

Follow-up: Motivating & Engaging All Students Through Inclusive Teaching Practices

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Notes before we begin...

- I. Feel free to interject with comments, questions, feedback at any point—I welcome it!

- II. I encourage you to use the group chat during the workshop to discuss ideas ask questions and char about these topics amongst yourselves

- III. Feel free to reach out to me with questions after the workshop
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Agenda:

- I. Review three inclusive teaching strategies and understand how each of them can positively influence students' course experiences and help you as an instructor!

- II. Discuss using these w/LAs as well as challenges with using these strategies and identify some potential solutions as a group

- III. Discuss incorporating at least (1) of these strategies into your syllabus for the Fall 2024 semester

Inclusive teaching practices that we'll focus on today...and why they are important!

- 1) **Transparent Assignments:** Enhance transparency & make explicit the expectations for success!
- 2) **KWL-W:** Allows students to demonstrate their knowledge in their own words and provide feedback to the instructor that allows for real time tweaking of instruction
- 3) **Exam Wrappers:** Refining metacognitive skills for self directed learning

Transparent Assignments

What are they and how do they help students and instructors?

- Explicitly and concisely delineate an assignment or project, including:
 - Expectations and criteria for successful completion
 - Steps/Tasks required for successful completion
 - Purpose & Benefits to students
 - Examples of successful submittals (either mocked up by you or anonymous prior submittals)

Continued: Transparent Assignments

Why use the Transparent Assignment Template, specifically?

- Evidence-based (over a decade of data showing its' efficacy)
- The thinking is done for you! You simply fill in the sections based on your specific assignment/project
- Easy to revise and tailor to all kinds of learning activities
- How might we leverage LAs? Potential challenges?

Exam Wrappers

What are they and how do they help students?

- 2-part worksheets designed to probe students' confidence about their knowledge and studying skills before and after an assessment
- Requires students to engage in a reflective process about exam preparation/learning and whether that it's effective/needs refining
- Encourages development of metacognitive skills for self-directed learning

Continued: Exam Wrappers

What are they and how do they help students?

- Questions about exam prep can be tweaked to match your course (eg, you may not use a textbook, etc.)
- Can be administered numerous ways (example is post-exam and post-grade), **I prefer pre-exam and post grade, WHY?**
- How might we use LAs to enhance this process?
- Potential challenges?

KWL-W

What it is? How do you administer it? And how does it help students and instructors?

- 2-part learning activity that allows students to demonstrate what they know/have learned in their own words
- Executed before and after a teaching module
- Helps instructors tailor their instruction in real-time to a specific cohort of students

Continued: KWL-W

What it is? How do you administer it? And how does it help students and instructors?

- How might you use LAs to enhance this activity in your course(s)?
- Potential challenges?

Questions?

Take-Home Work for August Session

- Pick **ONE** of the strategies we discussed here today and think about how you would incorporate it into your syllabus for Fall 2024
- How might you need to tweak it to fit your course, modality in which you teach, the specific assignment you want to use it for?
- How can you leverage the use of your LAs to enhance the execution of this strategy in your course?
- For help brainstorming any of these, feel free to reach out to me @ sheperez@ fiu.edu

Final Questions? Comments? Feedback?

Contact me @ sheperez@fiu.edu