*The following handout provides some tips and recommendations for teachers wishing to employ verbal and nonverbal call/response practices in their classrooms.*

**Verbal Practices for Call/Response**

* **Actively invite students to talk back.** Whether the classroom format includes lecture or discussion, actively invite students to talk back, engaging in spontaneous and intellectual dialogue during class sessions. For instance, if you are explaining a concept and you would like to know whether or not students understand a concept, ask students directly if they understand the material and invite them to respond verbally and directly, as opposed to accepting passive head nods **(the call).** Then, invite students to discuss the concepts, questions and additional feedback they may have on the topic **(the response)**. The way in which you revise the call to move forward with more material will be contingent on the students’ responses. The dialogical interaction between you and the students will provide a more spontaneously engaging intellectual experience; this interaction will also foster a stronger feminist pedagogical experience that promotes inclusive teacher-student relationships in a way that decenters power.
* **Allow students to respond verbally to other students when giving oral presentations.** In most western classrooms, student-participants in the audience are typically expected to remain silent while their classmates present orally. Instead, invite the audience to engaging in verbal responses to their students’ presentations **(calls)**. You might even take this practice a step further by requiring student participants to respond verbally to their peers’ presentations, and include this participation as part of each student’s presentation grade.

**Nonverbal Practices for Call Response**

* **Invite students to respond by proposing alternatives to the assignment you’ve given.** While many teachers often permit students to propose alternative topics for papers and research projects, a more direct pedagogical application of call/response more directly invites and expects that students propose an alternative response to a project that the instructor assigns (the **call**). With this method, an instructor might create an assignment explicitly requires the student to propose a project that responds to the initial assignment. For example, an instructor might assign students to create a self-designed print-based multi-genre research project **(the call)** that requires the students to propose the way in which they propose to remediate the traditional print-based form (**the response**).
* **Invite students to explore their own mother tongue literacies.** There are a couple of ways students can If literacy was gained outside the classroom, students can find ways to incorporate those literacies into the classroom. For instance, Black literacy practices of call/response may be the mother tongue of our many of our students. Students can negotiate ways to incorporate those strategies into their writing process. Actively invite all students to explore their own mother tongue literacies to create dialogues and conversations of how they negotiate these literacies in communication.
* **Tackle assignments through a lens of activist work.** Invite students to explore a social issue for which they would like to take action, and then require students to propose an action plan as a research or writing project for tackling that issue. Students can make a call or respond to a call in their topic selection of papers. Students are more invested when they tackle subjects that matter to them most.