Teaching So All Can Learn
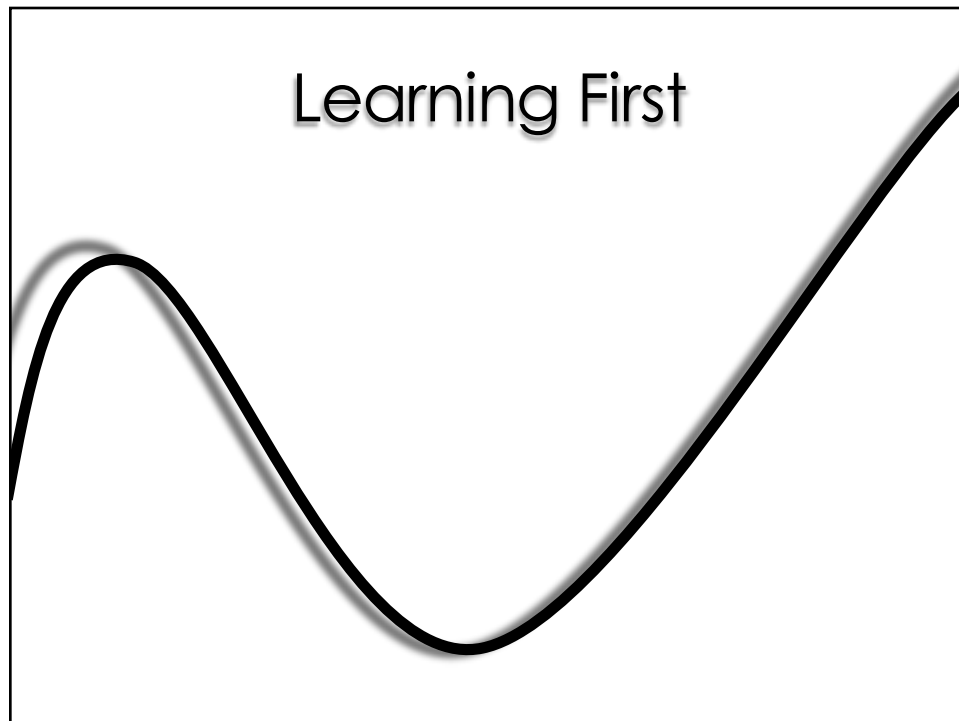Teaching • Learning • Inclusion • Equity

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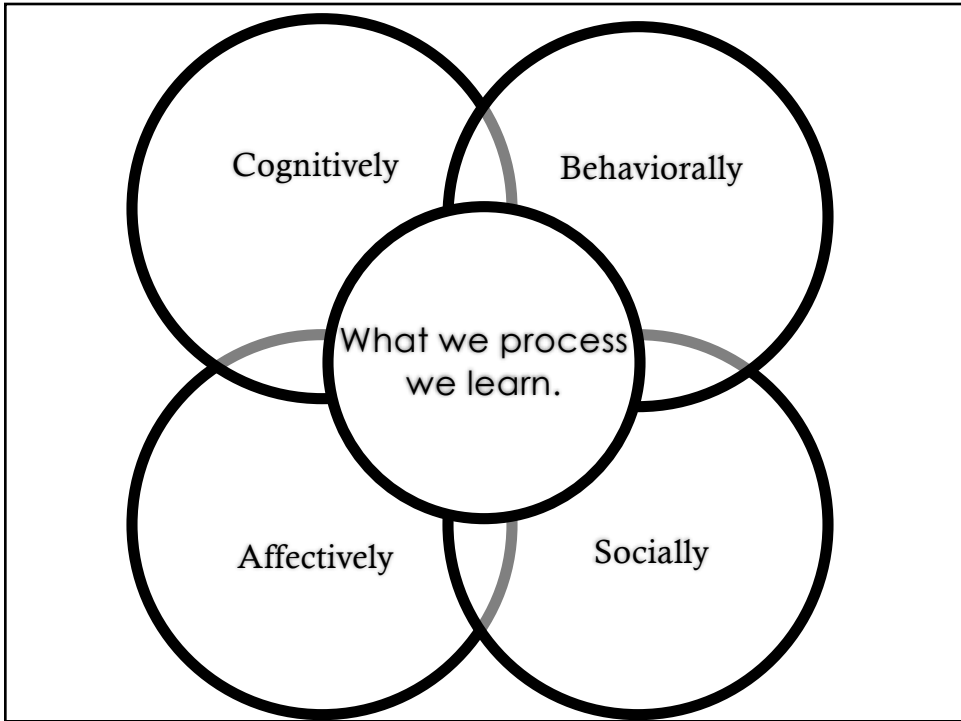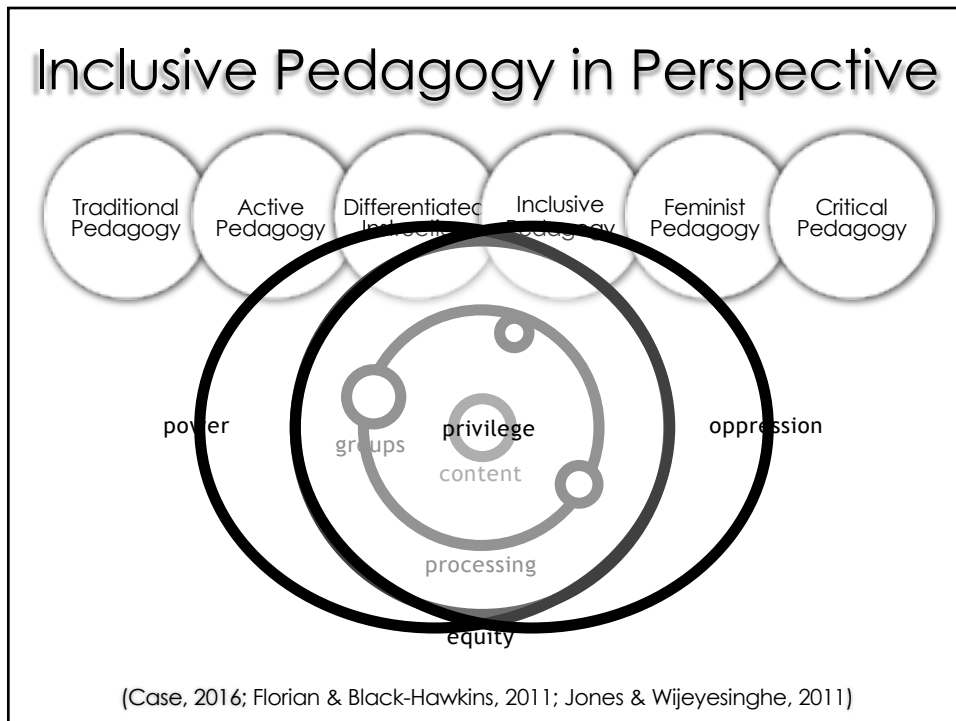Virginia Tech • Blacksburg • Virginia

Agenda

- Introduction
- Learning First
- [Bracketing] Inclusive Pedagogy
  - Equity
  - Intersectionality
  - Pedagogy
- Inclusive Pedagogy Strategies
- Conclusion

Learning First
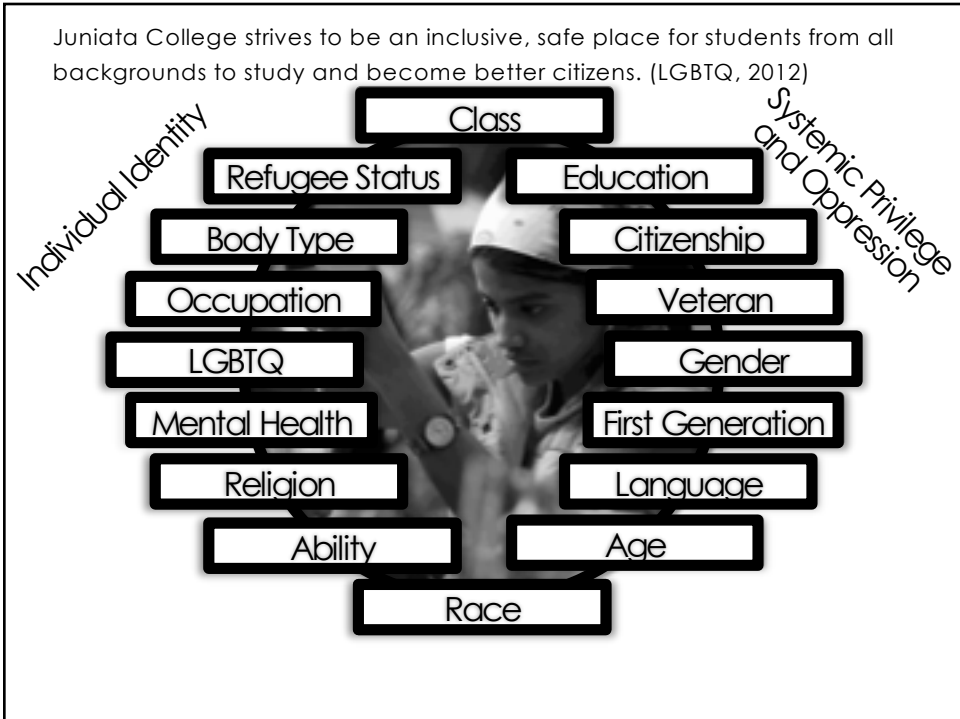
What does the activity tell us?

1. Meaning is constructed during experience and reconstructed during recall.

2. Construction/reconstruction result from cognitive, social, behavioral, & affective processing.

3. Knowledge is organized.

4. When specifics are lost, meaning remains.

5. Strategies are used to function more effectively.

6. We can assess the effectiveness of our thinking.

Inclusive Pedagogy in Perspective

Traditional Pedagogy
Active Pedagogy
Differentiated Instruction
Inclusive Pedagogy
Feminist Pedagogy
Critical Pedagogy

power

groups

privilege

content

oppression

processing

equity

(Case, 2016; Florian & Black-Hawkins, 2011; Jones & Wijeyesinghe, 2011)

Concepts

- Identity
- Power
- Privilege
- Oppression
- Equity

Juniata College strives to be an inclusive, safe place for students from all backgrounds to study and become better citizens. (LGBTQ, 2012)

Individual Identity

Systemic Privilege and Oppression

Class
Refugee Status — Education
Body Type — Citizenship
Occupation — Veteran
LGBTQ — Gender
Mental Health — First Generation
Religion — Language
Ability — Age
Race

Intersectional Pedagogy

"Despite the benefits [of intersectionality] to students, the availability of techniques and strategies for teaching and learning remains drastically sparse."

- Kim Case (2017), p. 7

INTERSECTIONAL PEDAGOGY
Complicating Identity and Social Justice

Edited by KIM A. CASE

Pedagogy vs Content

Mental Break ➔

Inclusive Pedagogy

So All Can Learn

equity • intersectionality • pedagogy

Inclusive Pedagogy Strategies

Before Day 1
Create a course that values inclusion & equity

- Reflect on your own (implicit) biases and assumptions

- Reflect on how the course content and pedagogy can be created to emphasize inclusivity

- How can assignments be modified to provide choice, control, challenge, collaboration, caring, creativity, and/or competence (7 C's of Motivation)

- Send students a questionnaire related to their prior knowledge, interests, goals, educational background, and experiences.

Inclusive Pedagogy Strategies

Day 1
Demonstrating the importance of inclusion & equity

- Leverage the syllabus to create an inclusive environment
  - Include inclusive interaction/interactivity principles
  - Include disability/accommodation statements
  - Include notice of potentially distressing material

- Engage in social interaction through groups

- Provide everyone with a voice through self introductions

- Learn and use students names

- Explicitly communicate your commitment to equity

Principles of Community

- *We affirm* the inherent dignity and value of every person and strive to maintain a climate for work and learning based on mutual respect and understanding.

- *We affirm* the right of each person to express thoughts and opinions freely. We encourage open expression within a climate of civility, sensitivity, and mutual respect.

- *We affirm* the value of human diversity because it enriches our lives and the University. We acknowledge and respect our differences while affirming our common humanity.

- *We reject* all forms of prejudice and discrimination, including those based on age, color, disability, gender, gender identity, gender expression, national origin, political affiliation, race, religion, sexual orientation, and veteran status. We take individual and collective responsibility for helping to eliminate bias and discrimination and for increasing our own understanding of these issues through education, training, and interaction with others.

- *We pledge* our collective commitment to these principles in the spirit of the Virginia Tech motto of Ut Prosim *(That I May Serve)*.
  http://inclusive.vt.edu/vtpoc0.html

Students with Disabilities

- If you are a student with special needs or circumstances, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible during my office hours.

- Any student with special needs or circumstances should feel free to meet with me during office hours.

- Any student who feels that he or she may need an accommodation because of a disability (learning disability, attention deficit disorder, psychological, physical, etc.), please make an appointment to see me during office hours.

- If you need adaptations or accommodations because of a disability (learning disability, attention deficit disorder, psychological, physical, etc.), if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible. My office location and hours are...

  http://www.ssd.vt.edu/faculty_departments/syllabus_statements.html

Content Preview
(trigger warnings)

This course addresses topics related to the social construction of knowledge and experience through the reading of articles, chapters, and books. There may be topics to which students are particularly sensitive, such as human sexuality, religious beliefs, and mental health.

Upcoming sensitive topics will be shared with the class; however, all students are responsible for the related readings and summaries. Students with concerns please set up a meeting with the professor.

Inclusive Pedagogy Strategies

Beyond Day 1
Valuing students' voices and identities

- Arrive early, stay late, get to know your students

- Listen actively: Attend, Understand, Reflect, Respond

- Use an array of instructional strategies
    - MCQ to 25-Word Summaries
    - Papers to Oral Explanations
    - Self…Small Groups…Large Groups…Reporting Out

- Use universal design principles for accessibility

- Use formative mid-semester evaluations

25-Word Summaries

- Opportunity to engage in critical thinking and extract the essential meaning from a reading, lecture, video, movie, activity, or experience

- Summarize the meaning clearly and concisely, based on student's understanding, in 25 words or less.

- Assessment includes
    - Structural format
    - Clarity of thought and expression
    - Delineation of core message(s)

Oral Explanation

- Opportunity for students to (a) communicate their understanding of various ideas, concepts, and procedures, and (b) apply this understanding to a problem or situation of choice.

- Explain key ideas, concepts, and procedures from class in a 10-min video (no notes, no post-processing)

- Assessment includes
  - Organization
  - Clarity of thought and expression
  - Essential Content Explanation
  - Essential Content Application

Daily Evaluation

- some words are not easy to understand for international students.

- Some aspects of "institutions" are still a little fuzzy, but I think the activity that we are doing over spring break (picking an institution and describing the characteristics of it) will be really helpful in making this more clear.

- groups of 2 limit discussion, larger groups lead to richer discussions

- Working in small groups was particularly effective in learning, because it permitted the ability to exchange thoughts, ideas, and construct understanding together from both of our perspectives and understanding of the readings. Also

Inclusive Pedagogy Strategies

Beyond Day 1
Whose voices / perspectives / scholarship is represented?

- Choose readings, materials, and examples that provide a diverse representation of contributors to a field or thought

- Have students provide examples, materials, or readings

- Provide an explicit avenue for students to express perceptions that a particular view/perspective is being undervalued

- Be cognizant of master narratives & counter narratives

Inclusive Pedagogy Strategies

Beyond Day 1
Demonstrate caring to students

- Demonstrate caring for all students by being responsive

- Be aware of and share/use institutional support services

- Seek out multiple responses/perspectives to questions

- Humanize students' experiences and identity

- Do not ask students to speak for an entire identity group

- Utilize formal/informal groups to foster sharing, multiple perspectives, and inclusion of underrepresented students

Inclusive Pedagogy Strategies

Beyond Day 1
Addressing challenging or uncomfortable discussions

- Preface challenging/controversial material explicitly

- Remind students of the class' principles of community

- Provide framing or guiding questions

- Intervene in conversations that violate community

- Provide avenues for everyone to contribute

- Have students reflect on why the topic was challenging

Inclusive Pedagogy Strategies

Course-based Support

- Vocabulary Assistance

- Reading Materials in Advance

- Pre-Submission Review

- Knowledge Demonstration Choice

Inclusive Pedagogy Strategies

- Instructor Reflections   personal biases & assumptions

- Student Reflections   personal biases & assumptions

- Student Reflections   intersecting identities

Community Guidelines

- Listen Actively: Focus, Attend, Reflect, Respond

- Speak from Experience: Focus on "i" Statements

- Respect Others: Thoughts, Feelings, Stories, Selves

- Pause to Process: Think through Silence to Understand

- Forgive Our Humanity: Each Other's Humanity