

## Faculti Summary

<https://faculti.net/what-relevant-teaching-means-how-it-feels-why-it-matters-and-what-it-requires/>

This video recounts a discussion about the motivations and insights behind a joint paper authored by the speaker and Isabelle Wr, a former doctoral student. The authors emphasize that curriculum reform is often narrowly focused on content delivery without considering the emotional and personal meanings that educational items may evoke for students. They argue that discussions surrounding topics such as diversity, equity, and inclusion can generate strong emotional reactions and shape student experiences in significant ways.

Through reflections on past studies and classroom experiences, particularly in management and organizational behavior courses, the authors highlight that instructors often overlook the importance of engaging with students' feelings and perspectives. They discuss various types of knowledge utilization, including instrumental, conceptual, and symbolic uses of research findings, which can influence student reactions and engagement.

One notable vignette involves Isabelle's online class during COVID, where discussions of diversity led to rich emotional exchanges among students, contrasting with less engaging methods that delivered information without interaction. The authors stress the need for instructors to be attentive to student reactions, understanding that emotional engagement can enhance learning and meaning-making beyond simple content comprehension. Overall, they advocate for a more reflective teaching practice that considers students' experiences and feelings in relation to the curriculum.