Motivating & Engaging All Students Through Inclusive Teaching Practices

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About me…

Introductions

Your name

+

Institution/Department/Role/Anything else you'd like to share

Workshop Objectives

I. Understand why inclusive pedagogy is important and how it can positively influence students' course experiences

II. Identify and share specific strategies for fostering and sustaining inclusivity in your classroom

III. Begin to formulate an action plan for incorporating or enhancing inclusivity in your course(s)

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Some Preliminary Reflection & Sharing

What does inclusive teaching mean to you?

Do any specific challenges come to mind about applying inclusive practices in your courses/discipline?

Inclusive Educators…

❑ Respect diversity in their classroom

❑ Endorse an <u>asset-oriented</u> perspective of marginalized students

❑ Use pedagogical practices that provide equitable learning opportunities

❑ Create a <u>safe</u>, <u>respectful</u>, and <u>engaging</u> learning environment

Why does inclusivity in the classroom matter?

The Issue

❑ @ FIU we find persistent differences in course passing rates by race, gender, and other characteristics (e.g., first gen status)

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❑ Our data suggests students experience their courses differently in ways that can contribute to disparate outcomes

Data Summary

Many of our students feel:

- ✓ Isolated
- ✓ Like they don't belong in their courses
- ✓ Like they can't depend on their peers for help
- ✓ Unprepared for their courses
- ✓ Unable to manage the workload that's required
- ✓ Like they aren't receiving useful feedback to help them improve

Three Distinct Issues

Many of our students feel:

- Isolated
- Like they don't belong in their courses
- Like they can't depend on their peers for help

→ Feelings of isolation and lacking a sense of belonging

- Unprepared for their courses
- Unable to manage the workload that's required

→ Feelings of unpreparedness

- Like they aren't receiving useful feedback to help them improve

→ Lacking in feedback to help them improve

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Distinct BUT Related

Feelings of isolation and lacking a sense of belonging

Feelings of unpreparedness

Lacking in feedback to help them improve
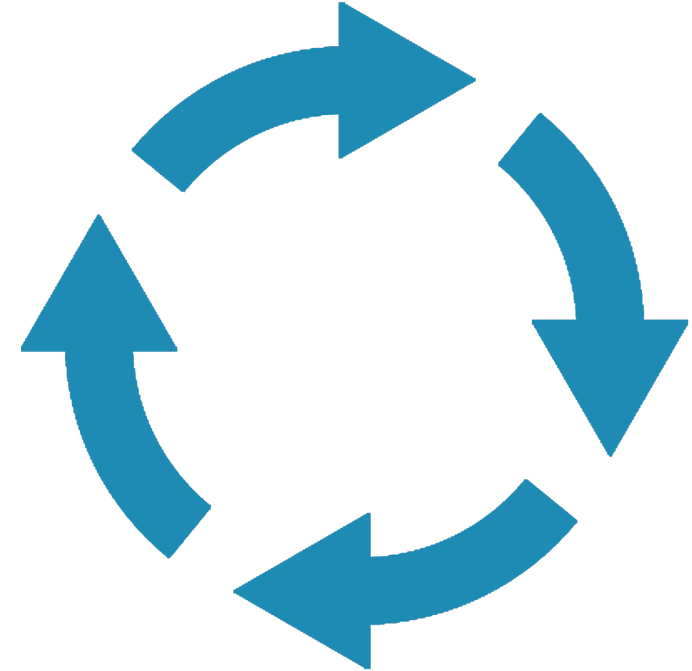
Questions?

Addressing Isolation & Sense of Belonging

How do we create or affirm a learning atmosphere in which students feel respected , connected to one another, and like they truly belong?

Create an environment where students can express themselves freely w/out fear or threat

- **Develop guidelines for communication in your course**

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- **Spark connections between your students as well as yourself**

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- Spark connections between your students as well as yourself
- **Establish collaboration and cooperation as norms for learning**

Questions?

10 min break!

Addressing Feelings of Unpreparedness

How do help our students become effective learners in the classroom as well as develop their self-regulated learning skills?

Helping students connect their existing knowledge with new concepts
(see *Inclusive Teaching Strategies* handout for <u>KWL-W</u>)

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Helping students develop their self-regulated learning skills (see Inclusive Teaching Strategies handout for <u>exam wrappers</u>)

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How do help our students become effective learners in the classroom as well as develop their self-regulated learning skills?

Facilitating learning and understanding through transparent assignments (see *Inclusive Teaching Strategies* handout for Transparent Assignment Template)

How do boost students' confidence in their own ability to succeed in your course?

Encouraging students who are fully prepared but feel inadequate

- Facilitate relevance of course material
- Address students' misconceptions about your course/domain/discipline
- Promote authentic dialogue and interactions

Questions?

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Addressing Assessment & Feedback Methods

How do we create opportunities to effectively assess what our students have learned? And, how can we support them in this process through feedback?

Make criteria and expectations clearly known to students prior to assessment

How do we create opportunities to effectively assess what our students have learned? And, how can we support them in this process through feedback?

Use assessment methods that allow students to demonstrate their knowledge in various ways/at multiple time points (see *Assessment Methods* handout for ideas)

How do we create opportunities to effectively assess what our students have learned? And, how can we support them in this process through feedback?

Provide <u>multiple forms</u> of <u>actionable feedback</u> in a <u>timely manner</u>

Questions?

10 min break!

Reflection & Action Planning

Reflection & Action Planning: Part 1

I. Pick **ONE** of the issues we discussed today:

    a)   lack of sense of belonging

    b)   feelings of unpreparedness

    c)   addressing assessment & feedback methods

II. How might you go about addressing this element in one of your courses next semester?

    a)   What are some simple, straightforward practices you can implement?

    b)   Are there any new practices that may take some more planning and time to implement? What are the challenges associated with implementation?

    c)   How can make use of your LAs when employing some of these practices?

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Reflection & Action Planning: Part 2

I. Do you have any remaining concerns about implementing inclusive teaching practices in your courses?

II. What additional resources and/or support do you feel would be most beneficial to helping you continue your development as an inclusive educator?

Final Questions? Comments? Feedback?

Contact me @ sheperez@fiu.edu