

Inclusive Teaching

What is It? Why Does it Matter?



Welcome



The Musqueam s̓i:łqə́y̓ qəqə́n

(double-headed serpent post)

Photo by: Sarah Ling

Session Objectives

- **Define** diversity, equity and inclusion in UBC's context.
- **Explore** diversity at UBC and who works and studies here.
- Be **introduced** to the literature underpinning inclusive teaching and why it's important.
- Have an opportunity to **learn, discuss** and **share** inclusive teaching practices.



Agenda

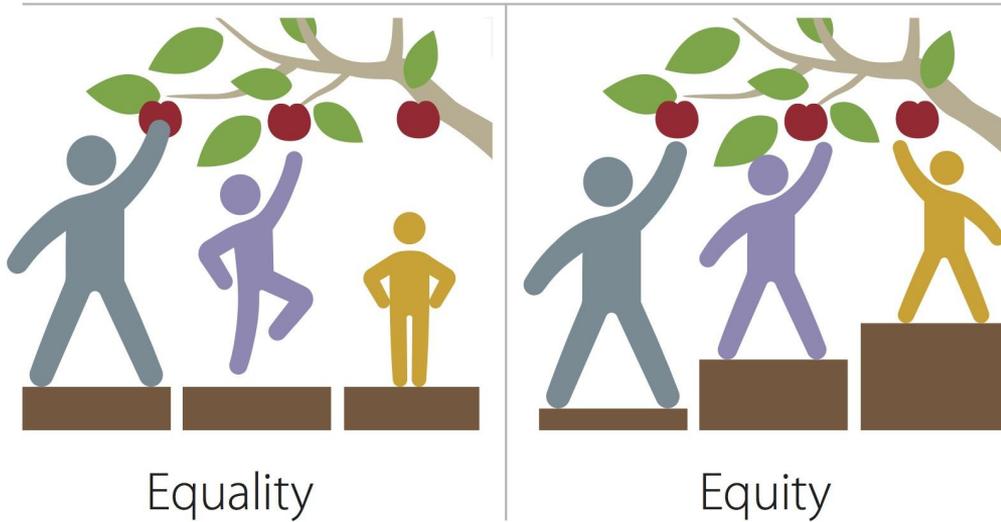
- **Welcome**
- **What?** DEFINITIONS & CONTEXT
- **Who?** UBC STUDENTS & US
- **Why?** THE RESEARCH SAYS...
- **How?** EXPLORE INCLUSIVE TEACHING STRATEGIES
- **Closing**



What



Define Diversity, Inclusivity, Equity, Equality



Brainstorm definitions
with a partner.

Definitions from equity.ubc.ca

Equity refers to achieving parity in policy, process and outcomes for historically and/or currently underrepresented and/or marginalized people and groups while accounting for [diversity](#).



Diversity refers to the wide variety of visible and invisible [differences](#) that contribute to the experiences of individuals and groups. These include both individual and group/social differences.

<https://equity.ubc.ca/resources/equity-inclusion-glossary-of-terms/>

Definitions from inclusiveteaching.ctlt.ubc.ca

Inclusive teaching involves deliberately cultivating a learning environment where all students are treated equitably, have equal access to learning, and feel valued and supported in their learning. Such teaching attends to social identities and seeks to change the ways systemic inequities shape dynamics in teaching-learning spaces, affect individuals' experiences of those spaces, and influence course and curriculum design.



Definition from indigenousoinitatives.ctlt.ubc.ca

Classroom Climate

A university classroom is not a static and neutral space. It is a multidimensional and dynamic space where complex interactions occur. Ambrose and colleagues (2010) define classroom climate as “the intellectual, social, emotional, and physical environments in which our students learn” (p. 170). Different aspects of the classroom climate and student development – intellectual development and social identity development in particular – interact with each other to have an impact on student learning and performance.



UBC Strategic Plan

Strategy 4 - Inclusive Excellence



Cultivate a diverse community that creates and sustains equitable and inclusive campuses.

<https://strategicplan.ubc.ca/strategy-4-inclusive-excellence/>

Who





Who are our students?

UBC Vancouver

56K Students



9,981 Graduate
1,468 Residents
44,882 Undergraduate

15,405 International Students



Housing



Beds in Residence



Most UBC Students Commute



1,168
Aboriginal students **2%**
of students

Citizenship of incoming class

61%



Student Diversity at UBC: UES 2018 Demographics (n=~6000)

- 28% lower socioeconomic status
- 45% not born in Canada
- 27% first-generation students
- 20% commute 60+ minutes
- 1% trans, two-spirit or gender non-binary
- 15% LGBTQ
- 37% having more than one ethnic background
- 24% with a diagnosed mental illness, ongoing medical issue, disability or combination



Who are we?

Now let's look at the diversity within our group...



- Go to <https://www.menti.com>
- Enter the code to 31 71 74
- Start the quiz!

Summary

- Let's take a look at the results -

<https://www.mentimeter.com/s/7e6cd6cb58109d3830c6c98f10465bcd>



- What aspects of **diversity** did the questions address?
- Why is it important to acknowledge our own positionality?

Why



Yeager DS, Purdie-Vaughns V, Garcia J, et al. (2014). Breaking the cycle of mistrust: Wise interventions to provide critical feedback across the racial divide. *J Exp Psychol : Gen.*;143(2):804-824.



CONTROL: I'm giving you these comments so that you'll have feedback on your paper.

INTERVENTION: I'm giving you these comments because I have high expectations and I know that you can reach them.

Yeager DS, Purdie-Vaughns V, Garcia J, et al. (2014). Breaking the cycle of mistrust: Wise interventions to provide critical feedback across the racial divide. *J Exp Psychol : Gen.*;143(2):804-824.

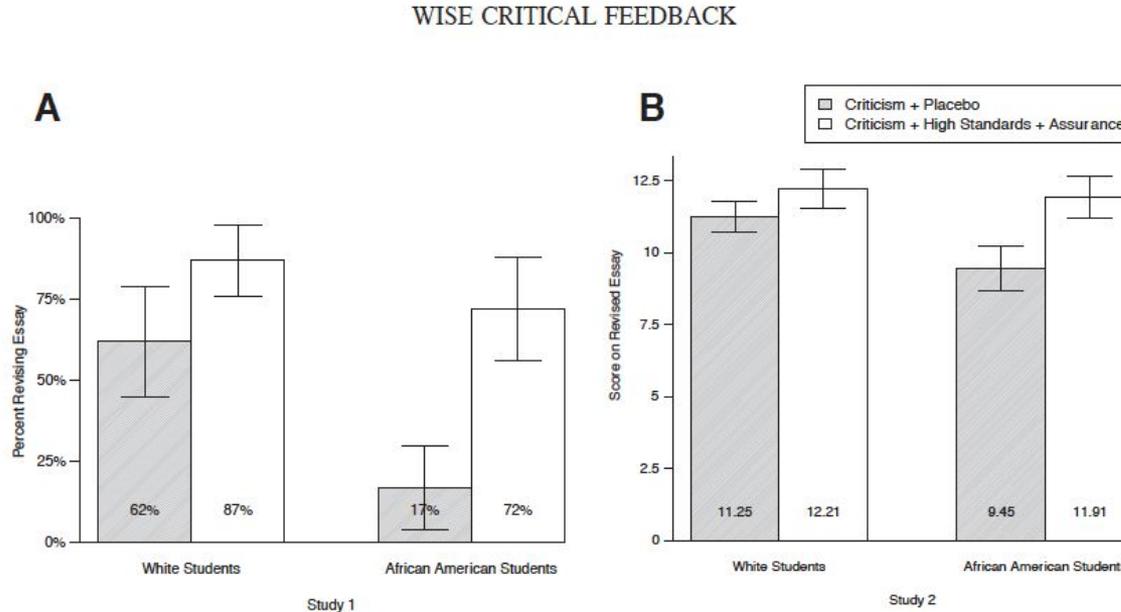


Figure 2. (A) Percent of students who revised their essays, by race and randomly assigned feedback condition (Study 1). (B) Final score on revised essay as graded by teachers, by race and randomly assigned feedback condition (Study 2). Values are covariate-adjusted means controlling for gender, teacher, and first draft scores (means estimated in separate regression models for African American and White students). Error bars: ± 1 standard error.



changing the narrative...

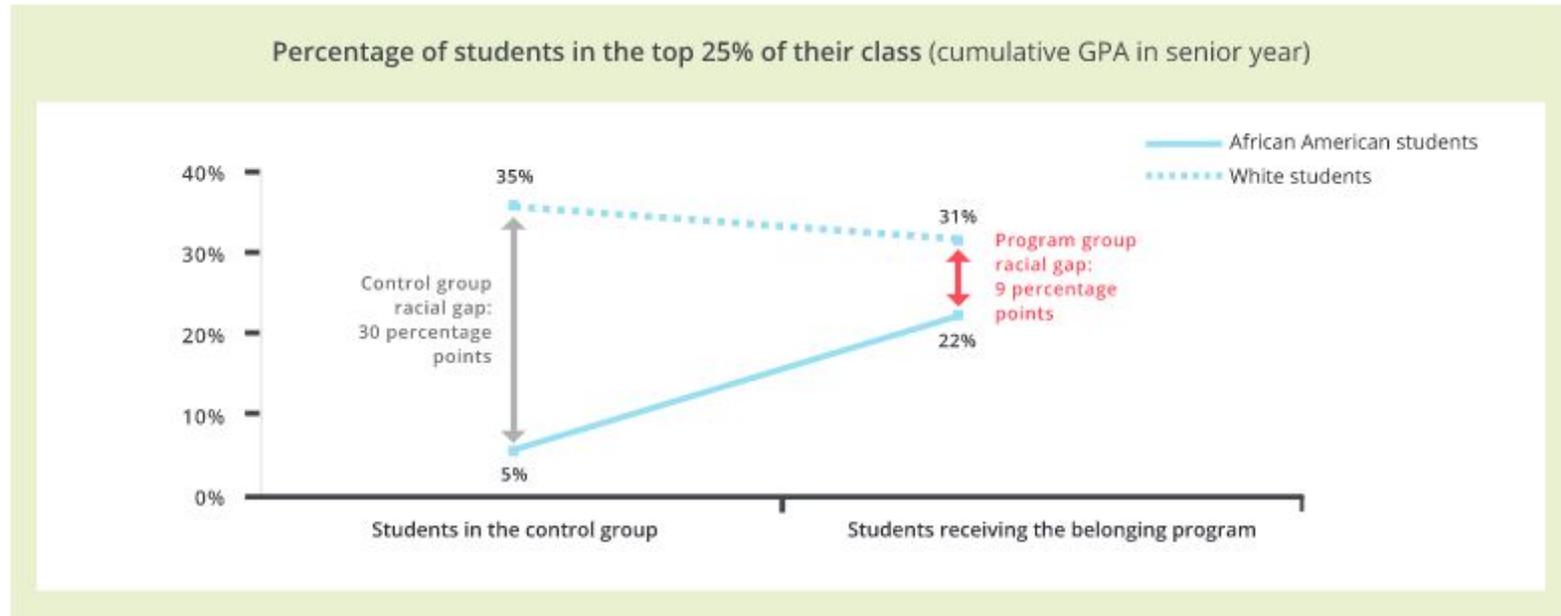
“As excited as I was to come here, I must admit that part of me thought I had been accepted due to a stroke of luck, and that I would not measure up to the other students. Early on, I bombed a test. It was the worst grade I’d ever received, and I felt terrible and isolated. But then, I found out I wasn’t the only one. No one did well on that test. It was really hard—the professor was trying to set a high standard. He knew it’d be tough, but he knew that if we worked hard we could get to that level.



It wasn’t for some time that I believed that I was up to par and could totally hold my own. But eventually I did, and this place started to feel more like home. Though I still have doubts about myself sometimes, I know they’re the kinds of things everybody feels on occasion.”

Walton, G., & Cohen, G. (2011). A brief social-belonging intervention improves academic and health outcomes of minority students. *Science*, 331: 1447-1451.

FIGURE 2. When African American college students received a belonging program in their sophomore year, the proportion who were in the top 25% of their class by senior year more than quadrupled



SOURCE: WALTON & COHEN, 2011

Excerpt from: [What We Know About Belonging from Scientific Research](#): by Carissa Romero - Mindset Scholar's Network (2015)



Walton GM, Logel C, Peach JM, Spencer SJ, Zanna M. (2015). Two brief interventions to mitigate a “chilly climate” transform women’s experience, relationships, and achievement in engineering. *Journal of Educational Psychology*, 107(2):468-485.

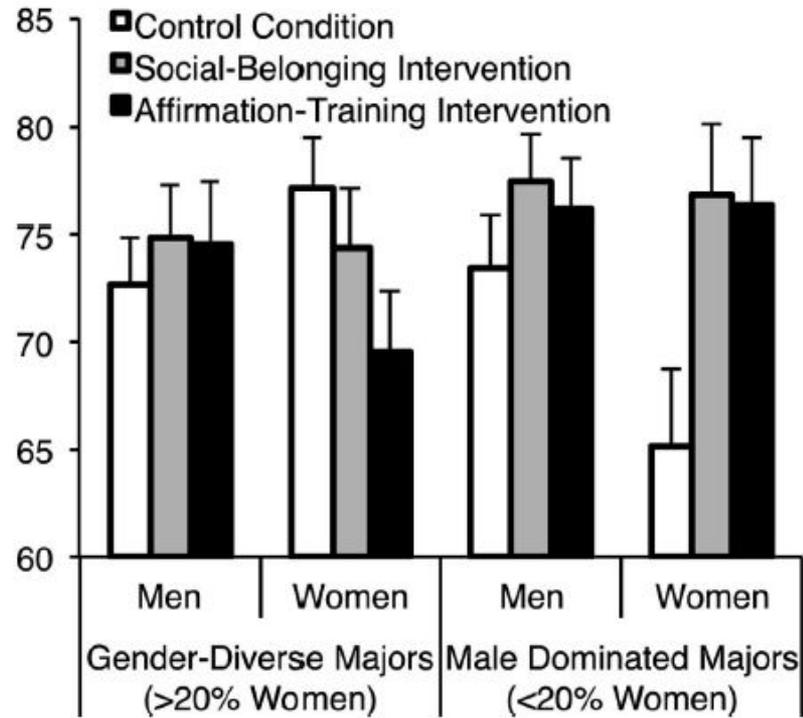


Figure 1. First-year engineering grade point average (GPA), which is calculated on a scale from 0 to 100. Sixty is the average needed to remain in engineering; scores above 80 qualify students for the dean’s honor list. Means are adjusted for average within-major GPA. Error bars represent +1 standard error. The y axis represents approximately 2.30 standard deviations. Sample sizes: $N_{men} = 118$; $N_{women} = 73$.

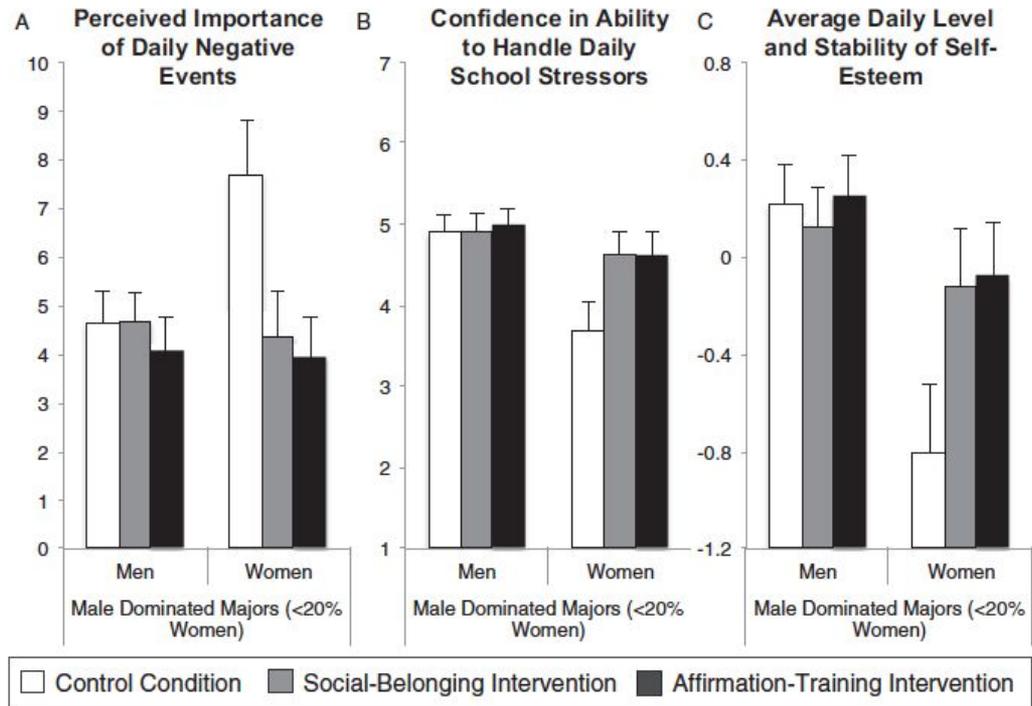
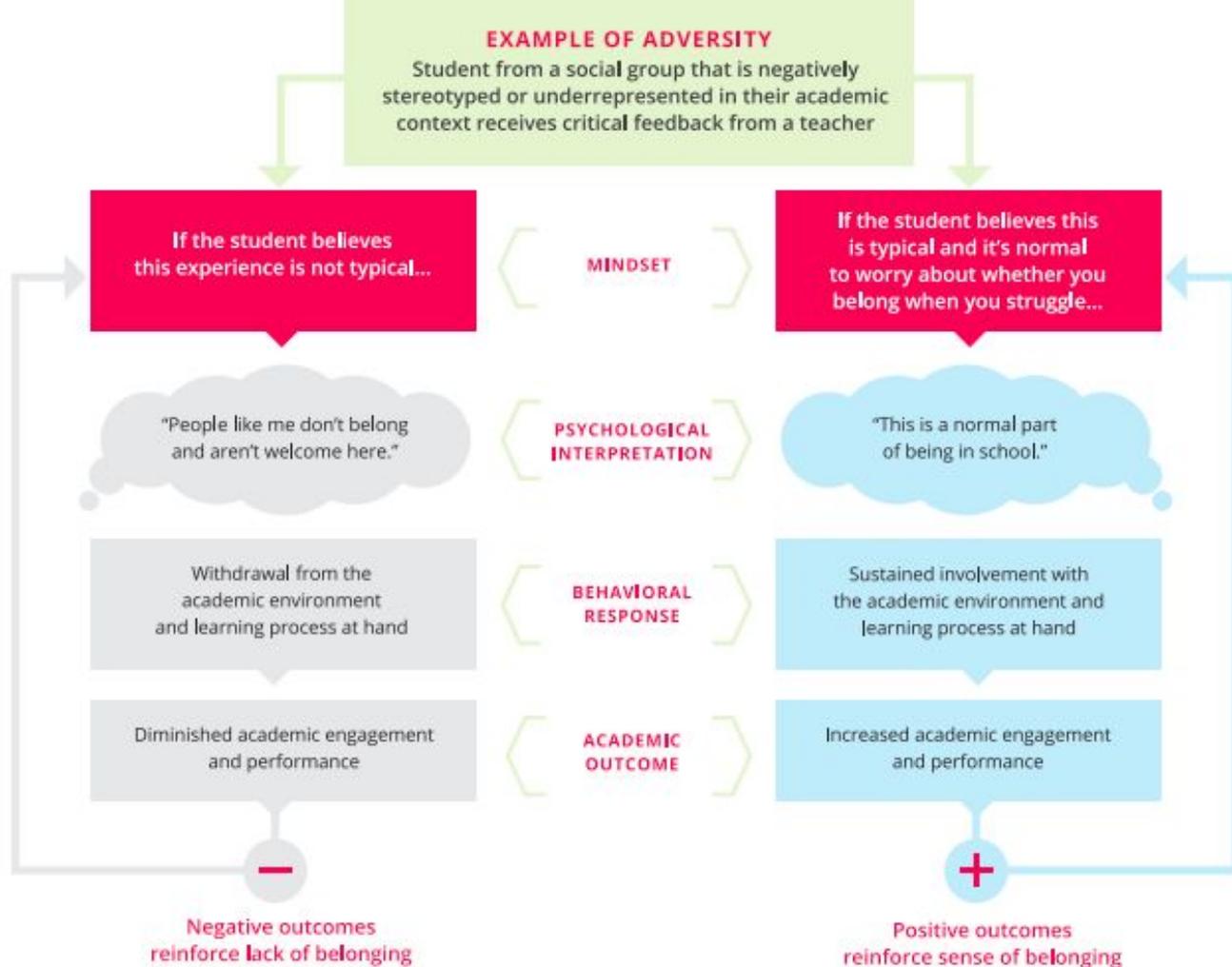


Figure 2. Daily functioning over 12 days after the intervention among students in male-dominated majors (<20% women). Error bars represent +1 standard error. (A) Perceived importance of negative events each day (adjusted for the perceived importance of positive events). (B) Confidence in ability to handle daily school stressors. (C) Level and stability (reverse-scored standard deviation) of self-esteem. The two measures were standardized and then averaged. The y axes in Panels A and C represent approximately 3.50 and 2.50 standard deviations, respectively. The y axis in Panel B represents the full range of the scale. Sample sizes (including students in gender-diverse majors, Figure S1): $N_{men} = 110-121$; $N_{women} = 81-84$.



Bandwidth - What Is It?

Cognitive and mental resources that are available to one to learn and perform.

Key to effectively accomplish various tasks, including:

- Learning
- Keeping track of information
- Planning
- Making decisions, etc.

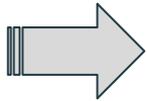


Created by Creative Stall
from Noun Project

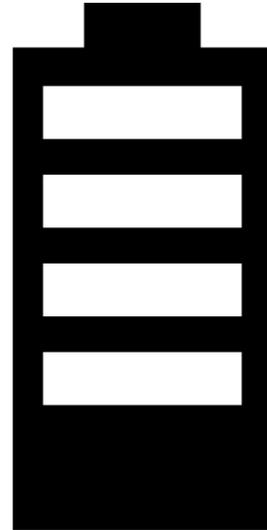
Undermining Factors - “Bandwidth Tax”

Loss of bandwidth occurs with scarcity or insecurity related to:

- Safety
- Health
- Money
- Belonging
- Respect, etc.



Inability to access complete brain capacity for learning



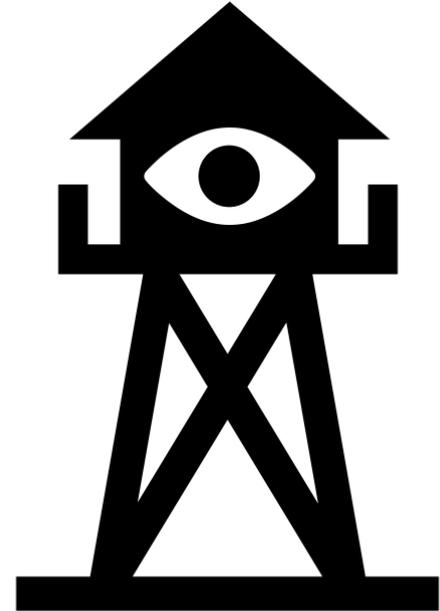
Created by Florent B
from Noun Project

Belongingness Uncertainty

Belongingness adversity factors:

- Low exam score
- Critical feedback
- Feelings of loneliness
- Membership in an underrepresented group in an educational context
- Stereotype threat (Steele, 2010) - Negative stereotypes about one's group, etc.

“Do I fit in?” “Do I matter to people here?”



Created by Luis Prado
from Noun Project

Belonging

Students with a sense of belonging:

- Feel socially connected, supported, respected
- Trust teachers & peers
- Not worried about being treated as a stereotype (confident they are seen as a person of value)



Strategies to Help Recover Lost Bandwidth

- **Growth mindset** -- Intelligence is not innate, but is expandable through hard work and persistence
- **Belonging** -- Each student has personal cultural values that add meaning to the learning environment
- **Decreasing stereotype threat** -- Mistakes are just mistakes, and not signs of some intrinsic deficiency (ascribed to one's race, gender etc.)
- **Institutional structures and processes** -- The campus climate (including presence of diverse instructors) makes a difference

Tanner, K. D. (2013). Structure matters: Twenty-one teaching strategies to promote student engagement and cultivate classroom equity. *Lse*, 12(3), 322-331. doi:10.1187/cbe.13-06-0115

- Giving students opportunities to think and talk about your subject
- Encouraging, demanding, and actively managing the participation of *all* students
- Building an inclusive and fair classroom community for *all* students
- Monitoring behaviour to cultivate divergent thinking
- Teaching *all* the students



How



Explore Inclusive Teaching Strategies

- Choose 3 stations to explore
- At each station, with your group: read, task/activity, discuss & share
- 15 minutes per station
- Bring your resource package

Station 1: Inclusive syllabus examples (group facilitated)

Station 2: Diverse readings & examples

Station 3: Accessibility (group facilitated)

Station 4: Classroom guidelines



Inclusive Teaching

What does it mean to you?



Thank you!

Please complete our workshop evaluation

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