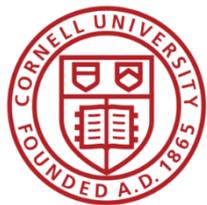


SUNYLA 2020

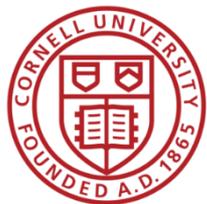
Developing Inclusive Pedagogy

Tony Cosgrave (ajc5@cornell.edu)
Reference & Instruction Librarian
Cornell University Library



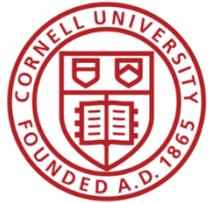
Teaching and Learning in the Diverse Classroom

Cornell Center for Teaching Innovation



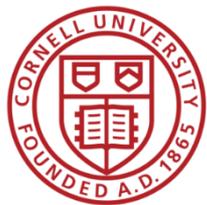
Learning Outcomes:

1. Use a framework for inclusive course design to evaluate and plan for inclusive teaching;
2. Explore the implications of social identities—both students' and instructors'
- 3 Identify evidence-based pedagogical strategies proven to support student-centered learning



Learning Outcomes:

4. Increase your confidence to model inclusivity and facilitate discussion, throughout the semester and when unexpected issues arise;
5. Evaluate your curriculum and discipline to identify patterns of exclusion and inclusion and approaches to thinking about diversity, equity, and inclusion and facilitate discussion, throughout as issues arise.



Module One: Teacher Self-Reflection

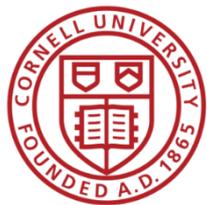
Module Two: Student Identities

Module Three: Developing Inclusive Pedagogy

Module Four: Examining Curriculum

Module Five: Institutional Change

References, Resources, Glossary, Instructors,
Acknowledgments



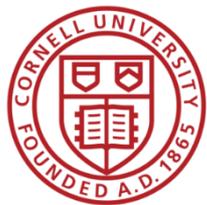
Each Module Included:

Assigned Readings

Short Video Clips

Reflection Prompts

Discussion Forums

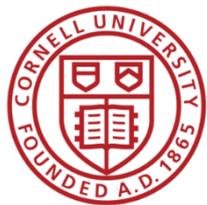


I was part of a Library cohort

There were four other librarians

We formed as a discussion group

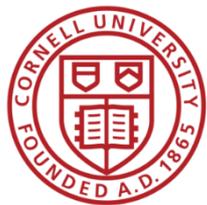
We shared thoughts and provided feedback



Course was asynchronous

There were two informal face-to-face gatherings

One light snacks and one delicious lunch



Developing Inclusive Pedagogy

Reflection Prompt: Developing inclusive pedagogy

Why should you actively engage students in their learning?

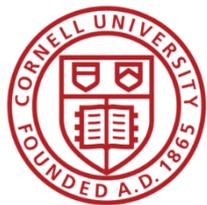
What about classroom assessment techniques?

What about when unexpected moments arise?

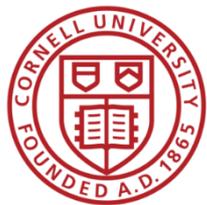
How do you prepare for unexpected classroom dynamics?

What are some touchstones for facilitation?

What are some strategies for responding?

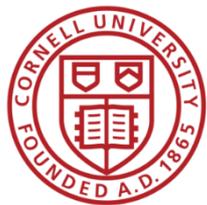


Tanner, K.D. (2013). Structure Matters: Twenty-One Teaching Strategies to Promote Student Engagement and Cultivate Classroom Equity. Preview the document CBE Life Sciences Education, 12(3), 322–331.



BUILDING AN INCLUSIVE AND FAIR CLASSROOM COMMUNITY FOR ALL STUDENTS

Be Explicit about Promoting Access and Equity
for
All Students

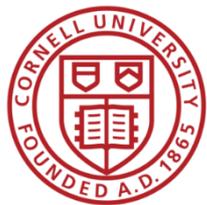


ASRC1900/LSP1100

Research Strategies

1-credit half semester class

Extremely diverse group of students

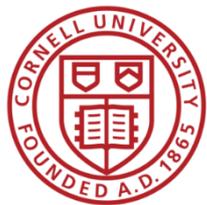


Several classroom discussions

about assigned readings

and as every teacher has experienced

we had the same students participating

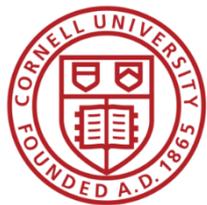


think-pair-share

with explicit goal

more inclusive responses

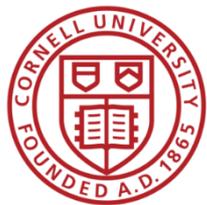
increased engagement



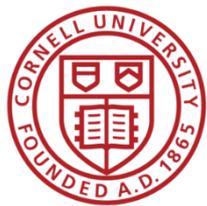
Curriculum Changes:

Diversity Statement added to syllabus

Commitment to use more diverse search examples in classroom demonstrations



Sorry to say that the class was cancelled this semester due to the suspension of on-campus classes



Readings:

<https://tinyurl.com/yczebqkr>