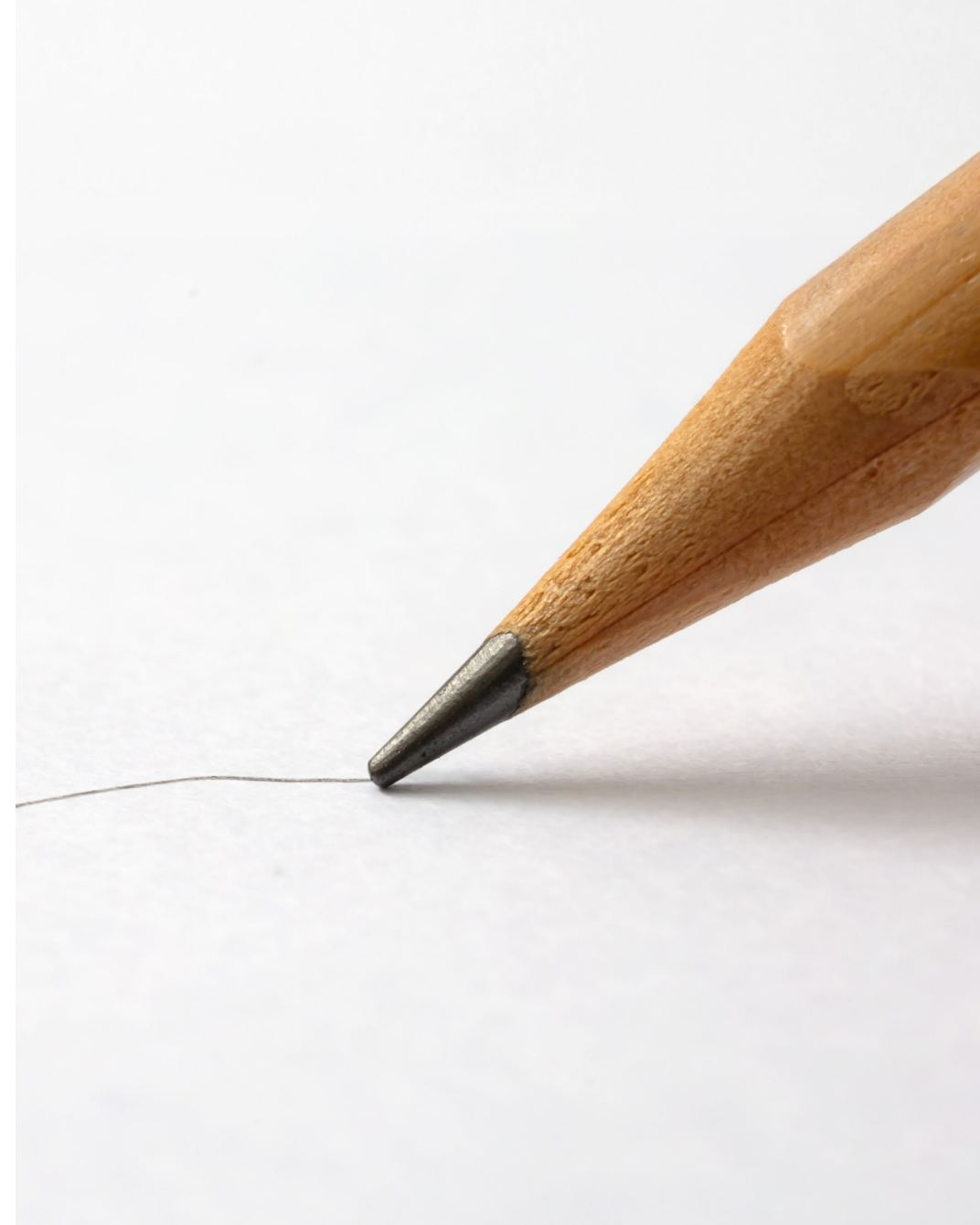

Evidence-based Strategies for Inclusive and Engaging Courses

Iowa New Faculty Orientation 2023

Eva Latterner, PhD, Assistant Director, Center for Teaching

Visualize Learning

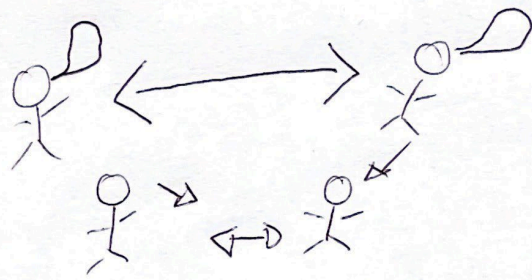
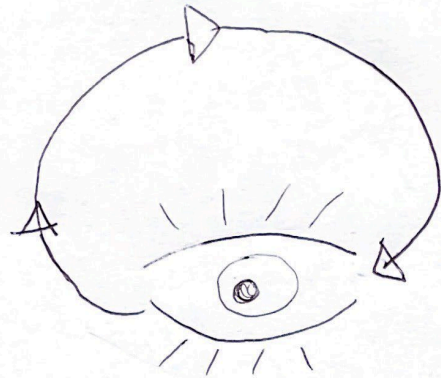
- **Take 2 minutes to draw a representation of learning.** This can be a literal depiction or a more abstract symbol or diagram. Consider the following prompts if you need inspiration:
- Draw the path of your own learning journey
- Illustrate how you know that students are learning
- Depict the role of teaching in the learning process



Examples

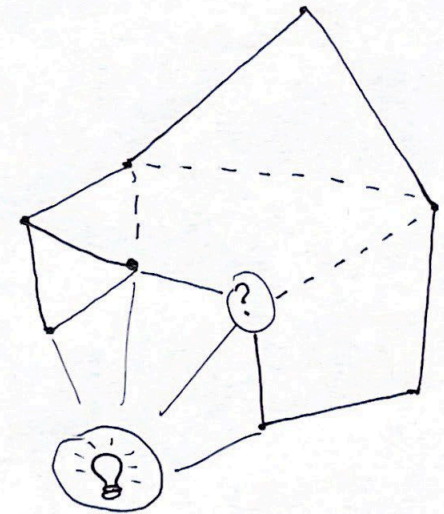
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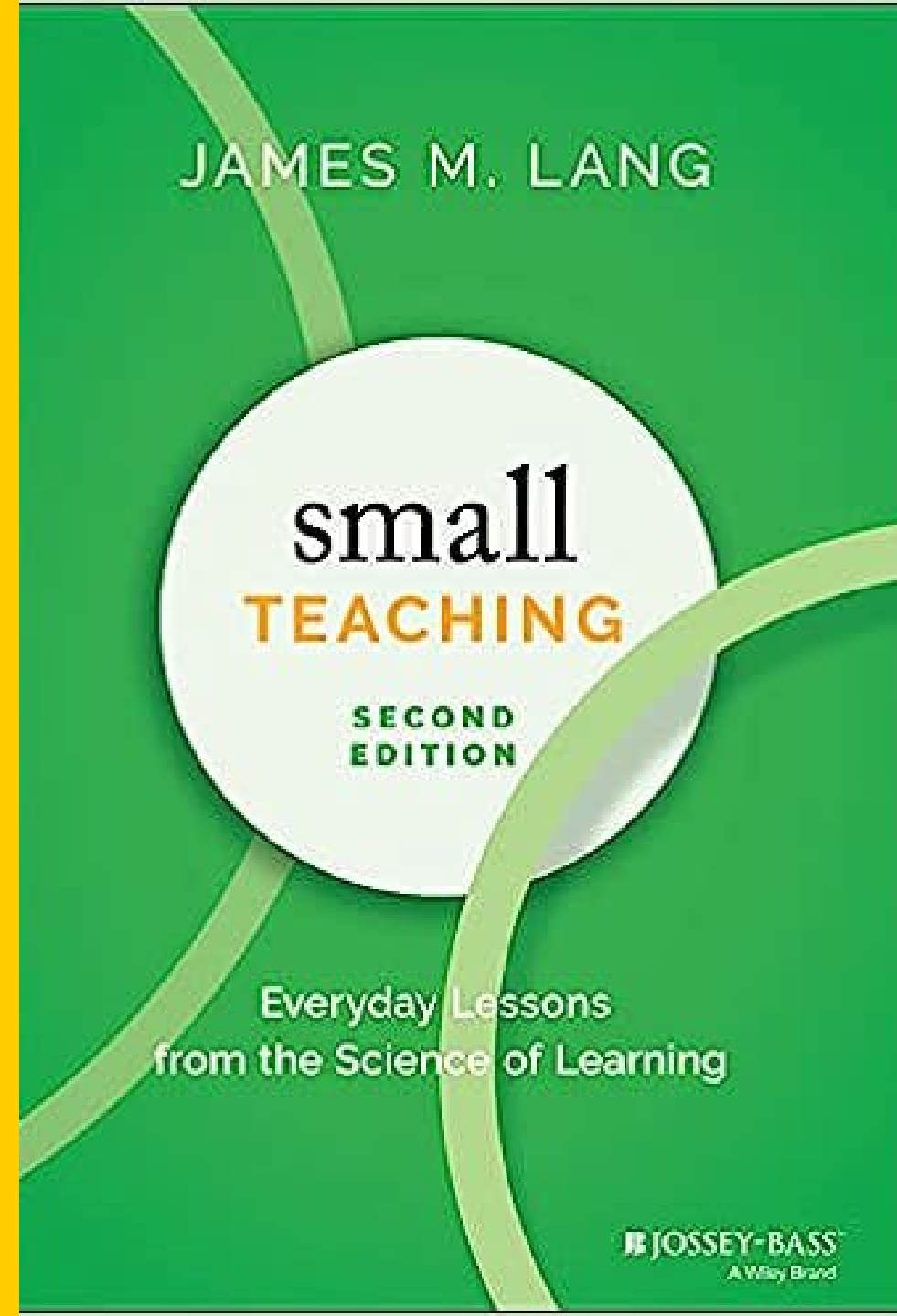
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**The Center for Teaching is
here for you!**

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Small changes can
absolutely lead to
revolutionary changes.

James Lang



Inclusive teaching...

[Demonstrates] to students, irrespective of background, that they ***belong*** in the classroom.

[Allows] for ***meaningful engagement*** and success across a range of skill levels.

Addy et al., *What Inclusive Instructors Do*

What we'll concentrate on today

1

Check in with
student
learning

2

Engage all
students

3

Develop an
inclusive
learning
environment

4

Gather
evidence of
teaching
development

1. Why does it matter to check in with student learning?

...teaching cannot occur without learning; teaching without learning is just talking....

faculty and students need better ways to monitor learning throughout the semester. Specifically, teachers need **a continuous flow of accurate information on student learning.**

Angelo & Cross, 1993

1. Why does it matter to check in with student learning?

- Accurate information about student learning supports effective teaching
- Evidence helps you make **informed choices**
- Frequent low-stakes check-ins helps you and students to gauge comprehension, identify areas of struggle, and provide feedback students can use

2. Why does it matter that I engage all students in the learning process?

- Active and engaged learning **increases motivation, retention, promotes inclusion of all students** (Eddy & Hogan, 2014; Freeman et al., 2007; Prince, 2004)
- Our students are **diverse**, so there is no one-size-fits-all engagement solution
- Inclusive teaching can benefit all students, not only those who are already engaged

3. Why does it matter that I develop and sustain an inclusive learning environment?

- Positive learning climates bolster student learning and retention (Pascarella & Terenzini, 2005)
- When students feel like they belong they are more successful in college (Strayhorn, 2019)

4. Why does it matter that I gather evidence of my own growth as a teacher?

- Becoming a reflective teacher can help you teach better, and teaching better will help you make a good case for development
- A reflective teaching practice can make teaching more fun and intellectually rewarding!

Stephen D. Brookfield, *Becoming a Critically Reflective Teacher*

Your task....

- Learn about your table-mates
 - Introduce yourself
 - Consider sharing your visualization of learning
- Use the materials at your table to brainstorm answers to your assigned question. Write answers on sticky notes and place them on your board.
- **Each table should write one major takeaway on the provided notecard.**



Check in with student learning throughout the semester

- Give students **low-stakes** assessment opportunities before big graded moments
- Give students opportunities to **practice**
- Use **clickers** and other student polling strategies
- Use one-minute papers and other **individual reflections**
- Hold individual **conferences**



What strategies will help engage all students in the learning process?

- Give students **choices and autonomy** (as it makes sense) about how they can engage
- Incorporate a **range** of ways for students to access and navigate class materials
- Give students opportunities to **process, reflect, and connect**
- Be **transparent** about what, why and how

How can I develop and sustain an inclusive learning environment?

- **Share** your own journey and experiences in the field
- Signal that you **care** for students and **value** their learning
 - Learn student names or welcome them at the door
- Use **diverse examples** and incorporate perspectives from historically marginalized scholars and groups
- Set **ground rules** and develop **classroom community** throughout the term
- Offer **flexibility** within limits
- Have a plan for navigating hot moments (Center for Teaching can help!)

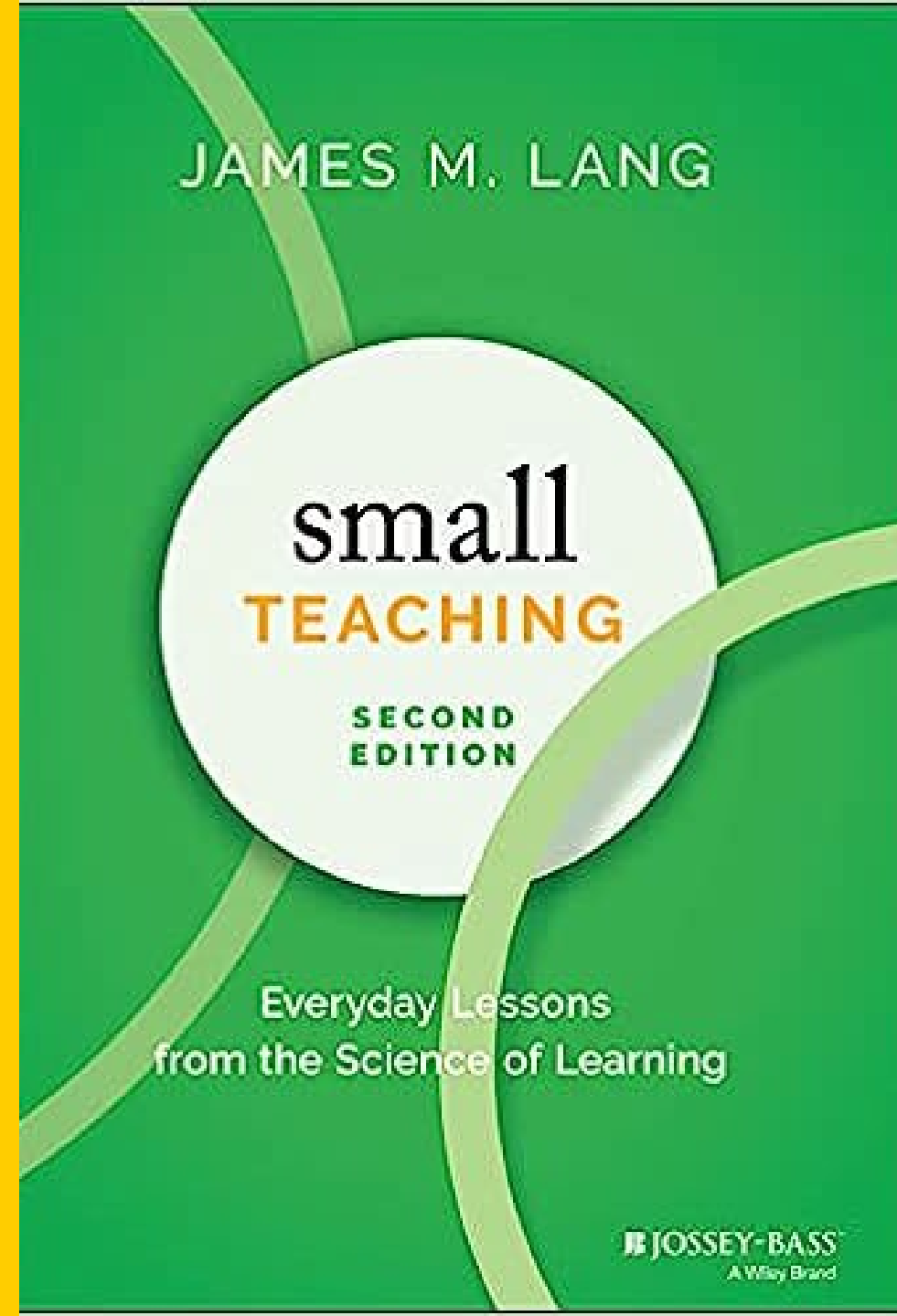
How can I collect evidence of my growth as a teacher?

- **Collect formative feedback** from students (The Center for Teaching can help!)
- **Observe** others teaching, and seek out non-evaluative observation and feedback on your teaching from colleagues
- Cultivate a **reflective practice**

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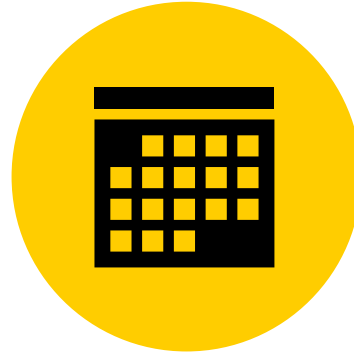
James Lang



Make a plan



What now?



What next?



What's one ambition?

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