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
The Center for Teaching is here for you!
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**

Angelo & Cross, 50 Classroom Assessment Techniques
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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