

Part 2: Inclusive Teaching Strategies at Doane



On a piece of paper, write down responses

- What is one thing you do at the beginning of the semester to get to know your students?
- What is one thing you do to get students to connect with each other?
- Think of the students you have great rapport with or are connected with.... how did this happen? Identify the factors that led to this.
- Now think of students that you DON'T have a connection with: Why are these students harder to reach?



What factors make these students so hard to reach?

- What are the factors that reside with the student?
- What are the factors that reside with Doane (the institution)?
- What are the factors that reside with the class/content?
- What are the factors that reside with us as the instructors?



Now that we've identified the problem and causes...

What can we do to overcome these obstacles?



Let's take a break!

(Seriously...let's take a 10 minute break before we discuss inclusive teaching strategies in more detail)

Title III Grant Progress → Inclusive Teaching

- Initial programs to support students outside of class
 - Male CAS students
 - CAS students of color
 - CPS students with fewer credits
- Phase two is a conversation about teaching and learning - the academic experience - for those same students

Directions for Word Puzzle Activity

1. DO NOT look at the three words until told to do so. Place the stapled packet face down on the table.
2. When instructed, peel off the top slip and solve the puzzle silently by yourself.
3. RAISE YOUR HAND WHEN YOU HAVE SOLVED IT. Wait to solve next puzzle until prompted.

Anagrams



Follow-up to Word Puzzle Activity

Think of one thing you have a high degree of self-efficacy in.



One-minute paper: *How did you develop your self-efficacy?*

How can we build self-efficacy?



- Have a positive 1st Day of Class: Students had higher motivation and higher grades. (Wilson & Wilson 2009)
- Create an environment that allows students to take risks (experiment) and be courageous in the classroom.
- Help students see mistakes as something *internal* and *changeable*. (e.g. effort)
- Build academic resilience: Give challenging assignments with support and hold them accountable.

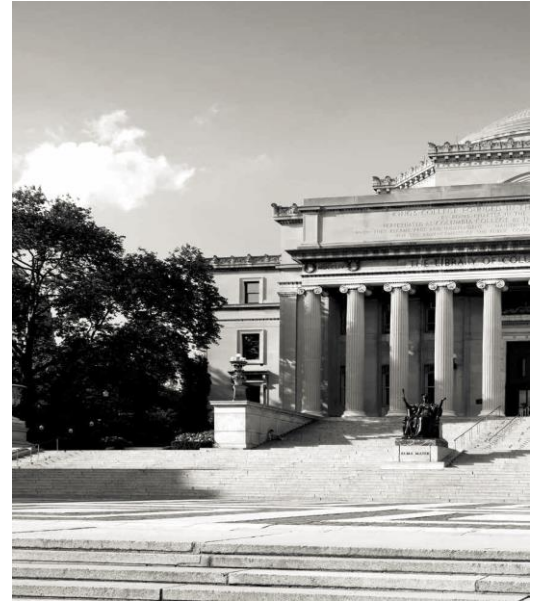
Defining Inclusive Teaching

- Attending to the equity and access to learning opportunities for all students (Ross, 2018 Columbia Univ CTL)
- Attention to the variety of backgrounds, learning preferences, and abilities of all students, valuing the contributions of all students (Cornell Univ. CTI)
- Pedagogy that strives to serve the needs of all students, from all backgrounds and identities (Yale CTL, Univ of Washington CTL, Wash Univ St. Louis TTC, Hockings, 2010)

Inclusive Teaching at Doane

Creating a rigorous classroom in which all students

1. Feel like they belong
 2. Understand course expectations explicitly
 3. Select course content that recognizes diversity and acknowledges barriers to inclusion
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1. Have access to course materials, activities and assessments in a variety of formats and styles
 2. Have instructors who are continually reflecting on their own potential biases and assumptions



Q: Why Does Inclusive Teaching Matter At Doane?

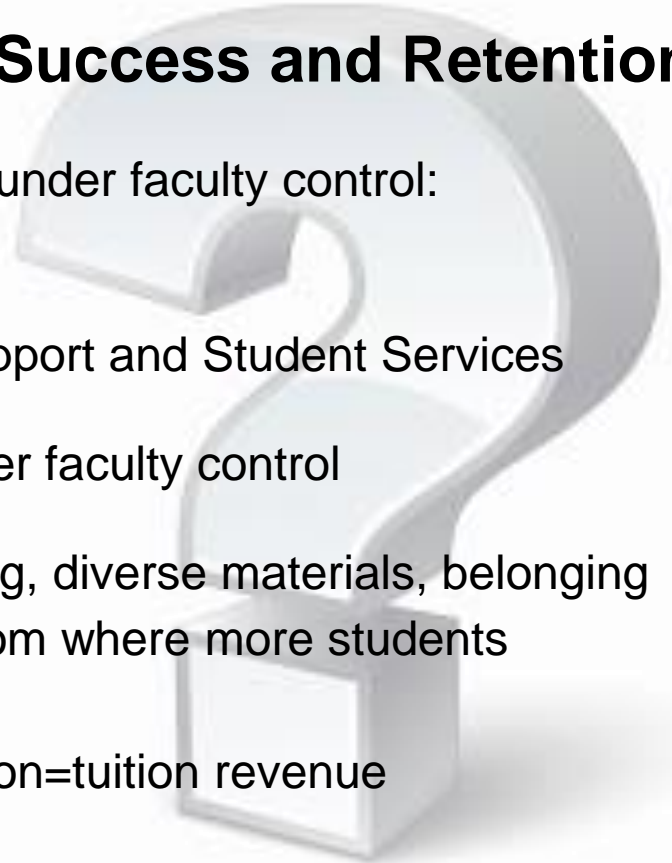
A: It Supports Student Academic Success and Retention

Success and Retention strategies that are NOT under faculty control:

- Enrollment
- Title III Programs, Mentoring, Academic Support and Student Services

Success and Retention strategies that ARE under faculty control

- Choice of teaching strategies, active learning, diverse materials, belonging
- Fostering an inclusive and rigorous classroom where more students demonstrate the learning we are seeking
- Academic success=happier grading=retention=tuition revenue



Inclusive Teaching is Already Happening

- Adjustments to approaches, but not rigor, e.g. Chinese students
- Revising materials for accessibility for differently-abled students
- Use of midterm surveys for feedback to adjust teaching strategies during the course

- Slides with Title III Assessment information removed to protect confidentiality

We can do more for our students

- And still maintain high expectations
- In all disciplines, even those where race and ethnicity are not part of the subject matter
- With some small immediate changes
- Reflect on and discuss own potential for bias that may be impacting students in unintended ways



Benefits of Inclusive Teaching

- Research has demonstrated that all students can benefit from inclusive teaching practices with greater academic success, not just those for whom they are intended (Strayhorn 2012, McGuire 2015, Ambrose et al. 2015, Hockings, 2010)
- Students educated in culturally diverse classrooms demonstrate greater cognitive flexibility, enhanced creativity, improved problem-solving and better utilization of conflict resolution. (Michigan State School of Journalism 2016)

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(Columbia University CTL Inclusive Teaching Guide, 2018)

1. Fostering Belonging

- Critical human need that can influence behavior (Strayhorn, 2012)
- Must be met before students can focus on higher level academic achievement
- Faculty-student and student-student community in course
- Classroom climate (Ambrose et al., 2010; Columbia CTL 2018)
 - Treat each student individually rather than assuming membership in a stereotyped group
 - No assumptions regarding abilities based on race, ethnicity, class, gender, etc
 - Convey same level of confidence in all students
- Tackle challenging moments in classroom directly

Undermining Belonging (Strayhorn, 2012; Hockings, 2010)

- Stereotypes
- Stereotype threat – when individuals who may be part of stereotyped groups are threatened with a stereotype, then unconsciously change their behavior in a way that supports the stereotype
- Deficit thinking – frame of mind that particular set of student LACK something
- Replace with abundance thinking

One critical stereotype threat to consider

- Black male student stereotype: they do not care about their education, only here for sports
- If they struggle academically and/or skip class and are subsequently challenged with the question “Don’t you care about your education?”
 - Counterintuitive response, documented in a variety of studies (Strayhorn, 2012), is that these students will withdraw even further from faculty and coursework and support they need
- Instead Instructor or Advisor could say “I know you care about your education, so what can we do to turn this class around?”

2. Making Course Expectations Explicit (Ambrose et al., 2010;

Columbia U. CTL 2018)

- Include course objectives on syllabus
- Justify role of assignments and link to objectives they support
- Review syllabus, handouts, Blackboard pages as a novice to clarify language and explanations
- Provide grading procedures and rubrics
- Provide timely feedback in a way that students can use



3. Study the work of scholars from a range of backgrounds (Ambrose et al., 2010; Columbia Univ CTL 2018)

- Message critical: that we value contributions from diverse scholars
- Critical regardless of field - even those that seem race neutral

4. Provide access to course materials, activities and assessments in a variety of formats and styles (Hocking, 2010)

- Variety is critical
- Active learning strategies support student learning (Hockings, 2010; Ambrose, 2010; Freeman, 2014)

5. Reflect on own potential biases and assumptions



Scenario 1

There is a lot of discussion and emphasis on getting more female students into Electrical Engineering at Arts and Engineering University. Professor Silten believes this is very important and he goes out of his way to support and encourage the women in his classes. He knows the male dominated classroom environment can intimidate women so he no longer calls on them in class. He arranged lots of time in class to work on group problem sets, and he has his TA work with male groups, so he can work with female groups that have questions.

Dr. Silten was surprised as the term progressed and women dropped the course. Those that stayed no longer raised their hands to contribute. The end of term evaluations included angry comments from male students about how much harder they were expected to work, but even worse were the comments from females who felt like he was being condescending, patronizing and marginalizing them.

Scenario 2

Yesterday in Economics we were discussing the cost of illegal immigration to the U.S. economy. The discussion was moving along at a brisk pace when one student, Gloria, began to intervene quite forcefully, saying the reading was biased and didn't represent the situation accurately. Another student, Danielle, responded: "Gloria, why do you always have to bring up race?" A third student, Kayla, who has been pretty quiet up to now in the semester, said that, as far as she was concerned, illegal immigrants should be arrested and deported, "end of story." Her grandparents were Polish, had come legally, worked hard and made a good life, "but now this country is getting sucked dry by Mexican illegals who have no right to be here." Gloria shot back, "Those illegals you're talking about include people close to me and you don't know anything about them." The rest of the class was silent and pained. I tried to regain control by asking Gloria and Kayla to keep the discussion on the economic issues, but I couldn't get anyone to talk.

Scenario 3

My colleague who usually teaches _____ was on leave for the semester and I was assigned to take her place. This is a really difficult course - many students struggle and have a tendency to stop coming to lectures or come to class unprepared. I felt like I needed to do something to really motivate my students. So I told my students on the first day of class, "This is a very difficult course. You will need to work harder than you have ever worked in a course and still a third of you will not pass." I expected that if my students heard that, they would dig in and work harder to measure up. But to my surprise, they slacked off even more: they often skipped class, their homework was lackluster, their tests were the worst they had been in years. And this was after I gave them fair warning! This class had the worst attitude - they were really negative and seemed almost lethargic and apathetic. I am beginning to think that today's students are just plain lazy.

Prof. Robles

Upcoming CETL Programming

- Mentoring Lunches for 1st, 2nd, and 3rd Year Faculty
- Junior Faculty Events
- CETL Groups (1st Thursday of the month, 11am)
- Faculty Appreciation Week & Classroom Observations
- Faculty Seminars (4th Thursday of the month, 11am)
- Faculty Socials

“Conducting & Navigating Tough Conversations” Presentation by Amma Marfo

Monday, August 20, 10am
Trough Room



Resources

Hockings, Christine. *Inclusive Learning and Teaching in Higher Education: A Synthesis of Research*. York: Higher Education Academy, 2010.

Michigan School of Journalism. *To My Professor: Student Voices for Great College Teaching*. Canton: Read the Spirit Books, 2016.

Strayhorn, Terrell L. *College Students' Sense of Belonging: A Key to Educational Success for All Students*. New York: Routledge, 2012.

Ambrose, Susan A., Michael W. Bridges, Michele DiPietro, Marsha C. Lovett, and Marie K. Norman. *How Learning Works: Seven Research-Based Principles for Smart Teaching*. San Francisco: John Wiley & Sons, 2010.

Gannon, Kevin. *The Case for Inclusive Teaching*. The Chronicle of Higher Education. February 27, 2018.

Columbia University Center for Teaching and Learning. *Guide to Inclusive Teaching at Columbia*. New York: Office of the Provost, 2018.

Freeman, Scott, Sarah L. Eddy, Miles McDonough, Michelle K. Smith, Nnadozie Okoroafor, Hannah

Closing

- What aspects from today's presentation were most valuable?
- What aspects did you find least valuable?
- What programming do you want to see on this topic in the future?

