Inclusive Community of Practice meeting, November 1st

"Bringing Inclusive Practices to Large Lecture Classes"
Student panel

To add more practices, please send to becca.ciancanelli@colorado.edu
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Student panel suggestions for inclusive teaching practices

- Allow students to be selective with what they share, but encourage free exchange of ideas

- Foster and nurture a vulnerable classroom environment

- Facilitate participation and content being contributed by students

- Allow students to bring in their own discussion questions and facilitate discussion with everyone, perhaps through discussion posts on Canvas

- Think carefully about how you ask questions in classrooms, to encourage students to participate

- Send out a survey to understand everyone before the start of the semester, click here to see example accessibility survey questions

- Post exam keys, caption your lecture, make the textbook accessible on Canvas, click here for instruction on making course work accessible

- Allow time for discussion in class, to process information that students are learning

- If a student is struggling in your class, ask yourself: Why are you concerned? What are your judgments? How can you support the student in doing their best learning in this space? If you reach out, be careful with the wording in the email, taking responsibility as the instructor, looking to answer how you accommodate the student and encourage feedback from the student

- Bring students' interest and values to the STEM classroom through case studies, exit ticket activities ("What topics are you interested in that relate to our coursework right now?"), small projects where students can choose the topic, bring their values and interests

- Communicate your classroom norms at the beginning of every class, to help set an atmosphere of respectful behavior between students. Make sure that your TAs and LAs communicate these norms and are prepared to intervene if a norm is broken.

- Encourage students to create relationships as "accountability partners" (peers who help hold them to high expectations of the course)

Participant suggestions for inclusive teaching practices

- Think/Pair/Share is a great strategy

- I love the idea of setting up "thought partners" for consistent peer-to-peer check-ins and support. I also will probably use the idea of sending a pre-survey to students to learn a bit more about them and their research needs before my one-shot research sessions.

- First idea is to have students complete identity and interest circles, harvest the data, and show the data to the class. Second idea is to always make sure to explain WHY you do what you do as an instructor.

- I learned about making all the materials accessible to students because students have different strategies for learning!

- I love the idea of following up questions with an affirming action and/or using an exit ticket.

- I appreciated the idea of making class expectations clear often

- I would have students turn and connect with other students, encourage them to share emails and set up study groups, email each other for notes, etc.

Specifically addressing relationship between instructor and student

- Think/Pair/Share strategy, scaffolded by expectations and trust

- Best idea is to find out student interests and then explicitly note the why of what I do: "I am using this example because many of you indicated an interest in X."

- Actively reaching out to students to do check-ins with them - or having surveys or exit tickets where they can tell the teacher how they are doing.

- Take time to introduce each other

- Using a pre-course survey to find out student interests and needs

- Have students provide a short summary/survey of what they care about, photo, + how to pronounce their name

- Icebreakers and asking open ended questions: I record a personal video and ask students to submit a short video about themselves or short survey about what they want to learn

- Students choose relevant current event and lead discussion

Specifically addressing relationship between TA and student

- I use UGTAs and LAs and GTAs and I think the best strategy is to have many students wandering around and connecting to student groups and then, whenever possible, linking two separate students groups to share their perspectives: it's all about building community and you can't do that without having distributed epistemic centers.

- I have experienced large lectures where TAs are utilized in facilitating problem solving. The TAs (5 of them) walked around to check in with each group and ask how they could support.

- Giving students extra credit to meet with TAs and discuss a course topic with more purpose

- Have clear communication about roles, building community and reduce any power differentials

Specifically addressing peer relationships

- Whenever I can, I have students work in groups and have the focus on a general "connect to each other" question as well as questions related to the work in class,

ideally with all questions having some connection to students (embedded in society questions). This leverages students' motivation.

- Having thought partners or buddies that you are consistently checking in with throughout the semester

- Norms setting at the beginning of the term to set expectations of a supportive and inclusive environment.

- Create groups for peer-to-peer connection and switch them up throughout the semester