

Inclusive Teaching Practicum August Schedule and Program Description

Schedule at-a-glance (August 16-Sept 2, 2021)

MON Aug 16	TUES Aug 17	WED Aug 18	THU Aug 19	FRI Aug 20
	Cohort kick-off meetings 10-11 AM	Core Session 1 10:00-11:30 AM -or- 2:00-3:30 PM	Core Session 2 10:00-11:30 AM -or- 2:00-3:30 PM	
MON Aug 23	TUES Aug 24	WED Aug 25	THU Aug 26	FRI Aug 27
	Core Session 3 10:00-11:30 AM -or- 2:00-3:30 PM	Cohort meetings 10-11 AM	Core Session 4 10:00-11:30 AM -or- 2:00-3:30 PM	
MON Aug 30	TUES Aug 31	WED Sept 1	THU Sept 2	FRI Sept 3
	Core Session 5 10:00-11:30 AM -or- 2:00-3:30 PM	Core Session 6 12:00-1:30 AM -or- 2:00-3:30 PM	Cohort wrap-up meetings 10-11 AM	

Overview:

The Inclusive Teaching Practicum is a three-week cohort-based program designed for instructors of all levels, backgrounds and teaching contexts to deepen their understanding of how their identities, positionality and practices (as well as those of their students) impact course climate and student learning, and to reflect on how they may interrogate and decenter dominant perspectives and content. It is a priority at Northwestern, and an essential part of the university's mission, that students of all identities feel included, welcomed, affirmed and encouraged in their courses and have equitable learning experiences. While many instructors strive to create inclusive learning environments and positively impact student learning and development, many grapple with how to adapt and/or adjust their practices to meet these goals. Drawing on expertise from across the university, the practicum is based on the university's [Inclusive Teaching Principles](#) and weaves together interactive synchronous sessions, asynchronous learning activities, individual consultations, and opportunities to learn from experts and peers. *Please note: This program has a different focus and curriculum from A Seat at the Table* offered by the Searle Center.

By participating in this three-week practicum, participants will:

- Develop a critical awareness of their own identities, positionality and assumptions and how those constructs have informed their practice as educators
- Interrogate what they privilege, highlight, ignore or silence in their course materials, activities and assessments
- Reflect on what they are doing to promote an affirming classroom climate and apply strategies for developing inclusive learning environments.
- Recognize and be responsive to the ways that current events can impact students, their identities, and their learning
- Apply inclusive teaching principles to their specific course materials and contexts

The practicum will run during these dates:

- August 16-Sept 2 2021
- Oct 11-Oct 29 2021
- November 1-19 2021

FULL Schedule and session descriptions

Week 1

Tuesday August 17: *Kick-off meeting* (50 minutes)

In this kick-off meeting, you will meet in small cohorts (10-12 instructors). After a welcome and introduction, your cohort lead will provide an overview of inclusive teaching, the practicum learning objectives and curriculum, and the Canvas site. We will discuss expectations and communal guidelines (“ground rules.”)

Wednesday, August 18: *Core session 1* (90 minutes)

Exploring personal and social identity: Self-reflection as a Tool for Creating Inclusive Classroom Environments.

Facilitated by Omari Keeles, PhD

In this session, we will engage in discussions of social identity, and power and positionality that typically influence interactions in classroom learning environments. We will move through guided and reflective exercises on your learning and teaching contexts in terms of diversity, equity, and inclusion, increase their awareness of the role social identities (yours and your students’) plays in students’ curricular experiences, and begin to identify effective, evidence-based strategies to create inclusive learning environments. Participants will:

- Discuss your own social identities and implications for interpersonal/intergroup communication
- Consider your own social identities and background and implications for pedagogy
- Explain the relation between social identity, positionality, and inclusive teaching practices
- Review strategies for being an inclusive instructor

This session focuses on **Principle 1**: Consider your and your students’ social identities and positionalities

Thursday Aug 19 *Core session 2* (90 minutes)

Expanding Our Views of Students

Facilitated by Mesmin Destin, PhD, Associate Professor, Department of Psychology

In this interactive session, you will learn about recent advances from psychological science on how to best support the learning, achievement, and well-being of students from a diverse range of backgrounds. This includes the latest experimental research

evidence on the effects of strengths-based messages about students' marginalized identities. You will have the opportunity to explore how study findings apply to the messages that you send to students in your own learning contexts and educational practice.

Week 2

August 24: Core session 3: (90 min interactive session plus pre-post work)

Examining our assumptions and communicating expectations

Facilitated by Becca Greenstein, MA (University Libraries) and Susanna Calkins, PhD (Searle Center for Advancing Learning and Teaching)

In this interactive session, we will examine our syllabi for assumptions and biases, and reflect critically on how to communicate clear course standards and expectations. We will also explore what it means to empower students to advocate for themselves and their learning. By the end of the session, you will be able to:

- Reflect on the assumptions and biases you bring to their course design and you syllabi
- Co-create expectations for student participation and engagement
- Communicate clear expectations for your courses
- Develop strategies for normalizing student self-advocacy and help-seeking skills

This session focuses on

- **Principle 2:** Establish and communicate clear course standards and expectations
- **Principle 4:** Communicate sources of support for learning.

August 26: Core session 4 (90 min interactive session plus pre-work):

Connecting Beyond the Content: Creating and Assessing Inclusive Learning Environments

Facilitated by Veronica Womack, PhD (The Inclusive STEM Teaching Project) and Kate Harrington-Rosen, MS (Office of Equity)

Join us for an interactive workshop that will equip participants with frameworks and tools for creating and assessing inclusive, meaningful, affirming learning environments. With a focus on strategies for positioning students as active participants in the learning space and strategies for ongoing assessment of inclusion efforts, this session will engage participants to envision and create classrooms that actively affirm learners of all

identities. Through self-reflection, review of research, and case studies, participants will have opportunities to explore and practice the techniques provided. Participants will:

- **Reflect** on personal experiences of inclusive and exclusive classroom practices and interactions
- **Examine** current literature around student inclusion
- **Identify** methods of assessing inclusive teaching efforts
- **Identify** proactive strategies and way of 'being' that promote mutual respect and collaboration

This session focuses on

- **Principle 5:** Cultivate a welcoming and inclusive course climate (learning environment)
- **Principle 7:** Assess your inclusive teaching.

Week 3

Monday August 30: *Core session 5:* (90 min Interactive session plus pre-post work) *Rethinking Teaching Strategies & Assessment of learning through a Diversity & Inclusion Lens*

Facilitated by Stefanie Hicks, CDP (Human Resources) and James R Stachowiak, MS (AccessibleNU)

In this session, you will explore your teaching strategies and assignments to make adjustments to more effectively engage and assess diverse learners. You will be challenged to think about how societal norms have influenced your teaching and will be introduced to new strategies to effectively engage diverse learners. You will also critically deconstruct one of your assessments, examining what skills and knowledge you are expecting students to demonstrate, the means by which you currently expect students to acquire and demonstrate those skills, the methods you use to assess student learning and reflect on barriers that these practices may cause for different student populations. Once you have peeled back your current assignments, through discussion, you will explore ways to provide multiple means of expression through offering options and flexibility that will result in more accurate, accessible, equitable and inclusive assessments for all students. We will:

- Explore cultural and societal teaching norms and how they've influenced your teaching practices
- Identify 2-3 teaching strategies for implementation to effectively engage diverse learners
- Deconstruct a current assessment by identifying the assessment target and access skills

- Redesign an assessment offering options that reduce barriers around identified access skills

This session will focus on

- **Principle 3:** Offer multiple ways for students to demonstrate their learning and knowledge
- **Principle 6:** Consider diverse teaching and learning frameworks and methods

Wed Sept 1: Core session 6 (90 minute interactive session)

Staying current with inclusive teaching literature and strategies

Facilitated by Veronica Womack, PhD (Inclusive STEM Teaching Project), Steven Adams, MSLS (University Libraries) and Susanna Calkins, PhD (Searle Center for Advancing Learning and Teaching)

Join us for an interactive workshop that will provide resources to support your continual learning around inclusive teaching and a space to reflect on your learning from this practicum. We will discuss the ways to cultivate community and support to sustain your commitment to social transformation in higher education. You will

- Identify an area where you would like to develop more understanding in regards to inclusive teaching
- Identify ways to sustain yourself and your colleagues in continual learning and commitment around inclusive teaching
- Familiarize yourself with resources

This session focuses on **Principle 8:** Stay current with Inclusive Teaching literature and strategies.

Thursday Sept 2: Wrap up sessions (in cohorts)

In this wrap-up session, you will meet with your cohort to reflect critically on what you've learned, identifying one or two areas to develop or improve, with a plan for moving forward.

Consultations (optional) Throughout the practicum, you will have the opportunity to consult with one of several experts to reflect on how to incorporate the inclusive teaching principles into your own learning and teaching contexts.

Partners: The Practicum is a collaboration of the Searle Center for Advancing Learning and Teaching, AccessibleNU, the Office of Equity, Social Justice Education, University Libraries, Academic Technologies, the Office of the Provost, the School of Professional Studies and the Inclusive STEM Teaching Project.

The practicum curriculum was created by: Steven Adams, University Libraries; Rob Brown, Social Justice Education; Susanna Calkins, The Searle Center for Advancing Learning and Teaching; Becca Greenstein, University Libraries; Kate Harrington-Rosen, Office of Equity; Stefanie Hicks, Human Resources; Omari Keeles, Consultant and Veronica Womack, The Inclusive STEM Teaching Project. Thanks to Mesmin Destin, Shirin Vossoughi and Sylvia Perry for providing external review.