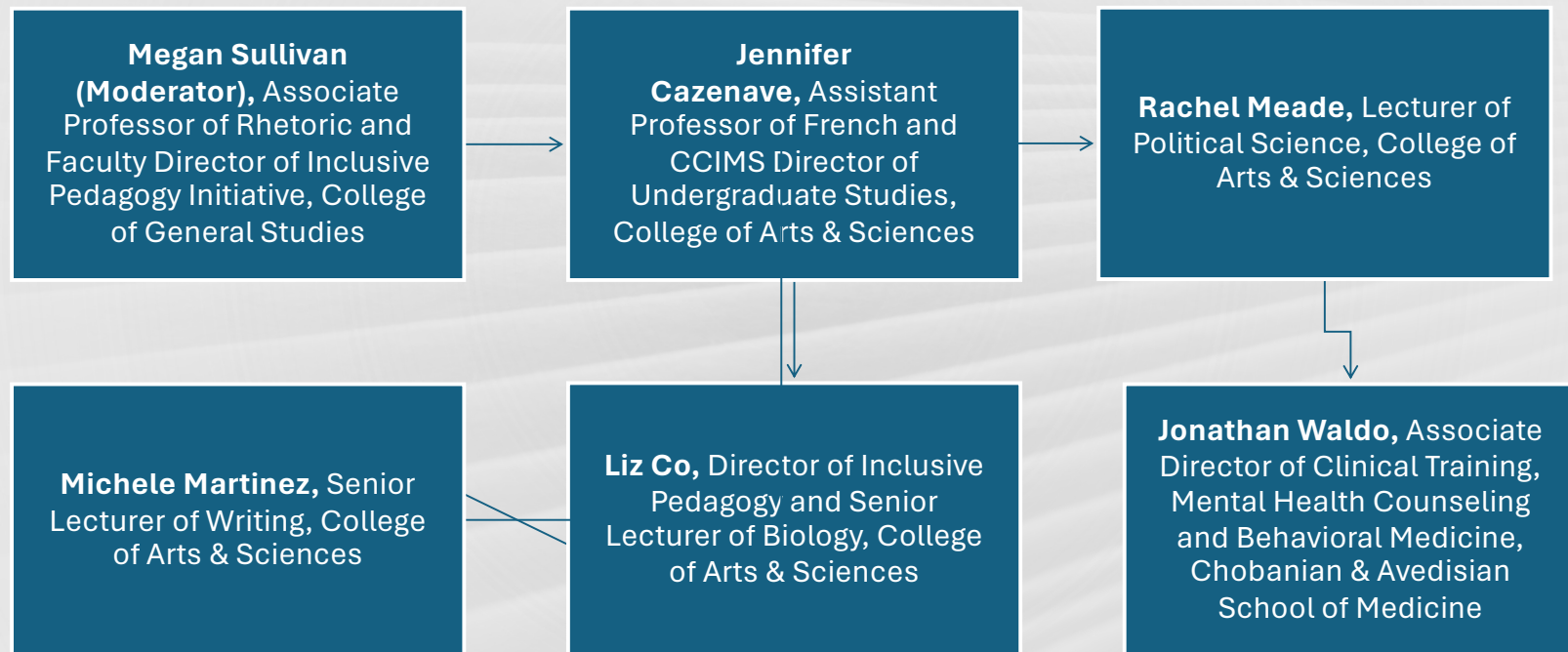


Crafting an Inclusive Pedagogy for All: Perspectives from the Inclusive Pedagogy Institute Cohort



BU Inclusive Pedagogy Initiative

Fall
2019

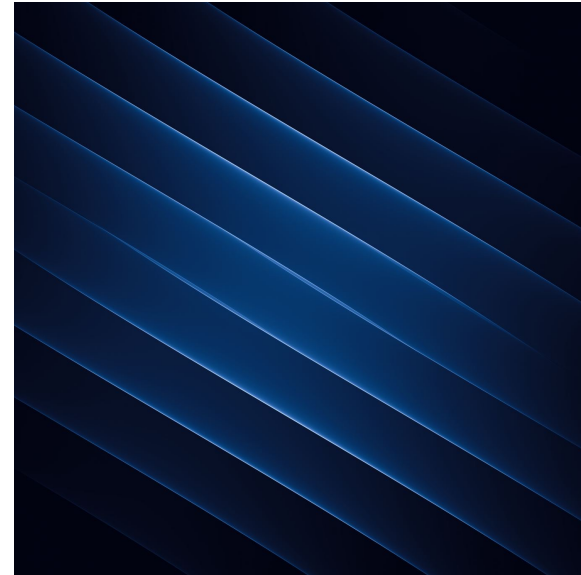
- Working Group Proposed
- 17 BU Staff & Faculty

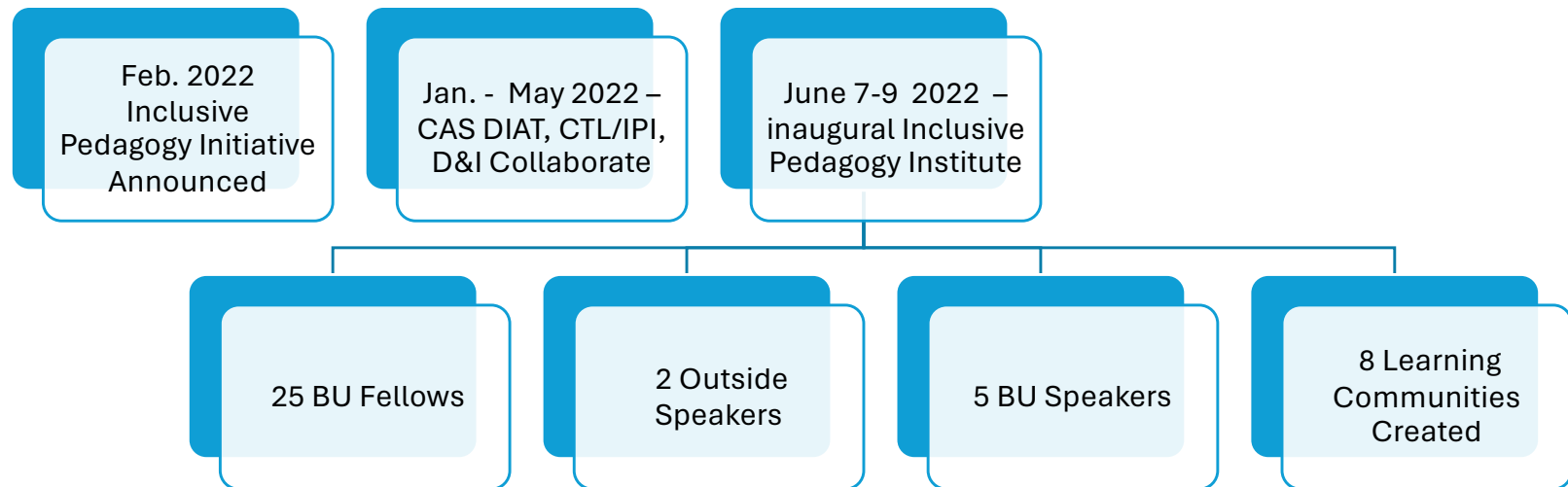
April
2021

- Formal Charge Given

Sept.
2021

- Report & Recs.





Jan. – May 2023
Planning for 2nd
IPI

June 6-8 2023
Second Institute
Held

13 BU Fellows

3 Speakers (BU
and external)

3 Learning
Communities
Created

Individual
Meetings; Cohort
Check-Ins;
Speaker WKSPS

Third Inclusive Pedagogy Institute



BU IPI Learning Circle: Classroom Community and Courageous Conversations

Jennifer Cazenave, Department of
Romance Studies, Program in
Cinema & Media Studies

Rachel Meade, Department of
Political Science

Michele Martinez, CAS Writing
Program



Taking the Time to Build Community & Make Students Feel Seen

Jennifer Cazenave
Department of Romance Studies
Program in Cinema & Media Studies



Before the semester: setting an inclusive tone in your syllabus & on Blackboard

IV. "WHAT DO YOU NEED IN ORDER TO LEARN?"

In *Teaching Community. A Pedagogy of Hope* (2003), the renowned writer, scholar, and activist bell hooks invites teachers to ask their students: "What do you need in order to learn?" (92). Below you will find resources to support you academically, emotionally, and otherwise and to help you thrive in our classroom and at BU.

Links for the resources below are also available on our Blackboard course site

CAMPUS RESOURCES

BU WELLNESS & MENTAL HEALTH RESOURCES

-**The Wellness Project** offers an array of resources, including mental health resources, crisis counseling and support, and free access to the meditation app Headspace: <https://www.bu.edu/studentwellbeing/>

-**Community Connection Resources** supports students in finding their community at BU, including the Howard Thurman Center for Common Ground and student organizations: <https://www.bu.edu/shs/getting-started/resources-for-health-and-wellness/community-connection-resources/>

-**Diversity & Inclusion** lists resources to help you explore the university community: <https://www.bu.edu/diversity/resources/student-resources/>

DISABILITY AND ACCESS SERVICES

I am committed to making learning accessible for all. If you have a disability or a personal circumstance that will affect your learning in this course, I encourage you to contact Disability and Access Service to discuss how these circumstances may be accommodated: <https://www.bu.edu/disability/>. You are also welcome (and not required) to contact me to discuss your specific needs.

STUDENT HOURS

Whether in person or on Zoom, students hours (a.k.a. office hours) provide an opportunity to better understand class content and assignments, and to connect with your professor. I invite you to sign up for student hours on Blackboard or to email me to schedule an appointment. We can discuss a specific assignment or talk about how to succeed in this class—or just chat about cinema!

ANONYMOUS STUDENT FEEDBACK

I welcome your feedback at any point in the semester so that I can make this learning experience better for you and all students. This link will take you to an open anonymous survey: <https://www.surveymonkey.com/r/55RGYZY>

Week I - making students feel seen on their own terms



[Self-Assessment Assignment: Who Am I?](#)

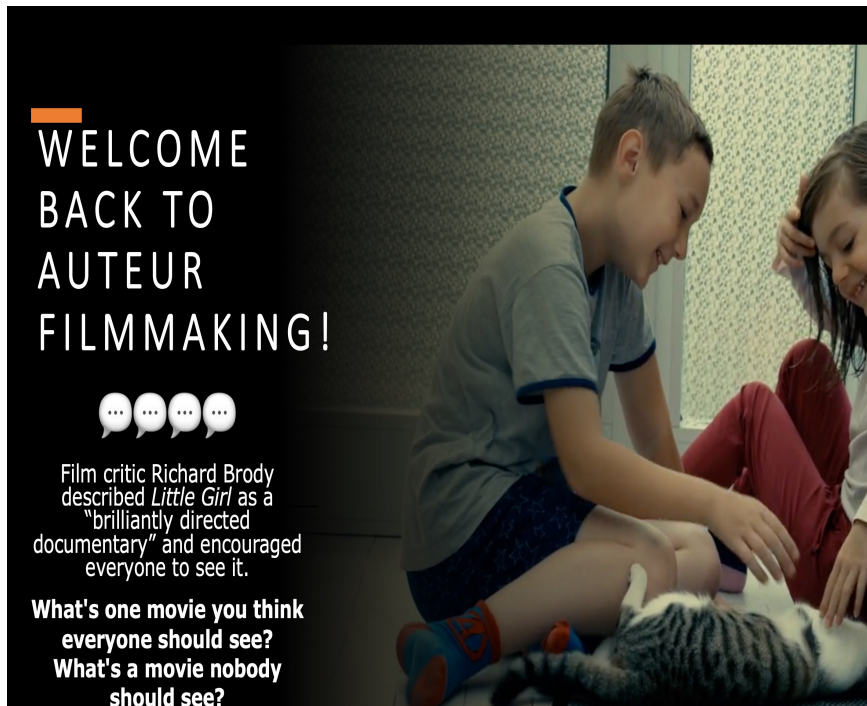
SELF-ASSESSMENT ASSIGNMENT:

Who Am I?

In this class, we will be discussing films that focus on race and gender, as well as other social identities like class and nationality. In a paragraph, please reflect on your experiences as a human being with multiple identities. Examples of social identities include race/ethnicity, gender, social class/socioeconomic status, sexual orientation, (dis)abilities, and religion/religious beliefs. You are welcome to reflect on whichever identities are important to you. **Please share only what feels comfortable. This assignment is not graded.**

Here are some guiding questions that you can choose to reflect on and answer:

- What identities are most important to you? How has your understanding of these identities evolved over time? How have they shaped your lived experiences?
- How do you share these identities with those around you? Does the way you express a particular identity change depending on where you are or who you are with?
- Do you have any identities that sometimes feel like they are in conflict with one another? What is that experience like?
- Are there specific issues related to identity and/or French history that you are excited to learn about in this course?

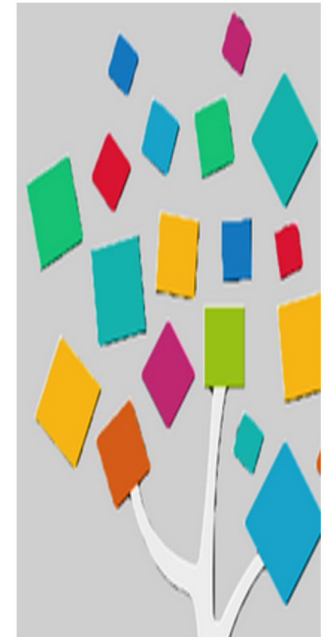


**Week II:
involving students
in creating a
supportive and
respectful learning
environment**

Creating Our Community Guidelines

Collaborative learning is a key aspect of our course this semester. To begin this process, we're going to work together today to establish community guidelines for small group or whole-class interactions.

1. Reflect on past experiences with group learning (such as class discussions, think-pair-share, group projects etc.): what have been good group learning experiences for you? What have been bad group learning experiences? What happened that made these experiences either good or bad? **On one side of your index card, write down one good and one bad experience you have had with group learning.**
2. Reflect on what a respectful and inclusive learning environment looks like: how should we treat each other in our classroom whether in small groups or in whole-class interactions? Can you think of 2 or 3 classroom norms that would help foster a productive learning environment in which everyone has an opportunity to participate? **Write down some ideas on the other side of your index card.**
3. In groups of 2-3, share and discuss your answers. Write two classroom norms on the board to share with the rest of the class.



Maintaining Community and Co-creating Teaching and Learning

Rachel Meade

Department of Political Science

Faculty Forum 2024



Tools for small- medium classes

- Nameplates
- Name Games/ Getting know you activities/ Ice breakers
- Discussion Groups facilitate 45 min- 1 hour of class, self-assessment afterwards

DIRECTIONS

1. The center of the room will be the “middle ground”
2. A statement will be put up on the slide
3. If you agree, disagree, or have overall strong opinions on the statement then you will enter the “middle ground” and the group of you will discuss your opinions and reasonings behind them (bonus points if you use this week’s readings!)
4. We’ll set a timer for about 5 minutes (may vary) for your to discuss
 - a. everyone should take a turn in the middle at least once



Tools for Large Classes

- Small Discussion Groups
(assigned for the whole semester)
- Ice Breaker Activities at the
beginning of lecture
- Blackboard discussion boards
- Perusall

Perusall[®]

Kernell 1999, 2007). When President Richard Nixon gave a prime-time address, he could expect to routinely draw over half the nation's households. Presidents Clinton and George W. Bush could only expect to attract under a third.⁸

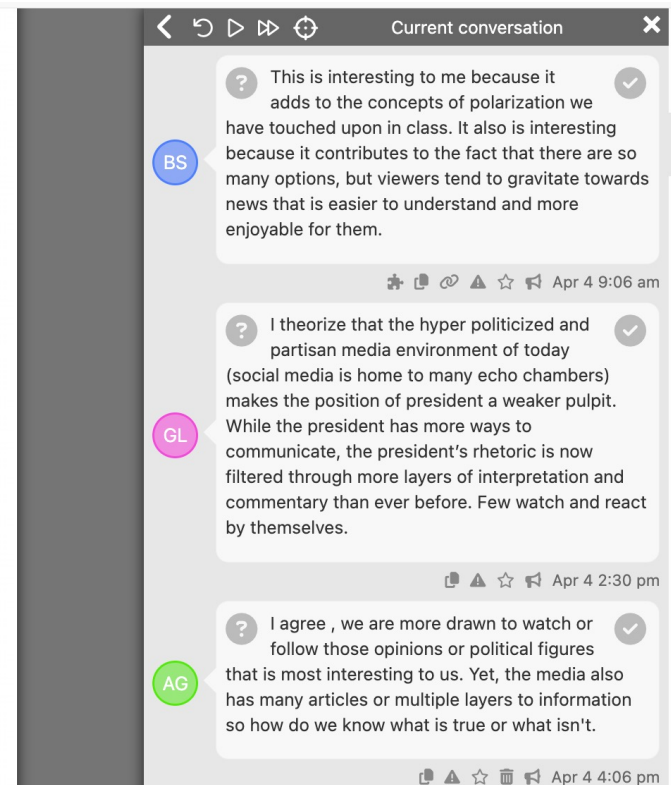
Evidence from research on cable viewers' news consumption suggests that erosion of the president's audience might be skewed in a direction that limits his access to his naysayers, whom the above research shows are susceptible to his appeals. Cable offers a broad spectrum of news and opinion, giving subscribers the opportunity to pick and choose their news to an extent traditionally unavailable to broadcast viewers. Cable viewers frequently exercise their option by selecting news programs they find congenial with their prior beliefs and opinions (Pew 2008). Numerous political scientists have suggested that selective exposure to news may account for the growing polarization of public opinion (Mutz 2006; Cohen 2008; Prior 2007).⁹ Cable viewers may apply similar standards in consuming information from the White House. If so, presidents may also find their audience eroding disproportionately among those viewers whom presidents most need to persuade—citizens who disagree with their policies and disapprove their job performance.

Certainly, long before cable, presidents had cause to worry that their appeals might fall on deaf ears (Edwards 2003).¹⁰ Individuals possess a number of cognitive mechanisms to ward off unwanted presidential communications. Selective inattention, distortion, forgetting, compartmentalization, and rationalization are familiar techniques in social psychology for limiting the effects of discrepant information. Yet, unlike avoidance of treatment, these second-line defense mechanisms are not foolproof. With the rise of cable television, however, viewers gained a powerful tool for shutting out presidents—their television remote.

7. On approval of the Grenada invasion about 11% more of both approvers and disapprovers who saw the speech endorsed the invasion.

8. For Bush, even that number is inflated by the more than 82 million viewers who tuned into his speech on the September 11 terrorist attacks.

9. Mutz (2006, 230) observes, that as "news consumers increasingly have the ability to customize their news environments to their own tastes, the likelihood [increases] that news will simply reinforce



Student Feedback

- **Perusall:** I found Perusall to be extremely useful in helping me understand the readings, being able to read what other classmates interpret from the reading helped me better understand the readings as well. Participating in the Persuall and class threads helped me feel as though I was contributing more to the overall class discussion and was able to elaborate on my thoughts more.
- **Small Assigned Groups:** Despite the fact that I rarely participated in front of the entire class, I really blossomed in my small group discussions. It was nice to have a set group of people in the class that I felt comfortable talking to, that wasn't my usual group that I sat next to.
- **Ice Breakers:** In other classes, I am used to keeping to myself, mainly because I do not feel at ease or confident, but Dr. Meade was great at fostering a relaxed classroom setting. Moving forward, if future professors do not do ice breakers or small group discussions, I will be sure to become acquainted with my classmates, so that we can use our relationship to benefit one another academically, and work with each other to discuss and review our assignments

Self-Assessment and Pedagogic Shifts for Inclusive Teaching

Michele Martinez
CAS Writing Program
Faculty Forum Spring 2024



Post-Semester Instructor Self- Assessment

What shifts in my course
design or teaching practices
will foster engaged
conversations about identity?

Kyoko Kishimoto, "Anti-Racist Pedagogy: From Faculty's Self-Reflection to Organizing Within and Beyond the Classroom." *Race Ethnicity and Education*, Vol. 21, No. 4, pp. 540-554.

Specific Elements to Consider

- ❖ Changing the title of my course
- ❖ Changing the course content
- ❖ Community-building as a regular activity
- ❖ Reflecting on student positionality
- ❖ Reflecting on dominant or empowered identities, including my own
- ❖ Reflecting on intersectionality
- ❖ Naming systemic inequities and microaggressions
- ❖ Incorporating identity and positionality as part of major assignments and projects
- ❖ Supporting minoritized students

My Shift?

Introducing Counterstory as a Framework for Researching Family Photography

- What stock stories of family prevail in the U.S. or the location of the family in your photographs?
- What has doing "memory work" revealed about the stories of your photographs?
- Does your family photograph research complicate or counter prevalent stock stories?

See Richard Delgado's "Storytelling for Oppositionists and Others: A Plea for Narrative," *Michigan Law Review* 87 (1989), pp. 2411-2441; and Annette Kuhn, "Photography and Cultural Memory: A Methodological Approach," *Visual Studies* 22, no. 3 (December 2007): 283-92)

migration tales

Stories Research Podcast Our Team Features Blog Contact Podcast
Resources



Migrant stories are
human stories.

Read the Latest Story Here



7/6/21

"Take pride in your story and don't be
afraid to share it"

LOFOTEN
NO
Include Yourself as Part of the Class Dialogue

IPI to Director of Inclusive Pedagogy

Liz Co, PhD

Director of Inclusive Pedagogy, Senior Lecturer

Department of Biology—CAS

IPI Three years ago....



Kelly Hogan, IPI speaker

IPI Three years ago....



Kelly Hogan, IPI speaker



me



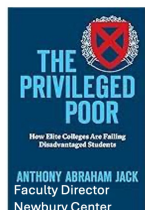
Zeke Kimball, IPI speaker



Zeke Kimball, IPI speaker



Inclusive Pedagogy—April 2024



...gaps in expectations between faculty and students about what is required to succeed in college are profoundly consequential—a roadblock to inclusion and belonging, one that impedes access to places where connections are made, bonds are forged and information is shared. I have found that faculty and administrators across the country reward students based on how much those students engage with them.”

Office Hours ideas:

Change location—hold office hours in your teaching lab, in a café, in a conference room

Offer an activity—practice questions, difficult diagram, putting steps in order

Explain—talk explicitly about what office hours are



Inclusive Pedagogy Spring 2024

Faculty-TA/TF interactions

Lessons learned from TF panel in December

Kathryn Spilios and Liz Co to interview faculty with TFs assigned beginning March—you will get an email with a link to sign up for times

ASKBIO 4/11 10am-2pm

NSF & HHMI funded national effort to target assessment in Biology with a goal of improving attrition. 3 years of nationwide workshops. BU hosting a workshop for Boston-area graduate students, post-docs and faculty who teach Biology

Resources Reminder

Liz Co
Teaching ideas
Interview prep
Assessment help

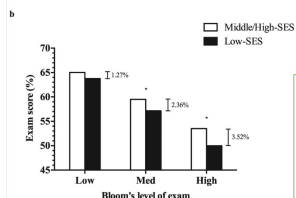
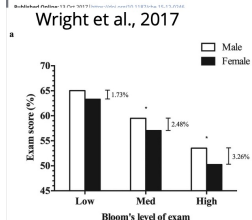
Kathryn Spilios
Teaching ideas
Educational Technology

Steve Jarvi
Academic misconduct
Delicate student issues

Cognitive Difficulty and Format of Exams Predicts Gender and Socioeconomic Gaps in Exam Performance of Students in Introductory Biology Courses

Christina D. Wright, Sarah L. Eddy, Mary Pat Mendelsohn, Elizabeth Aaker, Margaret Blankenship, and Sarah D. Shinnell
Oikos, 2018, Monitoring Editor

bioRxiv preprint doi: <https://doi.org/10.1101/270000>; this version posted February 13, 2018. The copyright holder for this preprint (which was not certified by peer review) is the author/funder, who has granted bioRxiv a license to display the preprint in perpetuity. It is made available under aCC-BY-NC-ND 4.0 International license.



Ballen et al., 2019 demonstrates that men outperform women on essay questions in intro bio

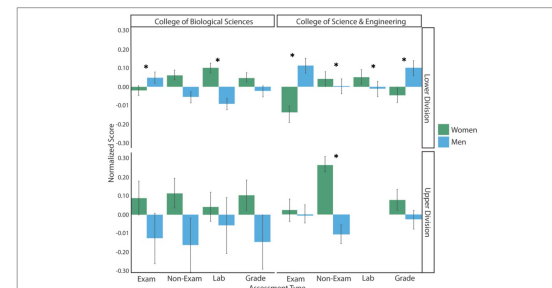


FIGURE 1 | Average normalized performance for women and men across different assessment methods (exam, non-exam assessments, laboratory, and overall course grade), disciplines (College of Biological Sciences, CBS; College of Science and Engineering, CSE), and divisions (lower division or upper division courses).

Salehi et al., 2019

Education and Teaching meeting Thurs
Nov 9th 9am LSE 3rd floor conf. room

Topic: Critical thinking and complex ideas in machine-gradable exam questions

In March faculty meeting, we learned that when STEM students receive a C or lower in a single introductory course, their likelihood of finishing their STEM major decreases.

URM students drop from 35% who finish the major to just 21% (Hatfield et al., 2022).

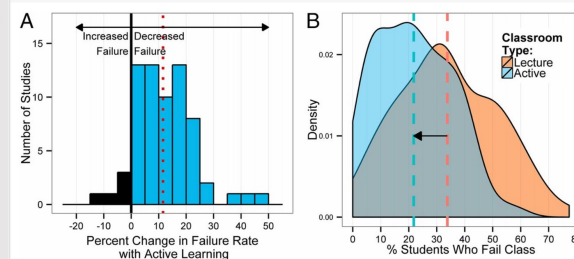
The DBER field attributes this to stereotype threat and learned helplessness

Active learning decreases failure rate among all students, but disproportionately benefits URM students

Easy active learning ideas:

- Think-pair-share questions
- Defend and refine a misconception
- Breakdown or predict graph/data

Fig. 1. Freeman et al., 2014 PNAS



URM = underrepresented minority

DBER = discipline-based education research

Stereotype threat = the psychological threat that arises in a situation or effort for which a negative stereotype about one's group applies

Learned helplessness = a sense of powerlessness that leads to a lack of effort

One year as Director of Inclusive Pedagogy

- Faculty respond well to concrete suggestions
- Discipline-specific ideas are key
- One-on-one meetings are more productive
- Catch faculty as a captive audience

Inclusive Pedagogy Integration with Master's Capstone

Jonathan Waldo, LMHC
Associate Director of
Clinical Training





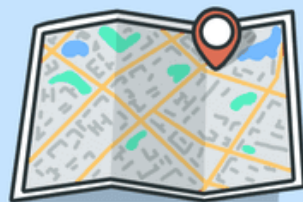
Background

- Mental Health Counseling and Behavioral Medicine Program
 - Master's Degree linked to future professional licensure (LMHC)
 - Specific requirements associated with both accreditation and licensure
- Capstone Assignment
 - Final demonstration of wide range of skills and knowledge
 - Integrated with license and accreditation requirements
 - Required for graduation

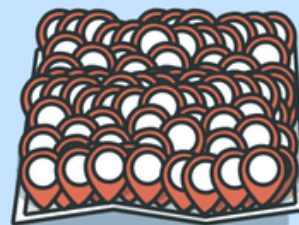
Inclusive Pedagogy Institute

- Several instructive lessons:
 - Considering the student as a whole person highlights opportunities for pedagogical development
 - Silent practice removes pedagogical benefit
 - Clarity in assignment prompts has been found to close equity gaps
 - Self-evaluative skills, taught alongside discreet knowledge, align with long-term goals of continued development and education
 - The learning environment as a shared responsibility empowers students in the learning process

Dr. Grace S. Kim and Dr. Karen Suyemoto; Dr. Natasha Jankowski



**WHEN YOU SET
A PRIORITY**



WHEN YOU DON'T



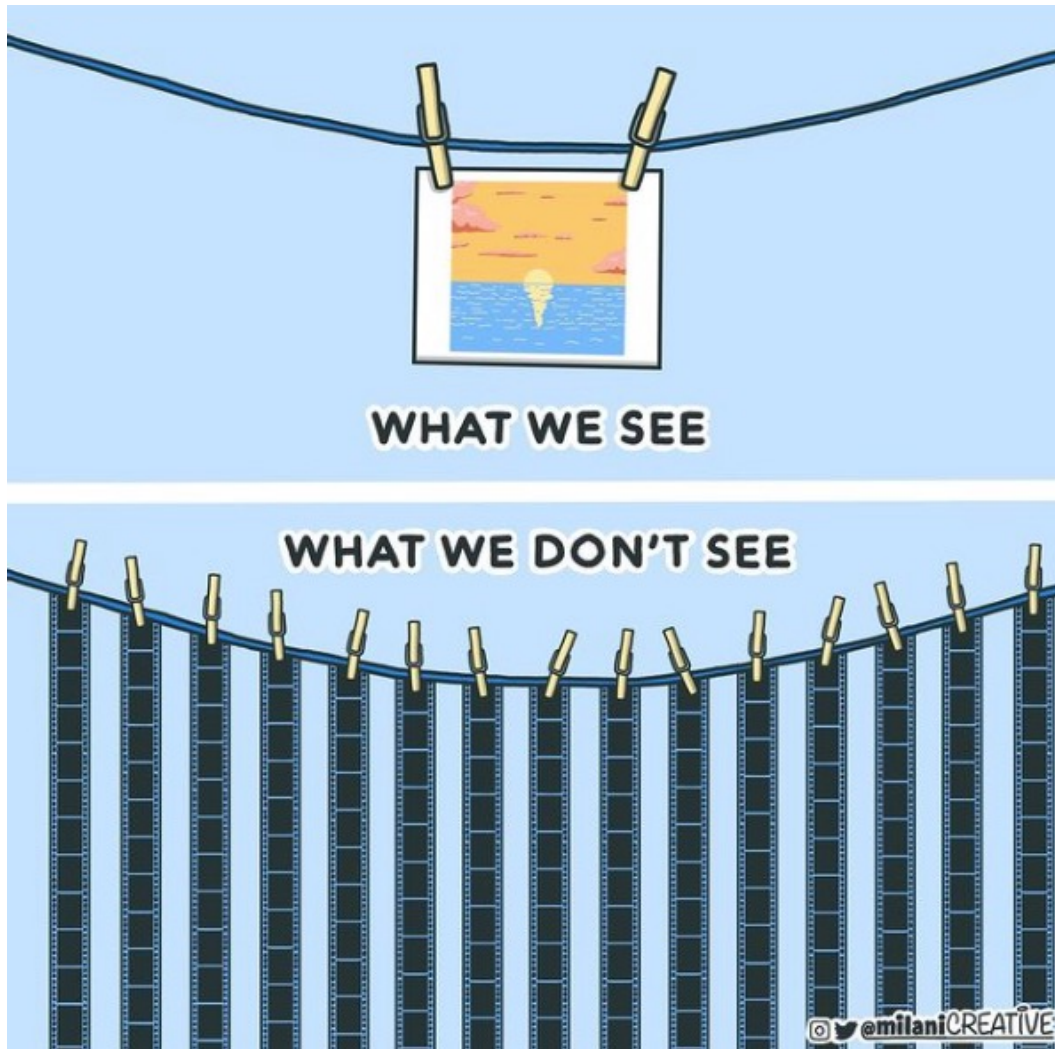
Assessment of the Capstone

- Non-inclusive language use
- Unclear assignment prompts
- Minimal opportunities for students to interact with this rubric; connection to learning goals were not made explicit
- Little opportunity for students taking on the role of evaluators
- Inconsistent scoring across multiple faculty people

The background of the slide is an abstract composition. It features a light-colored wood grain texture. Overlaid on this are numerous thin, straight lines in various colors including red, yellow, green, and purple. These lines crisscross the entire frame in a chaotic, web-like pattern. In the lower-left quadrant, there is a circular hole in the wood, through which a dense, tangled mass of yellow and red threads is visible, creating a focal point of complexity.

Integration

- Inclusive Language Use
- Clarity of Assignment: **Purpose, Task, Criteria**
- Iterative Feedback and Learning Cycles
- Self-Assessment and Evaluative Experience
- Link scoring with epistemology (how do we know...?)



“Make
one
change
at a
time”