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What are "Inclusive Pedagogies"? What must faculty do differently to teach inclusively?

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What are “Inclusive
Pedagogies”?
What must faculty do
differently to teach
inclusively?

Jean Keller & Kyhl Lyndgaard, Thursday Forum, November 17, 2016



Inclusive pedagogy and advising workshops funded by the Mellon grants

- ▶ May: David Concepción (Ball State University). "Inclusive Pedagogy."
- ▶ August: A. T. Miller (Cornell University). "Teaching for Inclusion."
- ▶ September: Janet Rowles (St. Cloud Conflict Resolution Center). "Circles of Understanding and Restorative Justice."
- ▶ October: Blane Harding (University of Nevada, Reno). "Fostering an Inclusive Community through Advising."

Tentative workshops for spring 2017:

- ▶ March: Alicia Fedelina Chávez (University of New Mexico) and Susan Diana Longerbeam (Northern Arizona University). "Teaching Across Cultural Strengths."
- ▶ April: Interactive Theater & role play exercises with student group RAD (Reflection, Action, Dialogue) and Kaarin Johnston, CSB/SJU Theater Department.



I. Curricular diversity

Rationale:

- ▶ Students of color want us to diversify the body of authors on the syllabus (April 4, 2016 “What CSB/SJU Students of Color Want Their Faculty to Know”)—and they notice when they can’t see themselves in the course materials.

Student voices:

- ▶ ASOC student from focus group: “They [CSB/SJU community as a whole] are glad there is diversity but there is nothing inside of it. We have to assimilate to the white culture more than they want to learn about our culture.”
- ▶ White student from focus group: “I think including different perspectives is something they [faculty] are trying to think about.”

Curricular Diversity, done well, is transformative:

- ▶ The kinds of questions and concerns explored in the classroom become different *because* different voices are included.



II. Inclusivity as explicitly attending to good teaching methods

Courses should “sing” to students from a variety of backgrounds, identities, and learning styles.

- ▶ Revise syllabus & assignments to engage students and offer positive statements of what to do & why it matters (as opposed to cautionary language focusing on what not to do).
- ▶ Expand student learning possibilities by integrating a variety of activities: experiential, film, etc.

Ensure students are provided the skills necessary to succeed and evaluate students based on the amount that they learn in your class.

- ▶ Include “how to” instructions.
- ▶ Integrate inside of class with outside of class learning (eg. L. Dee Fink’s castle top course structure).

Emphasize importance of all student voices through intentional pedagogical practices

- ▶ Circles of Understanding; go around circle at end of class and express gratitudes.
 - ▶ Ensure that no one or two students are singled out as representatives of an entire culture.



III. Inclusivity as cultural competency

Become more aware of one's own cultural background and the cultural backgrounds of one's students

- ▶ Recognize how your own culture and identity inform your experiences and how you approach teaching and advising.
- ▶ Intentionally modify and expand one's teaching practices so they work for students from a variety of cultural backgrounds

Examples of Specific Practices

- ▶ Evaluate students on class engagement rather than class participation. (Concepción)
- ▶ Create space for those in the norm to feel strange & vice versa (Miller).
- ▶ Recognize that every student has a unique story—and then ask them to tell it to you, rather than assume you know.



IV. Inclusivity as a “funds of knowledge” or “asset-based” pedagogical approach (Moll et al, “Funds of Knowledge for Teaching”)

View our increasingly diverse student body as an asset, not as a group more likely to have academic deficit.

- ▶ Emphasize and include in your pedagogy the specific assets that a diverse set of students brings.
- ▶ “... increased structural diversity creates ... an environment where diverse students work together, collaborate, and ultimately grow in understanding others across differences” (from Faculty Focus Group report, Dr. Rudy Rincones, et al).
- ▶ “Gurin (1999) points out that students who had experienced the most diversity in classroom settings and in informal interactions with their classmates showed the greatest engagement in active thinking processes and the greatest growth in intellectual and academic skills” (R. Gurung, *Getting Culture*, 15).



V. Inclusivity as facilitating difficult conversations

Although closely related to earlier slides, this is a critical skill needed in today's world and something that faculty at CSB/SJU consistently ask for guidance with.

- ▶ Importance of ground rules to ensure that discussions are highly structured and respectful.
- ▶ Anticipate and learn to address micro-aggressions in the classroom.
- ▶ Workshops have been funded through Mellon to offer training—Circles of Understanding, and RAD (interactive theater) in the spring.



VI. Other forms of inclusive pedagogy we missed?





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- ▶ Chávez, Alicia Fedelina and Susan Diana Longerbeam. *Teaching Across Cultural Strengths: A Guide to Balancing Integrated and Individuated Cultural Frameworks in College Teaching*. Sterling, Virginia: Stylus, 2016.
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- ▶ Rincones, Rodopho, Lucas Endicott, and Robin Dankovich. *Campus Climate Survey and Focus Groups*, CSB/SJU, spring 2016.
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- ▶ Special thanks to David Concepción (Ball State University), A. T. Miller (Cornell University), Janet Rowles (St. Cloud Conflict Resolution Center, and Blane Harding (University of Nevada, Reno) for so generously sharing their expertise with the faculty at CSB/SJU. We have learned so much from them.
- ▶ This presentation would not have been possible without the generous financial support of the Andrew W. Mellon Foundation, and the institutional support of President Mary Hinton, President Michael Hemesath, and Dean Karen Erickson.



Cup of Humanity



Select “rules” of *chanoyu* (Tea Ceremony)

- Sen no Rikyū: “In the tea ceremony the guest of honor always takes the head seat, no matter how high-born or lowly he may be.”
- social status should never invade the tea room
- sparsely decorated
- simple clothes
- poverty and modesty are the ideals of the tea ceremony
- be scant and imperfect

“Aung San Suu Kyi (right) receives a bowl of green tea from Japanese tea master Genshitsu Sen”
(source: [NPR](#))



Practical adaptation for classroom:




- Reverence for “guest”
- Close listening to the other
- Everyone deserves to be heard
- Get down to the basics
- Refined and elegant poverty of the tea ceremony → cheap tea in paper cups



“Cup of Humanity”

(name of First Chapter of Okakura's *Book of Tea*)

- **Premise of tea ceremony:** establish harmony through deep respect and reverence for the other in a context stripped of the importance of rank and status
 - **Objective:** listen to each other deeply, serve each other tea, have opportunity to speak closely with each classmate
- 



“Cup of Humanity”

- **Method:** assemble in groups of 4 students. One will be the host, while the other three will be guests.
 - **Host:** Serve tea to the other three (if they want it) and to self. Also, the host is like a moderator—mostly asking questions and listening. The objective is to make all others feel comfortable.
 - **Guest:** Be grateful to be hosted. Talk about what aspect of the topic is most meaningful to you.

“Cup of Humanity”


- assigned groups, rotates every time
- everyone talks to everyone else; each student serves as host (at least 2x)

	GROUP 1	GROUP 2	GROUP 3	GROUP 4
HOST	Miguel	Billy	Neo	Kendall
GUEST	<u>Guangyao</u>	Sabrina	Hai	Louis
GUEST	Vichian	VK	Myer	Shen
GUEST	Corey	Allen	<u>Jax</u>	<u>Yijiang</u>






Recent topics discussed

- U.S. racist stereotypes of Japanese people during WWII
 - Japanese-American Internment in 1940s
 - Anthropological studies premised on the idea of “getting to know the enemy”
 - Course readings in general
 - **Today (11/17):** Trump surrogate bringing up “precedent” of Japanese-American Internment when discussing possible Muslim registry
- 





Success?

- SUCCESSES:
 - Students talk to each other more, groups form quickly (facilitated by flexible furniture!!).
 - Important for me to control group make-up, ensure variation.
 - Students talk openly—each person gets a chance to talk. Easier to talk in small groups.
 - They enjoy drinking tea and serving their classmates.
 - TO BE DETERMINED:
 - Whether the arbitrariness of “tea ceremony” for a way to think of the exercise is meaningful.
 - How success can be measured.
- 



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- ▶ Okakura, Kakuzō. *The Book of Tea: Japanese Harmony of Tea Culture & the Simple Life*. 1919.

ENGAGEMENT

**INCLUSIVE PEDAGOGIES AND CULTURAL
COMPETENCE**

KELLY BERG

Cultural Competence

Professors



What my parents think I do



What my friends think I do



What my students think I do



What my spouse thinks I do

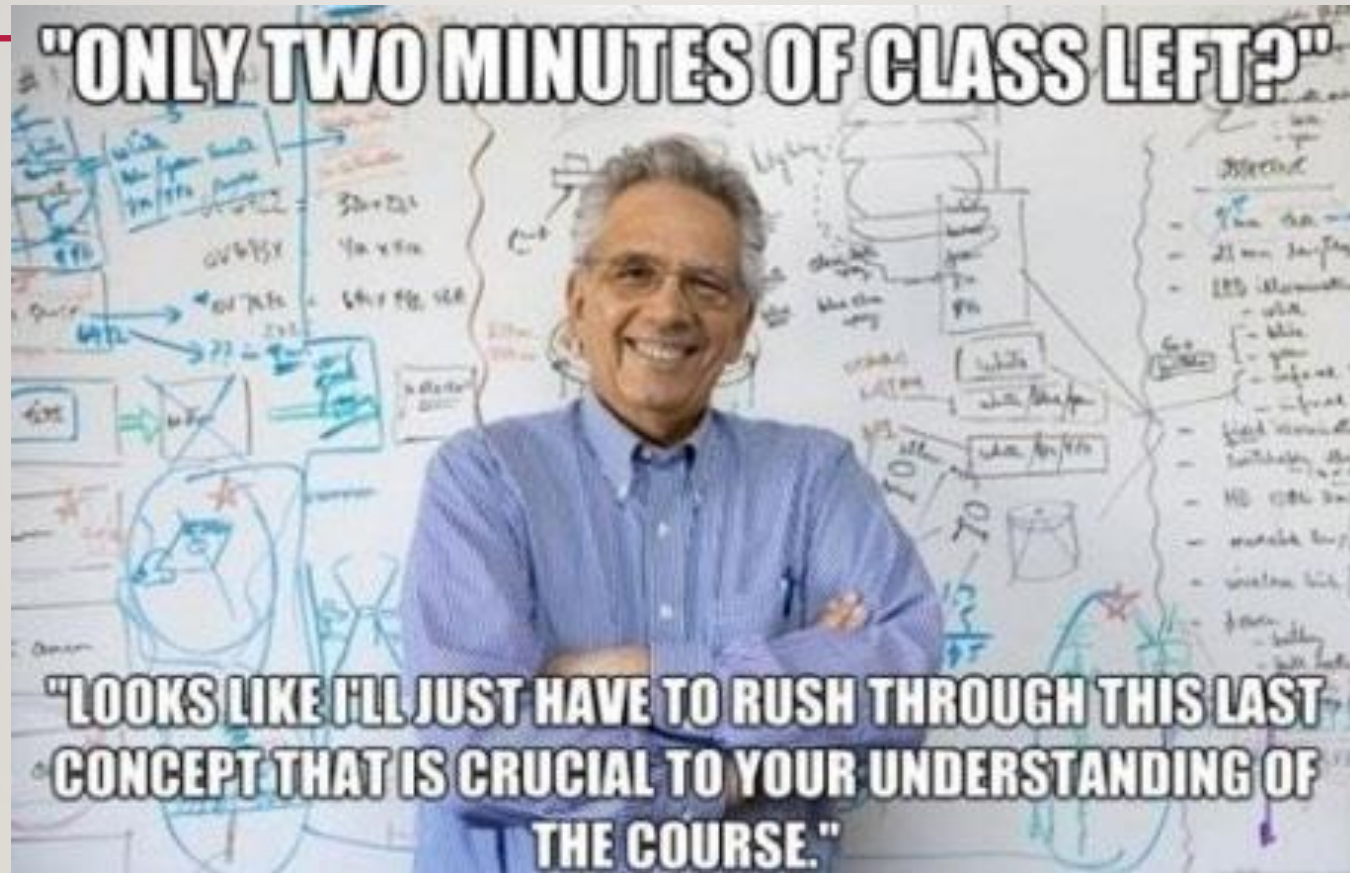


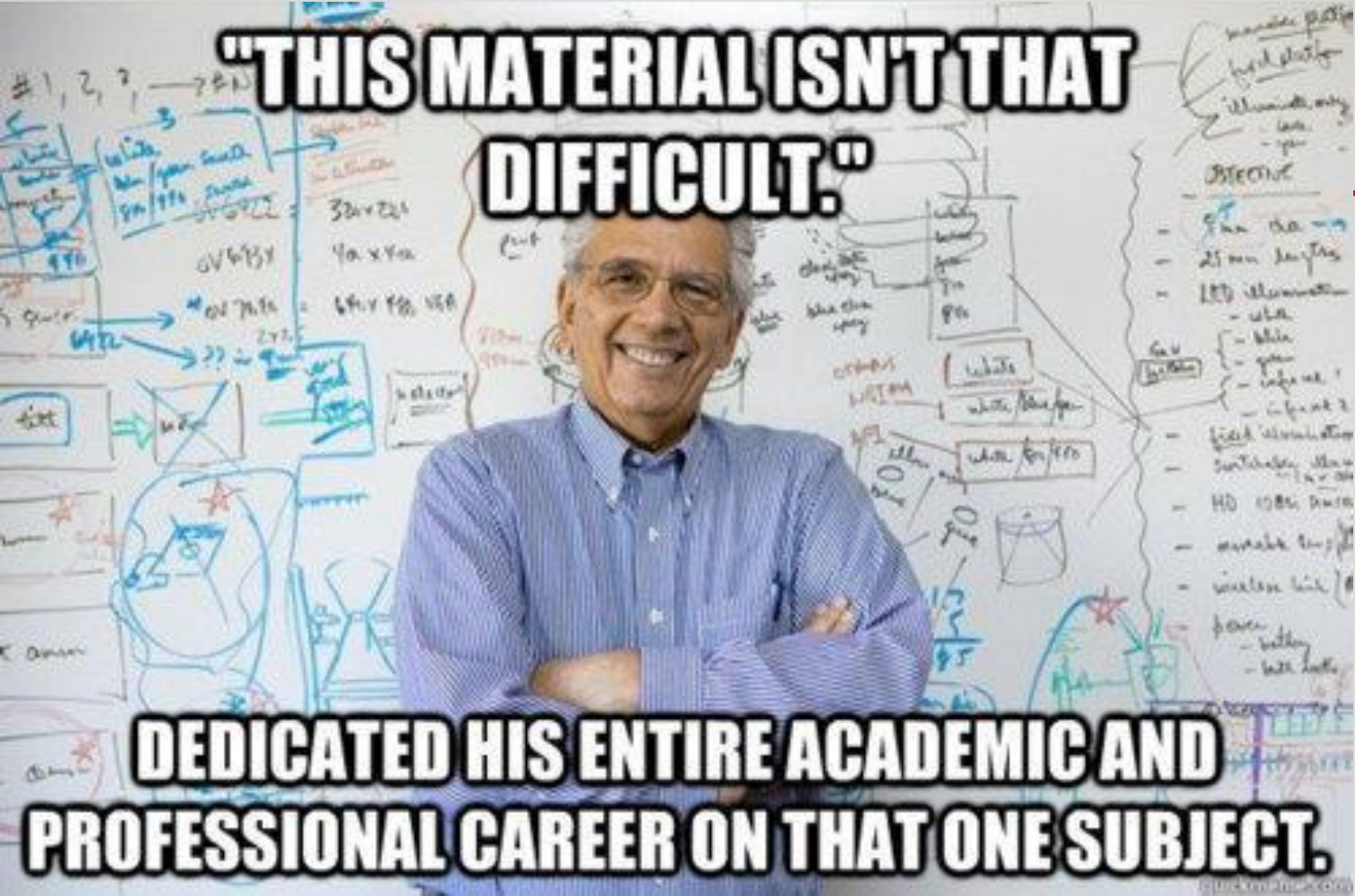
What my colleagues think I do

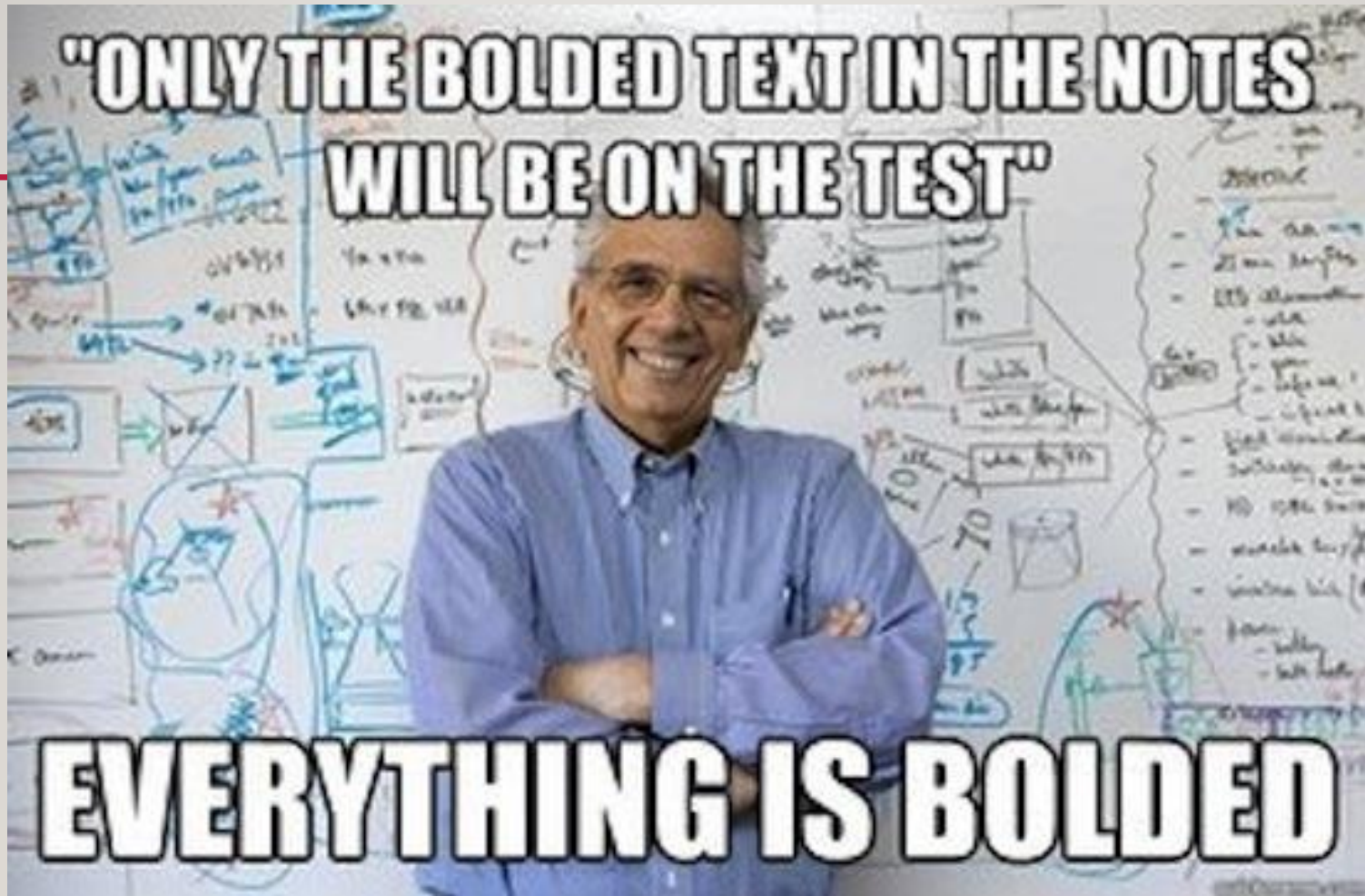


What I actually do

WHAT OUR STUDENTS THINK WE DO:



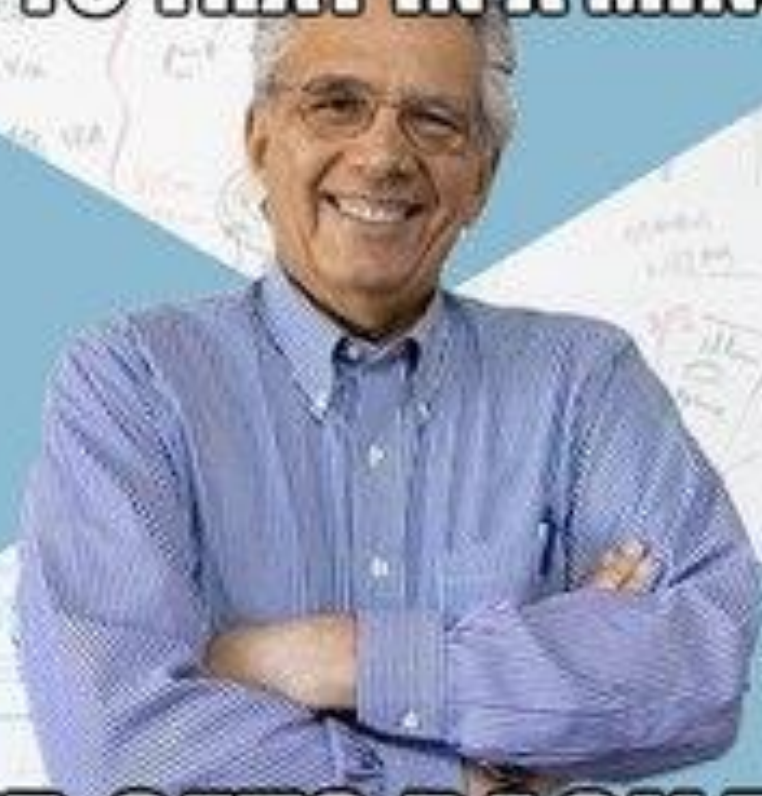




**"ONLY THE BOLDDED TEXT IN THE NOTES
WILL BE ON THE TEST"**

EVERYTHING IS BOLDDED

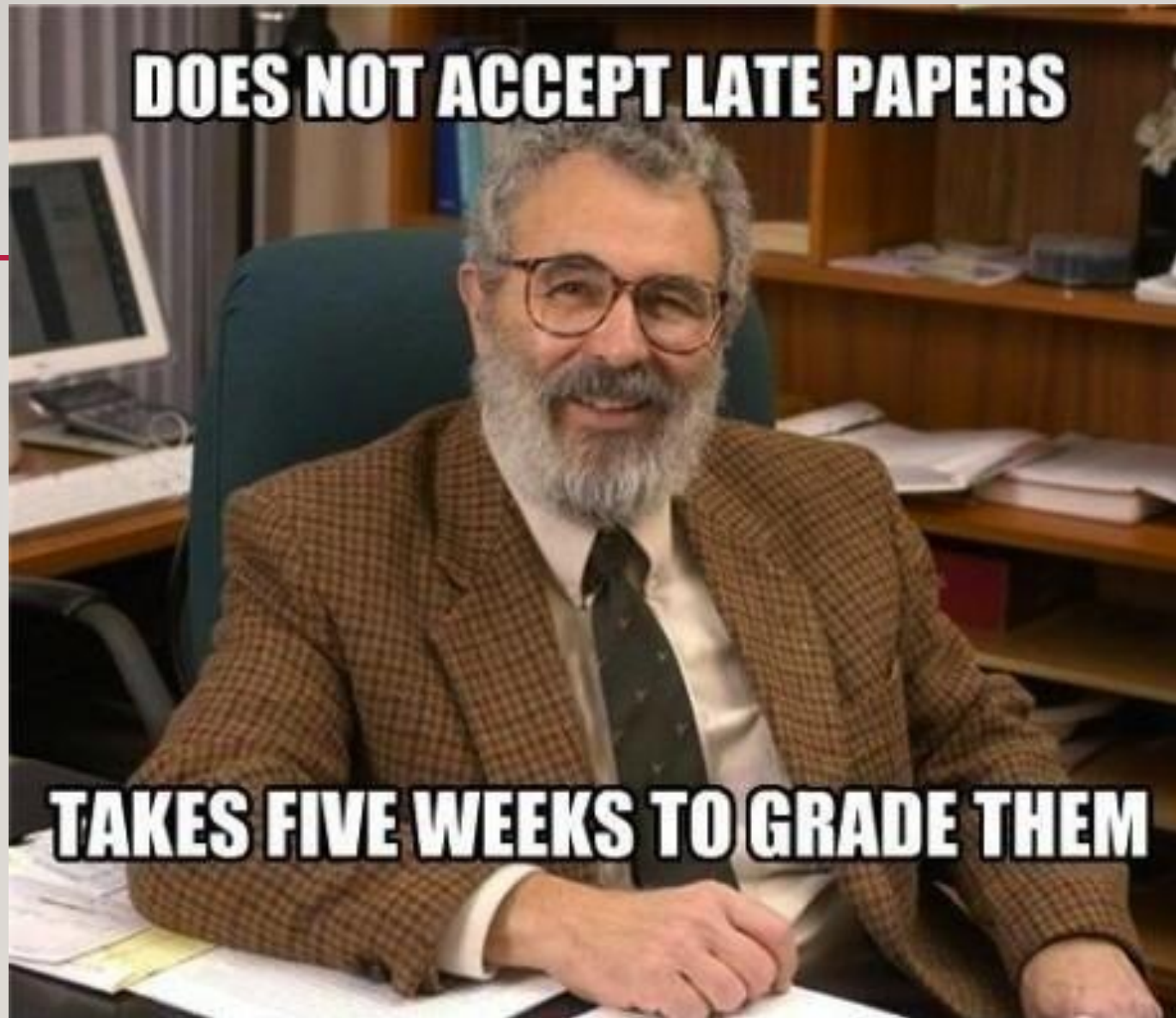
**"GOOD QUESTION. WE'LL GET
BACK TO THAT IN A MINUTE."**



NEVER GETS BACK TO IT

gettyimages.com

DOES NOT ACCEPT LATE PAPERS

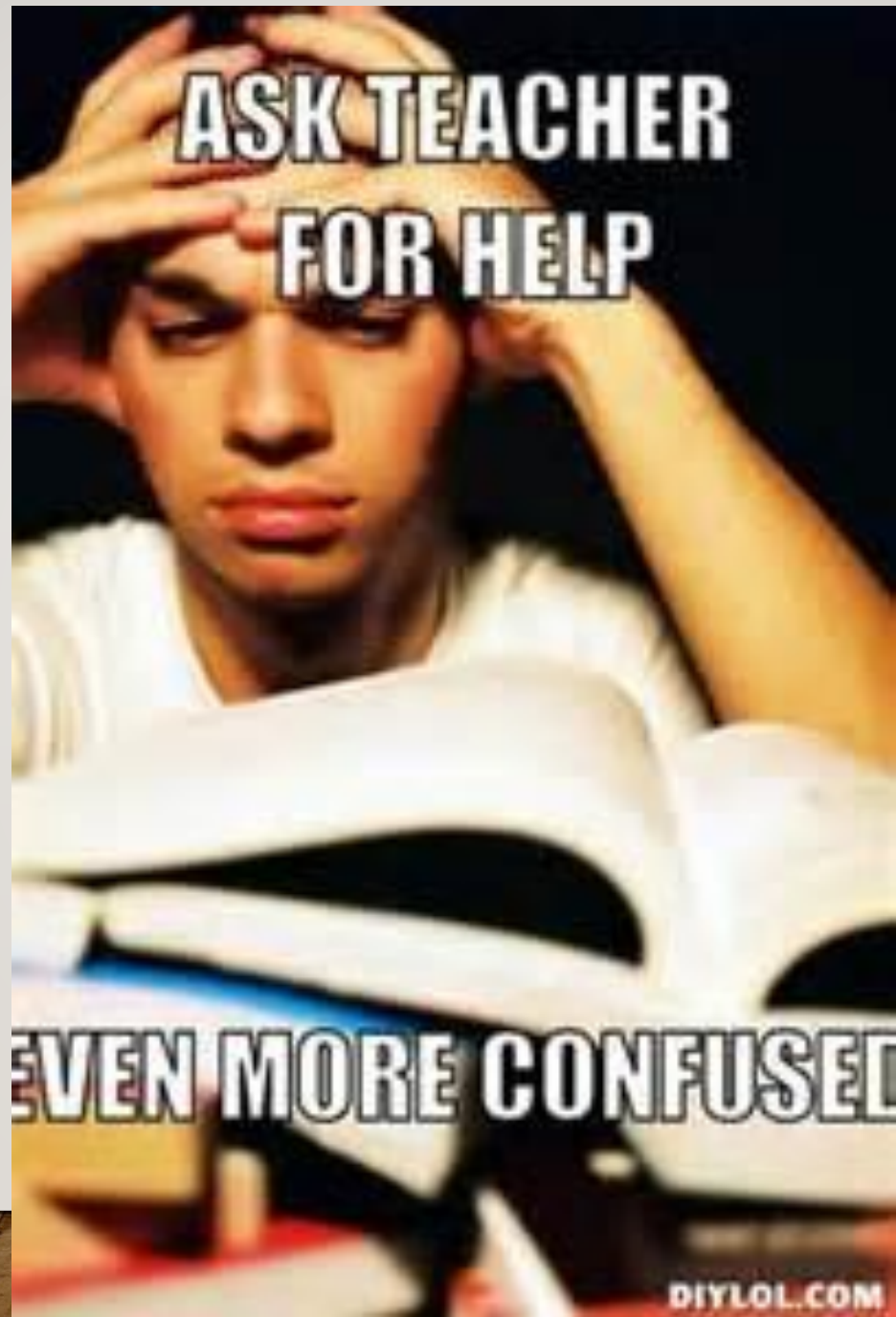


TAKES FIVE WEEKS TO GRADE THEM

FAILS YOU IN PARTICIPATION

**WAS IN THE HOSPITAL WITH A
BLEEDING LUNG FOR A MONTH**



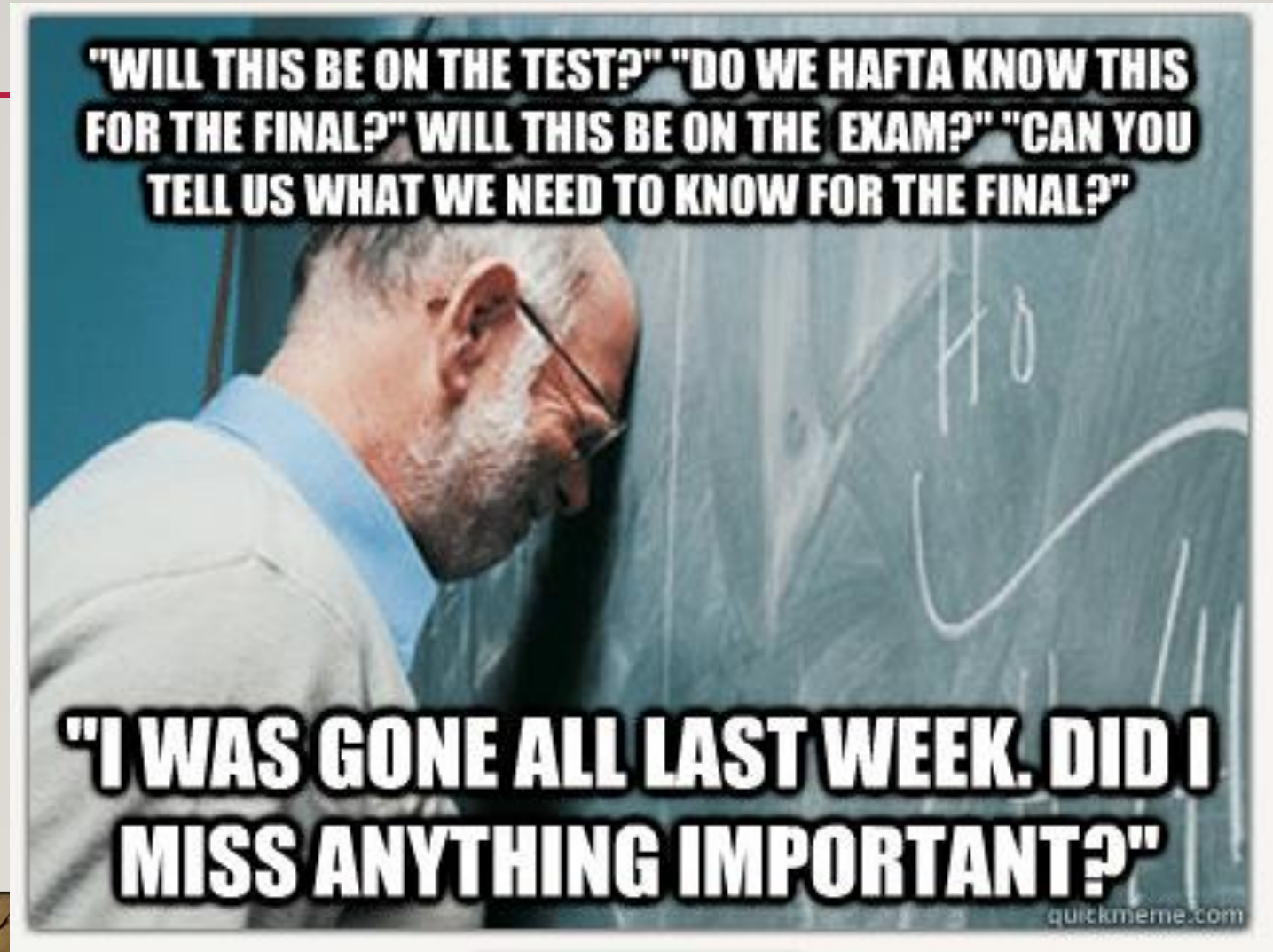


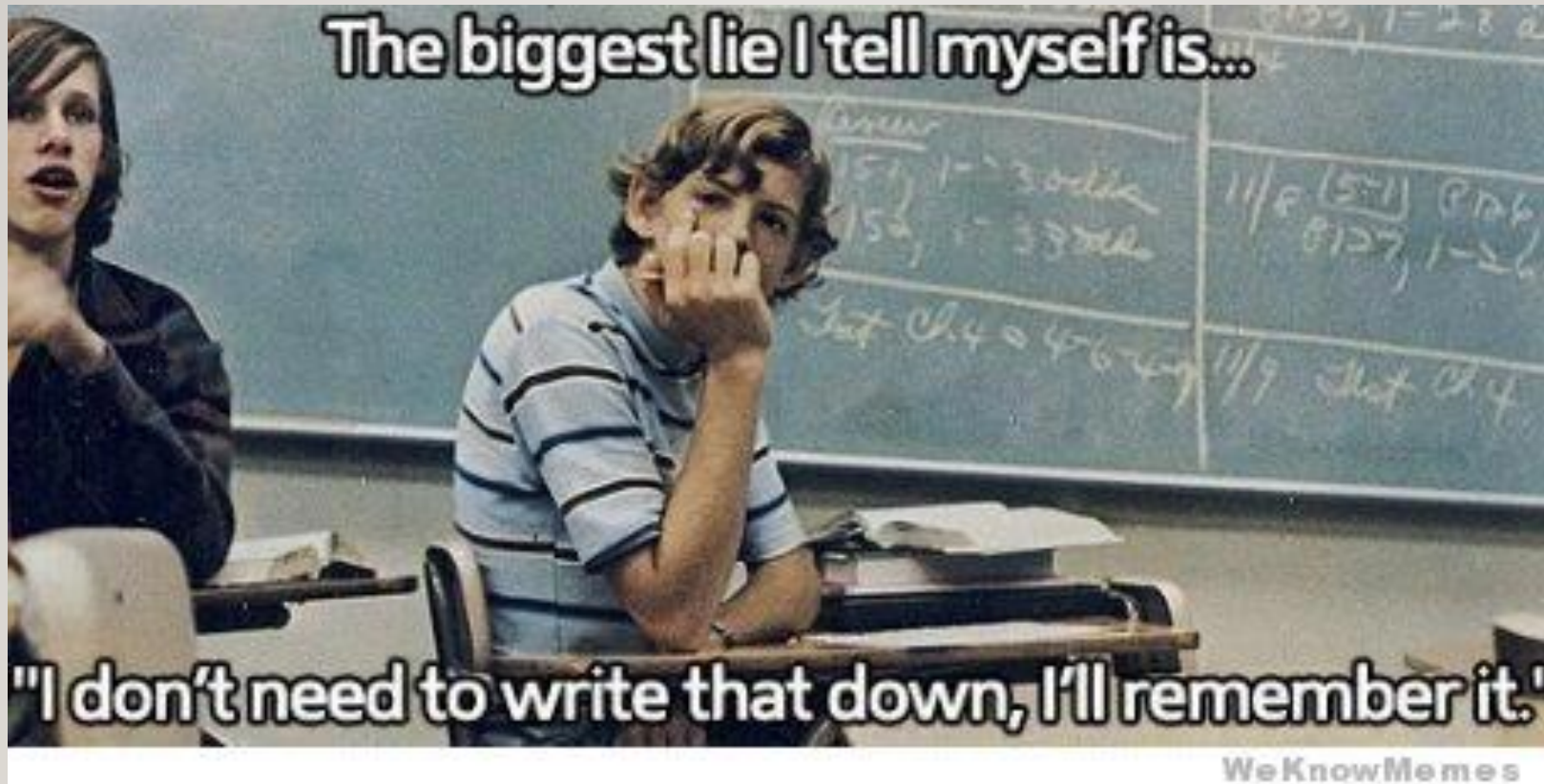
**ASK TEACHER
FOR HELP**

EVEN MORE CONFUSED

DIYLOL.COM

WHAT WE THINK STUDENTS DO:







**“YOU CAN’T WRITE AN ESSAY
THE NIGHT BEFORE IT’S DUE”**

**THAT’S BECAUSE I CAN WRITE IT
THE DAY IT’S DUE**

**SAYS SHE HAS NO IDEA
WHAT TO STUDY FOR IN
PREP FOR THE TEST**



**SPENT EVERY LECTURE ON
FACEBOOK CHAT WITH THE
ROOMMATE SHE JUST LEFT**

**IF YOU DIDN'T GET
THE GRADE YOU WANTED**



**IT'S HIGHLY POSSIBLE I DIDN'T
GET THE WORK I WANTED**

**MY FACE AFTER I JUST FINISH GIVING
DIRECTIONS**



**AND A STUDENT ASKS ME
WHAT TO DO.**

memegenerator.net



**5 MINUTES LATE FOR
FIRST CLASS**

SKIP ENTIRE DAY

Biggest Concerns About First-Generation and Traditionally Under-Represented Students Academically?



WHAT DO PROFESSORS THINK?

- They don't come to class.
- They don't participate in class discussion
- They don't ask for help.
- Clearly, they lack motivation or don't care.
- They need to take responsibility for their learning.



**YOU ARE
RESPONSIBLE
FOR
YOUR
LEARNING**

THEY LACK MOTIVATION.

- **They may.**

Why?

Research shows that teachers' motivating style directly and indirectly influences student (dis)engagement.

Students who feel unsupported may be more anxious, interact less with others, and take less control of their learning.

Boekaerts, M. (2016)

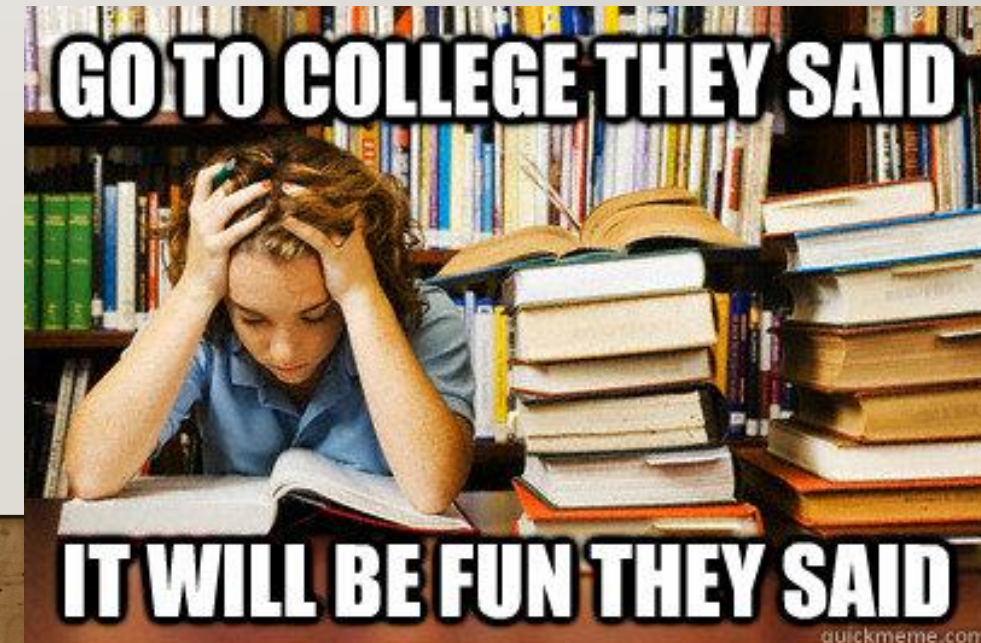


- They may be experiencing burnout: exhaustion and indifference toward school-related work, feelings of inadequacy as a student
-
- Continuous process of feeling overwhelmed, lacking enjoyment and seeing little value in school-related work tasks
 - Found to predict later decline in schoolwork engagement, impaired well-being and maladjustment at school

Salmela-Aro, K., Moeller, J., Schneider, B., Spicer, J., & Layonen, J. (2016)

WHY MORE BURNOUT?

- First-generation students and traditionally under-represented students often feel isolated, may also be dealing with more identity negotiation, fighting stereotypes or lack of cultural competence (on the part of their peers and their professors).



WHY MORE BURNOUT?



★ **HOW TO ASK FOR YOUR PROFESSOR'S HELP** ★

SHOW YOU'RE LOOKING FOR HELP, NOT JUST BROWNIE POINTS.

Say **"I DIDN'T UNDERSTAND,"** **NOT** **"YOU DIDN'T EXPLAIN WELL."**

INTIMIDATED? SUGGEST MEETING ON NEUTRAL GROUND.

Start by saying **"THIS IS WHEN I STOPPED UNDERSTANDING."** **ASK FOR HELP BEFORE FINALS WEEK.**

DON'T ASK FOR HELP BEFORE/AFTER CLASS - GO TO OFFICE HOURS!

COLLEGE of CHARLESTON

- **May lack same skills and resources for success compared with other students**

WHY DON'T THEY ASK FOR HELP?

They MAY care; they may show it differently

Study:

- College students from all social class backgrounds want to succeed
- Accept responsibility for their success
- Social class shapes the rules they follow in their attempts to fulfill this shared goal.

THEY MAY CARE; THEY MAY SHOW IT DIFFERENTLY

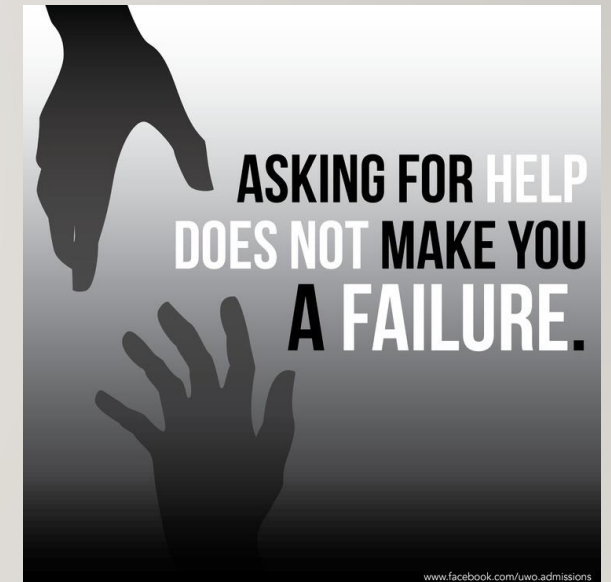
- Unlike middle class students who interpreted responsibility as reaching out to seek help, first-generation students interpreted the responsibility as being on their own to succeed.
- Typically did not include interacting with faculty and university support staff.
- Believed that their best strategy for success was relying on themselves.

Yee (2016)

THEY MAY CARE; THEY MAY SHOW IT DIFFERENTLY

- Strategies not equally aligned with the rules of engagement as defined by higher education faculty, administrators, and researchers
- Pride and necessity fueled sense of independence.
- Seemed to think that they could not take full credit for their success if they received help.

Yee (2016)



ENGAGEMENT

- First-generation students' independent attitudes and strategies are less valued in this field, and even place them at risk of being perceived as disengaged, passive, and apathetic by faculty who evaluate their efforts and at least partially determine their success in the field.

TRADITIONAL PSYCHOLOGICAL MEASURES OF ENGAGEMENT



ENGAGEMENT?

- **Participation = mostly focused on visible behavioral evidence of engagement**
- **Attending class, raising hand, saying things that sound academic and prepared, being active in class discussions and activities**



FG students:

- Lower mean scores on contributing to a class discussion

- Asking an insightful question in class
- Bringing up ideas or concepts from different courses during class discussions
- Interacting with faculty during lecture class sessions

Soriaa, K.M. & Stebletonb, M.J. (December 2012)

WHY SHOULD YOU CARE?

Your role as a faculty member matters:

- When students are not as engaged in college, their overall experiences can be isolating and disconnecting
- When students are more engaged with faculty, peers, and staff, they are more likely to be motivated and more engaged in the academic aspects of their college experience

- Student-peer and student-faculty contact improves student learning and performance
-

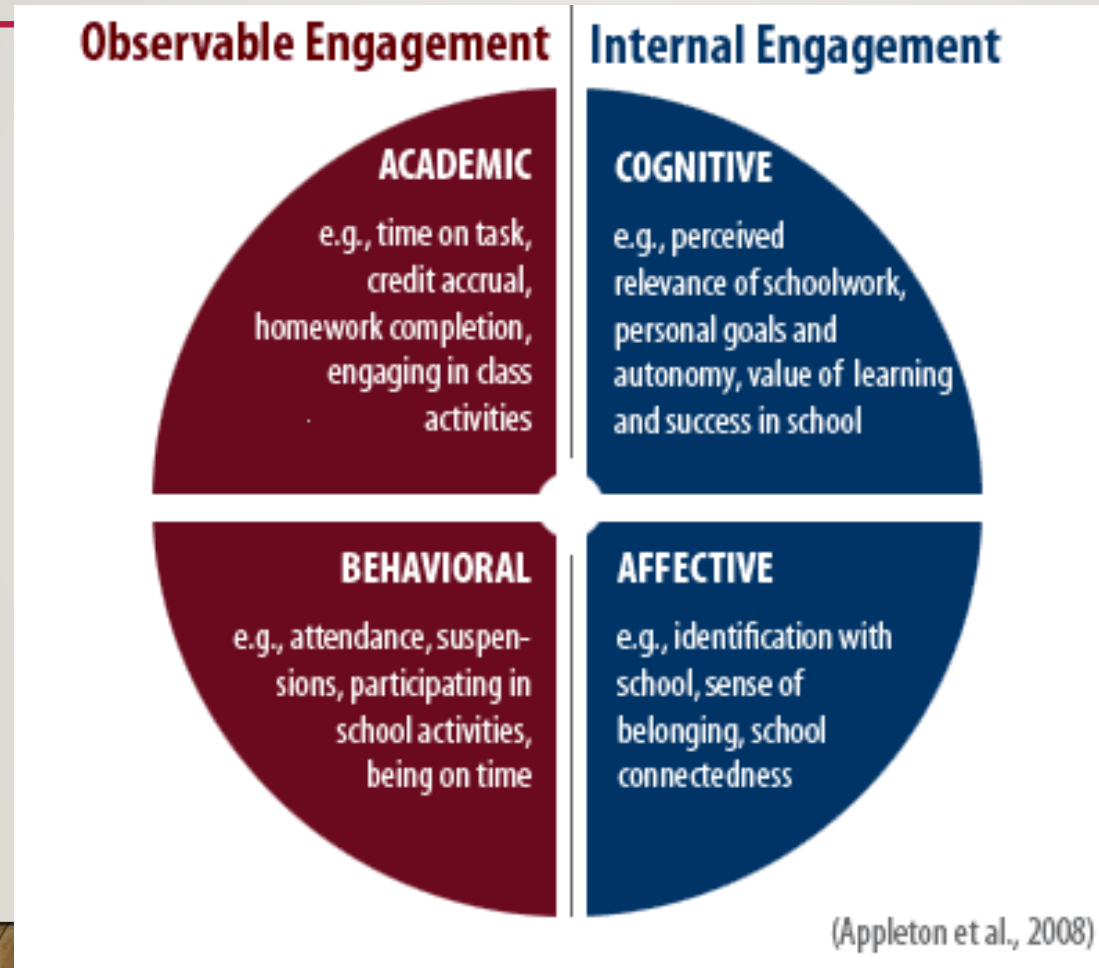
- Students nervous (remove distance), unsure how to go about interacting with us, not aware of how important it can be beyond future recommendations

- **Beattie, I.R. (May/June 2016)**

- Engagement with faculty most effective when around academic and career matters – affects student achievement, satisfaction, persistence, academic self confidence and academic skill development
 - But middle class students often talked more comfortably and about non-academic matters, as well, so their professor thought highly of them and thought of them when opportunities arose

- Beattie, I.R. (May/June 2016)

COMPLICATE OUR UNDERSTANDING OF ENGAGEMENT



WHAT HAVE I DONE?

- **More development on cognitive and affective aspects of engagement and adjustment of academic and behavioral**
- **Focused more on why it can be meaningful to the students, repeatedly throughout the semester**
- **Altered grading from participation to engagement/expanded definition of engagement**
- **(Handout)**

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