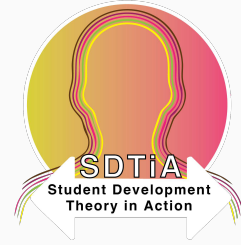


Video i-Blog by Former Students: Guest Lecture Opportunity



Pedagogical Rationale

Consistent with critical and inclusive pedagogy (Tuitt et al., 2023), this teaching method centers student voice and promotes critical reflection on lived experience, while teaching students to translate theory into practice. Encouraging learners to personalize subject matter using their own lived experiences helps them connect classroom ideas to the broader and personal realities they navigate (Tuitt et al., 2023). Moreover, this teaching method encourages students to traverse theory borderlands, apply intersectionality and engage in contemporary theorizing.

Implementation Strategy

This teaching method honors the complexity of lived experience, resisting tokenism by making space for critical reflection, nuance, and voice. First, former students and professionals are invited to record video responses to one of video i-Blog prompts (see Video i-Blog Assignment in Learning Activities for full description). The Video i-Blog entries created by guest lecturers serve as examples that illustrate how student development theory can be applied to real-world identity journeys, and how lived experience can, in turn, critique or expand theory. Video i-Blogs by guest lectures the instructor chooses to include should highlight a broad range of developmental milestones/journeys (e.g., race, gender identity, moral reasoning, cognition, and/or learning differences).

These videos are shared with current students and are used to spark class discussion, deepen understanding of student development theory, and foster a classroom environment that encourages vulnerability, reflection, and peer support in the learning process.

Sample Email Invitation to Former Students

Subject: Invitation to Share Your Story as a Guest Video i-Blog Contributor

Dear [Former Student's Name],

I hope this message finds you well. I am reaching out to invite you to participate as a guest lecturer in my [Course Name] class this semester. I am using Video Identity Development Blogs (Video i-Blog) as a teaching method to teach students how to use student theory that challenge oversimplified interpretations of students' lived experiences. Video i-Blogs allow students to reflect on their identity development and connect their experiences to student development theory.

As a former student who has navigated important developmental journeys, your voice would be invaluable to current learners. Your story can help students develop a more critical and nuanced understanding of identity—one that resists simplistic representations and instead honors the full complexity of students' lived experiences. I would greatly appreciate you sharing some of your developmental journey with my students, particularly your lived experiences as a Latina. If you are able to participate, I invite you to record a brief (5-7 minute) video responding to this prompt:

“Reflect on how you came to understand yourself as a Latina (or another relevant identity). How does student development theory help explain your experience, or how might your experience challenge or expand that theory?”

You're welcome to share as much or as little as you feel comfortable. Please don't feel pressured to disclose anything you consider too personal or private—the goal is simply to offer insight and reflection that feels authentic to you. You can record your video at your convenience using Zoom or any other video platform, and simply send me the file. I will provide a short introduction for you to read before your reflection to set the stage for the students.

Your participation would be a meaningful gift to our current students, providing them with real-world insight and inspiration. Please let me know if you are interested or have any questions.

Thank you for considering this opportunity.

Warm regards,
[Instructor Name]

Instructional Value

This teaching method is highly adaptable and supports meaningful learning across various formats:

- In **face-to-face classes**, i-Blogs can be shared and discussed in seminars or small groups.
- In **blended formats**, students can record and view i-Blogs asynchronously and bring insights into in-person sessions.
- In **fully online courses**, the method fosters community, authenticity, and personal connection in virtual spaces.