

Inclusive Teaching Workshop

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A New 3Rs: Relationships, Resilience and Reflection

Targeted Universalism: john a powell (2008).

Post-Racialism or Targeted Universalism Denver University Law Review, 86, p. 785-806

Good Teaching is Inclusive Teaching

Transparency

Clarity
Rubrics

Scaffolding

Structure + Flexibility
Checklists & Backchannels
Study Smarter
Vary Assessments

Model Change

Support Ambiguity & Process
Explain Difference
Slow Thinking
Model Failure

Belonging

Demonstrate Caring
Communication
Syllabus
Names & Pronouns

Engagement

Purpose
Early Feedback
Real-world problems
Vary Teaching Strategies
Entry Points & Motivation
Survey

ENGAGEMENT (Motivation and Effort)

Activating Intrinsic Motivation

- | | |
|---|--|
| <ul style="list-style-type: none"> • Salience Detection <ul style="list-style-type: none"> • Relevant & Worthwhile • Purpose & Meaning • Attention Control <ul style="list-style-type: none"> • Competency & Mastery • Optimal Challenge: Pleasantly Frustrating • Variety • Autonomy <ul style="list-style-type: none"> • Choice, Self-Determination & Growth • Feedback & Supportive Communication | <p>Engagement</p> <p>Optimism</p> <p>Agency</p> |
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Better, Shorter and More Efficient Assignments

Motivation: why are we doing this? (goal & how it connects to learning outcomes)

Clarity: around **expectations** (how long & how should this time be divided?)

Checklists: what are the **parts**? (do I think, research, write, draft, edit?)

Rubrics: share **in advance** (what matters and is most valuable)

Spacing and Interleaving: (can I do this all in one sitting?)

Relevance: (can I enhance motivation by choosing better examples?)

MORE EXAMPLES: Transparency in Learning and Teaching (TILT)

<https://tilthighered.com/tiltexamplesandresources>

Assignments that Extend/Surprise in Class

1. Alter conditions
 - the meeting has been moved to Tokyo
 - the client has changed the request
2. Change data
 - the product failed a recent test
 - the demographic data you used was flawed
3. Extend conditions
 - the marketing person is sick: you're on
4. Complicate
 - your competition has just released a better technology/product
5. Use in activity
 - 10-20 minutes to do new research and make the changes.
 - make presentations, submit revised plans or write about the change process.
6. Use in discussion
7. Reframe the problem
 - how might you have prepared differently?

TRANSPARENCY

Maximize Clarity

- One up-to-date place for course info (LMS)
- What is required and where (OER?)
- Clear navigation and access of course materials
- Connect learning goals (why) to everything
- What else is hidden?

Rubrics

Make visible your own assumptions, biases and expectations

Find template at www.teachnaked.com/rubrics (under “Borrow”)

Syllabus

First Impressions

Tone and Transparency Matter

Find template at www.teachnaked.com/syllabus (under “Borrow”)

eCommunication Policy – A Clear Invitation

The best way to contact me is: _____ (email/FB/LinkedIn/text)

I will respond to (email/FB chat/text messages etc.) within _____ hours,
except on ___ or between _____ (9pm and 9am etc.)

I am available online (email/FB/Zoom/LinkedIn/Twitter) _____ on _____ days and also
available for _____

If you want an individual (physical/Zoom/Skype/chat) appointment _____

I accept/do not accept FB/LinkedIn friend requests (until graduation?).

TONE: I look forward to helping and supporting you outside of class too!

TITLE: Student office hours, student success hours, hangout time

WHY: Examples of why students might visit your office hours.

LOCATION: Virtual but perhaps in an open space (with coffee)

EXPECTATIONS: regarding email or other contact by students (e.g., student must include his/her name in the email, must put the subject of the email in the subject line, must use an appropriately formal tone, etc.)

BELONGING

Safety First

Seen -- Connected -- Supported -- Proud

Demonstrate Caring

- Learn names and pronouns (pre-class survey)
- Introduction Video
- Say it matters
- Articulate difficulty
- Build Community
- More Reminders
- Personal Messages
- Encourage Persistence
- Virtual Office Hours
- Arrive Early and Stay Late
- Invitations
- Ask for early feedback

Acknowledgement and Self-Awareness

Acknowledge differences

Your own accent and “common sense” (rubrics)

Demonstrate your own failings

Set expectations for diverse viewpoints (class + syllabus)

“Laptops are for homework...the phone is where I live.” iGen

Reminders & Tech Nudges

Framing: Earned vs eligible

Specificity: You need to leave in 10 min to be on time for your next class given current traffic

Behavioral: Self-monitoring – Noom

Support: Social networks for everything

Gamification: Points! (Duolingo)

Immediate Action: Appointment and Deadline reminders

Tomorrow’s Reading – [CLICK HERE](#) to finish

Do you need help? [REPLY](#) Yes or No

Personal

Names: “José, are you feeling better this week? Dr. M.”

From a real person/instructor

Purpose

Y% of students found the review video helpful for the midterm 😊

Remove Barriers

The Writing Center is open until midnight hoping to help you 😊

SCAFFOLDING

Structure and Flexibility are both inclusive practices

Study Scaffolding

Find template at <https://teachingnaked.com/study-smarter/> (under “Borrow”)

Customize study habits and time on task framework

Study Smarter: Part 1

Reflect: How much time did you need to get the grade you want?

Choose Strategies: Which resources and activities will be most useful

Plan & Implementation: What will you do when and where?

Study Smarter: Part 2

Reflect: What did you actually do?

Adjust: What worked the best?

Revise Your Plan: What will you do differently?

More Scaffolding

Checklists

Essential Concepts

Assessment and Assignment Options

Back-Channel

Need	Sample Uses	Tools
Chat or Q&A	Share resources Ask question Respond to prompts Clarify Comment	GoSoapBox.com Twitter or Google Slides Mentimeter (Q&A type slide) Tricider Teams/Zoom Chat BackChannelChat.com
Word clouds & Open-ended responses	Lists of ideas Unclear concepts Rephrase an idea Examples or Applications	Mentimeter (word cloud, open-ended) AnswerGarden Padlet (visual board)
Voting, Polling & Quizzes	Discover baseline Answer questions Check understanding	Mentimeter Poll Everywhere or Socrative Google Forms Tricider GoSoapBox (“confusion barometer”)
Visual, Brainstorming or Jamming	Collect & connect ideas Share images Play with concepts	Padlet.com Mural.co Jamboard.google.com

Instructions and Entry Point

Safety First

Focus & Urgency

“Find something interesting to you...”

“Look for different perspectives...”

“Stop, linger, and imagine...”

Optimistic Uncertainty

“This could be...” vs “This is...”

This could be the best solution, vs. This is the best solution

“How?” instead of “Is it possible?”

What would be required for a nasal contraceptive to work? vs. Is it possible?

How could you design a bra that only opens if you are in love? vs. Could you?

“Mostly” “Often” “Usually”

The current theory is... vs. This is...

Entry Point

Start with what matters to students,

then connect with what matters to you

MODEL CHANGE

- Ambiguity
- Intellectual Humility
- Process
- Explaining over Arguing
- Slow Thinking
- Model Failure
- Reframe Failure

THINKING WITH OTHERS: Why Discussion Fails

Do you think for yourself?

Group Polarization

Influence and Persuasion

The Spotlight Effect

Better Discussions

- Anonymous Polls First (like a jury)
- Prepare Opening Statements (or write first)
- Neutral and Two-Sided Questions
 - When private beliefs are at stake, you dig in
 - “How many different explanations can you...”
 - “Can you think of both an example and a counter-example?”
- Build Common Purpose/Problems/Goals
 - Groups build trust over time
 - Encourage compliments
 - Explain Relevance
- Articulate Academic Process
 - Use a Rubric
 - Engage in Meta-Analysis of the Discussion
 - Create Ambiguity
 - Assign Roles (Evidence Watchdog)
 - Structured networks - Shield identities
- Diverse Groups & Encourage Outliers
 - Longer wait times (1.5 seconds on average)

Develop Trust & Rules of Engagement

Set Expectations about uncertainty and complexity

Clarify Your Role answers, direction or input?

Situational Humility confidence & humility are not opposites

Appreciate Effort your initial response matters most

Reframe Failure errors, accidents or intelligent failure?

Heterodox Academy's OpenMind

<https://openmindplatform.org/wp-content/uploads/2020/10/Takeaway.pdf>

Behaviors of Trust

Listen First: Listen before you speak and question your own assumptions.

Talk Straight: Be honest, open and authentic. Use simple language.

Demonstrate Respect: Show and display how you care for others genuinely.

Clarify “Offensive”: can we unpack the emotions/history/context that drive this?

Right Wrongs: Apologize quickly, but recognize 4/1

Give Credit: Be loyal to the absent.

Hold Yourself Accountable First: Take responsibility.

Extend Trust: Don't withhold trust because there is risk involved.

Some adapted from The Thirteen Behaviors of a High Trust Leader in Stephen Covey from The Speed of Trust

More at www.teachnaked.com (under “Borrow”)

- Study Scaffolding Template
- Rubrics
- Syllabus Template
- Inclusive Teaching Resources

Save 30% on BOOKS!

Teaching Change: *How to Develop Independent Thinkers Using Relationships, Resilience, and Reflection* (Johns Hopkins University Press, 2021) **NEW!**

Code HTWN at [JHUP https://jhupbooks.press.jhu.edu/title/teaching-change](https://jhupbooks.press.jhu.edu/title/teaching-change)

Teaching Naked: *How Removing Technology from your College Classroom will Improve Student Learning* (San Francisco: Jossey-Bass, 2012). AAC&U Ness Award 2013

Teaching Naked Techniques: *A Practical Guide to Designing Better Classes* with C. Edward Watson (San Francisco: Jossey-Bass, 2017).

Code TNT30 for any Teaching Naked book at Wiley