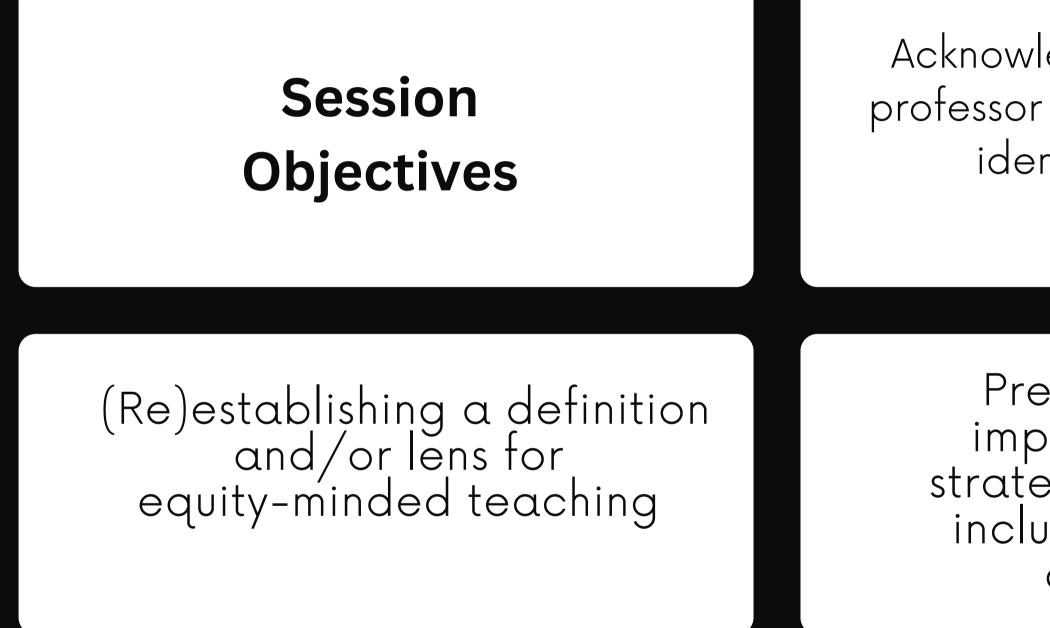
## EQUITY-MINDED TEACHING

CONTINUOUS IMPROVEMENT CONFERENCE FRIDAY, MARCH 17, 2023

MAURINA ARANDA (BIOLOGICAL SCIENCES), NATASHA FLOWERS (SEHHB), BRITT PETERSON (BIOLOGICAL SCIENCES) MATT SCHUNKE (PHILOSOPHY)



SIUE Alumna Tatyana Curtis featured in the Alton Telegraph



Acknowledging the impact of professor positionality & student identities on college experiences

Preparing for the implementation of strategies for equity & inclusivity in college classrooms

RACE-CONSCIOUS IN AFFIRMATIVE SENSE



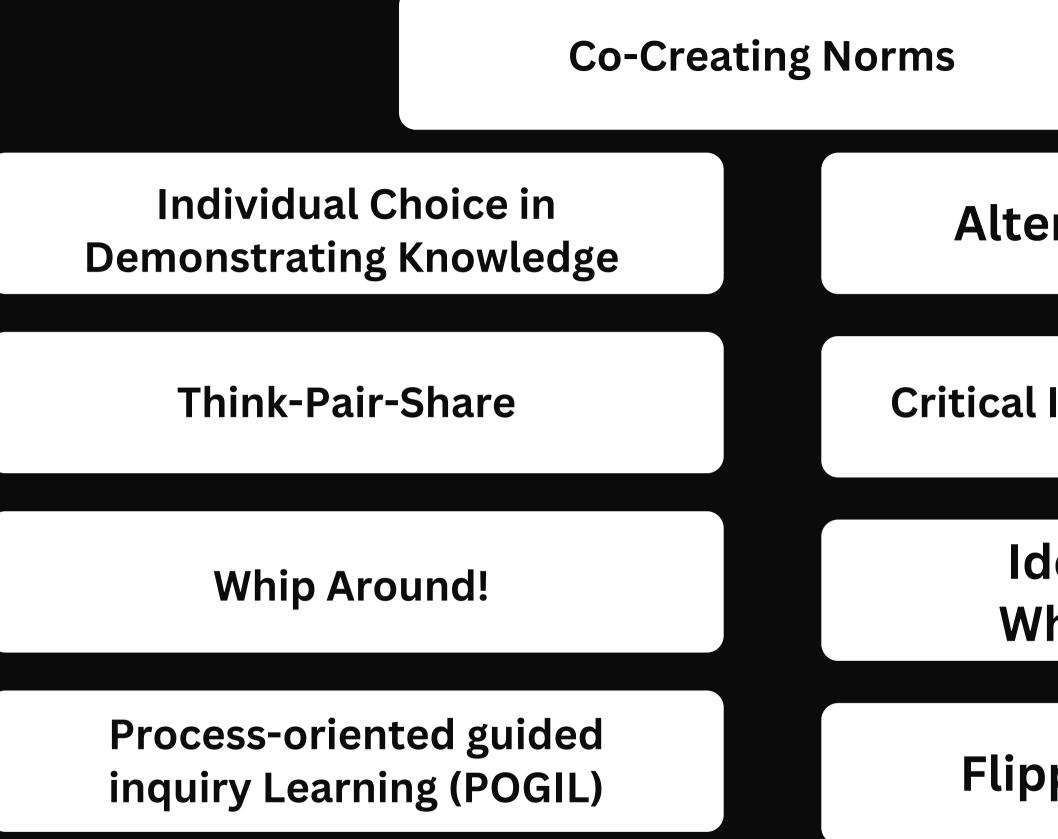
ACALEM

**Personal &** Institutional Responsibility to Address Inequities

## **EVIDENCE GUIDES PRACTICE**

AWARFNESS AND  $\mathsf{R} \vdash \mathsf{S} \mathsf{P}($  $\bigcirc$  N S I V F N F S S SYSIFNIEIHNIC &. RA( $\square$  $E \bigcirc \cup \square F$ 

As faculty, what can we do and what have we done to affirm and support allearners using effective approaches for their engagement and growth?



**Diverse Ways of Knowing** 

#### **Alternative Grading**

#### **Critical Incident Questionnaire**

## Identity Wheel/ Where I'm From

## **Flipped Classroom**







#### **CONTEMPLATE AND SHARE**

- Station 2: Instructional Strategies
- Station 3: Classroom Environment & Professor Positionality
- Each station has more details and guidance.
- We will debrief as a whole group.

- You have a choice of small groups:
- Station 1: Curriculum/Content

## References and Resources

National Center for Universal Design for Learning <a href="https://www.cast.org/impact/universal-design-for-learning-udl">https://www.cast.org/impact/universal-design-for-learning-udl</a>

Vanderbilt University Center for Teaching <u>https://cft.vanderbilt.edu/guides-sub-pages/difficult-dialogues/</u>

University of Michigan Equity-Focused Teaching Research and Strategies <u>https://crlt.umich.edu/equity-focused-teaching/research-basis</u>

Harvard University <u>https://www.gse.harvard.edu/sites/default/files/Protocols\_Handout.pdf</u>

Fine, C. & Snipes, J. (2023, March 2). Asking Better Questions with Laila McCloud (4.12) In *Blacktivism in the Academy*. The Dream Collective and That Untitled Project.

Inclusive STEM Teaching Project <u>https://www.inclusivestemteaching.org/</u>

## References and Resources

Resources to include content from diverse perspectives:

- <u>https://scientistspotlights.org/</u>
- <u>https://projectbiodiversify.org/</u>
- <u>https://www.nameorg.org/learn/i teach science can i be a mu.php</u>
- <u>https://www.asmscience.org/content/journal/jmbe/21/1</u>

**Alternative Grading Resources:** 

- <u>The Grading Conference</u>
- <u>Grade less Teaching More by Grading Less (or Differently) PMC (nih.gov)</u>

Alternative ways of knowing

- <u>Learning and Teaching Together: Weaving Indigenous Ways of Knowing into ... Michele TD</u> <u> Tanaka - Google Books</u>
- <u>Teaching science as a cultural way of knowing: merging authentic inquiry, nature of science, and</u> <u>multicultural strategies | SpringerLink</u>
- <u>Methods of Knowing Research Methods in Psychology (uregina.ca)</u>

## Published Literature

Fornauf, B.S., and Erickson, J.D. 2020. Toward an Inclusive Pedagogy Through Universal Design for Learning in Higher Education: A Review of the Literature. J Postsedondary Ed & Disability 32 (2): 183-199. <u>https://files.eric.ed.gov/fulltext/EJ1273677.pdf</u>

Gin, L.E., Scott, R.A., Pfeiffer, L.D., Zheng, Y., Cooper, K.M., and Brownell, S.E. 2021. It's in the syllabus ... or is it? How biology syllabi can serve as communication tools for creating inclusive classrooms at a large-enrollment research institution. *Adv Phys Ed* 45: 224-240. https://journals.physiology.org/doi/pdf/10.1152/advan.00119.2020

Penner, M.R. 2018. Building an Inclusive Classroom. J Undergrad Neurosci Ed 16(3): A268-A272. ncbi.nlm.nih.gov/pmc/articles/PMC6153021/

Kieran, L., and Anderson, C. 2019. Connecting universal design for learning with culturally responsive teaching. *Ed Urban Soc* 51(9): 1202-1216. https://journals.sagepub.com/doi/pdf/10.1177/0013124518785012

# Thank You!

