle such hot moments. They feel inept and insecure in dealing with rising tensions in the classroom. They are sometimes taken aback when hot moments occur or lack the intuition to be optimally attuned and respond in a timely and constructive way. This is often complicated by the implicit internalized norm that teachers should be impersonal and somewhat detached.

¹ For the model, tools and workshops see: www.vu.nl/mixedclassroom

Nearly all teachers who were interviewed for this project would like to become more skilled in dealing with hot moments, and they share an overwhelming desire for more support in understanding and dealing with hot moments. This document is the first step. The second step is to develop a format for peer feedback sessions and a workshop in the context of the VU Mixed Classroom program, based on this research.

From our findings, which resonate with the literature on teaching and hot moments, we can deduce some guidelines for dealing with hot moments relevant for the institutional level and for the individual teacher level.

1. (Re-)define Hot Moments as opportunities

The terms tension and hot moment have varying connotations. In conversations about hot moments (including peer feedback sessions and workshops), it is important to all have the same definition. While for some, hot moments refer to moments where learning stops, for others, it is the emotion-laden moment before learning stops, which still can be redirected into a learning experience.

In line with the literature, we use the latter definition in this document and define hot moments as emotion-laden moments of conflict or tension that threaten to derail teaching and learning and provide opportunities for learning (Harlap 2013; Warren 2006). The moments of tension offer opportunities for practicing reflexivity, open-mindedness, and debating skills, which are detrimental for academics, professionals, and citizens in a diverse, globalized, and complex world. Nevertheless, hot moments are often not easy to handle and to turn into learning outcomes.

2. Create a safe learning environment *with discomfort*

Teachers and students emphasize the need for a 'safe environment' for all students to participate and learn, which is particularly important when discussing topics sensitive, personal, or emotional to (some of) the classroom participants. This is also one of the main principles of the VU Mixed Classroom Educational Model (Ramdas et al. 2019).

This 'safe environment' should not be confused with the conception of 'safe space' that refers to places where people with minority identities come together and share their experiences amongst each other without being called to account; this is an 'inward' or 'insulated' space (Harless 2018). Instead, a safe learning environment is an 'integrated' safe space, where diverging participants feel safe to share their views (ibid.) and where there is engagement with diverging and oppositional perspectives, as is a requirement for intellectual debate and developing open-mindedness.

How does this intellectual debate relate to the safety needed for classroom members to participate and learn thoroughly? It is crucial that, while intellectually everything can be challenged, at the same time, everyone is accepted as 'worthy of respect and consideration as anyone else and as fully competent to participate in society as any other.' Nobody is 'somehow misrepresented or used as if they were an intrinsically inferior being, not just someone who performed badly, say, on a given task and deserves appropriate censure' (Callan 2016: 67). Only when classroom participants believe they are treated as full-fledged

students can they fully participate and learn. When disrespectful remarks are ignored, students learn that such behaviour is tolerated, and they are not protected from it (Warren 2006).

Creating a safe environment requires particular attention for minority identities, as their identities are frequently threatened by small remarks that sound insignificant when considered in isolation. Mechanisms of societal exclusion consist of many small, implicit, repetitive, and often unconscious remarks that seem relatively negligible by themselves but, in accumulation, assert someone's inferiority. These include remarks on someone's 'real origin' (Where are you *really* from?), presumed preferences (You must like cooking then!), solidarities (Why do these Islamic terrorists do this?), and knowledge (What are the experiences of queer people?), but also identity-related compliments (For a woman, you are extremely good at maths). Although often there are no harmful intentions at all, such remarks push a person into a separate position (not belonging to 'us') and activate stereotypes of inferiority about the person's identity. An inclusive environment is safe for everybody.

This certainly does not mean that everybody needs to be always comfortable. After all, the critical and reflective open-mindedness that is an integral component of academic thinking requires unsettling and shifting assumptions and beliefs. This can be painful and incite anger (Callen 2016: 75). It is not easy to balance 'academic discomfort' and 'personal dignity.' While this academic discomfort and sometimes pain and fear cannot be entirely separated from feelings of humiliation, it is important to establish civility and make students feel respected and safe in their dignity.

Callan suggests that this can be pursued by a combination of 'civil candor' on the side of the sender (articulating perspectives while deliberately avoiding provocation and insult by control of diction, tone, and body language) and 'benevolent interpretation'² on the side of the receiver (a willingness to interpret what is said sympathetically, to reach for the most nuanced interpretation rather than hearing an opportunistic, insulting caricature) (2016: 76).

The VU Mixed Classroom Educational Model offers approaches and learning activities that support establishing an inclusive, safe learning environment, such as establishing ground rules for interaction and discussion, monitoring learning climate, and reducing anonymity. Lee Warren gives various tips in his document '[Managing hot moments in the classroom](#)' (2006)³ – which overlap with the approaches mentioned in the teacher quotes:

- 'Don't permit personal attacks. Model norms that encourage an open discussion of difficult material – by being open to multiple perspectives and by asking all students to argue their point responsibly.'
- 'Take the issue off the student who has made the offensive remark and put it on the table as a topic for general discussion.'
- Let 'all students seek to understand each other's perspectives.' Ask students to reflect on the situation and what they might learn from it, possibly in the form of a reflective writing assignment, either directly in class or outside of class. They can even do some

² Callon uses the term 'interpretive charity' (2016: 76)

³ <https://www.elon.edu/u/academics/cat/wp-content/uploads/sites/126/2017/04/Managing-Hot-Moments-in-the-Classroom-Harvard-University.pdf>

research on the subject or argue the position they most disagree with. The [Mixed Classroom booklet](#) offers examples of detailed learning activities.

- Talk to individual students outside class.
- When a student breaks down, acknowledge it and offer support.

3. See teacher discomfort as a call for reflection-in-action

Like for most people, for most teachers, discomfort is unpleasant and confusing, for some even unbearable. For teachers, discomfort can be challenging as (they feel) they are supposed to be all-knowing, unfaltering, contained, and in-control. Feelings of discomfort and unease are often seen as undesirable and are hence prevented, disregarded, or stifled.

The teachers' experience with hot moments calls for us to reconsider feelings of discomfort. Instead of being undesirable feelings that need to be resolved or disregarded, they are signals. Important signals that call for reflection, for a time-out, and taking a helicopter view of the situation. For recognizing and suspending one's judgements. For 'reflection-in-action,' that allows teachers to react to a moment of surprise and adjust their response on the spot, outside routinized patterns, in pursuit of constructive classroom interaction (see Yanov & Tsoukas 2009 and Schön 1987). Warren suggests that teachers then 'leave the dance floor of the discussion and our emotions' and 'go up to the balcony' to look for a relevant meta-level issue that raised the hot moment' (2006). It sometimes helps when teachers listen to 'the song beneath the words' and try to hear what concerns of arguments lie behind the comments made (ibid.).

The interviews informed us that it is never too late for such reflection. Also, with 'reflection-on-action,' after the occurrence, the hot moment can still be processed constructively and turned into learning later. It gives the teacher time to think about a response and draft an approach (see also Warren 2006).

It is this skill of reflexivity-in-action, of coming up with a tailored, non-routine response, that the teachers would like to (further) develop. They want to sharpen their intuition and reflexivity. It is helpful when teachers work on their improvisation skills (Yanov & Tsoukas, 2009). In the Mixed Classroom program, we explore how we can support developing these improvisation skills and the confidence that facilitates reflection-in-action.

Dealing with hot moments in an inclusive way requires a kind of reflexivity that entails more than just being open to various stances. The classroom dynamics will benefit from 'positional reflexivity' (Hocking 2011) and awareness of mechanisms of inequality. Classroom dynamics benefit from teachers being aware of how the knowledge we offer to students, the canons in our academic disciplines, the language and examples we use, dominant ideas on 'learning and teaching,' and our assumptions and positions influence our teaching and the students' learning. Ideally, in their judgments about if, when, and how to intervene, address inequalities, handle tension and deal with sensitive issues, teachers have a sense of social justice and awareness of dynamics of power and inequality that helps them to be attentive and responsive to classroom dynamics, noticing those who appear engaged or disengaged, silent or dominant, withdrawn or isolated, of reflexivity (Hocking 2011; Mason 2002 in Hocking 2011). Developing these kinds of perceptiveness requires practice, training, and feedback, and most of all, a willingness for teachers to learn and be vulnerable.

4. Share! The value of our own experiences

Teachers feel the need to share and connect. In the interviews, many teachers explicitly expressed the wish to gather and connect with fellow teachers to learn from each other about dealing with hot moments.

In the following quotes, teachers relate the development of professional self-confidence and hot moment skills to connecting with other teachers and exchanging experiences in the form of stories:

I come as a person who learns from stories. (...) I would have liked to read more hot moments stories. And you don't have time in these [training workshops], and of course, everybody's needs are different. They just they tell you that there are hot moments but how to deal with them is left to the individual capabilities of the teacher.

(...) Those kinds of tips, based on other teachers' experiences, they are really valuable. We don't get to exchange these kinds of stories with each other. So we also don't have these learning moments among ourselves, which I think – they get lost in the routine of doing things, our jobs. (...) because everybody has different strategies and some of them really fit you, but you don't know what they are. So, it's a lack of knowledge around how other people deal with them. So maybe it could help me to just foresee what could come and be prepared. So when things happen, I'm not completely in awe.

I think [teacher] training has to go together with storytelling workshops where people talk about their experience and share it. As teachers, we do things all by ourselves. We think we're doing it good. Or maybe I'm not very sure about a situation sometimes. And that would be amazing because storytelling workshops could also tell the story of something that we did and are proud of. – Teacher (interview)

Experience in Norway with intensive teacher training shows that educators understand structural dimensions of hot moments when they work with their personal stories and see similar dynamics of power and privilege play out in different situations (Harlap 2013: 226). A workshop series on dealing with hot moments in the U.S., where they made use of case studies, also revealed the effectiveness of storytelling and joint reflection. Faculty 'can gain a sense of familiarity by listening to the stories told by their colleagues in response to the case,' and '[w]hen faculty recognize that their situation is reflected in a case and they hear what their colleagues have tried in similar circumstances, they feel more confident saying or doing something they have not said or done before' (Hughes et al. 2010). The benefits of using imaginary case studies are that some personal distance can make it easier to reflect on the case and its possible solutions. In a similar vein, this document offers stories from colleagues that hopefully inspires others, leading to recognition, awareness, insight, and increased self-confidence.

Peer feedback sessions, individual peer feedback and developing a shared language and frame through sharing experiences, storytelling and case studies are inspiring ways to strengthen education in the separate departments at VU. The result of this study calls for establishing spaces (and strengthening existing spaces) in which teachers grow and develop in connection with their peers – which function as 'backstage areas' for joint

professionalization, which are important for teachers and teacher teams to develop skills and self-confidence (self-efficacy) (El Hadioui et al. 2019).

5. Create room and space

Teachers and students pointed out that the context often is far from ideal. Time constraints and large group sizes often hampered thoughtful reflection, patient attention, and refined intuition needed for deep learning and dealing with hot moments in constructive ways (see also Hockings 2011: 201).

Of course, this is hard to solve at an individual teacher level. It is yet another call at the institutional and national level to make investments in education seriously and to recognize that academic education – like most education – is not only about a disengaged acquisition of stacks of cognitive knowledge but about developing and practicing personal skills in a complex context. Making education diverse and inclusive, safe and challenging, requires time and space.

6. Be patient!

These suggestions are not easy to accomplish. They are tough and, for many of us, take a lifetime of practice - many trials, many errors. It is important to remember that we do not have to be perfect when we approach the hard places; we never will be. Having some ideas of different ways of approaching mind-stopping moments, however, can help us begin to turn the corner toward effective and even, finally, pleasurable strategic responses to hot moments. This surely is the goal: to take away the terror many experience in the face of a hot moment, and to increase the chances of turning it into a learning opportunity.
(Warren 2005: 630)

Acquiring and refining the professional and personal skills that help us deal with hot moments is hard and takes time. The mentioned backstage areas of professional exchange are important for recharging. Sharing your situations and listening to others helps to put your own experiences into perspective. They help take situations (and yourself) more lightly and confirm no such thing as ‘correct’ or ‘failed’ or ‘being in complete control over a situation.’ Situations are unpredictable; they can be steered in various directions, but only to a certain extent. Be persistent and patient and, above all, mild (to others but most of all to ourselves).

If you need any support or advice in dealing with hot moments or organizing encounters of exchange between colleagues, please reach out to the teacher trainers and facilitators of LEARN! Academy.

Website: www.learnacademy.vu.nl

Email: secretariaat.ucgb@vu.nl

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Appendix – Methodology

The study is conducted in a location fertile with classroom differences. It took place at the Vrije Universiteit Amsterdam, a Dutch research university, founded in the late 19th century, with a student population that somewhat reflects the rich diversity of Amsterdam. About 30% of the students have a migration background (latest figures are of 2015, Sloomman & Wolff, 2017). This study narrows its focus to the university classroom.

A mix of participant observation, interviews, and document analysis was used to gather data. Nicole collected the data in the context of her Master's thesis research and her role as a student assistant working for the Mixed Classroom project. She aided the university's teacher trainers, who led the Mixed Classroom in Practice (MCIP) workshops in the first half of 2020, and worked as a researcher on the project in the second half of 2020.

The text in this document has been anonymized by omitting identifying details such as names and departments. We furthermore have deliberately changed concrete details in the quotes to retain the engaging, detailed nature of the quotes while preventing identification. The report's concept version has been shared with the interviewees whose quotes have been included to check if they agree with the formulations.

Participant observation

Nicole attended and observed six half-day workshop sessions in two Mixed Classroom in Practice workshop series (both existing of three sessions), with 12 teachers in total (see details in Table 1). In addition, Nicole participated in a course led by two teachers. The group consisted of 25 Master students from varying academic disciplines and countries of origin. She attended a total of 4 consecutive classes. Unfortunately, the 2020 Covid-pandemic measures stopped all classes from occurring in person.

In advance of the interviews and the Mixed Classroom observations, interviewees/participants signed a consent form that permitted the use of the data for research and evaluation purposes.

Interviews

For the broader study, Nicole interviewed 13 teachers (see details in Table 1), 10 students, 2 teacher trainers, and 5 diversity officers (some of whom were teachers but are not included in the teacher count). Most of the teachers attended Mixed Classroom trainings (once) – and were open to be reached – and/or were involved in the development of the model. Furthermore, Nicole reached out to teachers she knew to be engaged with in D&I-related themes. The interviews were semi-structured interviews that loosely centred around pre-determined themes and questions and allowed for flexibility to incorporate new themes and questions based on the interview's content. The interviews with the teachers formed the primary source of information for the document at hand.

In total, for the interviews and participant observation, 27 teachers participated in this study across various university faculties. Each teacher either attended a Mixed Education Classroom in Practice workshop or expressed interest in diversity and inclusion (D&I), as they followed

other workshops or through research interests. Hence, the teachers in this sample are all relatively aware of D&I-related issues.

The ten students were from Nicole's Master's program and from the Master's course she observed. Although the research primarily focused on the teachers' perspectives, the student interviews were analyzed to complement the teacher interviews, and they triangulated and validated various findings.

Table 1. Overview of the teachers (observed and interviewed)

Nr.	Faculty	Research Method
1	Behavioral and Movement Sciences	Participant Observation
2	Behavioral and Movement Sciences	Interview
3	Beta	Interview
4	Beta	Interview
5	Beta	Participant Observation
6	Beta	Participant Observation
7	Beta	Participant Observation
8	Beta	Participant Observation
9	Business and Economics	Participant Observation
10	Business and Economics	Participant Observation
11	Dentistry	Participant Observation
21	Humanities	Interview
12	Humanities	Participant Observation
13	Humanities	Participant Observation
14	Humanities	Interview
15	Humanities	Interview
16	Humanities	Interview
17	Humanities	Interview
18	Law	Interview
19	Social Science	Participant Observation
20	Social Sciences	Interview
22	Social Sciences	Interview
23	Social Sciences	Interview
24	Social Sciences	Interview
25	Social Sciences	Participant Observation
26	VUmc	Participant Observation
27	Unknown	Participant Observation

Document analysis

The documents included reflection documents and emails that teachers wrote in the context of Mixed Education Classroom in Practice workshops and teacher accreditation trajectories (see a detailed overview in the table below). These narrated reflections provided detailed insight into how teachers understood and responded to hot moments.

These teachers have given consent to use these materials for research.

Table 2. Types of documents analyzed

Theme	Number	Description
MCIP Workshop Reflections	7	Teacher submitted written reflections during workshops
Course plans	2	Teacher drafted plans shared with their colleagues on how to implement inclusion within faculty and/or program
VU Diversity Research Reports	3	Research conducted by VU Amsterdam to document diversity trends specifically about the VU population. Including: Belonging@VU student survey (2019); VU Mixed Classroom in Education Model (2019); Diversity Monitor Synthesis (2017) ⁴
Institutional documents on strategy & policy	3	VU Education Strategy (2018); 2020-2025 Organizational Strategy (2019); Diversity Policy (Unknown)

Data analysis

The data were organized and coded into themes, using various programs, including Microsoft Excel, Microsoft OneNote, and Atlas.ti. Atlas.ti was utilized to aid in revealing the most pertinent topics. The process of coding data and qualifying and quantifying the data helped clarify which narratives are most significant to the teachers' understanding and processing of classroom hot moments. The patterns that emerged while using the Atlas.ti relationship analysis tool led to the themes and subgroups that form the basis of this document.

⁴ Waldring, Labeab, Van Hee, Crul & Slootman 2019; Ramdas, Slootman, Van Oudenhoven-van der Zee 2019; Slootman en Wolff 2017.