

# Teaching Enhancement Workshop

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# Quick Plug!

**January 13<sup>th</sup> (Thurs) – 10:00am – 11:30am**

- [Jessy Molina](#) discusses how to manage classroom conversations on race

***Thank you to the Communication Department's Diversity, Equity and Inclusion Committee and their co-sponsors.***



# What are my students thinking?

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- Overview of workshop
  - Context/What do we know?
  - Let's hear from Alex (Student-Athletes for Social Justice)
  - Incorporating regular check-ins into your course
- **Breakout rooms:** Humanities, Social Sciences, Natural and Applied Sciences, Education, Business, Graduate

# bell hooks (1952 – 2021)

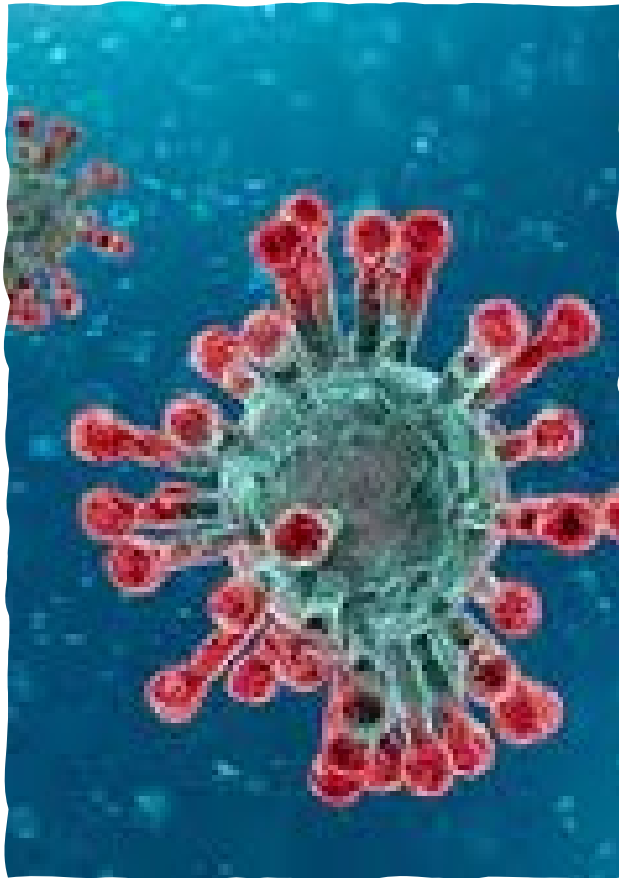
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As a classroom community, our capacity to generate excitement is deeply affected by our interest in one another, in hearing one another's voices, in recognizing one another's presence. Since the vast majority of students learn through conservative, traditional, educational practices and concern themselves only with the presence of the professor, any radical pedagogy must insist that everyone's presence is acknowledged. That insistence cannot be simply stated. It has to be demonstrated through pedagogical practices. To begin, the professor must genuinely *value* everyone's presence. There must be an ongoing recognition that everyone influences the classroom dynamic, that everyone contributes. These contributions are resources. Used constructively they enhance the capacity of any class to create an open learning community. – *Teaching to Transgress*, Pg. 8



# Context

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- COVID-19
  - Interruptions in schooling
  - Changes in method of delivery
  - Health issues
  - Mental health burdens/anxiety
  - Economic anxiety and stress
  - Uncertainty



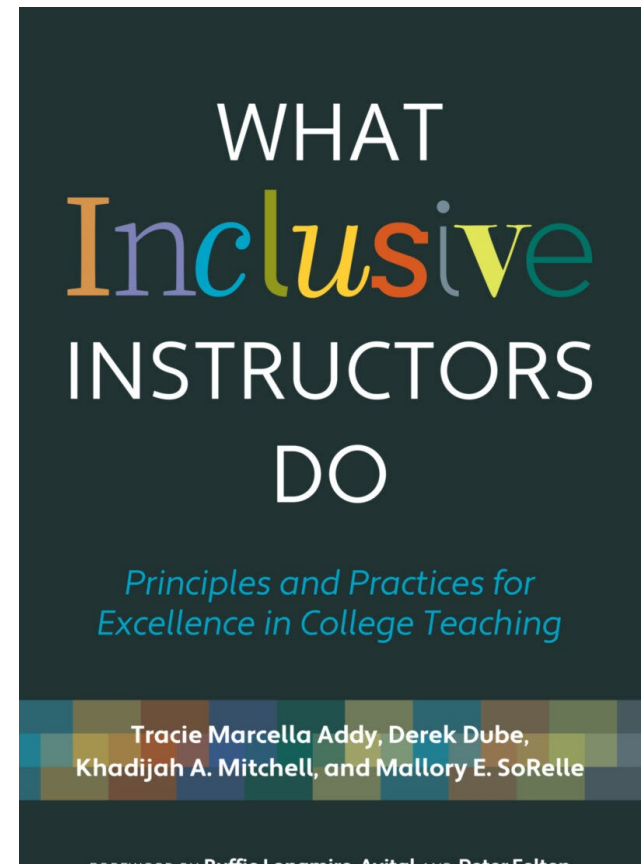
# Reasons to check in often

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## Pedagogically sound

“Instructors who adopt inclusive teaching approaches **seek to understand who their students are** in their courses in order to maximize the learning that occurs. They do not make assumptions, but rather base their understanding on information obtained on their learners at the institutional, program, classroom, and individual levels. Their understandings are evidence-based.”

***What Inclusive Instructors Do: Principles and Practices for Excellence in College Teaching, Pg. 25***



# What about end of semester feedback?

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It isn't enough because:

1. I can't be responsive in REAL TIME
2. Next time I teach the class I'll have *different* students with *different* needs
3. Does not allow me to model growth mindset for my students



# Reasons to check in often

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**Sense of belonging is associated with educational success, especially for minoritized students**

- **What is belonging for a college student?**
  - “a student’s perceived social support on campus, a feeling or sensation of connectedness, and the experience of mattering or feeling cared about, accepted, respected, valued by, and important to the campus community or others on campus such as faculty, staff and peers.” (Strayhorn, 2019)
  - Students face educational challenges when they feel they don’t belong. (Strayhorn, 2012)
- **How does belonging affect a college student?**
  - Belonging is associated with higher achievement, especially for minoritized students.
  - RCT found link between belonging and academic achievement (Walton & Cohen, 2011)

# Wishlist

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## Know Your Students

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KnowYourStudents is a web based application developed by CEE and is part of the [Howard Hughes Medical Institute](#) (HHMI) [MIDAS project](#). The goal of KnowYourStudents is to improve inclusive instruction across STEM courses on the UC Davis campus by raising awareness and understanding of key characteristics of a class; providing a centralized network of instructional support materials and expertise to actively improve inclusive instruction; integrating new data-types that measure elements of inclusivity; and provide reflection and further the instructional expertise by creating a voluntary instructional portfolio.



The tool integrates current and historical course data into a dashboard that allows the instructor to better understand the students in their course. For each category in the class, KnowYourStudents provides teaching tips, educational papers, and other teaching resources to help instructors take action to improve their instructional practices. While using the application, instructors are able to reflect on the outcomes from implementing new instructional practices such that successfully improve inclusivity within the classroom.

KnowYourStudents is written and managed by [Matt Steinwachs](#), CEE Lead Programmer and the programming team. With advancements being made routinely, there is often something new to delve into in KnowYourStudents. [Explore](#) the application today!

# Wishlist



The **My Course Analytics Dashboard** (MCAD) is designed to provide faculty and graduate student instructors with student diversity information that they can use to support their instructional goals. This tool makes it easy for instructors to learn more about the diversity of students who enroll in their courses and about how different student populations are performing. Performance is based on final grades, so course data is only available for *previous* semesters, not the current semester. Consultations, workshops, and print resources are available through the Center for Faculty Excellence to help instructors make the most of their course data.

# For now

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In order to *value* our students and help them learn and help them feel a sense of belonging, we need to gather our own data

➤ How? Frequent check-ins



# What do we have to gain?

- Knowing my students allows me to create an environment where we can all learn from the diversity of the human experience
- Knowing my students allows me to look beyond stereotypes and categories. I can teach the *whole* student (*cura personalis*)
- Knowing my students allows me to mitigate phenomena such as stereotype threat while affirming student identities
- Knowing my students allows me to be intentional with my course design
- Knowing my students allows me to adopt a learner-centered mindset (it's about them, not me)
- Knowing my students and making changes as needed allows me to adopt a growth mindset, that I can then model. I am not a perfect professor, and I will keep growing and learning (model intellectual and cultural humility)
- Knowing my students is my favorite part of my job

# Soliciting Feedback

## Always, All Ways

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1. Day 1 Survey: Demos and previous experience
2. Course topic interest form
- 3. Mental health check-in**
4. Mask preference check-in
5. Particularly difficult/complex class session check-in
- 6. Mid-semester feedback + Class climate survey**
7. Class breaks (when? how? safety?)
8. Suggest assignments for next semester (extra credit) check-in
9. “What are you into” check-in (AKA: Trying, with marginal success, to stay hip)
10. Exam question check-in (“How are you feeling today?”)

# Some considerations

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- **It takes time (both in class and outside of class)**
- **It takes emotional fortitude (how will we react? hold it all?)**
- Automate it as much as possible by putting it in the syllabus (have a mid-semester check-in day)
- Aim to query once a week (small ways can go a long way)
- If you don't know where to start, ask your students what they wish you knew about them.

# What do you want to know?

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- Have fun in your breakout rooms!
- Call/Text/Email me! I love to talk about this stuff and I am eager to learn from YOU.

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