

TEACHING INCLUSIVELY & EFFECTIVELY: HIGHLIGHTS FROM THE SCIENCE OF LEARNING

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SPECIAL SERIES

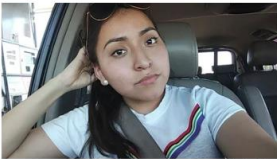
My Unsung Hero from Hidden Brain

STORIES OF PEOPLE WHOSE KINDNESS LEFT A LASTING IMPRESSION

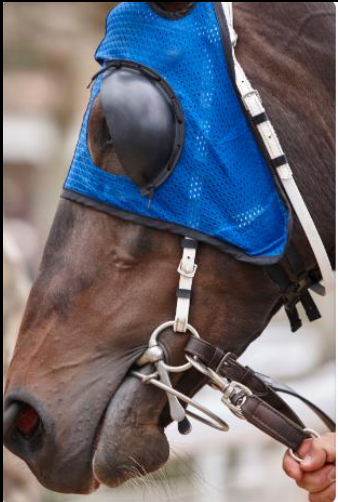
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When a second grader doesn't have lunch, a teacher steps in to save the day

May 30, 2023 • It took a teacher to spot that Evelyn Flores didn't have any food. The hour that followed set the young student on a path to teaching.



Evelyn Flores



Oregon State
University

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Recognize Privilege



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My Goals

Structural Basics
Guiding Principles
Specific Practices



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STRUCTURAL BASICS



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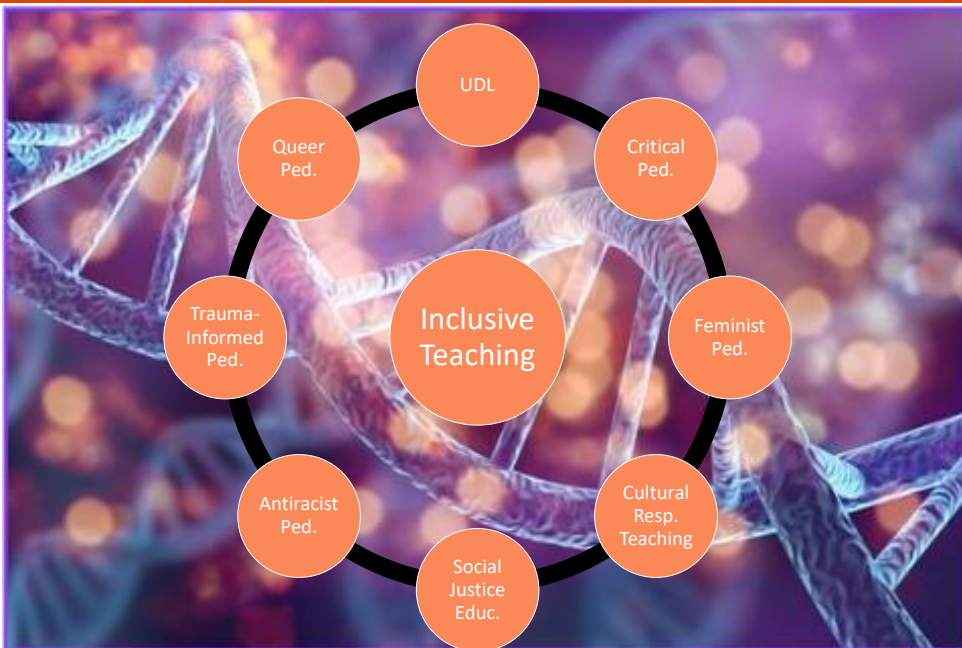
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INCLUSIVE Teaching IS EFFECTIVE Teaching




All learners feel
welcome, valued,
& safe.

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**AMERICAN
PSYCHOLOGICAL
ASSOCIATION**

Equity, Diversity and Inclusion


FRAMEWORK



More than a disparate set of activities and events is required. Instead, structural and cultural shifts are important to create substantive, transformative, and sustainable change.

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Beyond Content



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Home // Psychology topics // Sexual orientation and gender diversity // Answers to Your Questions About...


Understanding transgender people, gender identity and gender expression

Transgender is an umbrella terms for persons whose gender identity, gender expression or behavior does not conform to that typically associated with the sex to which they were assigned at birth.

Date created: March 9, 2023 13 min read

REGAN A. R. GURUNG
5th Edition






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Home // Psychology topics // Sexual orientation and gender diversity

Sexual orientation and gender diversity

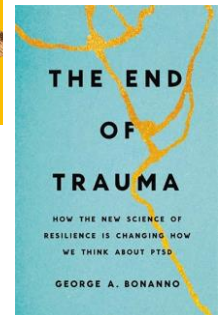
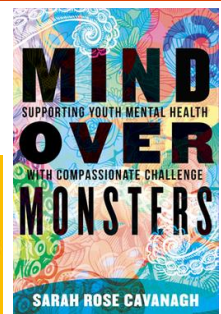


Sexual orientation is an often enduring pattern of emotional, romantic, and/or sexual attractions to men, women, or both. It also refers to an individual's sense of personal and social identity based on those attractions, related behaviors, and membership in a community of others who share those attractions and behaviors.

Transgender is an umbrella term for people whose gender identity or gender expression does not conform to that typically associated with the sex to which they were assigned at birth. Some who do not

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Teach Unblinkered



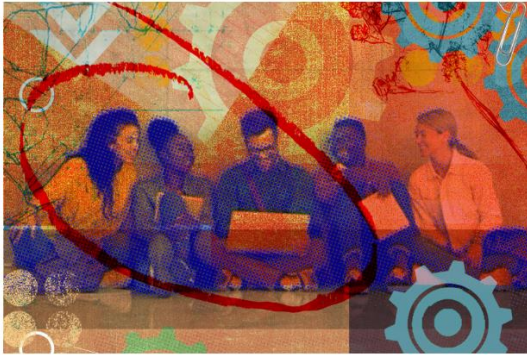
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This Simple 30-Minute Belonging Exercise Could Boost Student Retention

By Adrienne Liu | MAY 4, 2023



Incoming college students who completed a 30-minute online exercise intended to bolster their sense of belonging were more likely to complete their first year of college while enrolled full time, according to a groundbreaking paper published in *Science Thursday*.

Inclusive Teaching

Strategies for Promoting Equity in the College Classroom

Kelly A. Hogan
Viji Sathy

The Norton Guide to Equity-Minded Teaching

Isis Artze-Vega • Flower Darby
Bryan Dewsbury • Mays Imad

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What's Effective Teaching?



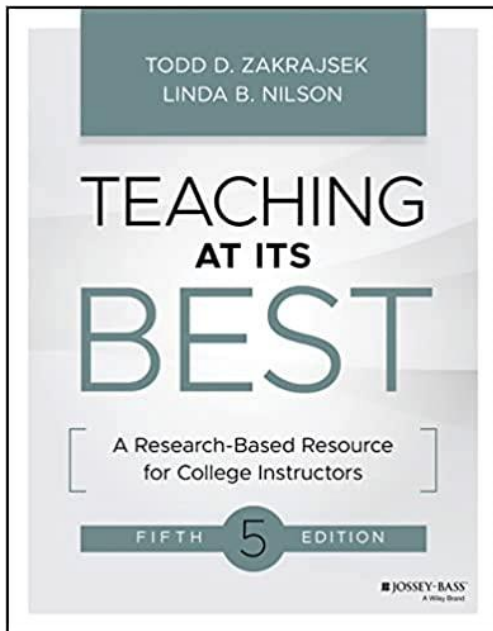
We Care About Teaching

D.A.M.I.T.

Course Design
Assessment
Instructional **M**ethods
Inclusive Teaching
Technology



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What works.



What Does
Not Work

What Does
Not Work

Active
Learning

Interteaching

Just In Time
Teaching

Retrieval
Practice

Feedback

Enthusiasm

Organization

Spaced
Practice

Structure

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Context Matters

- Frequency of use
- Discipline & Course Level
- Class & University size
- Geographical location
- *STUDENT DEMOGRAPHICS*

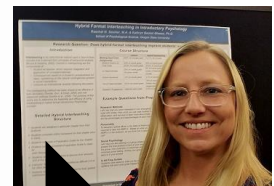


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Adapting implementation science for higher education research: the systematic study of implementing evidence-based practices in college classrooms

[Raechel N. Soicher](#) , [Kathryn A. Becker-Blease](#) & [Keiko C. P. Bostwick](#)

[Cognitive Research: Principles and Implications](#) 5, Article number: 54 (2020) | [Cite this article](#)



Promise

Efficacy

Effectiveness

Implementation

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GUIDING PRINCIPLES



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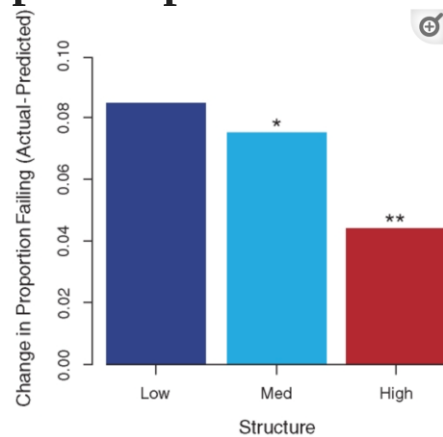
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Add Structure

> CBE Life Sci Educ. 2011 Summer;10(2):175-86. doi: 10.1187/cbe.10-08-0105.

Increased course structure improves performance in introductory biology

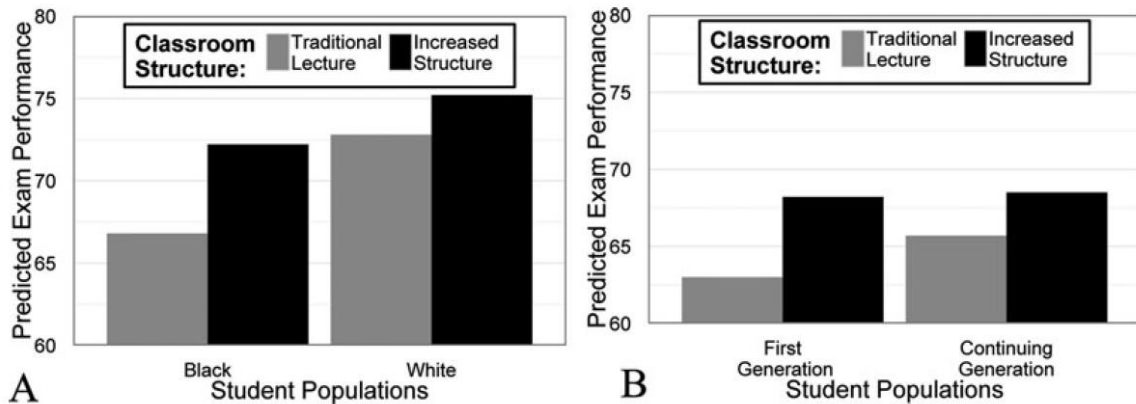
Scott Freeman ¹, David Haak, Mary Pat Wenderoth



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Getting Under the Hood: How and for Whom Does Increasing Course Structure Work?

Sarah L. Eddy* and Kelly A. Hogan[†]



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Establish Clear Learning Outcomes

Assessment & Evaluation in Higher Education >
Volume 38, 2013 - Issue 4

Enter keywords, authors, []

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Articles

An exploration of Biggs' constructive alignment in course design and its impact on students' learning approaches

Xiaoyan Wang ✉, Yelin Su, Stephen Cheung, Eva Wong & Theresa Kwong
Pages 477-491 | Published online: 14 Feb 2012

Download citation <https://doi-org.oregonstate.idm.oclc.org/10.1080/02602938.2012.658018>

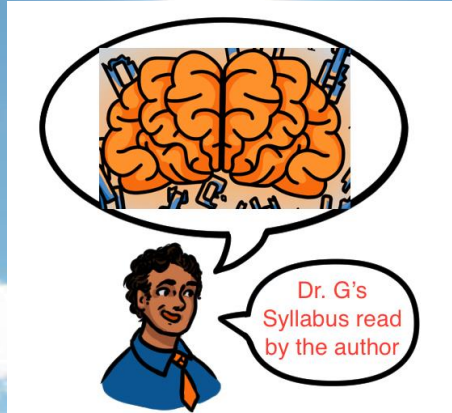
ASSESSING STUDENT LEARNING
A COMMON SENSE GUIDE
LINDA SUSKIE

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Engage Broadly: UDL

- 1) **Engage learners in different ways;**
- 2) **Present information using multiple methods;**
- 3) **Provide multiple options for knowledge expression.**

bit.ly/CTL_UDL

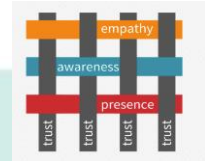


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Be Humanized

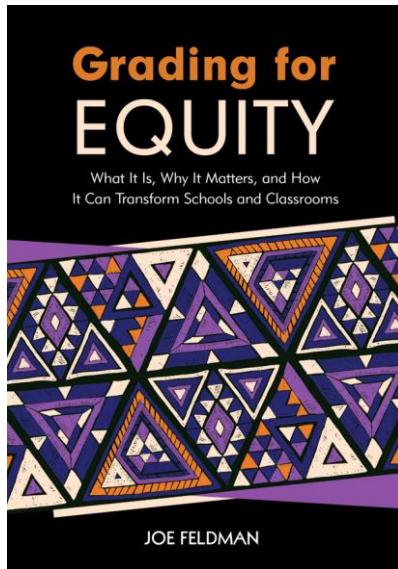
In humanized online courses,
instructor-student relationships are the
connective tissue between students,
engagement, and rigor.

Pacansky-Brock, Smedshammer, Vincent-Layton, 2020



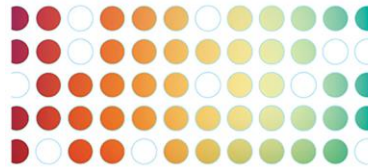
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Re-examine Grading



UNgrading

Why Rating Students
Undermines Learning
(and What to Do
Instead)



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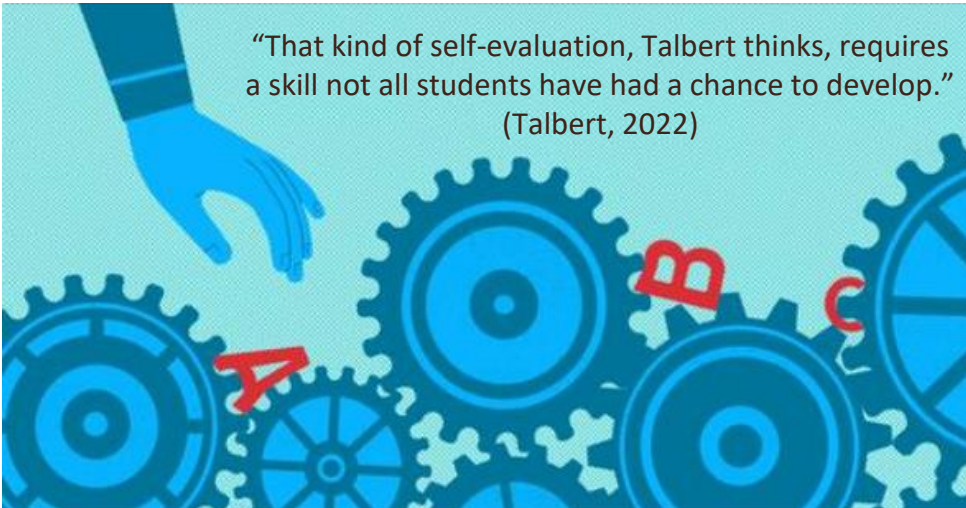
Susan D. Blum

With a foreword by Alfie Kohn

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"That kind of self-evaluation, Talbert thinks, requires a skill not all students have had a chance to develop."
(Talbert, 2022)



CHRONICLE.COM

The Unintended Consequences of 'Ungrading'

Does getting rid of grades make things worse for disadvantaged students?

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SPECIFIC PRACTICES



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The Importance of Warm Tone

Cold/Unfriendly Tone Syllabus	Examples	Warm/Friendly Tone Syllabus
If you need to contact me outside of office hours, you may email me, call my office, or contact the department and leave a message (Denton, p. 179).		I welcome you to contact me outside of class and student hours. You may email me, call my office, or contact the department and leave a message (Denton, p. 179).
I expect you to attend every class. If you cannot attend a class, please let me know. If circumstances make you miss more than 3 classes during the semester, I will drop you from the class roster in accordance with the University attendance policy (Harnish, p. 324).		You should attend every class but extenuating circumstances arise that can make this difficult. If you cannot attend a class, please let me know. If circumstances make you miss more than 3 classes during the semester, you may be overextended and should drop the class per the University attendance policy (Harnish, p. 323).
Come prepared to actively participate in this course. This is the best way to engage you in learning the material (and it makes the lectures more interesting (Harnish, p. 323).		I hope you actively participate in this course. I say this because I found it is the best way to engage you in learning the material (and it makes the lectures more fun) (Harnish, p. 323).
For most students, exams will take approximately 45 to complete, but you will have the full class meeting time (Harnish, p. 324).		For most students, exams will take approximately 45 to complete, but please take your time and remember that you have the full class meeting time (Harnish, p. 324).

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The Proof of Concept Corner

Syllabus Tone, More Than Mental Health Statements, Influence Intentions to Seek Help

Regan A. R. Gurung  and Noelle R. Galardi

Reaching Out for Help with Mental Health/Well-Being: University students encounter setbacks from time to time. If you encounter difficulties and need assistance, it's important to reach out. Consider discussing the situation with an instructor or academic advisor. Learn about resources that assist with wellness and academic success at <https://counseling.oregonstate.edu/reach-out-success>.

If you are in immediate crisis, please contact the Crisis Text Line by texting OREGON to 741-741 or call the National Suicide Prevention Lifeline at 988.

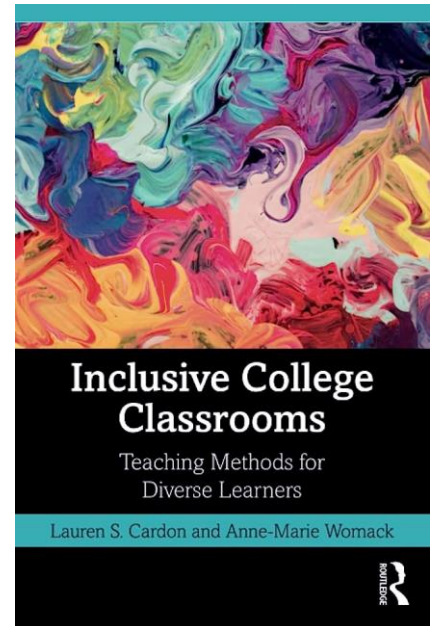
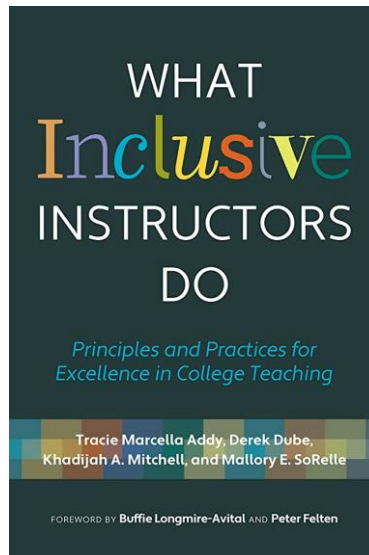
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Inclusive Everywhere

- Syllabus
- Course Design
- Discussion
- Assignments
- Assessments
- Group Work
- Lecture



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SHOULD YOU PROVIDE LECTURE RECORDINGS?



WHAT SOME FACULTY MAY THINK:
Students will not attend class.


WHAT SOME STUDENTS MAY THINK:
I can replay material I missed.

What the Evidence Suggests ---
Ctl oregonstate

SHOULD YOU MAKE SLIDES/NOTES AVAILABLE?

For learning disabilities, student athletes, and those who cannot attend.

- Recordings are valuable to international students who can view a recording multiple times to



SHOULD TECHNOLOGY (Laptops/Tablets) BE ALLOWED IN CLASS?

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Hitting Your Sweet Spot: The Fine Balance of Being Flexible

Regan A. R. Gurung • March 6, 2023

This Class is Designed For Your Success! Get COMFE

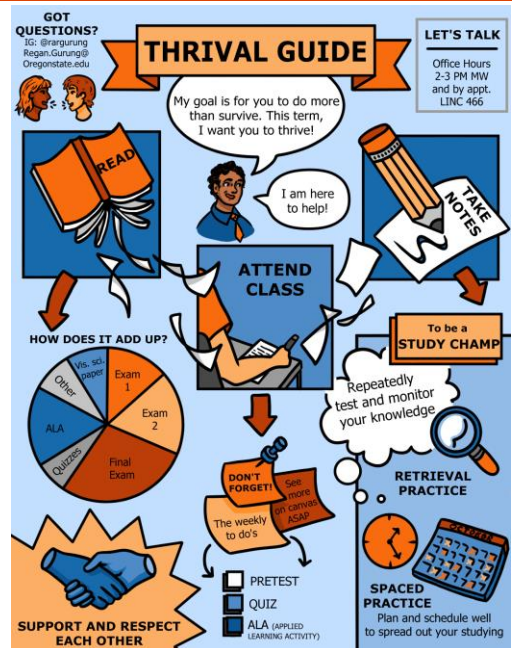
Psyc 201 is structured to provide you with many ways to learn psychological content and skills. I aim to be Compassionate, Organized, Multifaceted, Flexible, and Engaging (COMFE). This involves being open to your realities, fair, ready to listen, and giving you control and choice (e.g., topics, etc.).

I know **Stuff Happens** and have built in buffers to reduce stress. Please **START EARLY**. Deadlines and structure are important when managing multiple courses/responsibilities. If something unforeseen comes up near deadline, you have an automatic 48-hour grace period- **YOU DO NOT HAVE TO EMAIL/ASK**. Need even more time? Use the confidential online form to request more time (See form in Study Guides Module). Extensions are due no later than the next exam (except for extremely severe issues).



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Start Early: Reach Out



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Set the TONE

My Approach to You and This Class: We are Inclusive

Although 99% of our genes are similar, we have different backgrounds, values, attitudes, and histories.

You are all welcome in this class regardless of race/ethnicity, gender identities, gender expressions, sexual orientation, socio-economic status, age, disabilities, religion, regional background, veteran status, citizenship status, nationality, and other diverse identities that we each bring.

I acknowledge another source for difference: Not all people have had the same resources or opportunities as others, resulting in inequalities. My goal is to create a comfortable, fertile learning environment, with equitable treatment for all. We are partners in learning and I will expend every effort to help you succeed. If circumstance has disadvantaged you, I am dedicated to rectifying this wrong.

I will treat each of you with respect and dignity. Please return the effort with me and your classmates.

If you do not agree with material or something I say or it raises a question for you, or if you think of something that contributes, I invite you to get in touch. Put up a hand, use the class chat, or find a way you are comfortable to share, and let me hear you. I appreciate, and your classmates benefit, from your contributions. We all have different knowledge and experiences and I am eager to keep learning too.

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Provide Diverse Options to Participate



This is a synchronous, in person class for a reason. While you can read content and practice applying the material when best works for you, class time is the time to engage with me, the material, and your classmates. Your experience will be best if you *come to class* prepared (i.e., read the assignments). The course has some unique elements for you to capitalize on. We will use:

- *Canvas Chat* during class so you can easily ask questions and comment on the material. In person, a chat board is particularly handy if you do not want to raise your hand, if talking in a big class makes you uncomfortable, or if you want more time to collect and form your thoughts.
- *Canvas Discussion* boards for in class polling. I suggest downloading the CANVAS app to your phone for easy chat and discussion access.
- *Google forms* for most In Class Activities (ICAs, see below). Synchronous learning also allows



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Equitable Advantages

“

The first

How Can You Maximize Your Learning?

Five Key Steps:

1. **Plan & Pretest:** Know what is due when. Use a good planner and take all Pretests early.
2. **Read the Text:** Class time will be devoted to introducing, clarifying, and summarizing topics fully dealt with in the text rather than repeating the text. I will bring in current topics from the field.
3. **Attend Class:** Students who attend class do significantly better on exams and learn more.
4. **Take Good Notes:** Note taking helps you focus and keep on track. Look over notes after class and before the next class.
5. **Space your studying:** Set multiple times a week to work on Psych to avoid cramming and allow for revision and refinement.

STUDYCHAMP22

(GURUNG &
DUNLOSKY, 2023.
P.4)

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RETRIEVAL PRACTICE

Repeatedly test and monitor your knowledge by attempting to retrieve information from memory!

TIP
USE STICKY NOTES!

1. Test yourself to recall an answer.
2. Repeat for all incorrect answers until correct.
3. Don't have the answer or text close by or visible! (It may wrongly inflate confidence)

Start studying early with

SPACED PRACTICE

SAME MATERIAL ON DIFFERENT DAYS

PRACTICE SCHEDULE

Plan and schedule to spread out your study and review!
Multiple sessions a week is best.

INTERLEAVED PRACTICE

MIX UP WHAT YOU STUDY
Don't always go in given order!

COMPARE AND CONTRAST THE TYPES OF MATERIALS
Discriminative contrast

Transfer what you learned, applying it to different problems and examples!

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Multiple Contacts

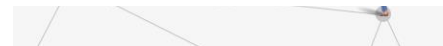


Let's Talk! (OFFICE HOURS Plus)

I know this is a large class and so I have created many ways for you to connect with me. If you have questions about the material (or life, the universe, and everything) I invite you to get in touch. My office is on the 4th floor of LINC (466) and I have open hours from 12-1pm after every class, and times that can fit YOUR schedule too ([book me here](#)).

Why? Introduce yourself, get to know me better, help me get to know you, develop or sharpen your study skills, go deeper with the material, get help with content or assignments, or talk about ways to cope with college and life. Especially useful if you are curious about psych topics not covered in class or want more.

Channels: Instagram ([rargurung](#)); Email (Regan.Gurung@oregonstate.edu); Twitter ([@ReganARGurung](#)).



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TO TEACHING INCLUSIVELY!



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