# Winter Advanced Practicum
Schedule and Program Description

Schedule-at-a-glance (February 14-25, 2022)

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**Note:** Each session is offered twice, and participants are not required to attend both offerings. For each session, participants will have access to either time and may select which session best fits their schedule. All times are Central Time.
Inclusive Teaching Practicum
Winter Advanced Practicum Schedule and Program Description

Fostering Inclusive Classroom Climate

Overview:

This advanced practicum is designed for instructors who have already completed the Inclusive Teaching Practicum, no matter their disciplinary context. Through interactive sessions with an emphasis on application of theory to the learning setting, the goals are to deepen participants’ understanding of their own identities and that of their students as well as to develop awareness and the ability to apply effective and thoughtful strategies for creating equitable, accessible, and inclusive learning environments in both online and in-person classroom contexts. Each of the linked sessions will take a case-study approach, allowing participants to engage in discussions and activities drawn from authentic, real-world examples experienced by Northwestern faculty in a variety of teaching contexts. We will explore how to responsibly acknowledge microaggressions and apply strategies to handle unexpected moments in class. We will also deepen our understanding of collective harm and how we can center the needs of our students in real time, responsibly and ethically creating a space for students to process larger social, political, and cultural events around them. In this way, we will build on our own prior understanding, offering concrete strategies and opportunities for our participants’ continual learning and growth.

LEARNING OBJECTIVES

By participating in this two-week advanced practicum, participants will:

- Engage students in the co-creation of shared values and expectations for their classes
- Recognize microaggressions in the classroom and employ thoughtful strategies to address them
- Explore ways to understand how to prepare and adapt our instruction to acknowledge and create space to process current and local events and collective harm

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. Due to anticipated high volume of requests, we may need to limit consultations to one per participant.

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Partners: The Advanced Practicum is a collaboration of the Searle Center for Advancing Learning and Teaching, AccessibleNU, the Office of Equity, University Libraries, Teaching and Learning Technologies, the Office of the Provost, the School of Professional Studies, and the Inclusive STEM Teaching Project. The curriculum was created by: Steven Adams, University Libraries; Susanna Calkins, The Searle Center for Advancing Learning and Teaching; Becca Greenstein, University Libraries; Kate Harrington-Rosen, Office of Equity; Stefanie Hicks, Human Resources; Eun Y. Lee, The Searle Center for Advancing Learning and Teaching; James Stachowiak, AccessibleNU; and Veronica Womack, The Inclusive STEM Teaching Project.

Revised on 2022-02-04
### Full session schedule and description:

#### WEEK 1

<table>
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<th>Session 1: Considering Course Materials &amp; How They Impact Your Students</th>
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| **Monday, February 14 at 2:00-3:30 PM**  
**or**  
**Tuesday, February 15 at 10:00-11:30 AM** |
| (90-min., interactive session plus pre-work) |
| **Facilitated by:** |
| Becca Greenstein, MSLS (University Libraries)  
James R. Stachowiak, MS (AccessibleNU) |

In this first session, participants will examine several case studies drawn from the experiences of Northwestern faculty. The focus of these case studies is on the ability to critically review course materials, by reflecting on their own identities and positionalities (of themselves and those of their students), when designing and implementing assignments and activities, and by reflecting on the cultural relevance of their materials.

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<th>Session 2: Unpacking Communal Guidelines</th>
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| **Thursday, February 17 at 2:00-3:30 PM**  
**or**  
**Friday, February 18 at 10:00-11:30 AM** |
| (90-min., interactive session plus pre-work) |
| **Facilitated by:** |
| Steven Adams, MSLS (University Libraries)  
Susanna Calkins, PhD (Searle Center for Advancing Learning and Teaching)  
Kate Harrington-Rosen, MS |

In this second session, participants will explore practical strategies for creating communal guidelines (“ground rules”) in their own classrooms. They will also discuss a case study.
**Session 3: Listening in a Critically Conscious Way & Addressing Microaggressions in the Classroom**

Monday, February 21 at 2:00-3:30 PM  
or  
Tuesday, February 22 at 10:00-11:30 AM  

(90-min., interactive session plus pre-work)

**Facilitated by:**  
Stefanie Hicks, CDP (Human Resources)  
Eun Y. Lee, EdS, MEd (Searle Center for Advancing Learning and Teaching)

In this third session, participants will engage in individual reflection, small group exercises, and review of case studies and scenarios to recognize microaggressions in the classroom and develop thoughtful strategies to address them. We will explore ways to understand how to prepare and adapt our instruction to acknowledge and create space to process current and local events and collective harm that disproportionately affect students from marginalized and minoritized backgrounds.

**Session 4: Scripting for Effective Feedback When Harm Is Caused in the Learning Space**

Thursday, February 24 at 2:00-3:30 PM  
or  
Friday, February 25 at 10:00-11:30 AM  

(90-min., interactive session plus pre-work)

**Facilitated by:**  
Kate Harrington-Rosen, MS

In this final session, participants will individually create scripts around case studies and scenarios discussed in earlier sessions and practice these scripts in small groups for critical reflection, feedback, and discussion.