

UNIV 101 INSTRUCTOR TRAINING WEEK

Learner-Centered and Inclusive Teaching

Welcome Activity: Anonymously and using as many colors as you would like, please place elements of teaching UNIV 101 that you feel nervous/insecure about vs. confident/secure about along the continuum.

MEET YOUR FACILITATORS



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Office of General Education



Treya Allen, EdD
Coordinator,
DEI Instructional Support
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Instructional Support
Office of General Education



ESTABLISHING OUR LEARNING SPACE

Setting the Tone for our Time Together



LEARNING GOALS

- Create common language around key vocabulary
- Move from teaching theory to practice
- Workshop strategies for creating inclusive and learner-centered classroom communities

PULLING BACK THE CURTAIN



THE EXPECTANCY VS. VALUES

“People **do not invest effort** on tasks that do not lead to **valued outcomes** even if they know they can perform the tasks successfully, and they do not invest effort on even highly valued tasks if they are **convinced that they cannot succeed** no matter how hard they try”

J. Brophy, 1987.

	The learner has <u>low success expectations</u>	The learner has <u>high success expectations</u>
Does <u>not value</u> the activity	<u>Rejection</u> : Refuses to participate	<u>Evading</u> : Does the minimum
<u>Values</u> the activity	<u>Dissembling</u> : Projects image of competence	<u>Engagement</u> : Seeks to learn

BUILDING COMMON LANGUAGE

- Operational definitions help us to establish a common language in learning
- This ensures that all learners have clearly defined foundational knowledge with which to engage the session
- Supports application of materials as we move from theory to practice



Engaging Theory Practice

Definition:



Questions that I have:



Theory to Practice:



Small steps I am committing to make in my UNIV 101 section this semester?



STUDENT-CENTERED PRACTICE DEFINED

- Teaching that engages students in the hard messy work of learning.
- Teaching that motivates and empowers students by giving them some control over learning processes.
- Teaching that encourages collaboration, acknowledging the classroom (be it virtual or real) as a community where everyone shares the learning agenda.
- Teaching that promotes students' reflection about what they are learning and how they are learning it.
- Teaching that includes explicit learning skills instruction.

INCLUSIVE TEACHING DEFINED

Any number of teaching approaches that address the needs of students with a variety of backgrounds, learning modalities, and abilities. These strategies contribute to an overall inclusive learning environment in which all students perceive to be valued and able to succeed. ([Cornell Center for Teaching Innovation. 2022](#))



UNIVERSAL DESIGN FOR LEARNING (UDL) DEFINED

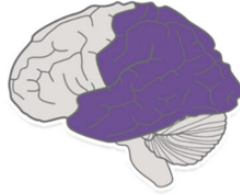
AFFECTIVE NETWORKS:
THE **WHY** OF LEARNING



Engagement

For purposeful, motivated learners, stimulate interest and motivation for learning.

RECOGNITION NETWORKS:
THE **WHAT** OF LEARNING



Representation

For resourceful, knowledgeable learners, present information and content in different ways.

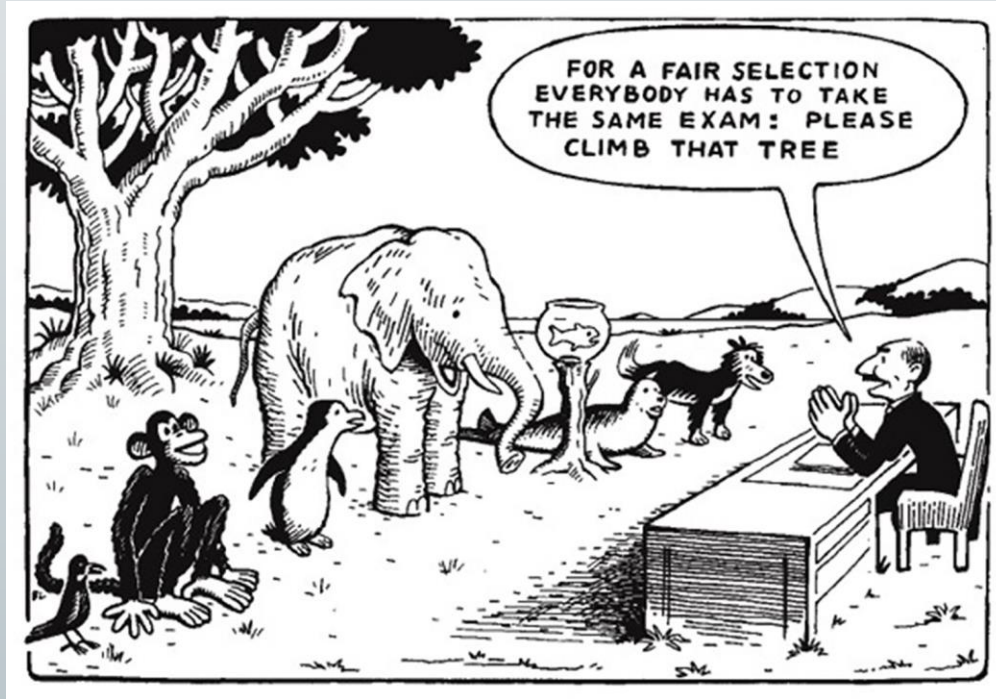
STRATEGIC NETWORKS:
THE **HOW** OF LEARNING



Action & Expression

For strategic, goal-directed learners, differentiate the ways that students can express what they know.

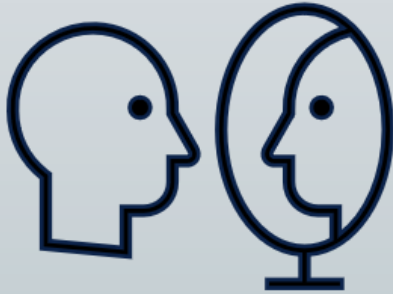
EQUITY-BASED TEACHING PRACTICES DEFINED



Educational equity means that each learner receives what they need to develop to their full academic and social potential.

How do we ensure that each student has the support and materials needed to meet the learning objective?

STRUCTURING OUR DISCUSSION



Reflection



Community



Learning Sanctuary
[\(Imad, 2020\)](#)

THEORY TO PRACTICE



Theory: Ideas of processes, events, or phenomena that have an expectation of result or systematic ways of being.

Practice: Tangible and real world execution of proposed ideas, thought, and expectations of processes/ events.

OPTIONAL PROMPTS FOR DISCUSSION

As a small-group, consider the following prompts **and** add your own. Reference and add to your graphic organizers as you discuss!

Reflection:

- What small steps can you take to encourage students to engage in meaningful reflection?
- How can you foster opportunities to connect UNIV 101 activities and assignments to students' personal, professional, and community-based interests?
- Based on interests in your small group, add your own prompt:

Community:

- Consider one “space” in your course that could benefit from intentional efforts to build community (e.g., group discussion/review of the Wildcat Reader)?
- Community doesn't just happen, it is built. What consistent practices will you establish and maintain in the first few weeks of class to build community?
- Based on interests in your small group, add your own prompt:

Learning Sanctuary:

- What is a small step you could take toward helping students become more engaged in their learning process?
- What framing might you give to group work to foster healthy, vulnerable spaces for student sharing?
- Based on interests in your small group, add your own prompt:



LARGE GROUP SHARE-OUT

Tell us about it!

YOUR HOMEWORK

In your Digication ePortfolio, please:

- Create a new tab for Learner-Centered and Inclusive Teaching Commitments
- Add several elements you plan to integrate into your teaching practice this semester for UNIV 101.
- Return and reflect during/after the semester!





LARGE-GROUP PAUSE

Cultivating Reflection

RESOURCES AND SUPPORT

Teaching Journal (Self Reflective Practice)

Peer Learning Communities

- Contact Cards or google Contact Sheet

The Instructional Support Team in the Office of General Education

- Consultations
- Office Hours
- Learning Workshops
- <http://ge.arizona.edu>

UCATT (Formerly Office of Instruction and Assessment)



SCHOLARSHIP & RESOURCES FROM OUR SESSION

- [Brophy. \(1987\). Synthesis of research on strategies for motivating students to learn. Educational Leadership, 45\(2\), 40.](#)
- CAST- Universal Design for Learning: <https://www.cast.org/impact/universal-design-for-learning-udl>
- UA Disability Resource Center (DRC): <https://drc.arizona.edu/ud/learning>
- [Dugan, J., \(2021\). Beware of Equity Traps and Tropes. ASCD, 78\(6\).](#)
- [Imad, M., \(2020\). Leveraging the Neuroscience of Now. Inside Higher Ed.](#)
- [Inclusive Teaching Strategies: Center for Teaching and Learning at Cornell](#)
- [Weimer, M., \(2013\). Learner-centered teaching: five key changes to practice. San Francisco: John Wiley & Sons, Inc.](#)
- [Wigfield, & Eccles, J. S. \(2000\). Expectancy–Value Theory of Achievement Motivation. Contemporary Educational Psychology, 25\(1\), 68–81. <https://doi.org/10.1006/ceps.1999.1015>](#)

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Theory to Practice:

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