

SUMMER INSTITUTE 2018

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INTRODUCTION

- Territory acknowledgment
- Student Diversity Initiative
- Goals of the session:
 - Articulate why inclusive and responsive classrooms matter
 - Brainstorm possible points of entry during first day of class
 - Identify available tools for creating inclusive and responsive classrooms



OTHER WORKSHOPS OF INTEREST

- **Exploring Reconciliation in Teaching and Learning at UBC**
Monday, Aug. 21 | Connect with Indigenous Initiatives at CTLT
- **Inclusive Course Design**
Tuesday, Aug. 21 | Connect with Sue Hampton and the Course Design Intensive (CDI) team
- **Supporting Student Wellbeing Using Online Resources**
Tuesday, Aug. 21 | Connect with Chris Crowley and UBC Wellbeing
- **II-Design Lab Series — Motivation and Context**
Thursday, Aug. 23 | 1 – 4 p.m. | IKBLC, Chilcotin Room (Room 256)
- **Building Inclusive Learning Environments in STEM**
Friday, Aug. 24 | 9 – 11 a.m. | IKBLC, Seminar Room (Room 2.22)
- **Thunder in Our Voices: An Interactive Inquiry-Based Educational Program**
Friday, Aug. 24 | 1 – 3 p.m. | IKBLC, Chilcotin Room (Room 256)



WHY DOES AN INCLUSIVE CLASSROOM MATTER?



INCLUSION IN THE CLASSROOM

Discuss with the person sitting next to you:

**What could happen in a classroom to make
a student feel like they don't belong?**

What could make students feel less motivated to learn?



INCLUSION IN THE CLASSROOM

- Sense of belonging
 - Freeman et al. (2007) – College students' sense of belonging is related to:
 - Students' sense of self-efficacy in succeeding in class
 - Their perceived value of tasks required in class
 - Instructors' encouragement of student participation and interaction
 - UBC Wellbeing project
- Equity mindedness – i.e., opportunity gaps vs. achievement gaps
- Diversity competencies – Learning outcomes are enhanced when students have diversity competencies (e.g., ability to work in diverse groups, perspective taking, communication skills)



ILLUSTRATION: FIRST DAY OF CLASS



PERSPECTIVE TAKING EXERCISE

Make a quick list and discuss with your table:

What is the purpose of the first day of class?

What are students looking for?

What are you looking for?

Now think about students who may not feel like they belong in your class.

What might they be looking for that's different?



WHAT CAN WE DO DIFFERENTLY?

Let's go back to list generated earlier – i.e., a list of things that might make students feel like they don't belong.

In your experience as a student or as an instructor, what could prevent some of these things?

How can you address them proactively during the first day of class?



CREATING A SENSE OF INCLUSION - FIRST DAY OF CLASS

- **Implicit v. explicit actions**
 - Examples of explicit actions
 - Acknowledging territory
 - Showcasing diverse contributors to the field
 - Situating yourself
 - Examples of implicit actions
 - Applying growth mindset
 - Assuming diverse student experiences
 - Creating opportunities for support and mentorship
- **The classroom as more than an intellectual space**



INCLUSIVE CLASSROOM - SUMMARY

- Learner-centered: relevant and meaningful teaching
- Belonging and equity-mindedness
- Co-construction by instructor and student
- Visible student and instructor identities

Some UBC Resources:

- Access & Diversity
- Green folder (Assisting students in distress) from UBC Wellbeing
- CTLT (esp. Indigenous Initiatives team)
- Equity & Inclusion Office
- ...more in a follow-up document!



WRAPPING UP

- Write on the card

What are two or three actions you will take during your first day of class to create a more inclusive classroom?

- Share your ideas with the person sitting next to you
- Reminder: Check out the rest of Summer Institute sessions focused on creating more inclusive classrooms.
- Participant feedback
- Resources for further learning (will be emailed)





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