"Queer-Inclusive Education" Workshop Trainer's Guide

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Note.

Blue text in italics represents suggestions regarding what one might say.

Black text represents instructions for each slide.

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Part 1: Introduction (~10-15 minutes)

Goals:

1. Get to know each other (Who are you? Who are your participants?);
2. Establish the atmosphere and rules for the workshop (confidentiality, non-judgement, open-mindedness, respect);
3. Provide an understanding of the reasoning and needs behind the creation of this workshop (Why was it developed? How was it developed?).

Slide 1

Welcome your participants. Make sure that everyone has printed materials[1] on hand and is ready to start the workshop.

Slide 2

Mention the duration of the workshop and briefly explain what is going to be discussed. You may ask whether there are any questions before you begin.

Slide 3

Introduce yourself and your background: What is your name? What is your role at the University of Twente? Mention information that is relevant to your role as the presenter of this workshop.

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[1] "What to Do if You Misgender Someone?" toolkit, "LGBTQ-Inclusive Language Dos and Don'ts" toolkit, and "Resources & Platforms at the University of Twente for LGBTQIA+ Related Matters" guide.

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Explicitly state that active participation and questions are highly appreciated. Even questions that one might think sound silly are okay to ask. This workshop is a safe space. Explain that information provided during the workshop should be perceived as suggestions and not as ultimate and strict rules.

Mention that it is of high importance that participants are *non-judgemental* towards each other AND that *respecting confidentiality* after the workshop is very important. No personal stories/questions someone asked should be shared.

Slide 4

Ask participants to introduce themselves using the questions on the slide. Thank everyone after the introduction round is finished.

Slide 5

Explain that, before you begin with the content of the workshop, it is important to define what "queer-inclusive" education means. Define the word "queer" and "education" with definitions[2] provided on the slides.

Do not forget to ask whether these definitions are clear for the participants.

Slide 6

"One thing that might be present on your mind right now is 'What is the reasoning behind learning how to make my teaching more inclusive? Where does this need come from?'"

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[2] Definitions of the words "queer" and "cisgender" are taken from the "Safe Zone Project" website. (*LGBTQ+ Vocabulary Glossary of Terms* (2018, July 28). The Safe Zone Project. https://thesafezoneproject.com/resources/vocabulary/). The definition of the word "inclusion" was derived from the Oxford Dictionary.

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Explain the reasons why this workshop was developed using the next slides.

Slide 7

"According to the LGBT+ Pride 2021 Global Survey conducted across 27 countries[3], around 18% of young people identify as queer. And, as research shows [e.g., 4 5], queer students experience harassment, non-acceptance, and discrimination in relation to their gender and sexual identities. Because of these negative experiences in their daily life, they are more likely to have a diminished sense of well-being and decreased mental health than their cisgender peers."

Refer to the statistics on the slide.

Slide 8

"We have information about the experiences of students and employees at the University of Twente as well. From 2020 to 2022, the Shaping Expert Group (SEG)[6] conducted a series of open dialogues, in round table meetings and interviews around the question: "What do you need to belong and develop to your full potential at UT?" and presented their findings in a

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[3] Boyon, N. (2021, June 9). LGBT+ Pride 2021 Global Survey points to a generation gap around gender identity and sexual attraction. *Ipsos*. https://www.ipsos.com/en/lgbt-pride-2021-global-survey-points-generation-gap-around-gender-identity-and-sexual-attraction

[4] Nadal K. L. (2019). A Decade of Microaggression Research and LGBTQ Communities: An Introduction to the Special Issue. *Journal of homosexuality*, *66*(10), 1309–1316. https://doi.org/10.1080/00918369.2018.1539582

[5] Lee, C., & Ostergard, R. L. (2017). Measuring Discrimination Against LGBTQ People: A Cross-National Analysis. *Human Rights Quarterly*, *39*(1), 37–72. http://www.jstor.org/stable/44488971

[6] *Final Report of the Shaping Expert Group (SEG) Inclusion*. (2022). University of Twente, the Netherlands. https://www.utwente.nl/.uc/f607b7ae001028411f40078d71c03a6572cb7fba5d41200/SEG%20Inclusion%20report%20January%202023.pdf

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final report. One of the chapters in this report was devoted to sexual orientation, gender identity, and gender expression."

Refer to the slide and explain what was found. Mention that students could not fully experience belongingness, which (as we know from the literature), is an important factor affecting their well-being and academic success.

"Therefore, employees of the University of Twente have been wondering how they can increase the sense of belongingness of students."

Read examples of questions in the blue clouds on the slide.

Slide 9

"In the first months of my internship, I identified and talked to different stakeholders (all part of the University of Twente)."

Point at the stakeholder map and very briefly explain it.

"Most of them confirmed the uncertainties and questions that employees, especially educators, have, whereas students shared difficulties they encountered in their learning environments. Stakeholders also provided their advice on the content of the workshop."

Slide 10

"An important conclusion was that people at the UT are eager to promote a sense of belongingness, but they do not have enough knowledge and resources on how to do that in practice. Therefore, this workshop was developed around three topics: language, curriculum, and resources to provide you with information and suggestions about how you can make your teaching more inclusive. You already have a diverse classroom of students with different sexual and gender identities. Therefore, it is important to provide a feeling of safety to these students, which is one of the human needs. You, as an educator, can do that

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by taking a more inclusive approach to your teaching. And when you are more inclusive, you also promote their well-being and belongingness."

You can emphasise again that the workshop will involve three main topics: language, curriculum, and available resources & platforms + you can elaborate on the diversity->safety->inclusion->well-being connection.

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Part 2: Queer-Inclusive Language (30 minutes, excluding break)

Goals:

1. Provide suggestions/guidelines for participants on *when* they should address gender pronouns and *how* pronouns should be used;

2. Discuss concrete steps one can follow when a mistake associated with the use of pronouns is made;

3. Provide an understanding of the importance of language in relation to creating affirming environments for LGBTQIA+ individuals;

4. Discuss why certain phrases/words can be offensive to queer people and which inclusive alternatives exist.

Slide 11

You begin with the first topic, queer-inclusive language. Explain that using inclusive language is an important part of building safety and trust.

You can say that: "*Using inclusive language that acknowledges and recognises the LGBTQIA+ community signifies our respect for queer individuals, fosters trust between the public sector and queer communities, and initiates efforts to confront the bias and mistreatment that queer individuals encounter.*"[7]

Mention that you will discuss two subtopics: pronouns and inclusive vocabulary.

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[7] *LGBTIQ+ Inclusive Language Guide | Victorian Government.* (n.d.). https://www.vic.gov.au/inclusive-language-guide

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Slide 12

"Let's begin by talking about pronouns. We know that pronouns are the words referring to the people talking ("I" or "you") or someone who is being talked about ("she," "he," or "they"). When we talk about gender pronouns, we mean the words used when referring to someone else (so "she," "he," or "they"). It is important to understand that you cannot always assume that you know someone's pronouns just by looking at them. If you refer to a person with the wrong pronoun, it may make them feel disrespected and dysphoric[8]. In other words, using the right pronoun is a way of showing your respect to the person."

"I would like to discuss with you three guidelines/suggestions related to the use of pronouns which may help you in communication with your students (and not only!)."

Slide 13

Name and discuss the first suggestion with your participants. Ask what participants think of it and whether they would be comfortable using it. (Some people find it confusing/unnatural, thus it is very important to have this discussion).

Slide 14

Name and discuss the second suggestion. There are two important themes on the slide: 1) how one can ask which pronouns someone uses, and 2) which answer to this question they can expect from students.

Again, be aware that this might be difficult to understand for your participants. Ask whether they have any questions.

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[8] Conover, K. J., Matsuno, E., & Bettergarcia, J. (2021). Pronoun fact sheet [Fact sheet]. American Psychological Association, Division 44: The Society for the Psychology of Sexual Orientation and Gender Diversity

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Slide 15

Name the third suggestion. Ask participants to take the printed materials, namely the paper with the name **"What to Do if You Misgender Someone?"**. Explain each blue box step-by-step using the printed material. Ask participants about their thoughts on these guidelines and whether they agree/disagree with them.

Slide 16

Participants will now do an exercise with two cases. On this slide, you can see the first case[9]. Read it out loud and ask participants to divide into groups of 3-4 people and discuss what they would do if they encountered this situation. If you have a small group, do not divide, simply discuss it together. Remember: be open and non-judgemental towards what your participants say!

<u>If the group is struggling to work through a scenario, particularly if they don't understand the concern, take them through these steps:</u>

Group Work Stages:

1. *Clarify the problem*: At this stage, you really want to identify what the problem is and make sure everyone in the group agrees on what the issue is before moving to the next step.
2. *Identify options:* Have the group brainstorm a number of different options that are available to address the problem at hand. These options may be more or less feasible but you don't need to address that at this stage, just get the options out there.
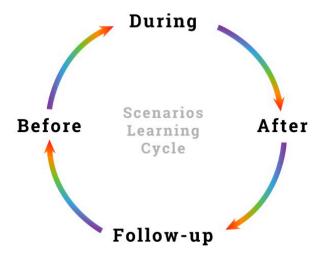
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[9] The scenarios and instructions with answers for them are taken from the Safe Zone Project website (https://thesafezoneproject.com/). The cases were adjusted to fit the target audience.

3. *Weigh outcomes:* Now that you've identified options, talk through some of the options presented and what the possible outcomes of going in that direction could be. Weigh the pros and cons.

4. *Do it. Listen. Reassess:* Talk through implementing the decided-upon direction with the group. If it would be helpful talk about some possible future barriers/complications after taking that path and talk through those as well as possible scenarios.

The instructions above provide some clarity for the facilitator on how to debrief scenarios with the group. If the group's answers are all focused on the "in the moment" response to the scenario prompt additional thoughts by using the **scenarios learning cycle:**

During is "in the moment" that the scenario is taking place. **After** is immediately after where as **follow-up** maybe later in the day or a week or two later. **Before** is focusing in on how to prevent that moment from happening again.

If there is enough time, consider asking additional questions:

- What could you do to prevent the scenario from happening?
- What might you do immediately afterwards or when following up later in the week after the scenario?

Possible Answer for Case 1:

- *Share your pronouns & ask theirs.* "Hey my name is Marla and my pronouns are she/her/hers. What are your pronouns?" → This is particularly important if you're going to be introducing them to other people.
- *Use their name.* If you haven't asked their pronouns yet, use their name every time. "Alex is here to check out the office. Alex have you been anywhere else today?"
- *If you mess up, apologize, correct, and move on.* "He was -- oh, I'm sorry, Alex. She. She was saying that she was over at the pizza place for lunch."

Slide 17

Instructions for Case 2 are the same as for Case 1. After the discussion is over, thank participants for their answers.

Possible Answer for Case 2:

- *Ask Trey.* "Hey Trey, wanted to thank you for sharing that important information with me and let you know that I'm here to support you in this process. I recognize I have gaps in my knowledge around the different challenges you may face, so if there is anything I can do to help that I'm not doing, or not doing well, please let me know."
- *Practice using their name/pronouns* regardless of whether they are around. Get in the habit of using this person's new name/pronouns whenever you talk about them.
- *Acknowledge, apologize, and move on when you mess up.* "Yeah, that was Trey's initiative. He -- I mean they, they were saying " You can sometimes simply correct yourself and move on without an apology, though sometimes after repeated mistakes it makes sense to apologize. However, apologize for them, not for you.
- *Share the "What to Do if You Misgender Someone?" guidelines with your students.*

If there is time left, you can discuss with participants what they would do if one student repeatedly misgenders another student.

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Slide 18

"Now that we discussed the suggestions on how to address pronouns, I would like to have a discussion with you regarding inclusive vocabulary. I would like to ask you to take the " *"LGBTQ-Inclusive Language Dos and Don'ts" toolkit,* *which is included in the printed materials."*

This handout is a handy reference guide for your participants. These are words and phrases that are often well-intentioned, but cause harm or are not received the way the speaker often means for them to be.

Follow the instructions[10]:

1. Ask your participants to read down the "avoid saying" column. Ask them what questions they have about those phrases or words;
2. Any questions that come up read the "say instead" and the example. Offer any further clarification you'd like to add;
3. Repeat steps 1. and 2. with every word on the list;
4. Move into wrap-up.

If only a small number of question arises, you can ask participants about other inclusive words/phrases they can think of/they use in their teaching. In addition, you can ask whether there are any other questions left about inclusive language.

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[10] The instructions and the toolkit are taken from the Safe Zone Project website (https://thesafezoneproject.com/)

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Slide 19

The text on the slide represents a summary of the most important suggestions participants can use in their daily work. Quickly go through them and ask whether there are any questions left.

For point 2 mention that the pronouns are included in the signature template of the UT, which will make it easier for them to see where they can mention their pronouns.

Slide 20

Break (5-15 minutes)

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Part 3: Queer-Inclusive Curriculum (~20 minutes)

Goals:

1. Define and explain different dimensions and levels of inclusive education;
2. Discuss the first two levels of inclusivity in the domain of curriculum with concrete suggestions on how they can be implemented;
3. Explain the difference between sex and gender;
4. Practice developing gender and sexual identity-inclusive examples/cases in the context of the Psychology programme at the University of Twente.

Slide 21

"The second topic that I would like to discuss today is queer-inclusive curriculum. Although research has been mostly conducted on a high school level, it has revealed that using queer inclusive curriculum promotes well-being, academic success, and safety on both individual- and institutional-level [11, 12]. In the following slides, we will discuss how you, as an educator, can make learning materials for your students more inclusive."

Slide 22

"In 2016, two professors at the University of Birmingham, Dr. Nicola Gale and Dr. Nicki Ward developed domains of inclusivity by conducting a literature review, exploration via

[11] Snapp, S. D., McGuire, J. K., Sinclair, K. O., Gabrion, K., & Russell, S. T. (2015). LGBTQ-inclusive curricula: Why supportive curricula matter. *Sex Education*, *15*(6), 580-596. https://doi.org/10.1080/14681811.2015.1042573

[12] Snapp, S. D., Burdge, H., Licona, A. C., Moody, R. L., & Russell, S. T. (2015). Students' perspectives on LGBTQ-inclusive curriculum. *Equity & Excellence in Education*, *48*(2), 249-265. https://doi.org/10.1080/10665684.2015.1025614

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survey, and testing these domains in workshops. They illustrated their findings in the "Ward-Gale Model for LGBTQ-inclusivity in Higher Education," which you can see on this slide[13]."

Explain that "language," "curriculum," and "role models" are specific domains in which one can be inclusive, whereas "increasing awareness," "additive approaches," and "transformative practice" are levels of inclusion. Then, mention that language was extensively discussed in the first part of the workshop, whereas the topic of "role models" is not relevant to the context of the current workshop.

Thus, you will talk about how one can be inclusive in regard to curriculum on two levels – "increasing awareness," and "additive approaches." Discussing how one can be inclusive on the third level, i.e., "transformative approaches" is out of the scope of the current workshop.

Slide 23

"So, let's begin with the first level. At this level, called increasing awareness, you have a basic acknowledgement of gender and sexual diversity. In other words, you acknowledge that, when we talk about gender and sexual identities, we do not talk only about being "straight" and "a man or a woman," but about much more diverse categorisations or spectrum. Now let's discuss several suggestions regarding how you can be inclusive at this level"

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[13] Ward, N., & Gale, N. (2017). *LGBTQ-inclusivity in the Higher Education Curriculum: a best practice guide*. University of Birmingham. https://intranet.birmingham.ac.uk/staff/teaching-academy/documents/public/lgbt-best-practice-guide.PDF

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Slide 24

Name the suggestion on the slide and shortly explain the difference between sex and gender (information is provided on the slide as well). Do not make it too long and complicated. There are two terms on the slide that (may) need to be defined: intersex and genderqueer.

Intersex – "the term for a combination of chromosomes, gonads, hormones, internal sex organs, and genitals that differs from the two expected patterns of male or female. […].[14]" OR you can define it in a simpler way: "a person born with reproductive or sexual anatomy that doesn't fit the boxes of "female" or "male[15].""

Non-binary – "some people don't identify with any gender. Some people's gender changes over time. People whose gender is not male or female use many different terms to describe themselves, with nonbinary being one of the most common (sometimes spelled with a hyphen, as "non-binary")"[16]

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[15] *What is Intersex? | Definition of Intersexual*. (n.d.-b). Planned Parenthood. https://www.plannedparenthood.org/learn/gender-identity/sex-gender-identity/whats-intersex#:~:text=Intersex%20is%20a%20general%20term,male%E2%80%9D%20or%20%E2%80%9Cfe male%E2%80%9D.

[16] *Understanding Nonbinary People: How to Be Respectful and Supportive*. (2023, January 12). National Center for Transgender Equality. https://transequality.org/issues/resources/understanding-nonbinary-people-how-to-be-respectful-and-supportive#:~:text=Nonbinary%20Defined&text=Some%20people%20don't%20identify,%E2%80%9Cnon%2Dbinary%E2%80%9D).

Slide 25

This is a screenshot from one of the modules in the first year of the Bachelor Psychology programme (2019). This was a lecture where the topic of gender identity was discussed. Explain how this slide can be modified to represent a more inclusive vision of gender identities. For example, "male" and "female" can be changed to "man" and "woman," and the term non-binary can be mentioned.

Slide 26

Read suggestion number 2. Briefly explain.

Slide 27

Read suggestion number three. Explain that this is especially relevant for the modules where cases of clients/patients are included.

Slide 28

This slide contains a fragment of the case provided during Module 6 of the Bachelor Psychology Programme (2020). Let the participants read it and ask what they would change to make it more inclusive.

Slide 29

After you have discussed the ideas of your participants, you can show this slide as an example of a more inclusive approach to writing this case. Explain what changes were made.

Slide 30

"These were the suggestions for the first level of inclusion, now let's talk about the second level, additive approaches. This level encompasses the inclusion of topics, themes, and readings about queer identities. This means that you do not make major changes to the

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*existing curriculum, but discuss theories, topics, or concepts with the consideration of
different identities. This also involves additions to the literature list, for example."*

Slide 31

Read the first suggestion.

Slide 32

*"So let me give you an example. When we discuss social and personality psychology, we talk
about one's identity. In the first year of the Bachelor Psychology programme, we discuss
social identity theory and group processes. One of the associated subtopics is "stereotyping
and discrimination," where lecturers explain, for example, what racism looks like in the 21st
century and what its origins are. Sexism is mentioned as well, with statistics indicating how
often females encounter sexism in the work setting. Nevertheless, examples of negative
experiences of queer people are not included."*

*"So, one of the questions that you can discuss with students or explain during
tutorials/lectures is: 'How people who belong to queer community are discriminated
against?' For instance, you can mention that queer people may be denied a job position due
to their sexual identity (e.g., a woman mentions that she has a wife during a job interview),
which would be an example of workplace/employment discrimination."*

*"Another potential topic of discussion is related to stereotypes, so 'what stereotypes about
queer people exist?'"*

Read the examples in blue boxes.

Slide 33

"The final example is related to (micro)aggressions. Microaggressions are often discussed in relation to race, but there are plenty of examples of sexual and gender identity-related microaggressions as well"

Read the examples in blue boxes.

"You can see a screenshot of one of the recent articles on that topic on the slide. In their study, the authors identified different typologies of microaggressions among Dutch sexual and gender minority youth"

Slide 34

Read suggestion number two. Then, read each point from 1 to 4 and explain one by one.

Point 1: "*For example, if you explain a certain psychological theory, you can include literature describing whether this theory can be applied to queer people as well." (The next slide provides an example of that).*

Point 2: "*An example of non-inclusive literature is a book that mentions conversion therapy as an appropriate treatment for people with gender dysphoria."*

Point 3: "*For instance, you can ask students to search for literature on a specific topic as an assignment OR simply state that, if students feel that something is missing in their opinion, you are open to adding new literature to the reading list."*

Point 4: "*Your colleagues may provide you with new valuable sources."*

Slide 35

"Here is an example of a study from 2011, which explored the extent to which Sternberg's Triangular Theory of Love can be applied to sexual minority male youth."

Read the quote from the study on the slide, which summarises the findings.

"This could be a potential source that you could include in either mandatory or additional reading lists."

Slide 36

This is a short exercise for teachers. Follow the instructions on the slide.

Slide 37

This slide summarises all suggestions that were discussed earlier. Read the text on the slides and ask the participants whether there are questions left.

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Part 4: UT Resources & Platforms

Goals

1. Inform participants about different platforms/resources that the University of Twente provides on queer-related matters;
2. Discuss where teachers can go and refer their students depending on their needs (socialisation, resources and advice, or social safety and counselling).

Slide 38

"The last part of today's workshop is devoted to resources and platforms for queer-related matters at the University of Twente. Earlier, I mentioned that, according to the SEG Inclusion report and the perspectives of different stakeholders, there is low visibility of queer networks at the UT. Many employees and students are unaware of the platforms that exist at the University of Twente, and they are unsure where they could go with a certain issue. That is why, I decided to create a guide called: "Resources & Platforms at the University of Twente for LGBTQIA+ Related Matters," which is included in printed materials for today's workshop."

"The guide includes information about different UT platforms, their missions, and contact details. Right now, I would like to present these platforms to you and briefly explain what they can offer and in which cases you could contact them."

Slide 39

"There are three categories of needs: socialisation, resources or advice, and social safety concerns and counselling. I will discuss all platforms in terms of these categories. Let's start with socialisation."

Slide 40

"If you or your students are interested in meeting queer people, attending various events, and having interesting discussions, you have a few platforms to consider. First, there is Th!nk with Pride. One of their main missions is to bring people together. They organise different events for students and employees, and anyone who is interested can attend them. Does not matter whether you are queer or an ally. One of their current initiatives is "Movie with Pride." Every second Tuesday of the month, people can watch a movie at Concordia Enschede that addresses sexual orientation, gender identity, and gender expression. It is also possible to become part of their working group if you are interested! All you should do is send them an email (included in the guide)."

"Another initiative of the Th!nk with Pride is the Trans & Non-binary meeting group. This group is led by students, and it aims to provide a safe space for non-cisgender students and staff. During their meetings, they discuss different gender-related topics and share experiences with each other. Although right now only students are part of this group, non-cisgender employees are always welcome to join!"

"Finally, there is a student association: J&SV Exaltio. They also aim at providing safe space to queer people and organise many fun events. For example, they regularly have drinks at one of the bars in Enschede. All students are welcome to become members."

Slide 41

"The next category is resources and advice. If you, for example, want to know about policies that are being developed in relation to gender and sexual identity or want to get some recommendations on inclusion, diversity, and equity issues, these platforms are for you."

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"Here we have Th!nk with Pride again. Besides bringing people together, they collect research on LGBTQIA+ matters, discuss queer-inclusive teaching strategies, and provide advice on policies at the UT. Usually, they will be your first contact people if you need advice on any LGBTQIA+ related matters."

"Next to Th!nk with Pride, there is a SEG Inclusion report that was mentioned a lot of times today. I believe that at least some of you have either read or seen it before. In short, there you can find recommendations and advice on how you can promote diversity, equity, and inclusion. They discuss not only the experiences of people with different sexual and gender identities at the UT, but also the experiences of internationals and people with disabilities and neurodiversity. And this is not even close to the full list of the topics that are discussed there!"

"Finally, there is also a DE&I (Diversity, Equity, and Inclusion) team. They are responsible for creating safe spaces (collaborating with study advisors, department heads, and Student Union), adjusting registration systems for staff and students to meet the needs of non-binary and trans people, working on LGBTQIA+ inclusive policies, and incorporating the needs of LGBTQIA+ people into integral social safety actions. If you have more general questions about diversity, equity, and inclusion, you can always contact them."

"Th!nk with Pride, DE&I team, and SEG Inclusion report are the two most relevant platforms/or resources to you of this category, but you can find information about other platforms and their missions in the guide."

There is a link on the slide. You can explain that this is a general page about Diversity, Equity, and Inclusion-associated topics at the UT.

Slide 42

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"And, finally, we have the third category: Social Safety Concerns and Counselling. In cases when you or your students experience non-acceptable behaviour, such as discrimination, harassment, aggression, stalking, or bullying, you can contact one of these platforms."

"First, we have here confidential advisors. These are assigned people who will lend you a listening ear and provide moral and emotional support. They can help you identify the steps you need to take after you encountered any form of unacceptable behaviour. They can also provide you with information on how to file a formal complaint. Be aware that confidential advisors for students and employees are not the same people."

"The next contact person is Ombuds Officer. They can lend you a sympathetic ear as well and provide advice on issues and difficult situations related to studying or working at the University of Twente. They can investigate the issue by themselves or refer you to the right authority. Both students and employees are welcome to contact them. Nevertheless, it is advisable to first contact a confidential advisor, and then contact the Ombuds officer, if necessary"

"Referring students to study advisors can be an option as well, especially if their academic performance is affected. They can lend students a listening ear and refer them to student psychologists and right authorities"

"Finally, you can always advise students to visit student psychologists (SAAC) if they experience any mental health concerns related to the unacceptable behaviour they encountered. They can offer them short-term counselling."

Slide 43 and 44

These are two cases that you can discuss with teachers. Ask teachers to whom they would refer students to and why. Please note: there may be more than one answer, which is why it is important to discuss these answers and not solely name the "correct one."

Slide 45

This is the end of the workshop. Leave the room for teachers to ask questions and give you feedback.

E.g., are there any topics/definitions missing? What went well? What can be improved?