Beyond Satisfaction: Designing Deeper Measures for Inclusive Teaching Programs

Presenters

Melissa E. Ko, Melina Ivanchikova, Amy Cardace,

Rebekah LeMahieu, Jennifer Todd

Session Objectives

o Consider recent efforts to promote diversity, equity, and inclusion awareness

o Differentiate between participation, satisfaction, and impact outcome measures

o Observe different examples of evaluation efforts

o Draw connections between evaluation outcome measures and survey items

o Practice applying a logic model perspective

Diversity, Equity, and Inclusion at Your Institution

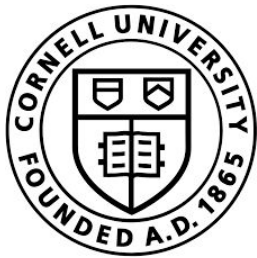- Consider a DEI project that is underway at your institution.

- Fill in the blank:

  I would consider the project successful if _____.

  PollEverywhere link

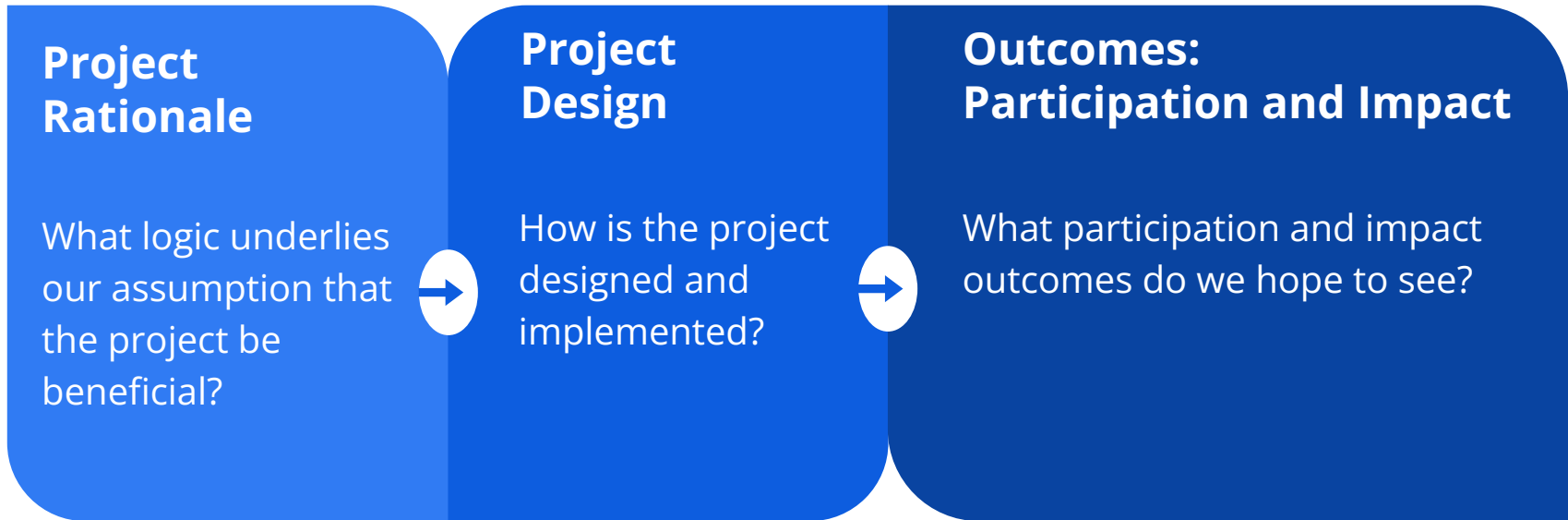# Think of a DEI project that is underway at your institution. I would consider this project successful if _____.

Teaching & Learning in the Diverse Classroom

o For anyone who teaches

o Four-week, self-paced online course

o Launched in Fall 2018

o Modules that explore
   - strategies for inclusive course design
   - social identity and self-reflection
   - pedagogical practices

Linking Projects Goals and Outcomes (Using a Logic Model)

Project Rationale

What logic underlies our assumption that the project be beneficial?

→

Project Design

How is the project designed and implemented?

→

Outcomes: Participation and Impact

What participation and impact outcomes do we hope to see?

Reference: Newton, X. A., Poon, R. C., Nunes, N. L., & Stone, E. M. (2013). Research on teacher education programs: Logic model approach. *Evaluation and program planning*, *36*(1), 88-96.

Impact Outcome Example

Participants will gain self-awareness and awareness of how social identities plus lived experiences affect what we bring into the classroom and how we are perceived and perceive others.

Composed based on learning objectives

Linking Instruction and Assessment

Learning Objectives

define

define

Instruction

align thanks to the learning objectives

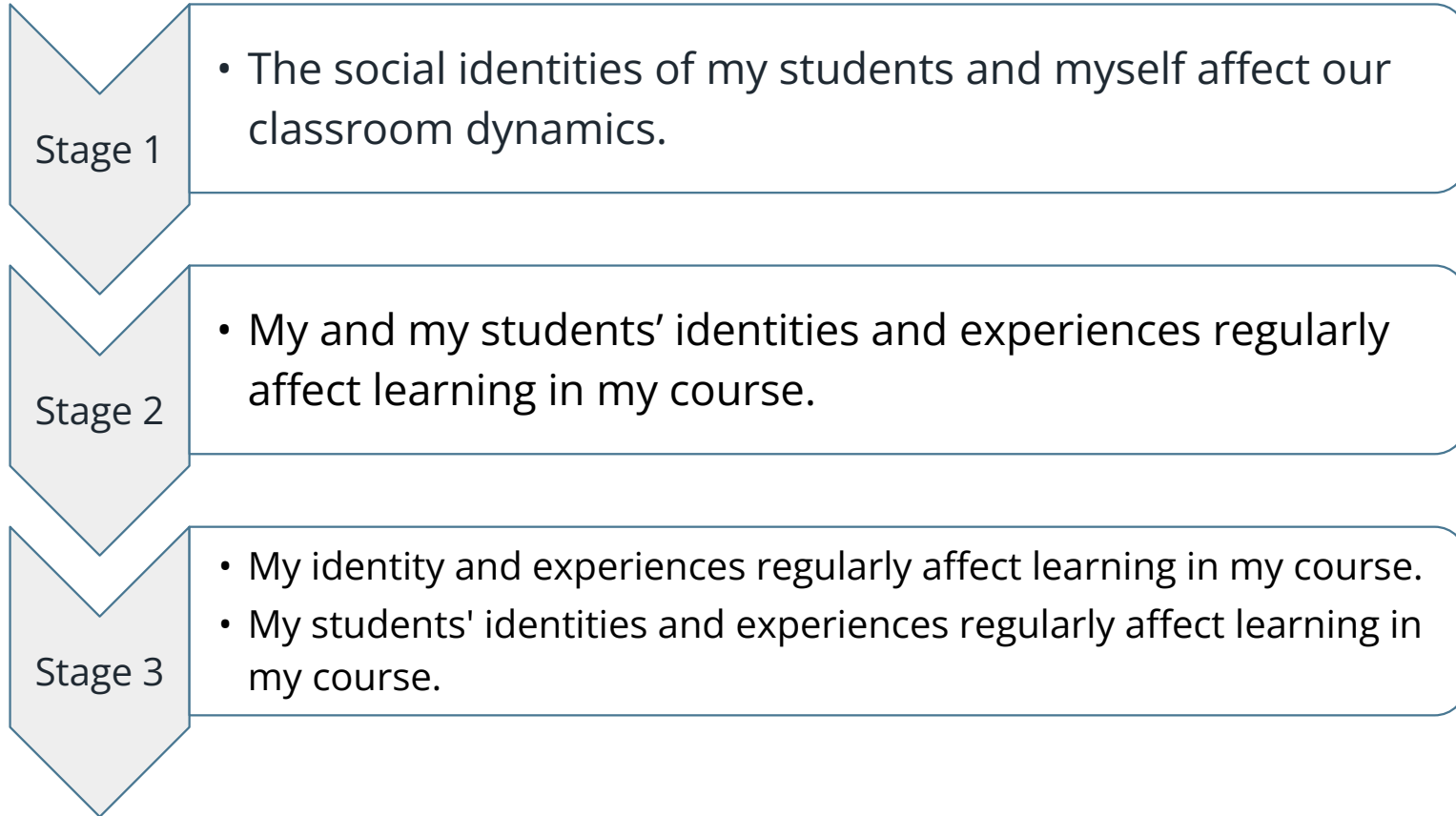Assessment
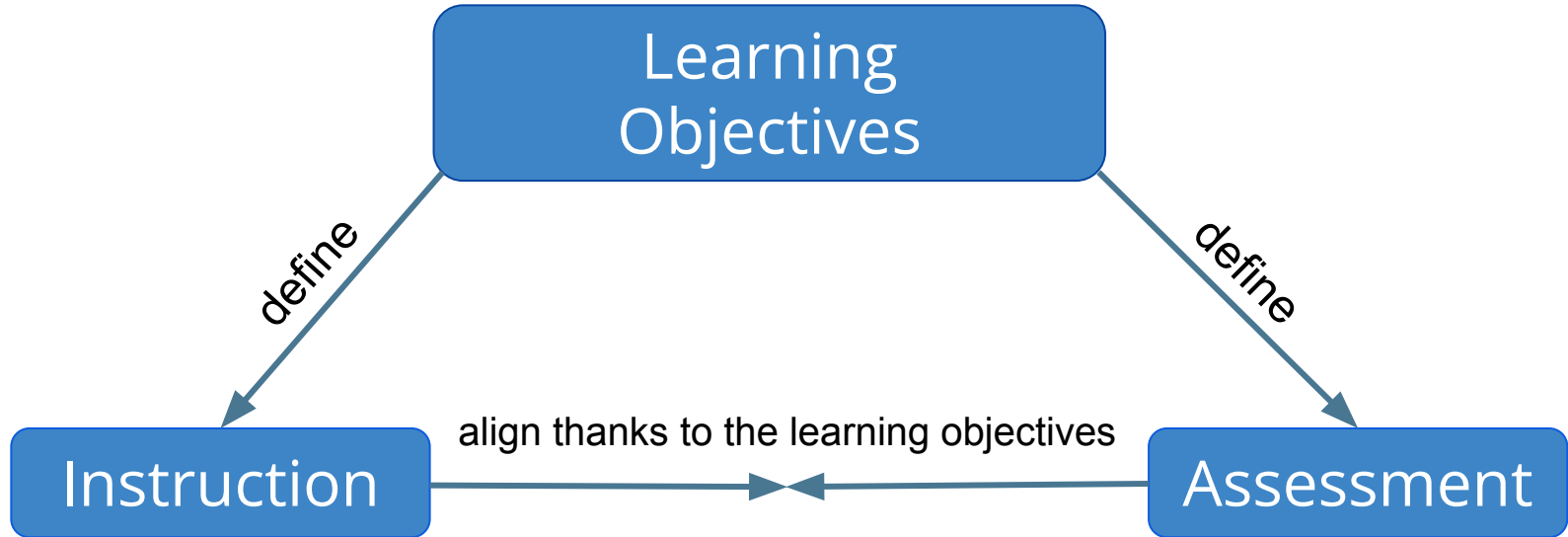
From Learning Objectives to Items

Item design process:

o Literature review identified pre-existing items

o Edit/Add items to represent important **LOs**

o Revise items for respondent understanding and appropriate difficulty level

o Pilot test items

- Think-alouds to check for validity
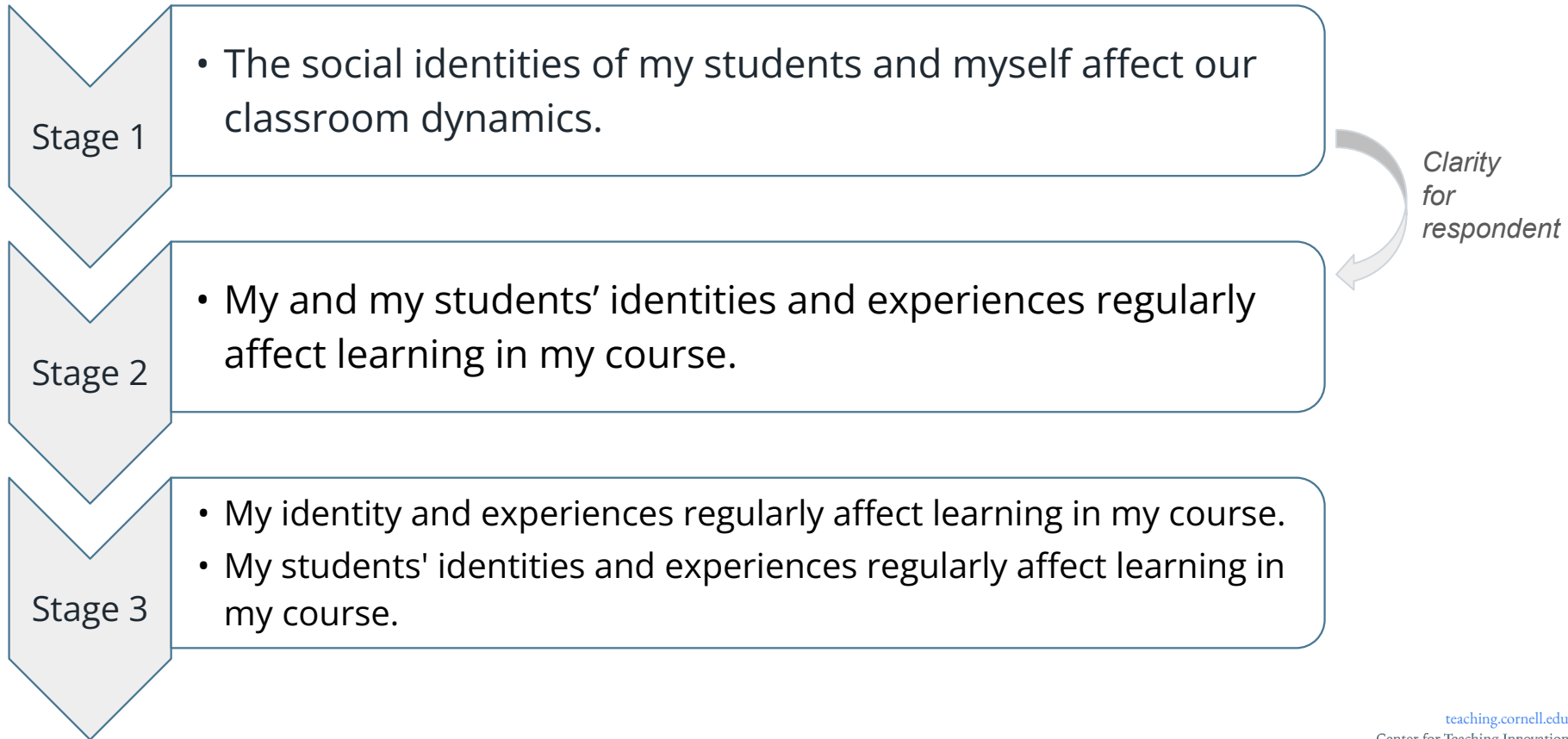- Analyze percent correct – room to grow

Reference: Wilson, M. (2004). *Constructing measures: An item response modeling approach*. Routledge.

Linking Learning Objectives and Items

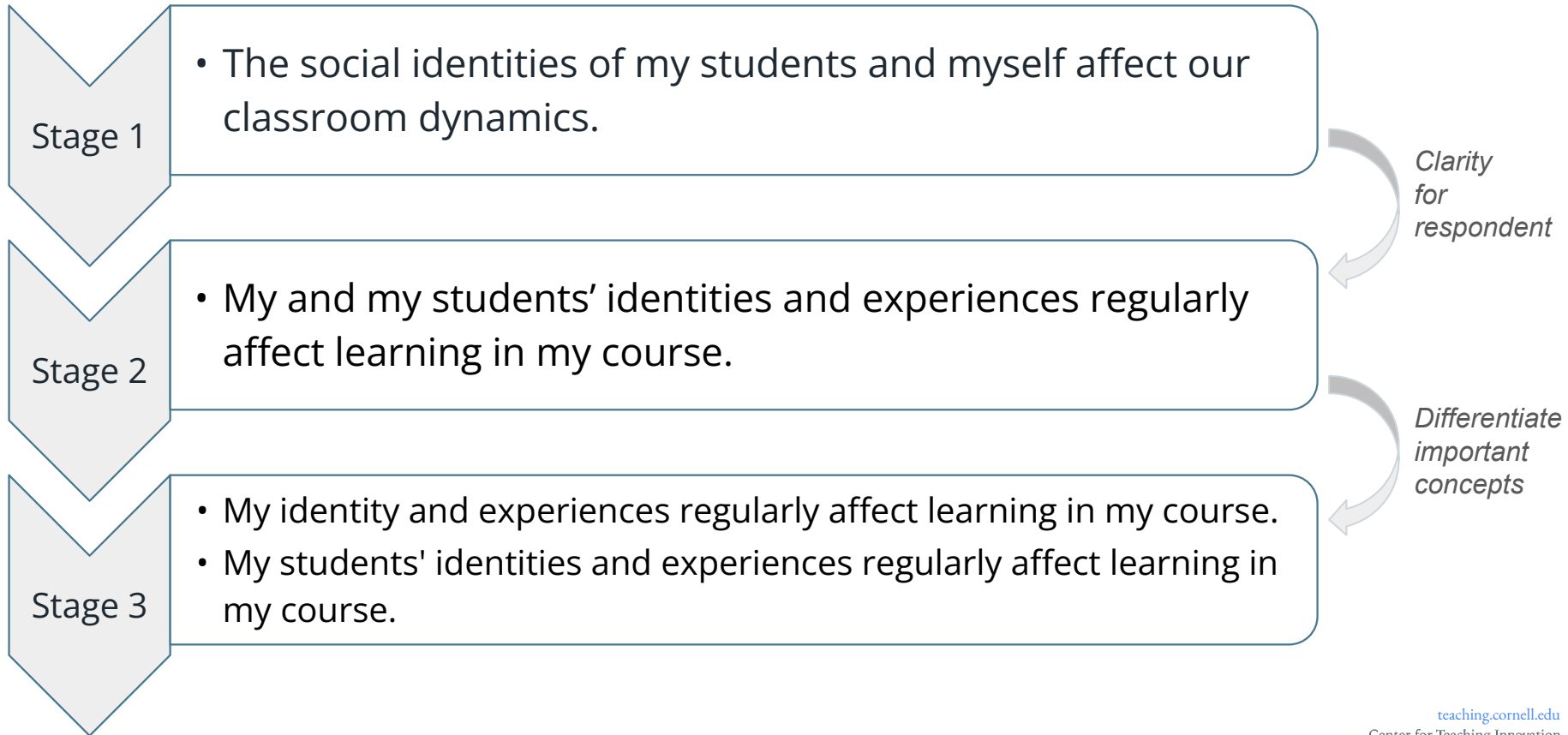| Learning Objectives	Item Statements (early version)
1.1 Consider a social identity development framework as a lens through which to better understand complex individual and group interactions in inclusive learning environments	The social identities of my students and myself affect our classroom dynamics (1.1, 1.3, 2.2).
1.3 Explore how aspects of your intersectional identities may become salient in the inclusive classroom (both for you and for your students)	
2.2 Discuss why and how students' social identities matter in learning environments	

Designing and Revising Items

Stage 1
- The social identities of my students and myself affect our classroom dynamics.

Stage 2
- My and my students' identities and experiences regularly affect learning in my course.

Stage 3
- My identity and experiences regularly affect learning in my course.
- My students' identities and experiences regularly affect learning in my course.

Designing and Revising Items

Stage 1
- The social identities of my students and myself affect our classroom dynamics.

Clarity for respondent

Stage 2
- My and my students' identities and experiences regularly affect learning in my course.

Stage 3
- My identity and experiences regularly affect learning in my course.
- My students' identities and experiences regularly affect learning in my course.

Designing and Revising Items

Stage 1
- The social identities of my students and myself affect our classroom dynamics.

Clarity for respondent

Stage 2
- My and my students' identities and experiences regularly affect learning in my course.

Differentiate important concepts

Stage 3
- My identity and experiences regularly affect learning in my course.
- My students' identities and experiences regularly affect learning in my course.

Items for Showing Change

Example Item: Rate the degree to which you agree with the following statements from 0 (strongly disagree) to 6 (strongly agree).

A. My identity and experiences regularly affect learning in my course.

B. My students' identities and experiences regularly affect learning in my course.

Consider how people in your programs would typically respond.

At the beginning of a course like ours, which of these two items would elicit a higher agreement score?

Items for Showing Change

Rate the degree to which you agree with the following statements from 0 (strongly disagree) to 6 (strongly agree).	Pre Mean	Post Mean
A. My identity and experiences regularly affect learning in my course.	4.14 (sd=1.51)	5.07 (sd=1.20)
B. My students' identities and experiences regularly affect learning in my course.	4.60 (sd=1.41)	5.26 (sd=1.03)

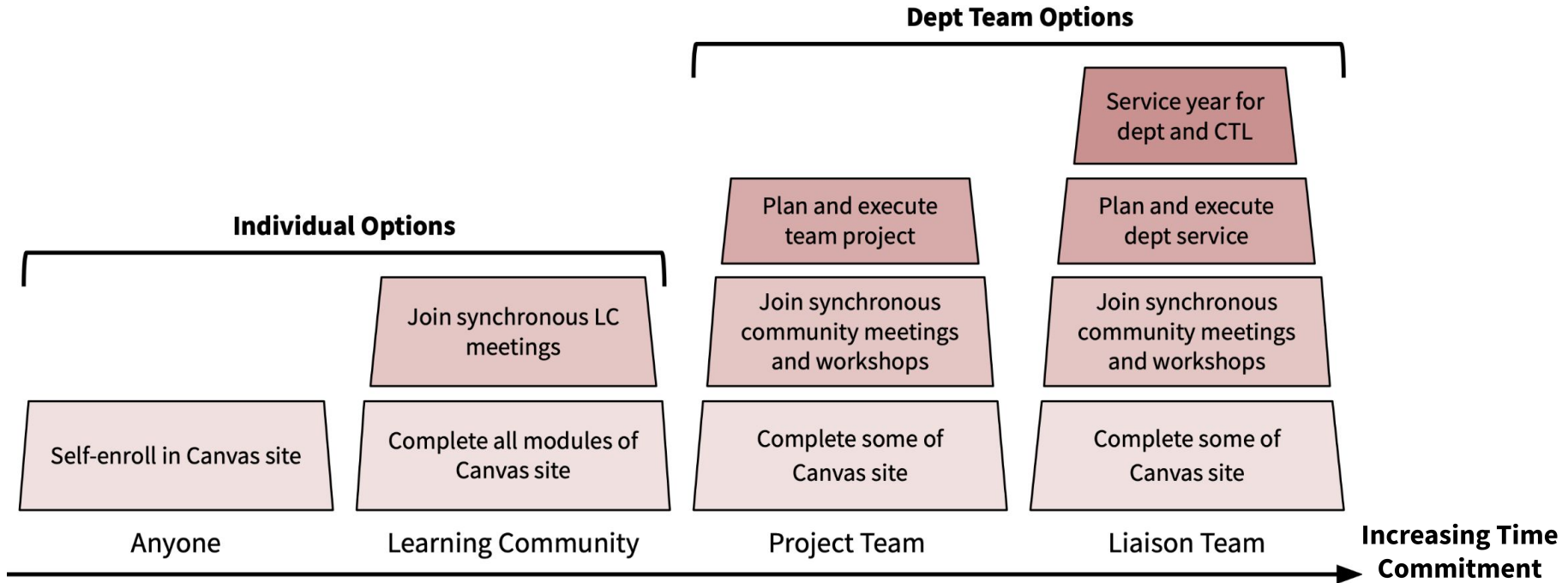# Visualizing Change

Frequencies of Responses by Pre-Post
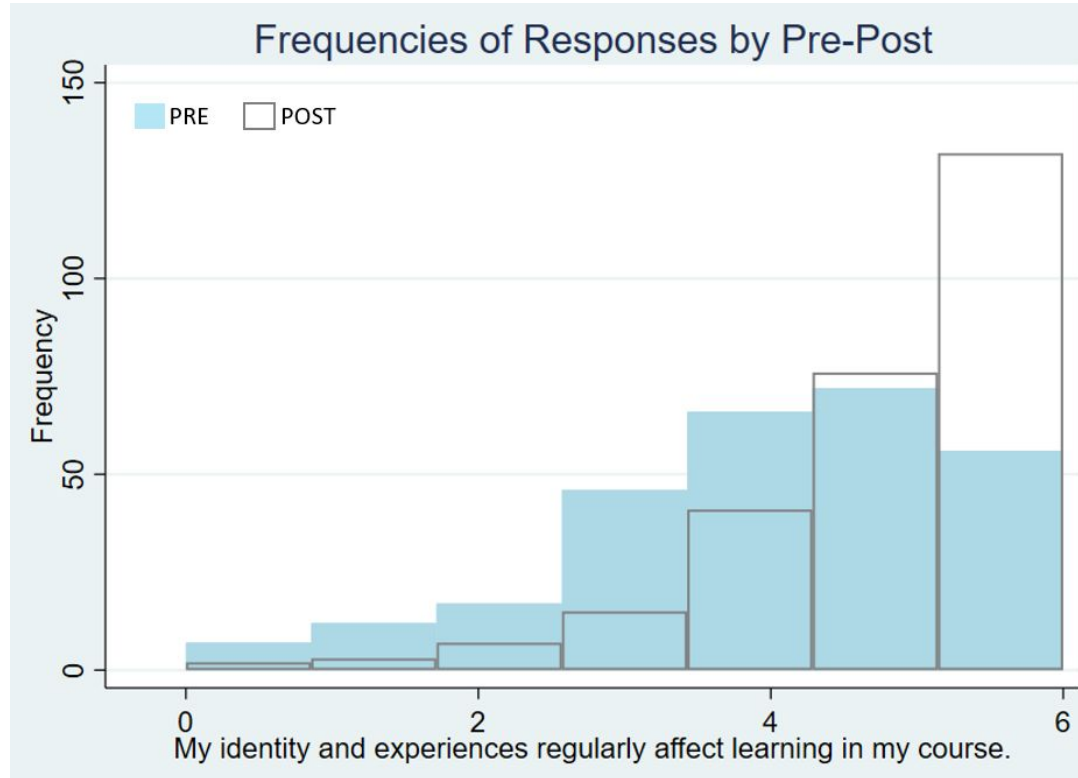
Note: The variation between pre and post distributions is statistically significant with a Fisher's exact test (p=0.000) based on 276 matched pre-post pairs in 2020. Reference: Harpe, S. E. (2015). How to analyze Likert and other rating scale data. Currents in pharmacy teaching and learning, 7(6), 836-850.

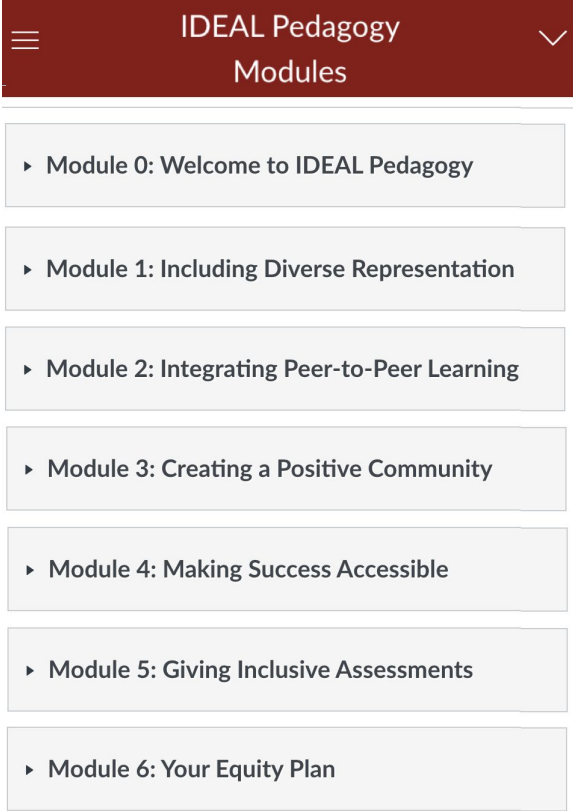# Value of Linkages
for effectiveness and validity

1 **Link instruction and objectives** via backwards course design

2 **Link project logic and evaluation outcomes** via logic model

3 **Link objectives and survey items** via an item-mapping process
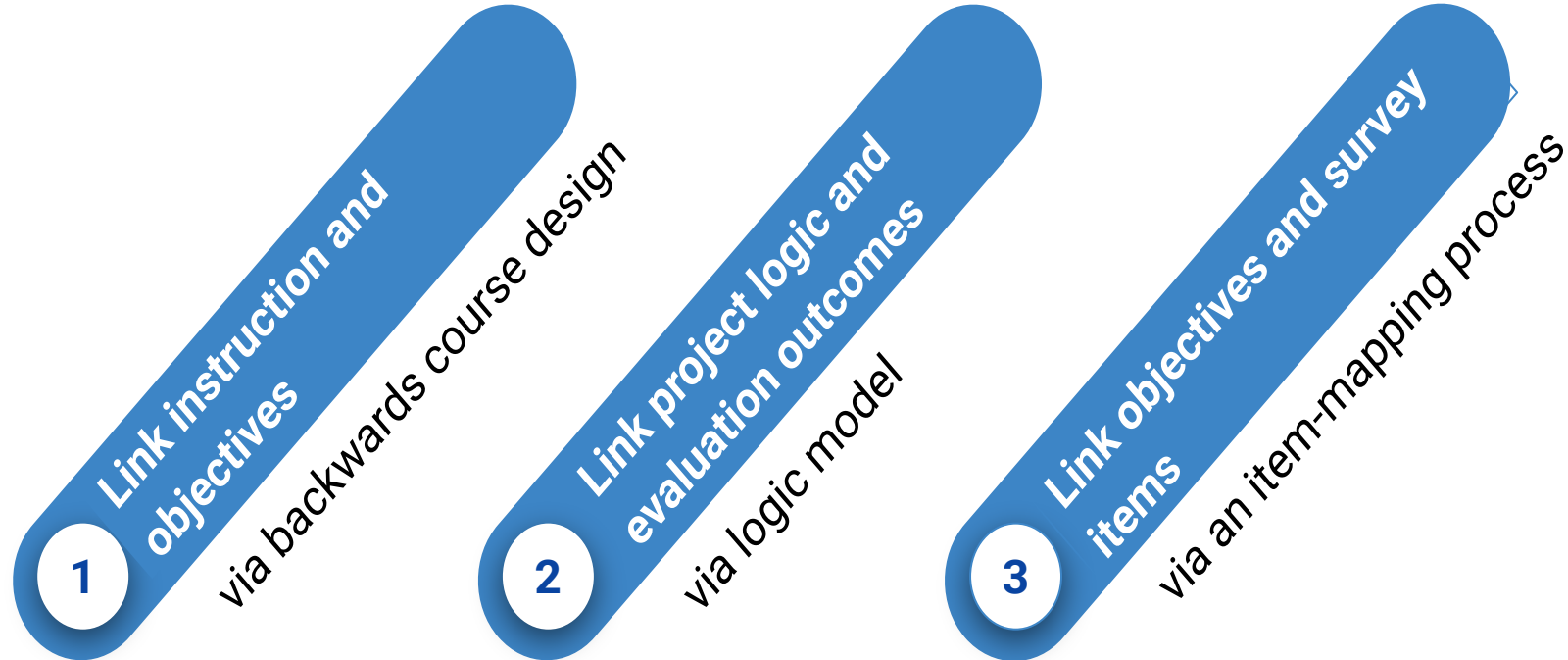
Intro to Stanford IDEAL Pedagogy

– Provides participation options that vary in format/time commitment

Dept Team Options

Individual Options

| Self-enroll in Canvas site | Complete all modules of Canvas site | Complete some of Canvas site | Complete some of Canvas site |

Join synchronous LC meetings

Join synchronous community meetings and workshops

Plan and execute team project

Service year for dept and CTL

Plan and execute dept service

Join synchronous community meetings and workshops

Anyone   Learning Community   Project Team   Liaison Team

Increasing Time Commitment

Participant Goals for IDEAL Pedagogy

- Integrate diverse examples, peoples, and texts into your course design
- Encourage learning and sharing with peers through group work and discussion
- Enact and uphold a classroom culture of respect for all students
- Provide accessible resources/connections to meet the needs of all students
- Design varied activities and assessments for students to engage in learning

Canvas Site Modules

☰ IDEAL Pedagogy Modules ⌄

▸ Module 0: Welcome to IDEAL Pedagogy

▸ Module 1: Including Diverse Representation

▸ Module 2: Integrating Peer-to-Peer Learning

▸ Module 3: Creating a Positive Community

▸ Module 4: Making Success Accessible

▸ Module 5: Giving Inclusive Assessments

▸ Module 6: Your Equity Plan

Stanford | Center for Teaching and Learning

ctl.stanford.edu/ideal-pedagogy
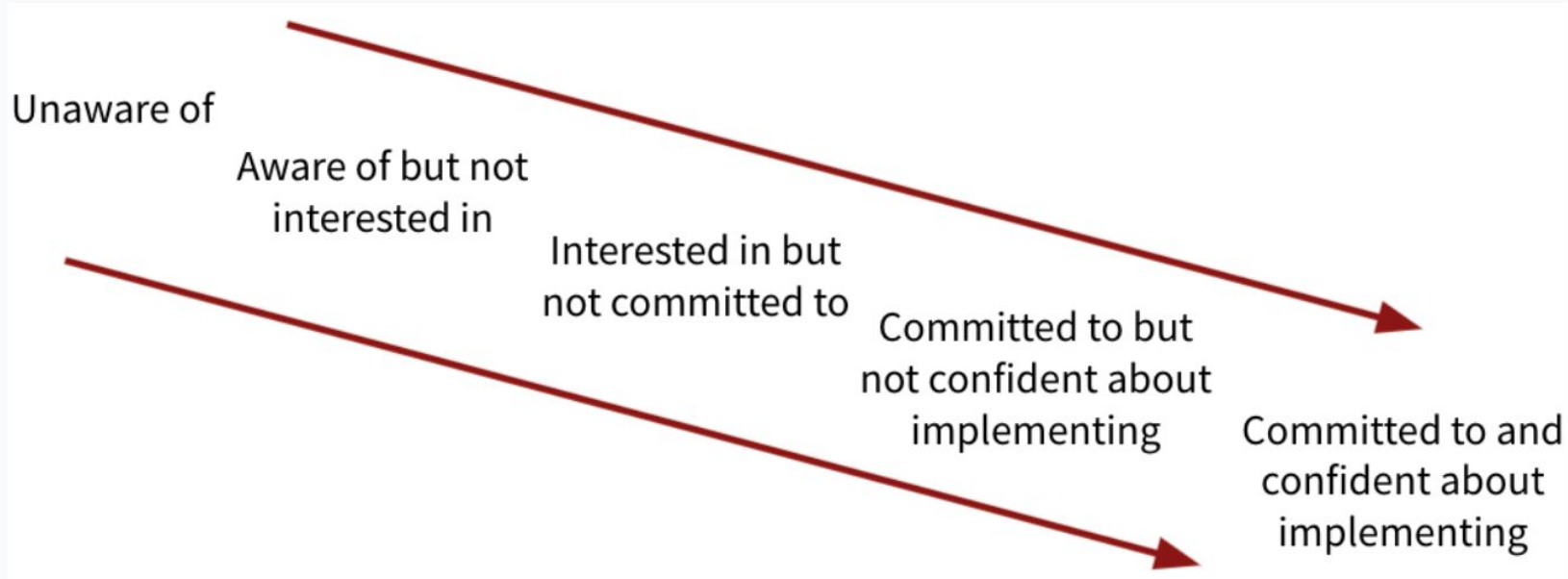
Evaluation Plan for IDEAL Pedagogy

- Evaluate levels of engagement through Canvas
- Measure changes in participant attitudes based on Transtheoretical Model (TTM) of Change
- For each goal, aims to assess if participants are:
  - Aware of the practice?
  - Interested in the practice?
  - Committed to the practice?
  - Confident in implementing the practice?
- Aim to shift attitudes towards "action" phase

Precontemplation

Contemplation

Preparation

Action

Maintanence

Stanford | Center for Teaching and Learning

ctl.stanford.edu/ideal-pedagogy

I am _____ the practice of enacting and upholding a classroom culture of respect for all students.

Unaware of

Aware of but not
interested in

Interested in but
not committed to

Committed to but
not confident about
implementing

Committed to and
confident about
implementing

Logic Model for IDEAL Pedagogy

PROJECT RATIONALE

Must support instructors to achieve all three IDEAL goals in education:

1. Diversity of thought, experience, and approach is represented
2. All members feel they belong and are supported
3. All members have broad access to the opportunities and benefits

Need dedicated training to foster long-term culture change in inclusive teaching within departments

Many relevant resources need to be curated and tailored for a streamlined learning experience

Team-based design due to higher efficacy of department action teams

Create opportunity for immediate application through projects on specific course redesign

Build connections and reputation amongst departments/schools

PROJECT DESIGN

Core modules on all three IDEAL goals with about two objectives for each one:

1. Integrate diverse examples, peoples, and texts into your course design
2. Encourage learning and sharing with peers through group work and discussion
3. Enact and uphold a classroom culture of respect for all students
4. Provide accessible resources and connections to meet the needs of all students
5. Design varied activities and assessments for students to engage in learning

Modules in our Canvas course site must:

Persuade participants of the value/relevance of objectives through **media and examples**

Build expertise and efficacy through **content (e.g. readings, videos, infographics)**

Orient participants towards growth and monitor progress through **activities and feedback**

Provide opportunities to use new knowledge to iterate on projects through **assessments**

Develop a sense of shared accountability and learning community through **live workshops**

PARTICIPATION OUTCOMES

Participants will be actively engaged in the program as evidenced through the following:

Canvas course site:

1. Number of participants enrolled in Canvas site
2. Number of participants viewing Canvas content
3. Number of participants contributing on Canvas

Live workshops:

4. Number of participants attending live workshops

IDEAL Pedagogy program:

5. Number of partnering departments and schools
6. Number of participants part of the IDEAL Pedagogy program
7. Number of completed projects presented at showcase

IMPACT OUTCOMES

Based on transtheoretical model (TTM) of change

Immediate Impacts

Change in awareness, interest, commitment, and self-efficacy for five key objectives

Mid-term Impacts

Sustained changes as stated above

Increase in frequency of self-reported practice for five key objectives

Long-term Impacts

Sustained changes as stated above

Increase in perceived practice on student surveys

CSU: Best Practices in Teaching Courses

- Twelve 3-week facilitated online/hybrid courses aligned with Teaching Effectiveness Framework

- Part of campus initiative to transform instruction

- Provost Office "highly recommends" all faculty complete the IP course

- All new faculty encouraged to take 6 BPiT courses

Teaching Effectiveness Framework

THE INSTITUTE FOR LEARNING AND TEACHING
COLORADO STATE UNIVERSITY

Colorado State University

BPiT Curriculum Outcomes

- Use a variety of researched best teaching practices to support student success for all students.
- Align and prepare teaching materials to best serve CSU's diverse, evolving student body.
- Cultivate a positive, engaging, and inclusive classroom.
- Plan and implement an effective class session.
- Use feedback and grading practices to inform instruction.
- Identify support and resources available to CSU instructors.
- Connect with colleagues across campus.

Inclusive Pedagogy Course Outcomes

- Define inclusive pedagogy by articulating its key points and main goals.
- Consider your social identities and how they influence your ideas about teaching, your approach to teaching, and your engagement as a teacher.
- Begin to recognize implicit bias of classroom interactions, bring this awareness to students, and take action to mitigate microaggressions.
- Incorporate inclusive pedagogy into your planning and instruction.
- Identify available resources to continue self-inquiry into inclusive excellence.
- Foster a classroom climate of positive, inclusive and supportive relationships.

Cornell Teaching & Learning in the Diverse Classroom Survey

98% felt informed about specific strategies for creating more inclusive classrooms

+52% from pre-survey

97% felt confident they can create an inclusive learning environment

+22% from pre-survey

96% felt clear about how to make their course content more inclusive

+48% from pre-survey

Inclusive Teaching Plan

Week		Activity	Inclusive Addition	Is this addition about You, Students, or Content?	Rational/Notes
1	Day 1 Check in	Visual safety presentation	Rather than just talking about PPE, I will give visual examples of proper and improper attire using myself as the proper example.	Students	This is primarily for students whose first language is not English. After reading more about the different types of microaggressions, this is something I can do to lessen any chances of misunderstanding for all my students.
		Rubric/ Lab Report Run-Down	Rubrics are not currently provided as part of this course. Instead, I will give a *general* breakdown of points for each section and show what should be included each time. Also provide examples of well-done and poorly done lab reports on Canvas for reference.	Students/ Content	After reading the "inclusive teaching is student-centered" module, I learned about the different ways to include assessments throughout the assignment rather than just at the end. This starts with setting the expectations with a rubric. For this class, it is assumed the students remember all the fine details that go into a lab report from their previous organic lab, however, for some students it could have been many semesters in the past, or they could have transferred from a different university, or they simply forgot. I understand now that setting the expectations in the form of a rubric puts the students at the same level and provides the students something to refer to for the minor details and can focus on the

CSU Teaching Effectiveness Survey

To what extent did you implement the following in your class?

	A great deal	A lot	A moderate amount	A little	Not at all
Talked with your class about your commitment to inclusivity and equity in your classroom	○	○	○	○	○
Integrated curriculum content that deliberately reflects the diversity of contributors to the field	○	○	○	○	○
Assessed students' group work skills; guide and review with class the skills for productive, inclusive group work	○	○	○	○	○
Used visuals, examples, analogies, and humor that do not reinforce stereotypes	○	○	○	○	○
Discussed the value of diverse perspectives when students are working with each other	○	○	○	○	○
Used the currently accepted terminology when referring to student identities	○	○	○	○	○
Included traditionally marginalized people and perspectives in visuals, examples, test questions, assignments, etc.	○	○	○	○	○
Ensured all course materials are accessible or provide an accessible alternative	○	○	○	○	○
Mitigated incidents of microaggression or implicit bias during classroom interactions	○	○	○	○	○

- Developed to measure instructional change after participating in BPiT courses
- Inventory of 94 research-based instructional practices aligned with BPiT curriculum outcomes
- Longitudinal across three timepoints
  - Pre-BPiT
  - 1 year follow-up
  - 3 year follow-up

Resources

Dept of Education logic model guide and template

Cornell's evaluation documents:
- ❏ Teaching & Learning in the Diverse Classroom course edX
- ❏ Evaluation and Logic Model

Stanford's CTL IDEAL Pedagogy:
- ❏ ctl.stanford.edu/ideal-pedagogy

Colorado State University:
- ❏ Teaching Effectiveness Framework
- ❏ Teaching Effectiveness Framework rubric
- ❏ Teaching Through an Inclusive Lens Worksheet

Questions?

Amy Cardace (aec288@cornell.edu)

Melina Ivanchikova (md734@cornell.edu)

Melissa Ko (mesako@stanford.edu)

Rebekah LeMahieu (Rebekah.LeMahieu@colostate.edu)

Jennifer Todd (Jennifer.Todd@colostate.edu)

Thank you.