

Active Learning & Inclusive Teaching

Synergies & Antagonisms

Important Info

Workshop Requests:

- Please only take away from this workshop what resonates with you in your context
- Leave behind anything that does not intuitively seem helpful at this time

Worthwhile Considerations:

- There is no “right” or “correct” way to do this work
- We all have different tool, resources, experiences, gifts, and contexts
- Not all is to be accepted or applied
- This is an attempt to serve our students, colleagues, and selves well....it is not an invitation to overwhelm you

Our Main Goal:

To provide enough background for an experience of designing more accessible instructions
In the end, we leave it to each of you to evaluate which pieces are of value to you in your own practice

Overview of Today

Learning Objectives:

- **Define** Active Learning, Inclusion, and **describe** how they interact
- **Identify** challenges in your own discipline regarding this interaction
- **Create & discover** strategies to enhance inclusion in active learning

Outline of Today:

- Pre-Survey/Reflection
- Overview
- Menti-meter/Think-Pair-Share
- Didactic Information
- Strategy Creation: Group Example
- Strategy Creation: Small Group Work
- Gallery Walk
- Post-Survey/Reflection

Menti-meter Reflection:

Please go to menti.com and use code: 15 27 97 81

Or connect using the QR Code:





Active Learning in this Workshop

- We will be narrowing our focus to Active Learning that typically involves student interaction

Benefits of Active Learning to Students

A **meta-analysis of 104** studies of college students in **humanities and social science** programs found student performance on **assessment scores was found to be higher under active instruction** compared to traditional lecturing ([Kozanitis and Nenciovici 2022](#)) .

A comprehensive **meta-analysis of 225 STEM** education studies by [Freeman et al. \(2014\)](#) active learning can significantly increase course grades over didactic methods and is **particularly effective in small classes** of 50 students or fewer. In their analysis, **students in courses without active learning were 1.5 times more likely to fail the course** than students in courses with active learning.

Active learning can positively affect student motivation ([Owens, Sadler, Barlow, & Smith-Walters, 2017](#)) as well as promote **community** and **satisfaction** ([Allsop et al., 2020](#))

Inclusion

The Princeton Review: “Inclusive education is a philosophy that aims to provide all students with equal access to education. It is based on principles of equality, diversity, collaboration, access, participation, empowerment, and autonomy. Implementing effective inclusive education practices **involves identifying and addressing barriers to inclusion, creating a supportive and inclusive learning environment, providing appropriate resources and support, and encouraging active participation and engagement.** Best practices for inclusive education include Universal Design for Learning, differentiated instruction, and peer support and mentoring”

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When Active Learning Conflicts with Inclusion

What are some reasons you have seen, experienced, or imagine that could lead to antagonistic interactions?

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What are some reasons you have seen, experienced, or imagine that could lead to antagonistic interactions?

- Assumptions of roles, skills, and deficits
- Outing one's identity & safety
- Additional cognitive load from social interaction
- Dissonance between different cultural ways of interacting
- Language barriers

Example: Gender

Small groups with higher percentages of women leads to higher academic performance for all students in the group - [Sullivan et al. 2018](#)

This study suggests that "women may benefit from being a numeric majority through the reduction of stereotype threat and women may require a critical mass of other women before a sufficient sense of belonging will positively influence performance."

Example: Mental Health + Neurodivergence

Students who feel that they need to conceal aspects of their identities may have negative experiences in active learning environments - Henning et al. 2019

Students viewed interactive classroom activities as more anxiety provoking than individual classroom activities. Among the participants, students with higher anxiety report more negative experiences with active learning and lower self-efficacy - Hood et al. 2021

Group work may be overwhelming or difficult for some students to navigate - Spaeth et al. 2023

Example: English as an Additional Language

EAL students may feel reluctant to participate in group discussions, lessening their ability to take advantage of the learning from these activities - Stillwell 2018

Reduced sense of belonging in class can occur and create challenges around collaborative assignments - Rios 2023

Some Solutions

- Persistent groups to maximize feelings of safety
- Being more purposeful with the use of collaborative learning
- Soliciting targeted feedback & suggestions from some groups
- Sharing with colleagues & searching the literature for evidenced-based solutions
- Implementing Universal Design for Learning Practices

Method: Exploring & Navigating for Solutions

When faced with a challenge within the intersection between Active Learning & Inclusion, here is one reflective method to aid you in finding solutions:

1. What are we trying to accomplish for our learners with this particular type of active learning?
2. What assumptions (personal or systemic) underlie the scenario?
3. What harms might arise in the scenario?
4. What adjustments could we make to this AL strategy to make it more inclusive?

Gallery Walk

Take a few minutes to see your peers' work. When you are done, please take a seat

Thank you for your participation!

- Please complete the reflection/feedback form
- Feel free to take the resources with you, but know that images & documents from this session will be shared with you by the end of this week