

## Conversation Guide: Encountering Controversial Ideas in Higher Education

Living Room Conversations offers a simple, sociable and structured way to practice communicating across differences while building understanding and relationships. Typically, 4-7 people meet in person or by video call for about 90 minutes to listen to and be heard by others on one of our nearly 100 [topics](#). Rather than debating or convincing others, we take turns talking to share and learn, and be curious. No preparation is required, though background links with balanced views are available on some topic pages online. *Anyone can host using these italicized instructions. Hosts also participate.*

### I. Introductions: Why We're Here (~10 minutes)

*Each participant has 1 minute to introduce themselves.*

- Share your name, where you live, what drew you here, and if this is your first conversation.

### II. Conversation Agreements: How We'll Engage (~5 minutes)

*These will set the tone of our conversation; participants may volunteer to take turns reading them aloud.*

- **Be curious and listen to understand.** Conversation is as much about listening as it is about talking. You might enjoy exploring how others' experiences have shaped their values and perspectives.
- **Show respect and suspend judgment.** People tend to judge one another. Setting judgement aside opens you up to learning from others and makes them feel respected and appreciated. Try to truly listen, without interruption or crosstalk.
- **Note any common ground as well as any differences.** Look for areas of agreement or shared values that may arise and take an interest in the differing beliefs and opinions of others.
- **Be authentic and welcome that from others.** Share what's important to you. Speak from your experience. Be considerate of others who are doing the same.
- **Be purposeful and to the point.** Do your best to keep your comments concise and relevant to the question you are answering. Be conscious of sharing airtime with other participants.
- **Own and guide the conversation.** Take responsibility for the quality of your participation and the conversation as a whole. Be proactive in getting yourself and others back on track if needed. Use an agreed upon signal like the "time out" sign if you feel the agreements are not being honored.

### III. Question Rounds: What We'll Talk About

*Optional: a participant can keep track of time and gently let people know when their time has elapsed.*

#### Round One: Getting to Know Each Other (~10 min)

*Each participant can take 1-2 minutes to answer one of these questions:*

- What are your hopes and concerns for your family, community and/or the country?
- What would your best friend say about who you are?
- What sense of purpose / mission / duty guides you in your life?

## **Round Two: Exploring the Topic -- Encountering Controversial Ideas in Higher Ed (~40 min)**

*One participant can volunteer to read this paragraph.*

Students attend college for many reasons, including to learn about the world, to develop critical thinking, and to hone employable skills. In recent years, colleges and universities have struggled to determine how to include or if they can include a variety of ideas that challenge students' understanding of charged issues in their curriculum and in the academic environment. Students, faculty and administrators naturally bring their own experience and perspectives to the classroom. The purpose of this conversation is to share experiences that create greater understanding of what helps or hinders the free exchange of diverse ideas in the higher education learning environment.

*Take ~2 minutes each to answer a question below without interruption or crosstalk. After everyone has answered, the group may take a few minutes for clarifying or follow up questions/responses. Continue exploring additional questions as time allows.*

- What is your expectation for students' learning in higher education? What role, if any, has higher education had in exposing you to controversial ideas? How do you find and consider controversial ideas in other contexts?
- Think about a higher education experience of encountering a stance, opinion or belief differing from your own. What about the learning environment was productive for you in this situation? What was not productive?
- Has there been a time when you didn't feel comfortable sharing your perspective or asking a question that was on your mind in a learning setting? What did you do?
- What steps have you taken to maximize the benefits of encountering challenging/controversial ideas, while minimizing the risks of doing so?

## **Round Three: Reflecting on the Conversation (~15 min)**

*Take 2 minutes to answer one of the following questions:*

- What was most meaningful / valuable to you in this Living Room Conversation?
- What learning, new understanding or common ground was found on the topic?
- How has this conversation changed your perception of anyone in this group, including yourself?
- Is there a next step you would like to take based upon the conversation you just had?

## **Closing (~5 min)**

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- *Join or host more conversations!* With a) this group by exchanging your emails; b) others in person and/or by video call online. Get more involved or learn how to host at [livingroomconversations.org/get-involved/](https://livingroomconversations.org/get-involved/)



***Thank you!***