Inclusive Pedagogy Symposium

Description:
How do educators ensure they are providing an inclusive learning environment for all students? How can the learner’s understanding of inclusive learning and teaching enhance the learning experience of all students? To answer these questions, students will be immersed in literature of inclusive pedagogy, will actively engage with methods described, and reflect on their own experiences as learners and peer educators. Students will apply their experience and knowledge to a research project proposal that they will present to the FSI community at the end of the program.

Course Meetings: Tuesday 8:30-10:30 – symposium
Thursday 10:30-12 – STEM break out, 1:30-3 – WOC break out

Whole group symposium meetings will focus on the assigned readings and translating theory to practice. Break-out groups will focus on student’s experiences as learners and peer educators and topics and readings will be tailored more specifically to STEM or Humanities literature on teaching and learning.

Objectives: Students will be immersed in the literature of inclusive pedagogy to understand the contours of the field and to be able to integrate learning theories, research, and practice and to apply their knowledge to their teaching, learning, and a research project proposal. Students will develop metacognitive skills and methods of learning that they can use in their future studies and future leadership roles.

Learning Goals

1. Students will develop the tools to read and evaluate research in the scholarship of teaching and learning (SoTL).
   Students will be able to:
   a. Evaluate different components of a research paper in SoTL
   b. Identify, evaluate, and contrast the aspects of qualitative, quantitative, or mixed methods research
   c. Evaluate the validity of the claims
   d. Identify the limitations of the theory presented or claims made
   e. Reflect on the paper’s applicability to the classroom and/or University
2. Students will learn research-based teaching and learning strategies that foster inclusive classroom environments and positively affect student learning.
   Students will:
   a. Contribute to an inclusive environment as learners and teachers
   b. Reflect on cooperative learning as inclusive learning
   c. Understand the value of active learning in an inclusive classroom
   d. Develop metacognition and apply research to enhance and understand their own experience as learners.
   e. Transfer and extend their experience to future teaching and learning roles

3. Students will design, and propose a research project founded in best practices in SoTL and relevant to the FSI program, students, or educators.
   Students will be able to:
   a. Formulate a research focus or question
   b. Identify appropriate methodologies to investigate their question
   c. Foreground their proposal by anchoring it in the literature
   d. Identify potential broader impact of investigating their research question
   e. Effectively present their proposal to a non-expert audience

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| 1  | How we learn     | Active Learning Group Facilitation Questioning Strategies | ● Tanner, KD. *Structure Matters: Twenty-One Teaching Strategies to Promote Student Engagement and Cultivate Classroom Equity*. 2013 CBE-Life Sciences Education (9pg)  
● Smith M.K. *et al. Why Peer Discussion Improves Student Performance on In-Class Concept Questions*. 2009 Science (3 pg.)  
● Zull, J.E. *The Art of Changing* | Lit deconstruction and reflection for Smith Reading modeled in first symposium meeting. Due at Break-out group 1 on 7/14  
Classroom Experience Reflection due 11:59 PM 7/13 |
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<td>Course Climate</td>
<td>Inclusive Language, Hot Moments, Discipline-Specific Teaching</td>
<td><strong>Steele, C. M.</strong> <em>Whistling Vivaldi.</em> 2010. Chpt.7 (18 pg.)&lt;br&gt;<strong>Ouellett M.L.</strong> <em>Teaching Inclusively.</em> 2005 Chpt. 43-44 (20 pg.)&lt;br&gt;<strong>Boysen, G.</strong> <em>Teacher and student perceptions of microaggressions in college classrooms.</em> 2012 College Teaching (7 pg.)&lt;br&gt;<strong>Mayer R.</strong> <em>Should There be a Three-Strikes Rule Against Pure Discovery Learning?</em> Am. Psy. 1/2004&lt;br&gt;<strong>Lukianoff G. and Haidt J.</strong> <em>The Coddling of the American Mind.</em> The Atlantic, 9/2015&lt;br&gt;<strong>Friere P.</strong> <em>Pedagogy of the Oppressed.</em> Chapter 2. 1968</td>
<td>Lit deconstruction and reflection due for Boysen on 7/19&lt;br&gt;Classroom Experience Reflection due 11:59 PM 7/20</td>
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<td>Expert vs. Novice, Implicit vs. Explicit</td>
<td>Developing Teaching Persona Mentorship, Discipline-Specific Teaching</td>
<td><strong>Tobias, S.</strong> <em>Disciplinary Cultures and General Education: What can we learn from our learners?</em> 1992 Toward the Best in the</td>
<td>Lit deconstruction and reflection for Collier 8/2 Classroom</td>
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<td>6</td>
<td>Students determine topics + Research Proposal Prep</td>
<td>Motivation, SoTL best practices</td>
<td>Strayhorn, T. Bridging the Pipeline: Increasing Underrepresented Student’s Preparation for College Through a Summer Bridge Program. American Behavioral Scientist, 2011. 16pg.&lt;br&gt;Bring your own!&lt;br&gt;Guidelines for giving a TED style talk&lt;br&gt;General research proposal format handouts&lt;br&gt;Research methodologies handout&lt;br&gt;Bring an article or book chapter that has been particularly helpful to your teaching and/or research proposal to discuss with your classmates on 8/16&lt;br&gt;Research proposal run through in 8/18 break-out groups.&lt;br&gt;Classroom Experience</td>
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Literature deconstructions and reflections

Every class, you will submit a deconstruction of one of SoTL readings (guided by the template used in our initial meeting) and a reflection (max 300 words) on the reading. These deconstructions and reflections will help you develop your skills in reading and interpreting literature in the field and will be useful in guiding your research proposal design. Suggested topics to address:

- Discuss how the issues or arguments presented in the reading relate to your experience as a student, educator, or in another leadership role. Use specific examples.
- Discuss new teaching method(s) or technique(s) this reading mentions or inspires. Examine how you would use those in your own learning and/or future teaching experiences.
- What questions do you have after reading this and how might you go about addressing them?

Classroom Experience Reflections

Each week, you will submit a reflection on learning or teaching experiences. These reflections will be used to inform our discussions and facilitate your active reflection. Questions addressed in reflections will be:

- What inclusive teaching topics/processes/methods did you use this week (2-5 sentences/phrases)?
- What is one interaction that went especially well for you this week and why (200 words)?
- What did you find especially challenging this week and how did you or could you address that challenge (200 words)?
- What would you like to discuss in your break-out group this week related to your teaching experience (1-3 topics/questions)?
Online posts to group with teaching/learning strategy or anecdote

Each fellow will post at least 1X per week on our Symposium Website. Posts can include an interesting technique you found helpful, a question about learning/teaching, a challenge you encountered, a connection you make between a reading and your experience etc... The purpose of this is to keep the conversation about teaching and learning going through the program, to encourage consistent reflection, learn from each other’s experiences, get tips for challenges without having to wait for class, and build a community of practice. Instructors and Fellows can respond to posts.

Research Proposal Presentation

Working in pairs, you will develop a 10 minute presentation of your research proposal. Your research question should focus on a topic that you are particularly drawn to in teaching and learning and that you have determined is testable using current research methods. The collaborative presentation will allow you to practice your presentation skills and get feedback from the audience. The class will develop the rubric for these presentations and the audience will be asked to use these rubrics for evaluation. There will be a prize awarded to the best presentation!

You will be asked to develop your questions with the instructor starting the first week in August. Four references (including at least 2 that are not on the syllabus) and 2 proposed research questions will be due in advance so that the instructors can continue to work with you on your presentations. You will run through your presentations on 8/18 before presenting to the public on 8/23.

The presentation should include:

- A clear statement of the research question(s)
- The purpose of the study
- Potential significance/impact of this study for the FSI program or other group
- The hypothesized outcome(s)
- A brief review of literature on the same or similar research questions, their outcomes and how that supports your hypothesis (does not need to be exhaustive)
- Methodology: The methods that you propose using to investigate your question