Teaching Empathy Online:

Empathy Boxes and Empathy Mapping in Virtual Environments

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“Empathy is seeing with the eyes of another, listening with the ears of another, and feeling with the heart of another.”

ALFRED ADLER
### TODAY’S AGENDA

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<th>01</th>
<th>OVERVIEW</th>
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<td>The Whats, Whys, and So Whats</td>
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<th>02</th>
<th>TEACHING EMPATHY</th>
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<td>What we did</td>
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<th>03</th>
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<td>Suggestions for the future - the GOOD stuff!</td>
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1 OVERVIEW
what is EMPATHY?
why should we CARE?
Online Learning is often lonely...
37.2% of enrolled college students are over 25-years-old

Source: NCES, Fall 2019 Fast Facts
about 80% of my students are working full-time and studying part-time

Source: Lehigh University Office of Institutional Research
COMMUNITY & COLLABORATION
IMMEDIATE FEEDBACK
AUTHENTICITY
ENGAGING EXPERIENCE
what can we DO?
EMPATHISE
How to develop a deeper understanding of your users:

1. Consolidate what you do and don’t know.
2. Connect with your user audience.
3. Carefully consider research approaches.
4. Learn by observing and asking.
5. Develop a shared understanding and empathy.

Image source: https://www.system-concepts.com/insights/design-thinking-empathise/
2 TEACHING EMPATHY
empathy
MAPPING
02
**TASKS**
What tasks are users trying to complete? What questions do they need answered?

**FEELINGS**
How is the user feeling about the experience? What really matters to them?

**INFLUENCES**
What people, things or places may influence how the user acts?

**PAIN POINTS**
What pain points might the user be experiencing that they hope to overcome?

**OVERALL GOAL**
What is the users ultimate goal? What are they trying to achieve?
<table>
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<tr>
<th>THEMES</th>
<th>NEEDS</th>
<th>INSIGHTS</th>
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<tbody>
<tr>
<td>Overwhelmed/stressed</td>
<td>Time to complete tasks</td>
<td>Grad. students seek time management strategies.</td>
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<tr>
<td></td>
<td></td>
<td>Taking the task in front of you. (Don't think other things else)</td>
</tr>
<tr>
<td>Tired</td>
<td>More sleep</td>
<td>Self-management/ managing expectations of yourself</td>
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<tr>
<td>exhaustion</td>
<td>mindfulness</td>
<td>Some way to improve mindfulness and clarity is needed</td>
</tr>
<tr>
<td>Students are spending hours outside</td>
<td>Perseverance</td>
<td>Reward selves for persevering and continuing when it's tough</td>
</tr>
<tr>
<td>studying, reading, notes, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Productivity</td>
<td>caffeine</td>
<td>Coffee everywhere...even in class!</td>
</tr>
<tr>
<td>Time Commitment</td>
<td>Time management</td>
<td>Introduce planning tools</td>
</tr>
<tr>
<td>Curious and excited</td>
<td>Sustained motivation and productive use of feelings</td>
<td>Time management and taking breaks to keep motivation and excitement flowing</td>
</tr>
<tr>
<td>Rushing</td>
<td>Moments of calm, clarity, and rest</td>
<td>Introduce scheduled moments to stop and take three breaths or stay still and breathe for 5 minutes or simply get up and take a moment to stretch</td>
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</table>
03 empathy BOXES
How might you appeal to this person as your student?

14 responses

Project base learning (hands on), guided directions, and through instructions

Kinesthetic learning - maker space - hands on, less lectures - geocache

music, art, travel, field trips, humor, pop culture

allow person creative flexibility so not to suffocate; collaborative learning since group photo was important to them; audio learner; likes music (audio cassette player) while working out or enjoyment

Create more personalized lessons. Connect lessons to your own life experiences and this student would begin to care about the lesson more since they seem to be a sentimental detail oriented person. Use an achievement system with small rewards. Digital badges, stickers, etc.

When they were younger, we could have opportunities to share and show off things about them. Give this student an opportunity to work and collaborate with other students to share parts of their background. Relate with this student on pop culture references at that time to get them engaged and give them more creative opportunities.
3 RECOMMENDATIONS
THREE LEVELS OF RECOMMENDATION

**PLANNING**
- Empathy basics

**DESIGN**
- How to teach a “feeling”

**IMPLEMENTING**
- How to develop empathy skills and practices
01

planning

RECOMMENDATIONS
design

RECOMMENDATIONS

02
implementation

RECOMMENDATIONS

03
Final Thoughts
THANKS

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