

# Leadership Virtual Community of Practice (LVCP)



**Cindy Finelli - Karl A. Smith**

University of Michigan -

Purdue University/University of Minnesota

[cfinelli@umich.edu](mailto:cfinelli@umich.edu) - [ksmith@umn.edu](mailto:ksmith@umn.edu)

**Session 2: Creating a positive &  
inclusive learning environment**

January 22, 2013

# Session 2. January 22, 2013



- Creating a positive & inclusive learning environment
- Pre-work
  - ▣ Create a diagnostic (background knowledge) survey for use with your VCP and post the survey questions to the ASEE VCP portal
  - ▣ Read and be prepared to discuss Chapter 6 of HLW, Why do student development and course climate matter for student learning?

# Tentative Agenda



- Welcome and learning objectives ~ 5 minutes
- Putting the HLW & UbD principles into action ~ 15 minutes
- Review of background knowledge surveys ~ 20 minutes
- Student development and course climate:  
Strategies to build a welcoming and inclusive environment ~ 15 minutes
- Wrap up and plans for Session 3 ~ 5 minutes

# Session 2: Learning Objectives



- Apply HLW & UbD principles to design of your VCP
- Review and refine diagnostic assessment
  - ▣ Describe and provide rationale
  - ▣ Apply in your VCP
- Describe strategies for creating a welcoming and inclusive course climate

# Applying the HLW & UbD frameworks



- Focus: How do you plan to use the HLW & UbD frameworks in your VCP?
- Procedure: Brief report from each VCP pair
  - ▣ Mechanics, Thermal, Materials & Energy, Circuits, FOEE
  - ▣ ~ 2 minutes/pair (10 minutes total)
- Synthesis
- Follow-up Question: To what extent does your diagnostic survey help with the alignment of outcomes, assessment and instruction?

# Background knowledge surveys



- Focus: Getting to know your students
- Procedure: Diagnostic survey conversation by each VCP pair (everyone else listens and jots down ideas, insights, questions, comments, etc.)
  - ▣ FOEE, Circuits, Mechanics, Materials & Energy, Thermal
  - ▣ ~ 3 minutes/pair (15 minutes total)
- Open discussion ~ 5 minutes

# Development, course climate, and learning

- Students' current level of **development** interacts with the **social, emotional, and intellectual climate** of the course to impact learning
- Pedagogy should consider holistic student development
  - ▣ Intellectual and social identity development
- Course climate issues also important
  - ▣ Stereotypes
  - ▣ Tone
  - ▣ Faculty-student and student-student interactions
  - ▣ Course content

Ambrose, S. A., Bridges, M. W., DiPietro, M., Lovett, M. C., & Norman, M. K.. (2010). *How learning works: Seven research-based principles for smart teaching*. San Francisco, CA: John Wiley & Sons, Inc..

# Instructional strategies from the research



- ❑ Make uncertainty safe
- ❑ Examine your assumptions about students
- ❑ Model inclusive language, behavior, and attitudes
- ❑ Establish and reinforce ground rules for interaction
- ❑ Use the syllabus and first day of class to establish the course climate
- ❑ Others...



# Strategies to get to know students or have them get to know each other

- Focus: Identifying strategies to use
- Procedure: Individual writing then open discussion
  - ▣ Use the Q+A feature of Global Meet or, if that doesn't work, the chat feature
  - ▣ Individually post 4-5 strategies an instructor might use to get to know students or have students learn about each other as a way to build a welcoming and inclusive environment  
~ 5 minutes
  - ▣ Read the postings and discuss ~ 10 minutes

# Session 3. January 29, 2013

- Active learning: Making class sessions more interactive
- Pre-work
  - ▣ Watch the video “Rethinking the way college students are taught” at <http://americanradioworks.publicradio.org/features/tomorrow-college/lectures/rethinking-teaching.html>
  - ▣ Read and be prepared to discuss the following articles from the ASEE VCP portal
    - Pedagogies of Engagement
    - Idea Paper #53
    - Weiman Science article
    - Haak Science article