I believe in you.

Creating inclusivity in your classes.

Michelle Pacansky-Brock, @brocansky
brocansky.com/stcloud-workshop
St. Cloud State University
Friday, March 22, 2019

Our Ground Rules

- there are no experts

- be mindful of each others' differences

- listen when another person is speaking

- speak often but not too much

- tend to your needs at any time by stepping out of the room

- what else?

brocansky.com/stcloud-workshop

Imagine you have an injury. It could be an injury you have now, you've had in the past, or something you've made up.

Describe your injury to those in your group. How does it feel (physically)? How does it affect your interactions with others?
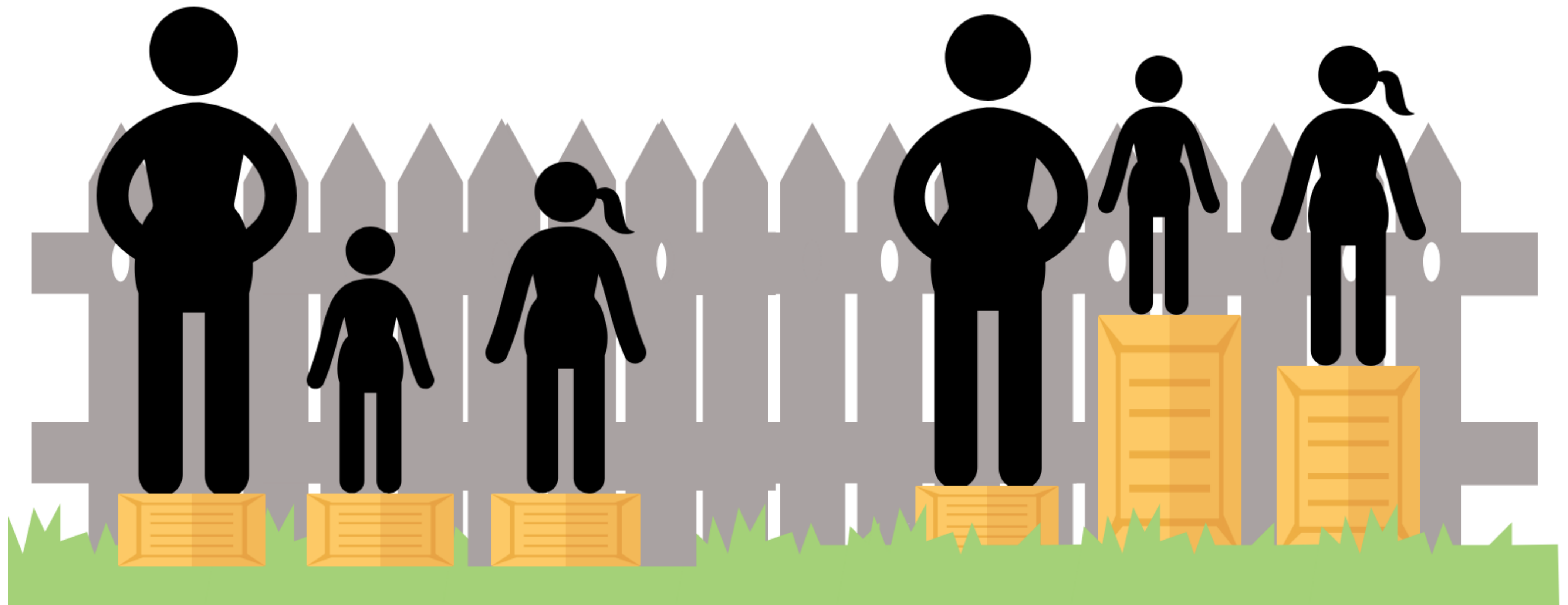
When we treat all students the same, we expect them all to be the same.

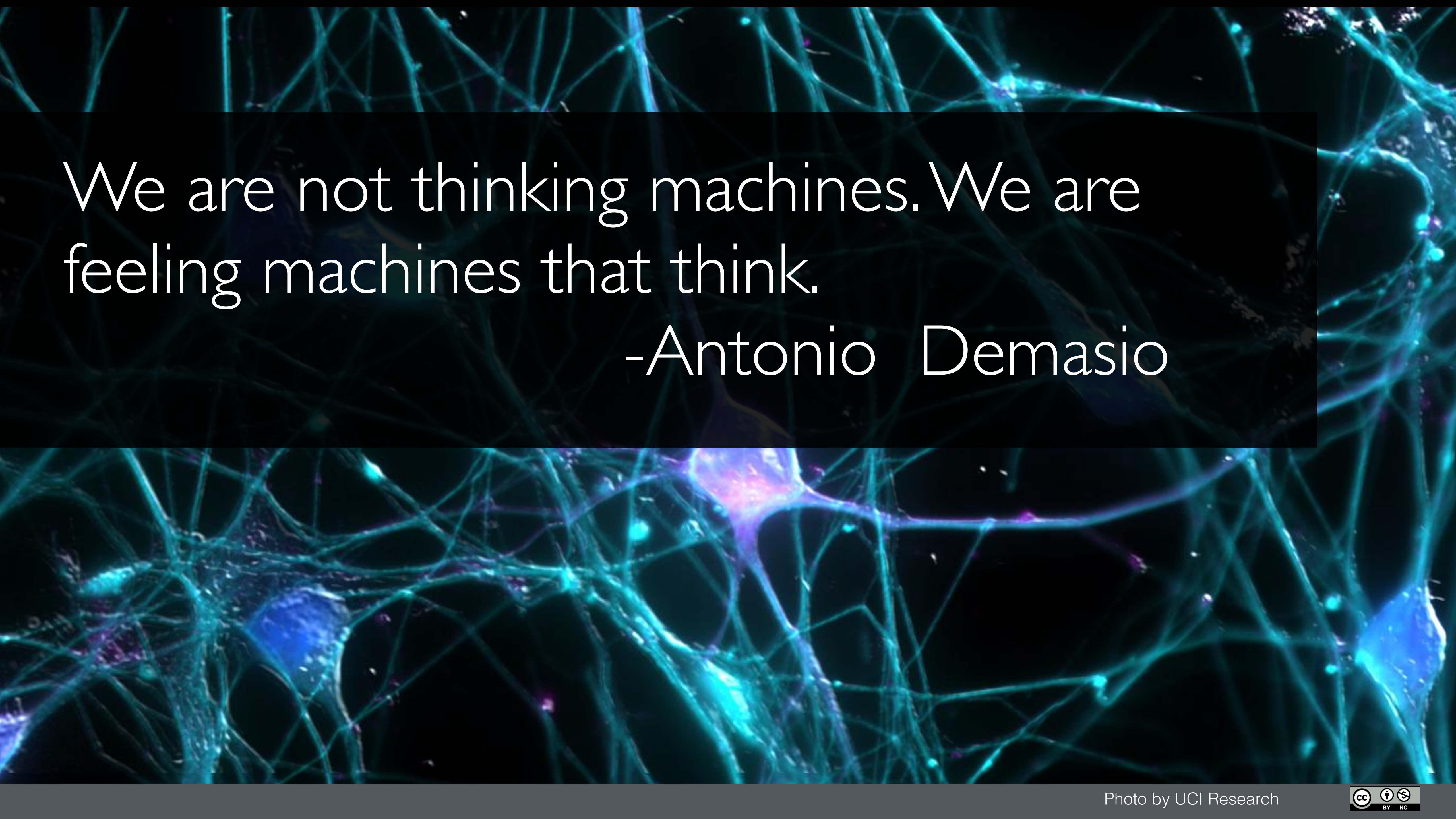Difference becomes a deficit.

Diversity - who's at the table

Inclusion - to what degree to those at the table feel a sense of belonging

Equity - leveling of the benefits and burdens experienced by those at the table

How might we design a learning environment in which all students feel included, supported, and safe?

We are not thinking machines. We are feeling machines that think.
                                                    -Antonio Demasio

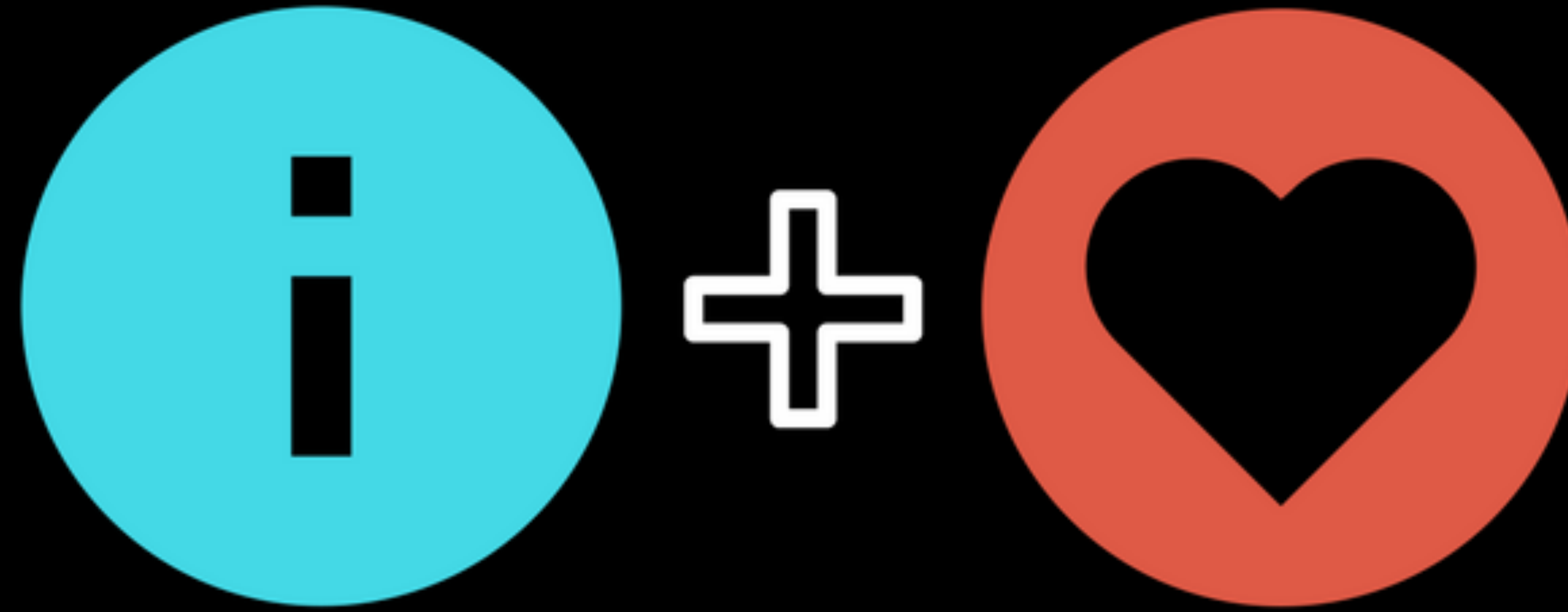*Relationships start with psychological safety, which requires us to take off our armor and be vulnerable.*

Building trust is like a marble jar.

(1:36)

social-emotional speed bump

Features of Individualist and Collectivist Cultures

Individualism	Collectivism
Focus on independence and individual achievement	Focused on interdependence and group success
Emphasizes self-reliance and the belief that one is supposed to take care of himself to get ahead	Emphasizes reliance on the collective wisdom or resources of the group and the belief that group members take care of each other to get ahead
Learning happens through individual study and reading	Learning happens through group interaction and dialogue
Individual contributions and status are important	Group dynamics and harmony are important
Competitive	Collaborative
Technical/analytical	Relational

Hammond, 2015
Culturally Responsive Teaching and the Brain

4 Inclusive Teaching Strategies

What are some words commonly used in higher education to describe students?

1. Use asset-based language.

Asset-Based Language	Deficit-Based Language
strengths-driven	needs-driven
opportunity-focused	problems-focused
What is present that can be built upon?	What is missing that must be added?
May lead to new responses - "I can do this."	May lead to downward spiral - "I can't do this."

Green, G. P. & Haines, A. (2016). *Asset Building & Community Development,* Sage, 2nd edition.

"Imagine being a student who is seen only through the lens of his or her deficits: as the student who can't sit still in class or disrupts class with outbursts," continued Professor Turk. "Now, imagine how it would feel to be that same student, yet instead you're seen as the child who has more energy than anyone else and therefore can get much more done, or as the child who smiles at everyone and is always in a good mood. This is how asset-based approaches change perspectives in the classroom."

NYU Steinhardt, Graduate School of Education

deficit-based	asset-based
No cell phones in class.	

deficit-based	asset-based
No cell phones in class.	Let's make the most of our time together, ok? To be mindful of and present for our class activities, please silence your mobile device when class starts. If you have an urgent need to take a call, quietly leave the classroom to ensure you do not disrupt your peers.

1.Do not email me on weekends; I won't answer.

2. I am happy to answer any question you may have, as long the answer is not in the syllabus.

3. No late assignments are accepted.

4. Laptops are not permitted in class.

Your Syllabus

Identify one element from your syllabus that you can improve with asset-based language.

Share a revised version with your group.

2. Be a learning partner.

Vulnerability

" …is emotional risk and exposure.

…the core of meaningful human experience.

-Brené Brown

edutopia

Norms for Empathetic Dialogue

Listen with understanding (no judgment)

Experience discomfort

Expect non-closure

Professor Information

Dr. Jeffrey Nichols
PhD in Political Science,
Columbia University

Instructor Information

Jeffrey Nichols, PhD
him • his • his

Dear students,

Welcome! Feel free to call me Dr. Nichols or Dr. Jeff. I look forward to having you in class and hope you become as fascinated about political science as I am. It feels like yesterday I was a student, just like you. After immigrating to the United States from Canada, I received my B.S. in Political Science from Boise State University in Idaho and I completed my Master's and PhD at Columbia University. I remember how tough it is to be a student and will do my best to support your learning in this class. I enjoy listening to the Beatles and taking long walks with my wife and our 12-year old yellow lab, Ringo.

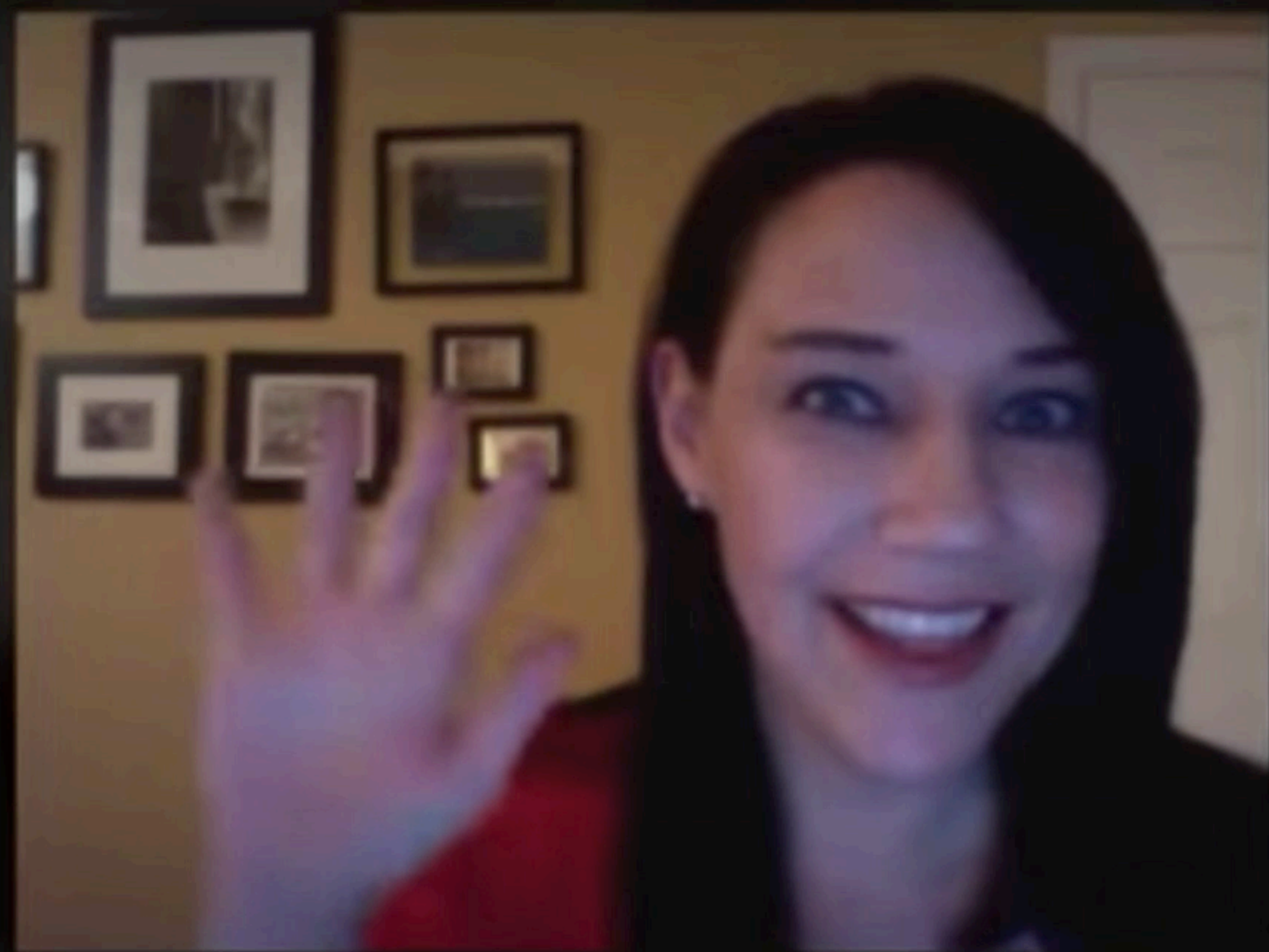Let's make it a great semester!

Dr. Jeff

WELCOME TO ENGLISH 33O: THE CALIFORNIA COAST

DR. STACEY ANDERSON, ASSISTANT PROFESSOR OF ENGLISH

@one

Humanizing Online Teaching & Learning

Humanizing

Online Teaching & Learning

Welcome!

We will be your instructors for *Humanizing Online Teaching & Learning*, and we can't wait to explore humanizing examples and strategies with you. As longtime online educators, developing interactive and supportive learning environments is at the heart of what we do. Please watch our video to get to know us and learn a little bit about the course.

See you soon!

Tracy and Mike

Humanizing With Tracy and Mike

Watch later   Share

Humanizing
Online Teaching & Learning

Sp Adobe Spark

3. Identify student needs and preferences. Use this data to adapt your teaching.

Sample Student Information Form

Hello, students! After you have read our course syllabus, please take a few moments to complete this form. Your responses will come directly to me and will be kept confidential. I will use the information you provide to support your success this semester. Thanks so much for your time!

Required questions are marked with an asterisk (*).

This Sample Student Information Form by Michelle Pacansky-Brock is shared in the Public Domain, which means you are free to re-use and adapt it as you'd like without attribution.

* Required

First Name *
What would you like me to call you?

Your answer

Last Name *

Your answer

4. Incorporate formative feedback loops.

If you had a magic wand, what is one thing you would change about this class?

How would you rate this (module/assignment/etc.)?

a. ⭐

b. ⭐⭐

c. ⭐⭐⭐

d. ⭐⭐⭐⭐

e. ⭐⭐⭐⭐⭐

Why?

How would you rate this (module/assignment/etc.)?

a. 😊

b. 😐

c. 🙁

Why?

https://youtu.be/g7Ag_4qp6xM

Instructor Communication

Communicating with me is an important part of your success in this class. If you need support with the course, I am more than happy to meet with you in person or remotely via Zoom during office hours. If you have questions, you are welcome to email me any time.

Email Response Times:
- Monday-Friday: I will reply within 24 hours to emails received during the week.
- Saturday & Sunday: I may not reply to your email if it is received over the weekend. I need a little downtime too. :)

Tip! If your question pertains to our course and is not personal in nature, I encourage you to post it to the Student Lounge discussion forum so that other students can share their knowledge with you.