



# INCLUSIVITY

## Creating Effective Classrooms for ALL Students

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# Acknowledgements

- **Jo Handelsman, Professor and Director of the Wisconsin Institute for Discovery**
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- **Chris Pfund, Assoc. Director Delta Program in Research, Teaching, & Learning and co-Director of the Wisconsin Program for Scientific Teaching.**

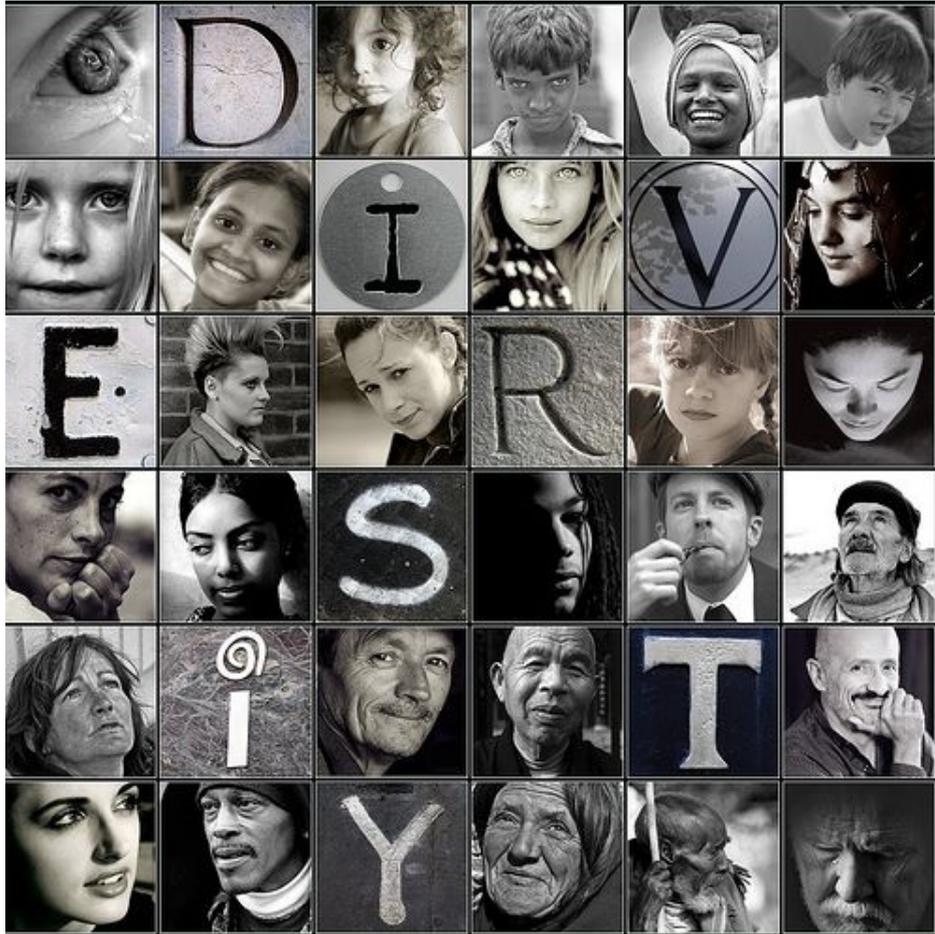


# Learning objectives

- **Be aware of the benefits and challenges of diversity in the classroom**
- **Be aware of the impact of privilege, stereotype threat and unconscious bias and strategies to offset their impact**
- **Have a collection of ideas about how to incorporate inclusive strategies into classroom activities**



# What does diversity mean to you?



Working in your tables....

Brainstorm:

1. What forms of diversity are revealed in this picture?

2. What forms of diversity are NOT revealed in this picture?

# Challenges

- **Think-pair-share: List the challenges that arise from having a diverse student body.**



# Benefits

- **Think-pair-share: List the benefits that arise from having a diverse student body.**

*Studies show that in general increased diversity provides a richer environment and higher quality outcomes/products for everyone involved (Kanter, 1983; Cox 1993; McLeod, et al. 1996).*



# Clicker Question

***Respond to this statement:***

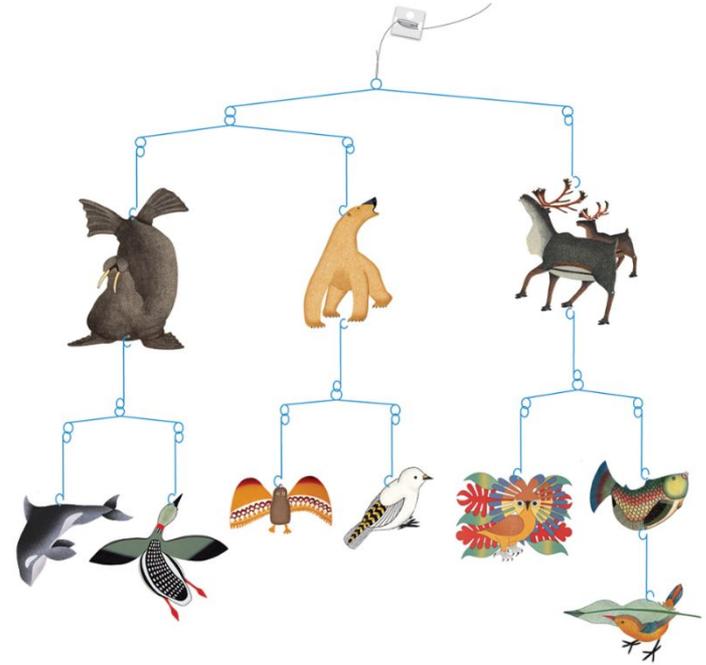
**My ideas and opinions are being expressed and heard by the group.**

- A. Strongly agree**
- B. Agree**
- C. Disagree**
- D. Strongly disagree**



# Construction/Presentation

1. **Construct a mobile with your group (~10 min)**
2. **Present mobiles to group**



# Reflecting on the Mobile Experience

Discuss **Awareness** at your table (5 min)

1. How **aware** were you about what materials other groups had?
2. If you were aware, how did it **feel** to have different materials than other groups?



# Reflecting on the Mobile Experience

Discuss **Actions** at your table (5 min)

1. Did your team **ask** another team for materials? Why or why not?
2. Did your team **offer** another team for materials? Why or why not?
3. How might **invisible rules** in unstructured learning environments influence student learning and success?



# Resource Bag?

Social capital

Commute time

\$

First generation college

Language skills

Time

Working

Introvert/extrovert

Culture

Life situation

Prior knowledge/classes



Class size/physical size

Access to instructor

Self efficacy

Immigration status

Country of origin

Physical disability

Mental health

Implicit bias of

instructor/microaggressions

Access to technology/books

Family/other support

# Acknowledgement

**Adapted by:**

**Kimberly Tanner - SFSU (Science Education Partnership and Assessment Laboratory (SEPAL))**

**Lianna Etchberger - USU**

**Adapted from:**

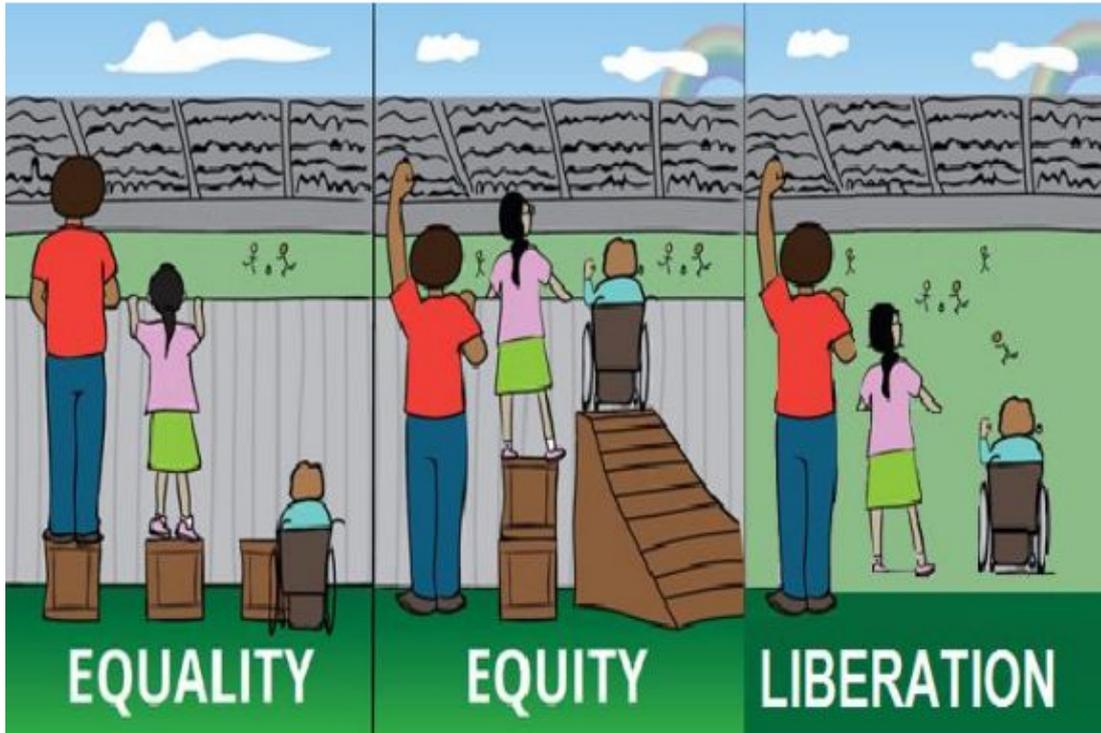
- **Lawrence, S. M. (1998). Unveiling positions of privilege: A hands-on approach to understanding racism. *Teaching of Psychology*, 25(3), 198-200.**
- **McIntosh, P. (1998). White privilege: Unpacking the invisible knapsack. *Race, class, and gender in the United States: An integrated study*, 4, 165-169.**



If you don't have to  
think about it,  
**it's a privilege.**

**8 Min break! Stretch, walk, breathe**

# Equality vs Equity



With **EQUALITY** we assume everyone is the same and have the same needs.

With **EQUITY** we want everyone to be treated fairly depending on needs

With **LIBERATION**, the cause of the inequity was addressed and systemic barriers were removed.

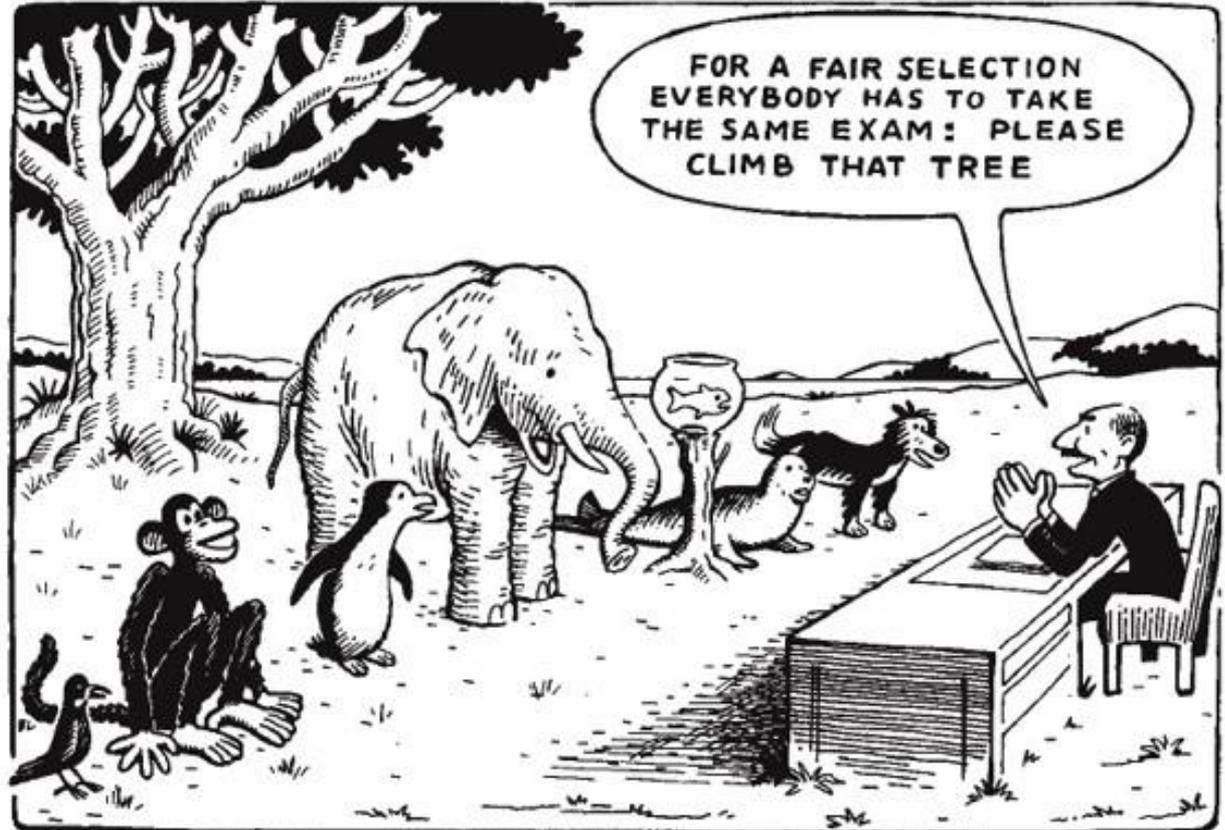
# Assumptions can create inequities

How might our assumptions about rigor or indicators of success cause inequities?

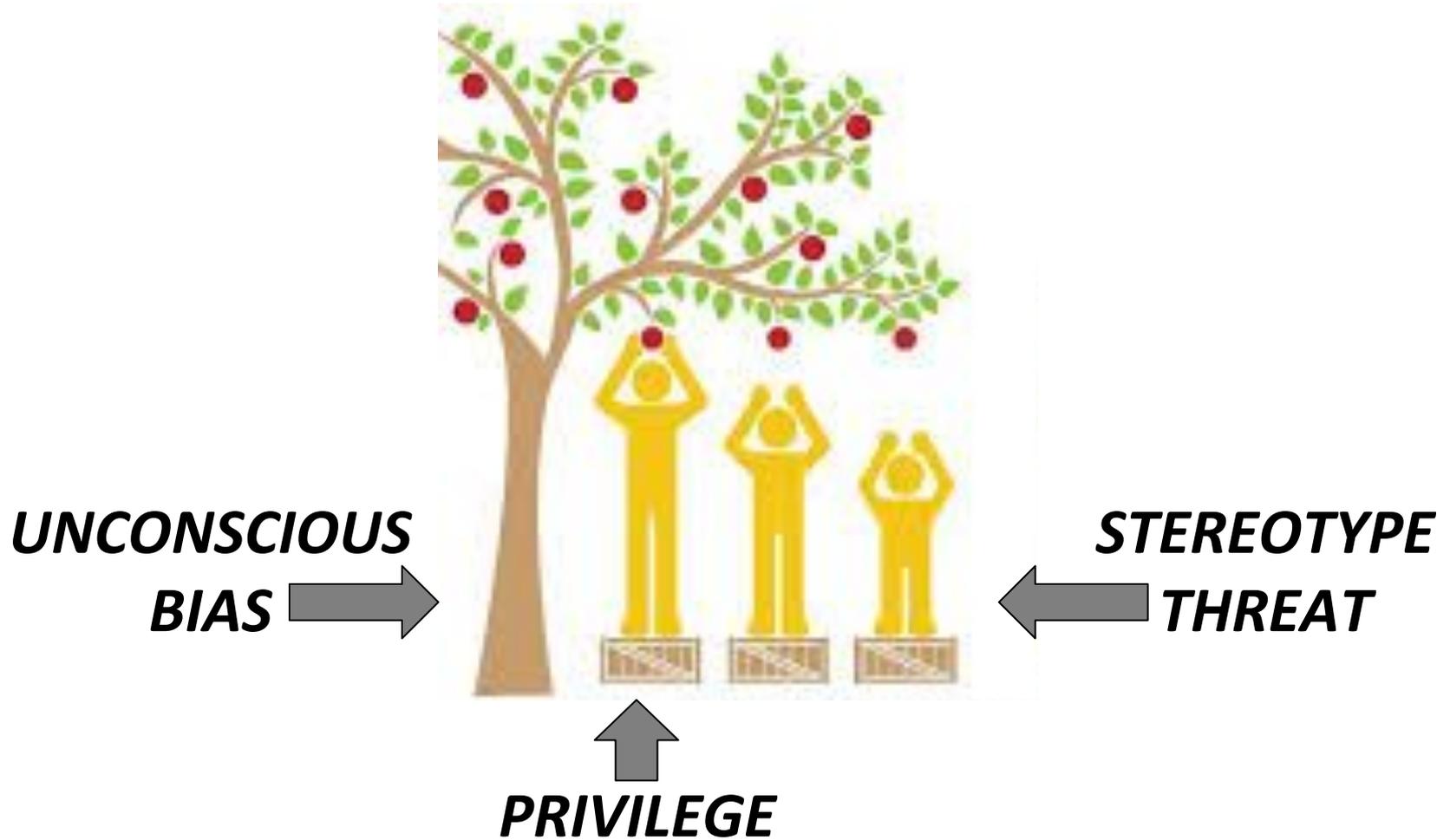
What is the desired outcome here?

What assumptions are made about what's necessary for success?

How would you modify this to make it equitable?



# Invisible factors can lead to inequities



# What is Stereotype Threat?

## Whistling Vivaldi Claude Steele



# Video reflections and discussion

1. How would you define stereotype threat in your own words?
2. What are different ways stereotype threat might be an issue in your classroom?

# Susceptibility to Stereotype Threat

<b>Group</b>	<b>Negative implications</b>	<b>Reference</b>
Alcoholics	Inhibition to drink	Pennington et al (2016) Addictive Behaviors
Christians	Science	Rios (2015) Social Psychological and Personality Science
Elderly persons	Memory	Hess (2009) Experimental Aging Research
Student athletes	GRE exams	Dee (2004) Economic Inquiry
Women	Math performance	Spencer et al (1999)
Socioeconomic status	Intellectual tasks	Croizet & Claire (1998)
African American	Intellectual tasks	Steele & Aronson (1995)

# Clicker Question

***Respond to this statement:***

**I am ready to share my unconscious bias results with my colleagues.**

- A. Strongly agree**
- B. Agree**
- C. Disagree**
- D. Strongly disagree**

# Unconscious Bias

*Studies show that people who have strong egalitarian values and believe that they are not biased may nevertheless unconsciously or inadvertently behave in discriminatory ways (Dovidio, 2001)*

**---Having unconscious biases is normal---**

# Unconscious Bias

## 3 steps to address unconscious bias

1. Understand that it is normal.
2. Identify your biases and their potential impact.
3. Take action to consciously offset your bias.

"How can I address my biases if I don't know that I have them?"



# Unconscious Bias

"How can I address my biases if I don't know that I have them?"

## 2. Identify your biases and their potential impact.

- Were you surprised by any of your results?
- <https://implicit.harvard.edu/implicit/demo>
- Discuss in your group for 5 minutes



# Awareness is Crucial

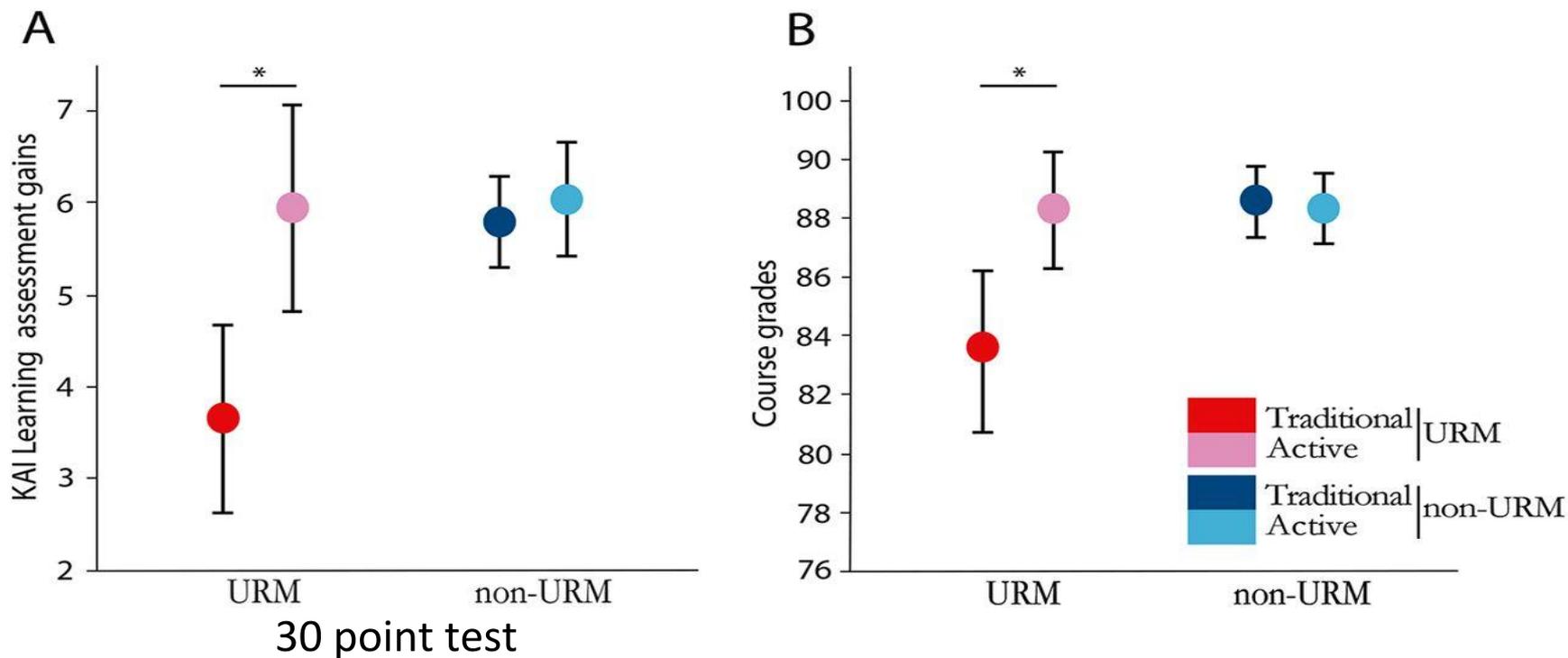
**Awareness of how unconscious assumptions may influence our interactions with others can help offset biases (Dar-Nimrod & Hine, 2006; Pope, Price and Wolfers, 2013)**

**AWARENESS**



# Active Learning Closes the Performance Gap

Active learning closed the gap in learning gains between non-URMs and URM students



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# Promoting Engagement and Equity

*Working in a team (5 minute time limit):*

- **read the 21 teaching strategies on the strips (Tanner 2013)**
- **create categories that make sense to you, and place the strategies into your categories**
- **share organization system with the other group at your table**

# Promoting Engagement and Equity

*Individual reflection (3 min time limit)*

**For one of your own classes or class activities:**

- Identify possible visible/invisible diversity and sources of inequity**
- Choose one strategy from the Tanner 2013 paper that you would like to try**
- Reflect on how this strategy address the issues of diversity and inequity that you identified**

# 21 Strategies for Engagement and Equity

1. Think-Pair-Share
2. Ask Open-ended Questions
3. Allow Students Time to Write
4. Multiple Hands, Multiple Voices
5. Wait Time
6. Hand Raising
7. Use Popsicle Sticks/Index Cards
8. Assign Reporters for Small Groups
9. Whip
10. Don't Judge Responses
11. Use Praise with Caution
12. Learn Students' Names
13. Use Varied Active Learning Strategies
14. Collect Assessment Evidence from Every Student, Every Class
15. Work in Stations/Small Groups
16. Monitor Student Participation
17. Integrate Culturally Diverse and Relevant Examples
18. Establish Classroom Community and Norms
19. Don't Plan Too Much
20. Be Explicit About Promoting Access and Equity for All Students
21. Teach Them from the Moment They Arrive!

# Take home message

**Awareness is key to mitigating the impact of our unconscious assumptions with intentional actions in the classroom.**

**Everyone has biases; it's part of being human. It's important not to be ashamed of this basic fact.**

**YOU are biased.**



**It matters.**

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