

## Inclusive Teaching

Strategies for Promoting Equity in the College Classroom

Kelly A. Hogan  
Viji Sathy

SCAN ME



## Spring 2023 Faculty Book Club

January 11, 3:00—4:30

Sherrod 309

25 Spaces Open: Registrants get a free book\*

\*Registration indicates a commitment to attending the book club meeting

## Meet Our GA!



We are delighted to welcome **Kelechi Onyemezu** as our Center's graduate assistant. Kelechi has earned a medical degree in his home state of Nigeria and now has turned to a graduate degree in Epidemiology (Public Health). He says, "I have been a promoter of teaching and learning from a long way back. It spans from helping my peers towards academic success in elementary and high school to tutoring junior course mates in the university, then contributing to the advancement of medical education with participation and contributions to the Pathology club, Medicare Journal, etc. My position at the CTE will further boost my knowledge and capacity for enhancing and promoting great teaching models. The CTE will hopefully be my anchor to a successful teaching

career in the Public Health discipline." Please help us welcome Kelechi - he will become a familiar face!



Center for Teaching Excellence

## Micro-CHIIPs

~ A virtual, morning conference ~

**Keynote: V. Sathy & K. Hogan,**  
authors of *Inclusive Teaching*

January 11, 2023

9:00 - Noon

Registration &  
Call for Proposals  
Are Open!

Wed, Jan 11: Optional in-person lunch and retreat time @ CTE in the afternoon until 2:50. (Pairs well with Book Club!) Optional virtual & in-person workshops, lunch, retreat time, and social breaks on 1/10 & 1/12.

Registration for optional events is *à la carte*.



SCAN ME

*QEP: Continued from Page 1*

The QEP is due to SACSCOC in February 2023, and we will have an on-site review April 3-6, 2023. To kick off our Community-Engaged Learning initiative, we are hosting Dr. Barbara Jacoby on campus October 13-14, Dr. Jacoby is a long-time expert who launched community service-learning at the University of Maryland in 1992. We welcome her expertise as we get started, as well as that of the upcoming Faculty Fellow we will hire to continue our faculty development opportunities over the next several semesters here at ETSU.

I want to thank you for the very warm welcome I have received since joining the campus family. My decision to join ETSU is affirmed each day and I am very proud to be part of this community.

Fall, 2022

THE TEACHING INQUIRER

Issue 2

Print Edition\*

## Why Community-Engaged Learning at ETSU? Why Now?

by Dr. Susan McCracken, Vice Provost for  
Community Engagement



Dr. McCracken

As you may have heard, ETSU has selected Community-Engaged Learning as our topic for the SACSCOC Quality Enhancement Plan (QEP). This topic evolved from priorities identified in the 2016-2026 Strategic Plan, the 125 Plan Chapter II, and the Community Engagement Task Force Final Report. I was attracted to ETSU because it seemed that community engagement was a core value of the campus. Now, after 3 months on campus, I know this to be the case.

The QEP will take community engagement to the next level by strengthening the student learning environment. Through the intentional integration of curricular and co-curricular offerings with community needs identified through relationships with community entities, we will establish a sustainable culture of Community-Engaged Learning.

The QEP student learning outcomes (SLOs) are as follows:

1. Students will **make meaningful connections** between their community-engaged learning experiences and academic course content.
2. Students will **critically reflect** on how community-engaged learning influences their future aspirations.
3. Students will **articulate** how community-engaged learning prepares them to make productive contributions in a diverse society.

See QEP, back page

\* See your email inbox for the digital edition (with active links), or contact us to get on our emailing list: [teaching@etsu.edu](mailto:teaching@etsu.edu)



Image: Creative Commons

## UPCOMING EVENTS

10/19	10:30-12:00	Grading for Fairness & Accuracy
10/21	9:00-10:30	Radical Reflections
10/21	12:00-1:00	TED Talk Lunch & Learn: Lunch!
10/25	10:00-11:30	OER: Saving Bucs
10/25	1:00—2:30	Authentic Assessments
10/25	3:00-4:30	Turn Students Into Their Own Teachers
10/27	10:00-12:00	UDL & Disability Services (@ Culp)
10/28	1:00-2:30	Feedback Early & Often
11/1	2:00-3:30	Campus as Text
11/2	10:00-11:30	Turn Students Into Their Own Teachers
11/2	2:30—4:00	If Your Syllabus Could Talk...
11/8	1:30-3:00	Radical Reflections
11/9	2:00-3:30	Campus as Text
11/10	1:00-2:30	Active & Collaborative Learning

See website for more late Fall workshops!

All workshops, unless otherwise noted, held in Room 433 Sherrod Library

Learn more, register, and see additional upcoming events at <https://www.etsu.edu/teaching/>





## What We're Reading

Image: Creative Commons

### Patrick Brown, CTE Fellow

I'm currently reading *Designing Authentic Performance Tasks and Projects: Tools for Meaningful Learning and Assessment* by Jay McTighe, Kristina J. Doubet, and Eric M. Carbaugh. This text is a detailed "how-to" for creating authentic assessments - that is, projects, tasks, or activities that place the learner in a real-world context to demonstrate achievement of course goals in a manner that requires deep learning and often creative thinking. This book provides support for designing assessments that will challenge your students to think deeply, work creatively, and generate a product that demonstrates their mastery of course content. The authors even include an excellent chapter on creating the evaluation tools to provide feedback to the students. Although it is written largely toward K-12 educators, I have found it to be a treasure trove of solid course design advice.

### Phil Smith, CTE Assistant Director

I've been following this series in the Chronicle Teaching Newsletter on the topic of class participation and how instructors should evaluate it (Main article: "Teaching: Is It Time to Redefine Class Participation?" by Beth McMurtrie). Class participation is one of those things that seems obvious until you really try to pin it down and give it points. Is it just speaking up in class? What about that quiet student who writes thoughtful reflection pieces? It opened my eyes to see all the ways professors have creatively approached this in a variety of disciplines and modalities. One theme I noticed whether it is large science classes or intimate graduate seminars is that reflecting on what constitutes participation seems to inspire instructors to use more active learning and offer students a variety of ways to participate. Check it out and see if any of these ideas might work for you! More at: <https://www.chronicle.com/newsletter/teaching>



### Alison Barton, CTE Director

It should come as no surprise that I'm learning more about community-engaged learning by reading Dr. Barbara Jacoby's foundational work, *Service Learning Essentials: Questions, Answers, and Lessons Learned*. I find the book very engaging and, for someone who is relatively novice to the idea of community-engaged learning, enlightening. The research Dr. Jacoby reviews affirms the significant learning impact this instructional practice has in higher education teaching!

Find all kinds of teaching books for check-out in our CTE Teaching Collection—  
Room 441 Sherrod Library!

## Student Voices

- Patrick Brown

I often ask my students, "Do you suppose Peyton Manning got so good as a quarterback by looking over his notes on how to throw a football, or listening to a lecture on how to read a defense?" They, of course, answer no. It would be ridiculous to assume someone can gain the level of skill necessary to be inducted into the Football Hall of Fame by only listen-

*"I like active learning through unique assignments."*

Heather Osborne (Graduate Student, Sociology)

ing to lectures and taking notes. Peyton Manning achieved the level of skill he did through active learning. He did drills, received coaching, lifted weights, and engaged in thousands of hours of practice. Sure, he watched film of previous games, and he studied a playbook, but the bulk of what made him the professional he became was through active participation in his learning.

In order to help students like Heather, it is essential that we, as educators, take up a "practice like you play" mentality and create experiences for our students that will engage them in the types of tasks and problems that are authentic and engaging. Visit the CTE online to learn about opportunities to learn more about how to create active and collaborative learning assignments for your classes.



Dr. Kevin Gannon @ CHIIPs

## "Open" is About More Than Just Resources

- Phil Smith

By now, most people involved in higher education have at least heard of OERs, Open Education Resources. Many ETSU instructors and students have used or seen, for example, OpenStax textbooks and felt directly - or indirectly - the benefits of OER in terms of access and cost. This makes a concrete, positive difference for in the lives of many students. But there is more. The "Open" of OER can also be seen as a framework for the whole spectrum of what we do in education, from providing resources to engaging students in learning processes: From Open Resources to Open Practices. Most faculty who use OERs report that it also involves rethinking and adjusting course design, always for the better. Using Open resources creates opportunities to integrate more inclusive teaching practices.

Open Educational Practices are inclusive teaching practices, using OERs, to help embrace the diversity of students and connect students with each other and the content in a thriving community of learners. Just as Open Resources open the way for equal access to all, Open Educational Practices open the way to *equitable* access for all. This is important, because a free textbook does a student no good if they are unsure they even belong in the class. Our students come from diverse backgrounds, levels of experience, and familiarity with higher education. Inclusive teaching practices can do a lot to ensure *all* students feel invested in the class, in the discipline, and in ETSU. One way to do this is through representation in the content. Do minoritized students see faces and names like theirs in pictures and bibliographies? Another way to do this is to involve students in the creation, curation, or use of course materials.

A great example of this comes from the efforts of two ETSU History Faculty, **Dr. Constanze Weise** and **Dr. John Rankin**, who are writing an OER world history textbook. "We are working on a world history textbook that offers a variety of perspectives and viewpoints and is meaningful to our students. Our textbook will privilege a diverse approach to history, providing space for marginalized and underrepresented voices." The project is supported by a TBR grant to create new OERs and also use Open Educational Practices to create more inclusive and diverse learning environments. One way they intend to foster community and engagement with the text is with an activity in which students create timelines of significant events for a given period after learning about it in readings and class discussions. Another way their work will promote diversity is by going beyond the usual canons of world history as seen from a Western perspective and including more histories from lesser-known cultures around the globe.



Thinking of course materials through the lens of Open Practices can ensure students have access to high-quality content and, just as importantly, that they are invested and inspired to make it more their own. Weise and Rankin's work is also supported by ETSU's local Open and Affordable Course Materials Awards Program, co-managed by Digital Scholarship Librarian Ashley Sergiadis and CTE Assistant Director Phil Smith. Learn more about the program on the website ([libraries.etsu.edu/research/oer/award](http://libraries.etsu.edu/research/oer/award)) and join us for the **"Saving Bucs" workshop**, coming up October 13<sup>th</sup> and October 25<sup>th</sup>.

## CHIIPs Recap

The CTE hosted another successful Conference for High-Impact Instructional Practices, held August 9, with a pre-conference workshop on August 8. Our guest speaker, Dr. Kevin Gannon (aka "The Tattooed Professor"), led engaging sessions that encouraged faculty to create pedagogies of hope by giving students both *agency* and the equitable *pathways* to reach their goals.

ETSU faculty and guests from other institutions also led break-out sessions on topics ranging from *ungrading* to embedding student reflections on learning experiences. Participants were motivated by what they learned: "Very engaging and thought provoking;" "[M]ade me think so much!"

Faculty can continue to learn at our "booster" Micro-CHIIPs conference this January! See back page for more.