WRITE 6X6 2026:

Happy 10th Birthday, Write 6x6!

WEEK 1: AI as Thinking Partner

TRUTH: It's clear that AI tools are here to stay. What "AI hack" have you discovered that you would recommend to a colleague?

CLASSROOM DARE: Have students use AI as a "co-reasoning partner" on a problem, then critique its output together. Write about the experience. *(Example: Students ask ChatGPT to solve a problem, then identify what it got right, wrong, or oversimplified — sometimes called "red-teaming" AI.)*

WORKPLACE DARE: Collaborate with AI on a real task (drafting, brainstorming, problem-solving) and reflect on the process in your post. Or, use AI to help with a recurring task (meeting notes, email drafting, data organization) and reflect on what surprised you.

Teaching Resources:

- Teaching in Higher Ed Episode 590: "[Deep Background: Using AI as a Co-Reasoning Partner](#)" with Mike Caulfield
- Teaching in Higher Ed: "[A Different Way to Think About AI and Assessment](#)" with Danny Liu
- Teaching in Higher Ed: "[Analog Inspiration: Human Centered AI in the Classroom](#)" with Carter Moulton

Dare Prompt Resources

- "[Red Teaming Generative AI in Classrooms and Beyond](#)" - TechPolicy.Press
- Andrew Chen's "[How I Use AI When Blogging](#)"

WEEK 2: Counterstories

TRUTH: What story about community colleges — or the people we serve — do you wish was told more often?

CLASSROOM DARE: Create space for students to share counterstories or challenge a dominant narrative. *(Example: Use "testimony" as an assignment genre, try a "whose voice is missing?" discussion protocol, or have students write "I Am From" poems to surface their backgrounds and identities.)*

WORKPLACE DARE: Amplify a colleague's underheard perspective in a meeting or communication. Share about the experience

Prompt Resources:

- [Where I'm From](#) poem template by George Ella Lyon

- "[Whose Voice Is Missing](#)?" discussion protocol

- [StoryCorps](#) Their Mission: "Our mission: to help us believe in each other by illuminating the humanity and possibility in us all — one story at a time."

- [This I Believe](#) essays — short personal narratives that reveal values and experiences (NPR collection)

- Teaching in Higher Ed: "[Counterstory Pedagogy](#)" with Adriana Aldana

- [Counterstory Pedagogy: Student Letters of Resilience, Healing, and Resistance](#) (Elon University Center for Engaged Learning, 2024)

Prompts: [Weeks 1 through 6](#)

[Alternative prompts](#)

WEEK 3: Universal Design

TRUTH (choose one):

- Think of a time when you didn't fit a 'standard' expectation—in school, at work, or elsewhere. How did it feel? What would have helped? How does that experience shape how you design now?

  OR

- What's one barrier you've noticed (or experienced) in how we typically do things at GCC? What would it take to remove that barrier at the design stage?

CLASSROOM DARE: Redesign one assignment to have multiple means of engagement OR expression.

WORKPLACE DARE: Identify one process or communication that assumes everyone works the same way — experiment with an alternative.

Truth Prompt Resources:

- CAST UDL Guidelines — udlguidelines.cast.org
- CAST Universal Design for Learning resources

Dare Support Resources:

- CAST Universal Design for Learning resources
- Classroom Assessment Techniques: A Handbook for College Teachers by Angelo & Cross

WEEK 4: Rethinking Assessment & Feedback

TRUTH: How do you know when you've done your job well? What feedback (formal or informal) actually helps you improve vs. what feels like just checking a box?

CLASSROOM DARE: Experiment with one alternative feedback method this week. *(Example: Try "two stars and a wish" peer feedback, a revision-for-full-credit policy, or replace a grade with a short voice memo of feedback.)*

WORKPLACE DARE: Ask a colleague or student for feedback on something you do regularly, using a specific question rather than "how am I doing?"

Truth Prompt Resources:

- Teaching in Higher Ed: "Learning About Grades from an Emerging Failure" with Emily Pitts Donahoe

Dare Support Resources:

- Jesse Stommel's "How to Ungrade" — jessestommel.com

- Alfie Kohn's "The Case Against Grades"
- Classroom Assessment Techniques: A Handbook for College Teachers by Angelo & Cross
- "Two Stars and a Wish" feedback protocol

WEEK 5: Kindness as Pedagogy

TRUTH: Who modeled kindness in your work or education? How did it shape you?

CLASSROOM DARE: Build an explicit moment of care or acknowledgment into your class this week. *(Example: Start class with "roses and thorns" where students share one good and one hard thing from their week, or end with an "exit ticket of gratitude" where students name something that helped them learn.)*

WORKPLACE DARE: Write a specific note of appreciation to a colleague and deliver it.

Truth Prompt Resources:

- Teaching in Higher Ed Episode 579: "Lessons in Love and Learning from Mr. Rogers' Legacy" with Jennifer Baumgartner
- Teaching in Higher Ed: "Kindness and Community in an Online Asynchronous Classroom" with Seth Offenbach

Dare Support Resources:

- "Roses and Thorns" check-in strategy
- "Two Stars and a Wish" feedback protocol
   Greater Good Science Center (Berkeley): gratitude practices in education — greatergood.berkeley.edu

WEEK 6: Rest & Sustainability

TRUTH: What does rest look like for you — and how did you learn that's what you needed? Or: When do you feel most restored in your work? What creates that feeling?

CLASSROOM DARE: Build a deliberate pause or reflection moment into a class session. *(Example: Try a "brain break" with two minutes of silence or ambient music, use a brief mindfulness moment, or implement a "think-write-pair-share" that begins with quiet individual reflection time.)*

WORKPLACE DARE: Protect one hour this week as genuine rest — then write about what happened.

Truth Prompt Resources:

- Teaching in Higher Ed Episode 578: "Learning to Teach, Design, and Rest From Nature" with Karen Costa
- Teaching in Higher Ed Episode 505: "How Role Clarity and Boundaries Can Help Us Thrive" with Karen Costa
- Tricia Hersey, Rest Is Resistance: A Manifesto (Little, Brown, 2022)

Dare Support Resources:

- Karen Costa's website and resources — 100faculty.com
- Karen Costa's "Scope of Practice" template for educators
- Biomimicry Institute resources — biomimicry.org

ALTERNATIVE PROMPTS
Not feeling the main prompt this week? Choose one of these instead!

Origin & Identity
- What's your educational superhero origin story?
- What teacher/mentor changed your trajectory? Tell us about them.
- What's a moment you realized you belonged in higher education?
- What brought you to community colleges specifically?

Play & Creativity
- What metaphor describes your approach to teaching, learning, or your role at GCC? (Cool resource: Teaching in Higher Ed: "Metaphors, Free Speech, and How We Learn" with Barbara Oakley)
- If your work at GCC were a recipe, what would the ingredients be?
- What song is the soundtrack to your semester right now?
- Describe your job using only movie titles (or book titles, or song lyrics)
- If you could give your 22-year-old self one piece of advice about working in higher ed, what would it be?

Celebration & Gratitude
- Brag about a colleague (with their permission!)
- What's working? Share something that's going better than you expected.
- What's a small victory from this week?
- Who or what made you laugh at work recently?

Learning & Growth
- What's something you tried that flopped? What did you learn?
- What skill have you developed since coming to GCC that you never expected?
- What's something students taught YOU this semester?

Workspace & Rituals
- Show us your workspace—what does it reveal about you?
- What's in your "teaching/work survival kit"?
- Write a letter to next semester's version of yourself

Reflection
- What does "student success" mean to you—really?
- What's something about higher ed that surprised you when you started working here?
- When do you feel most like yourself at work?
- If GCC had a motto that captured YOUR experience, what would it be?
- What question do you wish someone would ask you about your work?