



KUTZTOWN UNIVERSITY



Kutztown University
2022 Incoming Faculty Orientation
Inclusive Teaching: Creating Community and Common Purpose
Monday, August 22, 2022

Presenters: Pierette Kulpa, PhD, and Christopher Weiler, Ed. D.



Introductions

Overview of Session/Ways to Be Inclusive

1. Attending to Self
2. Attending to All Students' Needs
3. Creating an Equitable and Welcoming Classroom Environment
4. Using Equitable and Inclusive Pedagogies Through Course Design
5. Using Equitable and Inclusive Assessments

Practice!

Attending to Self

Attending to Self

- Inclusive teaching is a mindset
- Accepting and understanding our role in reducing opportunity gaps
- Attending to our own biases about student learning using asset-based frames. (opportunity gap/removing deficit framing)

Attending to All Students' Needs

Attending to Self

- Teaching ALL students equitably
- Use student names even in large classes
- [Name Coach](#)
- Name badges; photos of students with name tag
 - You write or students write, merits to both
 - Have students return at end of each class, also effective way of taking attendance
- Student info card/survey [preferred and given? names, pronouns, major/minor, open ended question(s) tied to your field and their experience with it.]
- Working to counteract negative student perceptions of learning

Creating an Equitable and Welcoming Classroom Environment

Creating an Equitable and Welcoming Classroom Environment

- Teach from the moment they arrive - on first day and every day
 - Introductions
- Class preparation and message of professor readiness/access/openness (not tethering self to computer at the beginning of each class)
- Be explicit about promoting access and equity for all -
 - Professor policies and learning statements in syllabus

Basic Needs Statement

If you face challenges securing food, housing, or other basic needs, and you believe this need may affect your performance in this course, please communicate with me about this in a way that makes you feel most comfortable. This will enable me to connect you with any available resources that may support your needs.

Emotional and Mental Wellness

Your emotional and mental health is very important, and it can affect your ability to meet your academic responsibilities in this and other courses. Part-and full-time students have free access to mental health counseling through the Kutztown University Counseling and Psychological Services Center (CPS). If you begin to experience any emotional concerns such as anxiety, depression, or if you are impacted negatively by significant life events, please seek help at the counseling center right away. You will find a friendly face for your appointments. Hours of operation are Monday – Friday between 8:00 am to 12:00 noon and 1:00 pm to 4:00 pm. It is preferred that students call CPS at 610-683-4072 to schedule an initial appointment. If you experience a mental health emergency during this time, please contact Public Safety (610-683-4001), Service Access & Management (610-236-0530), call 911, or visit the emergency department of the nearest hospital.

Statement on Gender Inclusivity

In this and all courses, I strive to affirm people of all gender expressions and gender identities. As such, I am striving to use gender neutral language in our syllabi and course materials. The APA has adopted the use of the singular they/their/theirs, and we recommend using these gender-neutral pronouns in course assignments and submissions. If you prefer to be called a name other than what is on the class roster, please let me know. Also, please let me know your gender pronouns. If you have any questions or concerns, please reach out.

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Statement of Success

Success in any course depends heavily on your personal health and well-being. Recognize that stress is an expected part of the college experience, and it often can be compounded by unexpected setbacks or life changes outside the classroom. Reflect on your role in taking care of yourself throughout the semester before demands of exams and projects reach their peak. Please feel free to reach out to me about any difficulty you may be having that may impact your performance in your courses or campus life as soon as it occurs and before it becomes too overwhelming. In addition to your academic advisor, I strongly encourage you to contact the many other support services on campus that stand ready to assist you. If you need help identifying such services, please let me know.

Creating an Equitable and Welcoming Classroom Environment

- Remind them throughout class when explaining activities, “I do X so that the classroom is an equitable space where all perspectives are invited.”
- Remind students that some strategies may put them out of their comfort zone and others put them in the comfort zone, but you strive to do a variety of activities so that you’re not always out of the zone.

Creating an Equitable and Welcoming Classroom Environment

- Value student voice by garnering feedback from class
 - Post-test meta-cognition surveys/extra credit
 - Class surveys
 - Class COGEN

Class Cogenerative Dialogue Group (Cogen)

Because this course belongs to you, I will be asking you to provide me with regular feedback on the how the course is going in 2 ways:

1. I will ask for members of the course to volunteer to serve as a Cogen (short for cogenerative dialogue) group. The Cogen will meet with me via office hours/Zoom (flexible!) for approximately 15 minutes each week to have a positive, productive dialogue on how the course is going. Though members of the CC will represent the class, the expectation is that the cogenerative dialogue will promote mutually agreeable solutions, rather than focusing on problems. Please know that, given my own course objectives and need to prepare you to be the best educator you can be, I may make the pedagogical decision to stay my own planned course. Therefore, there may be things I feel I cannot change; if this is the case, I will respectfully communicate my decision making. Our Cogen will have the following [Norms and Expectations](#) and we will use the [Cogenerative Dialogues Protocol for our Meetings](#)
2. I will be posting quick surveys in D2L every few weeks to check-in. Though your participation in these surveys is optional, your feedback is welcome.

Using Equitable and Inclusive Pedagogies Through Course Design

Using Equitable and Inclusive Pedagogies Through Course Design

- Develop reflexivity by thinking “Who is being privileged by my instruction? Who is being harmed or is being left behind?”
- Share/model your own path in your career field, including the challenges you’ve faced (a bombed test, a marked up paper) as this shows students they do not have to be experts yet and that learning is a process of making attempts, sometimes mistakes, and learning from those mistakes.

Using Equitable and Inclusive Pedagogies Through Course Design

- Talk less (professor) while providing opportunities for student discourse (traditional lecture every day is not inclusive or equitable)
 - Small groups
 - Think, Pair, Share
 - 1 minute paper
 - Comfort in silence and processing time
 - “Encouraging, demanding, and actively managing participation”
 - Promote Anonymous Participation - especially for controversial topics. (note cards, anonymous surveys/online tools like Padlet <https://padlet.com/> , Google Survey, Mentimeter <https://www.mentimeter.com/> , Kahoot! <https://kahoot.com/schools-u/>)

Using Equitable and Inclusive Pedagogies Through Course Design

- Cultivate divergent, critical thinking & establish group norms
 - “Everyone has something to learn here”
 - “Everyone is expected to support their colleagues in identifying and clarifying their conclusion in X Subject.”
- Put instructions in writing for class activities to aid visual learners
- Connect material with diverse student population (think about how your topic relates to majors beyond your own)
- Investigate. Learn, and use Universal Design for Learning in your course design
- Take the Quality Matters and KU-offered sessions on accessible course design for D2L

Using Equitable and Inclusive Pedagogies Through Course Design

- Mix up your strategies - allow student demonstration through visual, verbal (oral), writing, clickers/virtual tools, etc.
 - Within Hand-Raising group discussion, Be cognizant of eliciting diverse responses;
 - Example of phrases to use to encourage more participation: “Let’s see some hands from those who haven’t yet had the opportunity to share”;
 - “I know this is a confusing topic, so why don’t we check our ideas with our neighbor and then report back to the class regarding the question I am asking right now.”
 - Be neutral about response/use praise with caution to avoid implying academic status to some students and not others

Using Equitable and Inclusive Assessments

Using Equitable and Inclusive Pedagogies Through Course Design

- Process vs. Product “Doing math” vs. “knowing math” (science, history, etc.)
- Assess every student, every day
- Assess before, during, and after class
- Balanced assessment techniques: moving away from tests/papers only, incorporating low stakes assignments to quick assess, scaffolding assignments.
 - Low stakes and anonymous (2 minute paper, think-pair-share, note cards, Padlet <https://padlet.com/> , Google Survey, Mentimeter <https://www.mentimeter.com/> , Kahoot! <https://kahoot.com/schools-u/>)
 - Scaffolding assignments to provide structure and support for bigger projects.
 - Consider assignments that are not necessarily traditionally a part of assessment in your field (journal entries/reflective writing, concept mapping, etc.)

Time for Practice!

