SHIFTING FACULTY THINKING: CONNECTING INCLUSION AND PEDAGOGY

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Ross/AAC&U
At the end of this workshop, you will be able to:

- Define inclusion
- Explain how cultural values inform pedagogy
- Identify teaching practices that are inclusive
- Connect those teaching practices to student motivation and metacognition
How can we foster learning environments in which diversity becomes one of the resources that stimulates learning?

- **Students**: Who are they? What are their passions and strengths?
- **Pedagogy**: weeding out or allowing in?
- **Content**: challenging topics, choice of examples/readings, etc.
- **Self**: implicit bias, identity, privilege, etc.
“No learning situation is culturally neutral.”

- reasoned argumentation
- Impersonal objectivity
- Sports-like competition in testing and grading

(Ginsberg & Wlodkowski, 2009, p. 10)
Hall’s Iceberg Model

- Customs and behaviors (pedagogy)
- Attitudes and Beliefs
- Core values and basic assumptions

Edward T. Hall, (1976). *Beyond Culture*
The agreements in higher ed:

- to privilege intellectual/rational knowing
- of separation
- of competition
- of perfection
- of monoculturalism
- to privilege outer work
- to avoid self-examination

(Rendón, Sentípensante, 2009)
Welcoming and embracing the strengths of our differences, encouraging involvement and providing equal access to opportunities and information

(Gatekeepers, WFU)

...to engage the motivation of all learners; create a safe, inclusive, and respectful learning environment; derive teaching practices from principles that cross disciplines and cultures...

(Diversity and Motivation, p. 23)
Explicitly marginalizing

Implicitly marginalizing

Implicitly centralizing

Explicitly centralizing
Course Description and Objectives

In this course, we explore US history since the end of the Civil War & Reconstruction.

You will learn about broad themes in the history of modern America, including immigration, race and ethnicity, social and political reform, mobility and population growth, contested meanings of freedom, industrialization, cycles of prosperity and recession, popular culture, academic, and rights movements. You will also develop the ability to think historically through critical analysis of primary and secondary sources, set events, documents and people in their historical contexts; and craft interpretations and historical narratives from the "raw material" of the past. In this course, you should expect to do much more than memorize facts or dates – you will be busy actively doing history, not passively learning about history.

Since it fulfills your "Constitutions" requirement, the course will also cover relevant aspects of the US and Massachusetts state constitutions. This is in accordance with MA General Laws, Chapter 73, Section 2A, which reads: "In all state colleges the constitutions of the United States and of the commonwealths shall be taught as required subjects for the purpose of fitting the students, morally and intellectually, for the duties of citizenship and of school teaching."

What's in this syllabus

How to take this course
Course Requirements
Creating Scale & Syllabus
Student Learning Outcomes
Skillbuilder Guidelines
Policies and Resources

Course details
Website: http://henrychampe.com/usc32

LASC, USW, CON

What examples of inclusive practice can you find in this syllabus? Any marginalizing practices?

- Individually: 5 minutes
- in pairs/threes: 5 minutes
- whole group 5 minutes
What advice would you give this faculty member on making her syllabus more inclusive?

- pairs/threes 10 minutes
- Whole group: 10 minutes
Students’ motivation generates, directs, and sustains what they do.

Three factors that drive motivation:
1. Value
2. Expectancy
3. Environment
<table>
<thead>
<tr>
<th>Environment is NOT SUPPORTIVE</th>
<th>Environment is SUPPORTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DON’T SEE Value</strong></td>
<td><strong>SEE Value</strong></td>
</tr>
<tr>
<td>Rejecting</td>
<td>Hopeless</td>
</tr>
<tr>
<td>Rejecting</td>
<td>Fragile</td>
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<tr>
<td><strong>LOW</strong></td>
<td></td>
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<tr>
<td><strong>HIGH</strong></td>
<td></td>
</tr>
<tr>
<td>Evading</td>
<td>Defiant</td>
</tr>
<tr>
<td>Evading</td>
<td><strong>Motivated</strong></td>
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</tbody>
</table>

Figure 3.2. Interactive Effects of Environment, Efficacy, and Value on Motivation (Ambrose et al, 2010)

Understanding Motivation: Ambrose et al, p. 80
Using your motivation handout, look at the list of items you have generated, and see how they link to one or more of the three levers of motivation.

- Pairs/threes: 5 minutes
- Whole group: 5 minutes
How can we help students with self-efficacy and keep them motivated?

**Metacognition!**

“Metacognitive interventions…may be an especially powerful tool in helping the “academically adrift” student find a way to get into the game, to become more aware of the kind of thinking that supports strong academic performance.” (Ottenhoff, Liberal Education)
Stanford University psychologist Carol Dweck’s research on achievement and success…

- **Fixed mindset**: people believe their basic qualities, like their intelligence or talent, are simply fixed traits. They also believe that talent alone creates success—without effort. They’re wrong.

- **Growth mindset**: people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment.

  “If you think you can, or think you can’t, you are right.”

*(Make It Stick, p. 179)*
• What elements of this syllabus would you consider metacognitive and/or are choices that promote a growth mindset? (5 minutes)

• Which students benefit from the instructor paying attention to motivation and metacognition?
# How to Grade?

## Norm-based

**Limits As & Bs**
- According to preset distributions
- According to breaks in distribution of scores
- According to bell curve (7% As, 24% Bs, 38% Cs, 24% Ds, 7% Fs)

## Criterion-based

**No limits on As & Bs**
- Absolute standards
- Achievement of objectives
- Specified patterns of achievement
“The normal curve is a distribution most appropriate to chance and random activity. Education is a purposeful activity and we seek to have students learn what we teach. Therefore, if we are effective, the distribution of grades will be anything but a normal curve. In fact, a normal curve is evidence of our failure to teach.” (Bloom et al, 1971)
**Grading**

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Norm Based</th>
<th>Hybrid</th>
<th>Criterion Based</th>
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</thead>
<tbody>
<tr>
<td><strong>Limits the # of A's &amp; B's</strong></td>
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<tr>
<td><strong>Seeks a bell curve distribution</strong></td>
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<tr>
<td><strong>Departmental policy: preset %'s</strong></td>
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<tr>
<td><strong>Uses breaks in score distribution to set grade levels</strong></td>
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<tr>
<td><strong>Core (criterion) vs. Developmental (norm)</strong></td>
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<tr>
<td><strong>Uses the mean of the top 10% of scores to set scale</strong></td>
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<tr>
<td>A = 95% of mean</td>
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<tr>
<td>B = 85% of mean, etc.</td>
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<td><strong>Based on course learning goals</strong></td>
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<td><strong>Goals &amp; criteria must be clearly defined and communicated</strong></td>
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<tr>
<td><strong>Assignments/Tests explicitly aligned with specific learning goal</strong></td>
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<table>
<thead>
<tr>
<th>Implications</th>
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<tbody>
<tr>
<td><strong>Obscures the effect of course design &amp; teaching</strong></td>
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<td><strong>Grades are more closely aligned with luck/chance</strong></td>
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<td><strong>Competitive &amp; isolating</strong></td>
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<td><strong>Leads to “grade grubbing”</strong></td>
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<td><strong>Class performance affects grades, but no set limit to A's &amp; Bs</strong></td>
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<td><strong>Requires intentional course design</strong></td>
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<td><strong>With hard work, most students can achieve high grades</strong></td>
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<td><strong>Grade reflects mastery of course goals</strong></td>
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<td><strong>Collaboration does not endanger individual grades</strong></td>
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New Agreements

• to work with diverse ways of knowing
• to embrace connectedness, collaboration, transdisciplinarity
• to engage diverse learning strategies
• to be open about being grounded in knowing/not knowing
• of multiculturalism and respect for diverse cultures
• to balance our personal and professional lives with work, rest, and replenishment
• To take time for self-reflexivity

(Rendon, 2009)
• Stop using academic rigor to defend valuing content over student learning and weeding out over keeping in.
• Stop using academic freedom to defend your unwillingness to examine your teaching practice.
• Stop blaming students.
“One of the hardest things teachers have to learn is that the sincerity of their intentions does not guarantee the purity of their practice”. (Becoming a Critically Reflective Teacher, 1995, Brookfield, p.1)


Cross, K. P. (2005). *What Do We Know About Students’ Learning and How Do We Know It?*. Center for Studies in Higher Education. University of California, Berkeley, CSHE.7.05.


Saunders, S. and Kardia, D. *Creating Inclusive College Classrooms*. Center for Research on Learning and Teaching (CRLT), University of Michigan, Ann Arbor, MI.