



BUILDING EMPATHY IN THE CLASSROOM

Regular Check-ins with Students

- Monitor the emotional state of the students by asking “How are you feeling?” Acknowledge the time that we are living through and be open about the challenges that exist for students.
- Understand the adjustments and transition that students are making and be willing to make some for their academic and personal well-being.
- Understand that [Zoom fatigue](#) is real. Explicitly discuss the video on/off policy with your class.
- Use multiple tools to allow students to share and check-in with you throughout the semester (e.g., [anonymous survey](#), [small group activities](#), [word clouds](#), etc.).



Set Up an Environment of Sincerity

- Remember “[human needs](#)” (food, unmet personal needs) and ask students about them or note the change(s) in behavior.
- Be aware of resources like the [Student Health Center](#) and [Smokey’s Pantry](#) that are available and be ready to make referrals when needed.
- Care for the whole person: ask open-ended questions about students’ experiences as a way to show you care. This may contribute to more openness in class discussions and a willingness to participate in class activities.



Be Personal

- Share personally about your life (where appropriate) with students, bringing a humanizing element to the course that can make learning easier.
- Create an environment where students know they have access to you.
- Incorporate humor and bring in opportunities for “[personal touches](#)” (e.g., share your pet) with an eye towards building a community in the class.



Special acknowledgement: Inclusive Teaching Task Force Members

To learn more about the Inclusive Teaching Task Force and TLI Inclusive Teaching resources, please visit [our website](#).