Evidence-Based Teaching and Learning Through Diversity

Preparing Future Faculty, Session 1

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U of I Center for Excellence in Teaching and Learning

What brings you here today?

The CIRTL Network
CENTER FOR THE INTEGRATION OF RESEARCH, TEACHING, & LEARNING

CIRTL is…

The Center for the Integration of Research, Teaching, and Learning.

CIRTL seeks to enhance excellence in STEM undergraduate education through development of **a national faculty committed to implementing and advancing evidence-based teaching practices for diverse learners**.

CIRTL was founded in 2003 as a National Science Foundation Center for Learning and Teaching in higher education.

CIRTL uses graduate education as the leverage point to develop a national STEM faculty committed to implementing and advancing effective teaching practices for diverse student audiences as part of successful professional careers.

The goal of CIRTL is to improve the STEM learning of all students at every college and university, and thereby to increase the diversity in STEM fields and the STEM literacy of the nation.

Spatially and Institutionally, We Are...
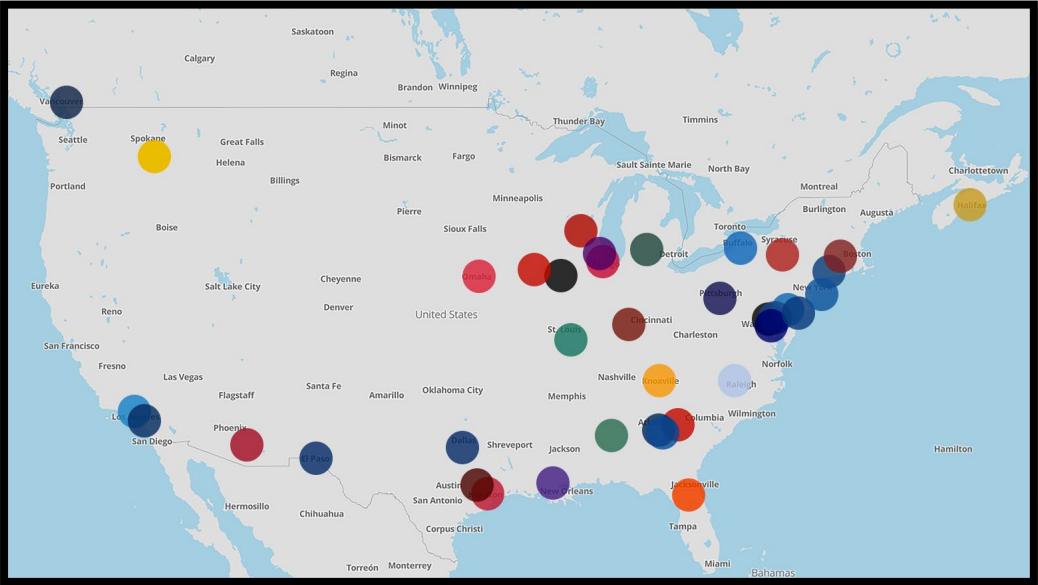
Cornell University	Northwestern University	University of Idaho
Columbia University	Texas A&M University	University of Illinois
Dalhousie University	University at Buffalo-State University of NY	University of Iowa
Drexel University	University of Alabama at Birmingham	University of Maryland-BC
Emory University	University of Arizona	University of Massachusetts-Amherst
Georgia Institute of Technology	University of British Columbia	University of Nebraska
Howard University	University of California Irvine	University of North Carolina-Chapel Hill
Indiana University	University of California Los Angeles	University of Pittsburgh
Iowa State University	University of Delaware	University of Tennessee
Johns Hopkins University	University of Florida	University of Texas-Arlington
Louisiana State University	University of Georgia	University of Texas-El Paso
Michigan State University	University of Houston	University of Wisconsin
		Washington University St. Louis
		Yale University

Core Ideas...

Learning-through-Diversity

- Learning-through-diversity capitalizes on the rich array of experiences, backgrounds, and skills among STEM undergraduates and graduates-through-faculty to enhance the learning of all. It recognizes that excellence and diversity are necessarily intertwined

Teaching-as-Research

- Teaching-as-research is the deliberate, systematic, and reflective use of research methods by science, technology, engineering, and mathematics (STEM) instructors to develop and implement teaching practices that advance the learning experiences and outcomes of both students and teachers

Learning Communities

- Learning communities bring together groups of people for shared learning, discovery, and generation of knowledge. To achieve common learning goals, a learning community nurtures functional relationship among its members.
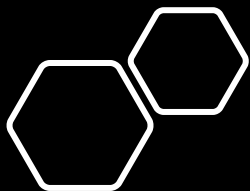
Learning Through Diversity:

Inclusive Learning Experiences and Teaching Practices

- Faculty and students bring an array of experiences, backgrounds, and skills to the teaching and learning process.

- Effective teaching capitalizes on these rich resources to the benefit of all, which we call "Learning-through-Diversity".

- At the same time, CIRTL recognizes the reality that existing social and educational practices do not always promote equal success for all learners.

- Thus, creating equitable learning experiences and environments requires intentional and deliberate efforts on the part of present and future faculty.

https://www.cirtl.net/about/core_ideas/learning_through_diversity.

What are your perspectives on and experiences with diversity?

Our Goal

- To improve learning through teaching.

- This requires us to:
    - Know the diverse backgrounds of students and their implications for learning.
    - Identify curricular, teaching, and assessment practices that promote inclusive learning.
    - Draw upon the diversity of students to enhance and enrich engaged and inclusive learning.
    - Recognize existing inequities, and promote an equitable, inclusive and respectful climate for learning.
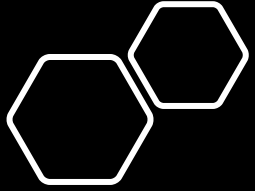
Key Terms and a Common Vocabulary

What do these terms mean to you?

Diversity

Accessibility

Equity

In Teaching and Learning

Cultural Humility

Inclusion

Bias
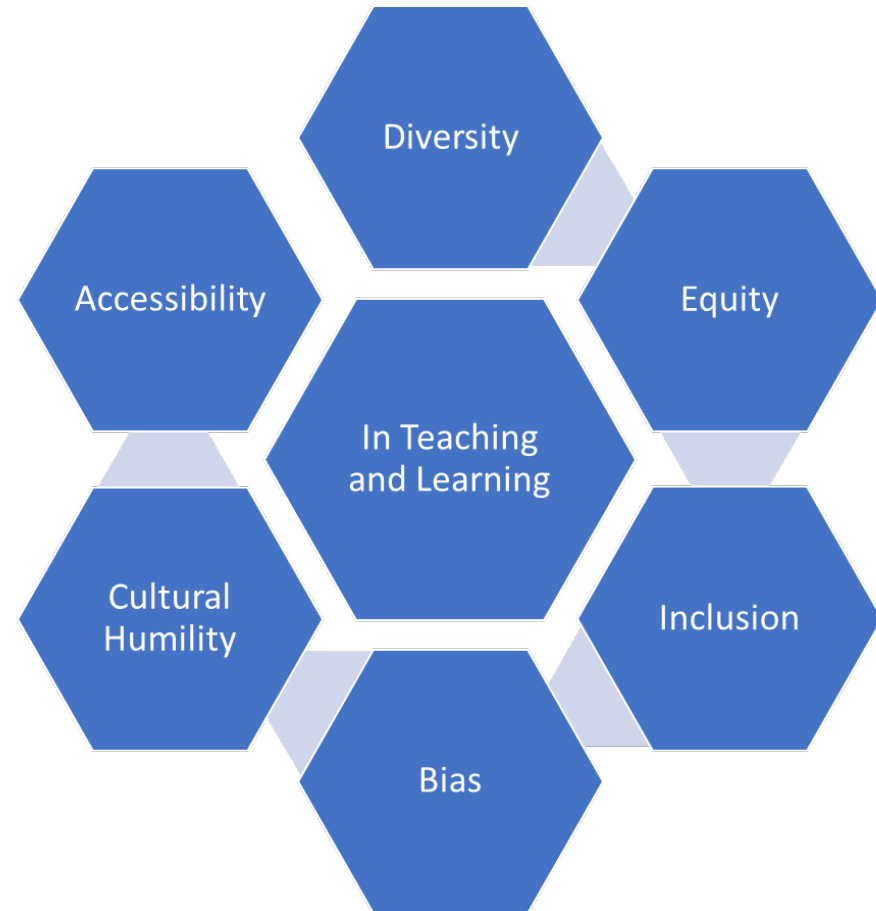
What is "an authentic statement of a commitment to DEI?"

HOW do we teach inclusively?

# Inclusive practices and pedagogies: a primer

Inclusive teaching strategies can be separated into three categories:

1. *Incorporating diverse perspectives* into course content by expanding reading lists beyond dominant/narrow narratives and their sources; offering various ethnic, racial, and other perspectives in case studies; ensuring PowerPoints and lecture examples offer a variety of human examples; and avoiding tokenizing particular individuals, students, or representations.

2. *Creating an inclusive classroom climate* where all students are encouraged to participate, by learning about students' backgrounds and tailoring approaches accordingly, establishing ground rules for discussing controversial issues, and developing (and helping students develop) deeper racial and socioeconomic awareness.

3. *Incorporating Universal Design for Learning principles in class*, by providing/facilitating multiple means of engagement, representation, and expression.

Implicit Bias (We all have it. What can we do about it?) and critical self-reflection tools:

- https://poorvucenter.yale.edu/ImplicitBiasAwareness --specifically: https://implicit.harvard.edu/implicit/selectatest.html

- https://projects.iq.harvard.edu/files/eijc/files/inclusive_teaching_strategies_reflecting_on_your_practice.pdf?m=1525282190 ←A CHECKLIST!
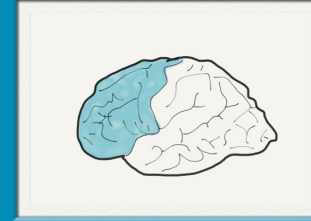
Engagement
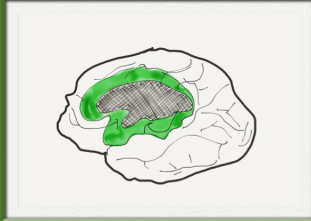
Offer options and supports to stimulate motivation and sustained enthusiasm for learning

Representation

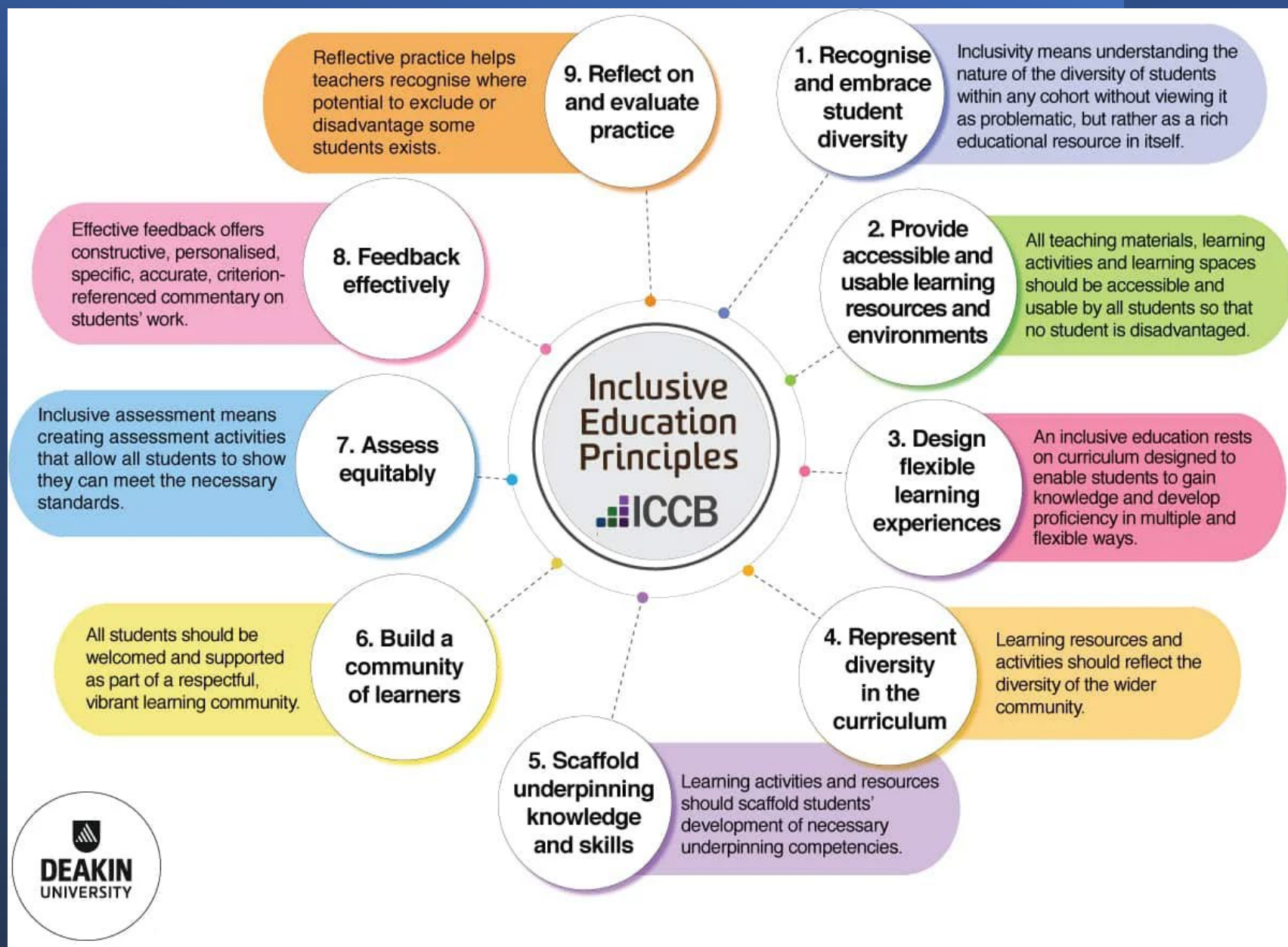Present information in different ways to support access and understanding

Action & expression

Offer options and supports to all so everyone can create, learn, and share
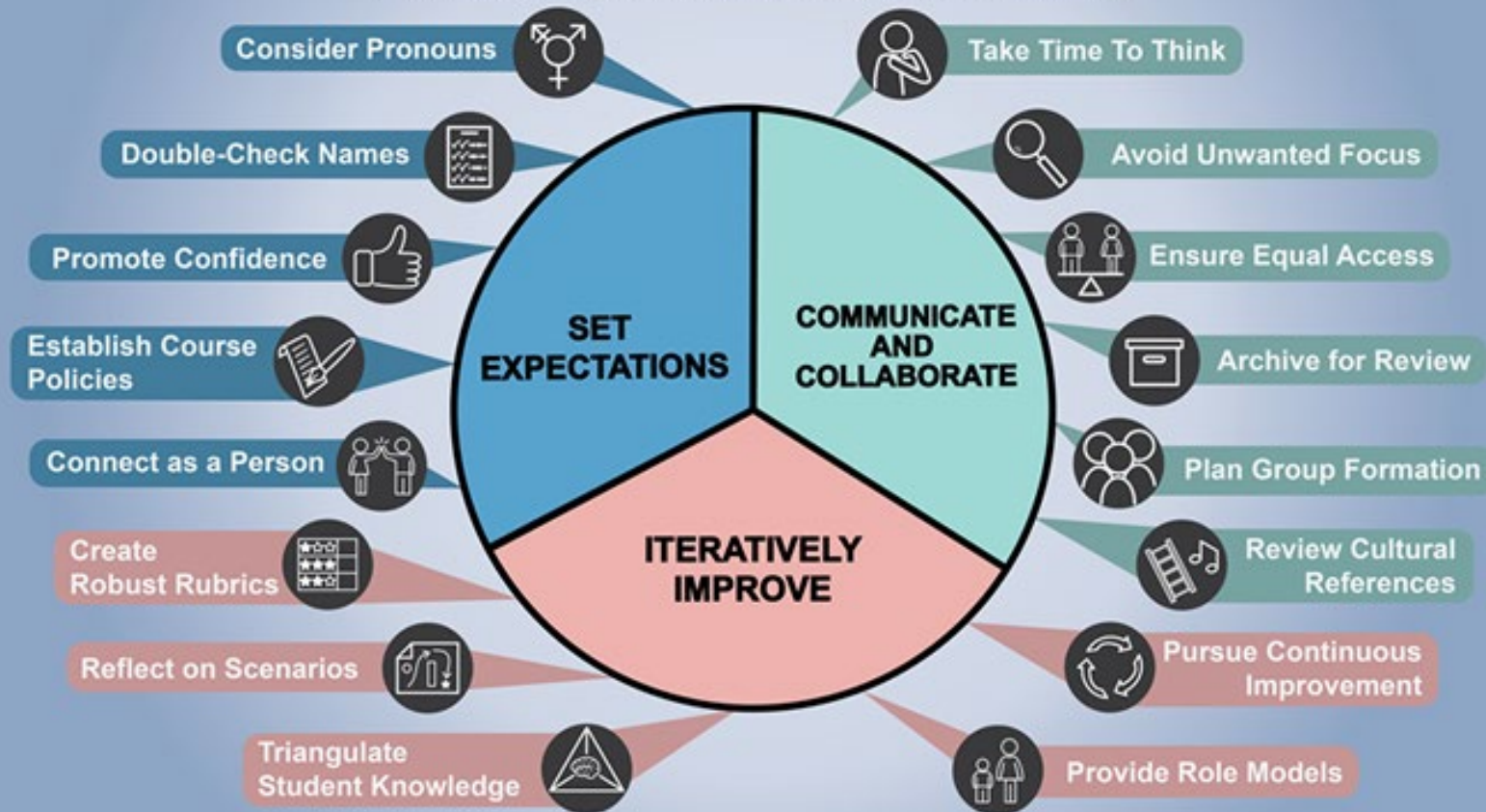
Universal Design for Learning: 3 principles

Inclusive Education Principles — ICCB

9. Reflect on and evaluate practice — Reflective practice helps teachers recognise where potential to exclude or disadvantage some students exists.

1. Recognise and embrace student diversity — Inclusivity means understanding the nature of the diversity of students within any cohort without viewing it as problematic, but rather as a rich educational resource in itself.

8. Feedback effectively — Effective feedback offers constructive, personalised, specific, accurate, criterion-referenced commentary on students' work.

2. Provide accessible and usable learning resources and environments — All teaching materials, learning activities and learning spaces should be accessible and usable by all students so that no student is disadvantaged.

7. Assess equitably — Inclusive assessment means creating assessment activities that allow all students to show they can meet the necessary standards.

3. Design flexible learning experiences — An inclusive education rests on curriculum designed to enable students to gain knowledge and develop proficiency in multiple and flexible ways.

6. Build a community of learners — All students should be welcomed and supported as part of a respectful, vibrant learning community.

4. Represent diversity in the curriculum — Learning resources and activities should reflect the diversity of the wider community.

5. Scaffold underpinning knowledge and skills — Learning activities and resources should scaffold students' development of necessary underpinning competencies.

DEAKIN UNIVERSITY

University of Idaho CETL Inclusive Teaching and Learning Resources

- [Inclusive Pedagogy Slides](#) (pdf)
- [Keeping My Class Inclusive: Diversity, Inclusion, and Universal Design Online](#) (pdf)
- [Universal Inclusive Design Checklist](#) (pdf)
- [A Quick Guide to Using Inclusive Language](#) (pdf)
- [Microaggressions in the Classroom](#) (pdf)
- [The Value of Diversity](#) (pdf)
- [Educating Unique Populations: Pedagogy and Practices in Prison](#) (pdf)

Inclusive Learning Experiences don't just happen; they are made...carefully and with intentionality

Guides for Growth and Development

- [Becoming an anti-racist educator](), Wheaton College

- [Center for Urban Education (CUE) Racial Equity Tools](), University of Southern California

- [Diversity Toolkit: A Guide to Discussing Identity, Power and Privilege](), Master of Social Work Program, University of Southern California

- [Faculty Toolkit on Digital Inclusion](), Office of Global Inclusion, New York University

- [Inclusive Pedagogy](), University of Chicago

- [Inclusive Teaching Practices](), Office of Teaching & Learning, University of Denver

- [Inclusive Teaching Resources and Strategies](), CRLT, University of Michigan

- [Teaching Race: Pedagogy and Practice](), Center for Teaching, Vanderbilt University

The Set-Up

The Next PFF Session is dedicated to inclusion by design.

What take-aways can you apply?