

THE WINTER 2020 CURRICULUM AUDIT

The 2020 Winter Curriculum Audit is brought to you through a collaboration of Student Equity, Faculty Professional Development, The Curriculum Committee, Guided Pathways, and the Academic Senate.

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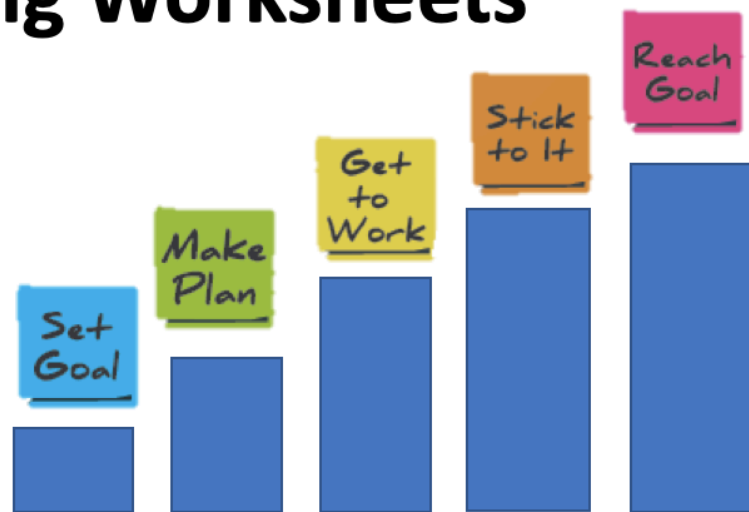
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1. Goal Setting and Planning Worksheets



It always seems impossible until it's done.

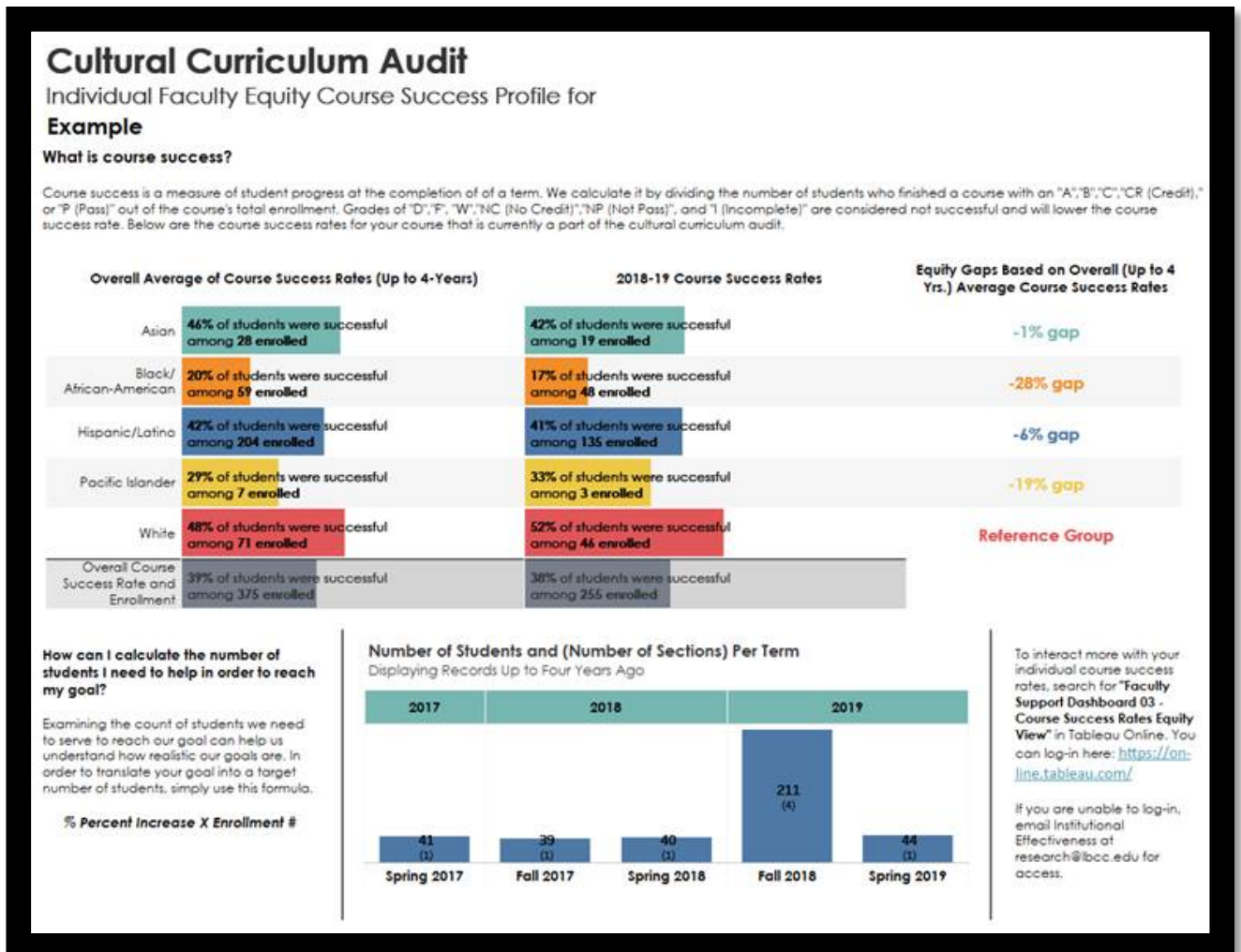
-- Nelson Mandela

Student Success and Equity Goals Planning Worksheet

About this Worksheet

This goal setting worksheet is for you, and you alone. You will not submit this worksheet, and you will not be expected to share your current success and equity rates, or your goal rates with others. We are analyzing our data and setting goals for ourselves only for the benefit of our own practice and (of course) for the benefit of our students. Only when we know where we want to go, can we create a plan to achieve it.

All participants will receive a personalized data sheet for their audit course similar to the mock-up below. You will use this data sheet to answer the goal setting questions on the next page.



Course-Level Student Success

Course success is defined as completing a course with a grade of A, B, C, CR, or P. Grades of D, F, W, NC, NP, and I are considered not successful and will lower the course success rate. Our institutional goal is to reach a 72% course success rate overall by 2021-22. This would require a 7% improvement from our 65% 4-year average success rate ending in the 2018-19 academic year. (Data Source: LBCC Tableau Summary Dashboard 03-Course Success, filter by primary terms)

Depending on your current success rates, curriculum, experience, motivation, and other factors, your personal goal may be higher or lower than our institutional goal. Math classes, for example, are notoriously difficult for many of our students. A Math instructor with a current success rate of 40% would reasonably regard a short-term goal of 72% to be somewhat unrealistic. However, they may want to set a goal that is higher than the 7% increase needed to reach the overall success rate goal for the college.

Your Student Success Rate Goal

Fill in the blanks with your current success rate and success rate goals:

1. My Current 4-Year Average Student Success Rate Is: _____%
2. My Student Success Goal is a rate of _____%
(This is the rate that I hope to attain over the next 2-3 years).
3. This represents a _____% percent increase.
4. In order to achieve this goal, based on my typical class enrollment of _____ students, I would need to ensure that at least _____ more students are succeeding in the class each semester for a total of _____ students each semester.

Example Based on the Data Mock-Up:

1. My Current 4-Year Average Student Success Rate Is: 39 %
2. My 2019-20 Course Success Goal Is: 49 %
(The instructor chooses their own goal as they see fit.)
3. This represents a 10 % percent increase.
4. In order to achieve this goal, based on my typical class enrollment of 40 students, I would need to ensure that at least 4 * more students are succeeding in the class each semester for a total of 20 ** students each semester.

* $40 \times 0.10 = 4$

** $40 \times .39 = 15.6 + 4 = 19.6$, round to 19 or 20 OR $40 \times .49 = 19.6$

Student Equity

Equity gaps are calculated in the dashboard and derived from the difference of course success rates for the racial/ethnic groups listed below in comparison to white student performance.

Your Student Equity Goals:

Our institutional student equity goal is to reduce our course level equity gaps by roughly 40% over the next three years. We recommend that the motivated, equity-minded instructor choose a goal that cuts the gap at least by half over the next three years. First, list the current 4-year equity gap for each population. Next, list the target you would like to shrink this gap to in 3 years (list it in the last column). As recommended above, you might want the gap to shrink by 75%. For example, if there is a 8% gap for Hispanic students, 75% of that gap is 6%. To shrink the 8% gap by 75% you will end with a gap of 2%. Once you identify your 2021-22 target, use the additional columns to set annual goals that lead up to the target. In the current example, you might set the 2019-20 goal at 6%, 2020-21 goal at 4%, and end with the 21-22 goal at 2%. This will allow you to evaluate if the changes you are making in the course are working to close equity gaps or not.

Race/Ethnicity	4 Year Average	2019-20 Goal	2020-21 Goal	2021-22 Goal
African American	_____ %	_____ %	_____ %	_____ %
Asian	_____ %	_____ %	_____ %	_____ %
Hispanic	_____ %	_____ %	_____ %	_____ %
Pacific Islander	_____ %	_____ %	_____ %	_____ %

Example Based on the Data Mock-Up:

Race/Ethnicity	Equity Gap 4 Year Average	Equity Gap 2019-20 Goal	Equity Gap 2020-21 Goal	Equity Gap 2021-22 Goal
	Step 1	Step 3**	Step 4	Step 2* (I chose this)
African American	-28%	-23%	-18%	-13%
Asian	-1%	0%	0%	0%
Hispanic	-6%	-5%	-4%	-3%
Pacific Islander	-19%	-16%	-13%	-10%

Course Content Planning Worksheet

My main goals for my course content are:

1. _____ 2. _____ 3. _____
 4. _____ 5. _____ 6. _____

SELF-ASSESSMENT TOOL

INCLUSION		5 Great	4	3 Needs Improvement	2	1 Lacking
1.	Looking at the content of your course, how well does it represent the racial and cultural backgrounds of our students? Think about the readings, activities, images, and examples used in the course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	How well does your course content represent the experiences and achievements of women?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Which groups do you feel are most underrepresented in your course content?
 Write your response in the box provided below.

INCLUSION		5 Very Important	4	3 Somewhat Important	2	1 Not Important
4.	How important is it to you to that your course materials reflect the experiences and backgrounds of your students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ENGAGEMENT/RELEVANCE		5 Great	4	3 Needs Improvement	2	1 Lacking
5.	How well does your course content engage your students' interest? Do they see its relevance to their lives?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Which topics or readings do students have the lowest enthusiasm/appreciation for?
 Write your response in the box below.

7. Do you use OER or other low-cost textbook options to ensure that low socio-economic students have a better opportunity to succeed? Circle your answer below:

Yes

No

8. Is there a *course content* practice, strategy, or tip you want to share with the group? If so, write it in the box below.

9. Given everything you've seen, heard, and thought about regarding your course content, circle the area(s) that you plan to work on.

Better
Racial/Ethnic
Representation

Better Representation of
Other Disproportionately
Impacted Groups

Transition To
OER

Better
Engagement
and Relevance

Creating a
Unifying
Course Theme

Other
(specify below)

10. Identify any obstacles that may make achieving your *course content* goals more difficult

My Initial Plan:

In the space below specify your initial thoughts about your plans regarding a *course content* re-design. Be as specific as possible.

Classroom Experience Planning Worksheet

My main goals for the classroom experience are:

1. _____ 2. _____ 3. _____
 4. _____ 5. _____ 6. _____

SELF-ASSESSMENT TOOL

Creating a Welcoming and Inclusive Classroom

1.	At what point in the semester do you know each student by name?	2-3 Weeks <input type="checkbox"/>	Mid Semester <input type="checkbox"/>	Never <input type="checkbox"/>
----	---	--	---	-----------------------------------

2. Do you have practices in place for getting to know your students' academic goals, personal interests, hardships, etc.?
 Yes (specify) _____ No

3. Do you have practices in place for students to get to know one another?
 Yes (specify) _____ No

4. Do you have a practice in place for identifying student's preferred pronouns?
 Yes (specify) _____ No

5. Would a different desk arrangement help you achieve your classroom goals?
 Yes (specify) _____ No

Active Learning

6.	What percentage of your class time is devoted to the lecture format?	_____ %
7.	What percentage of your class time is devoted to discussion, group work, and other active learning formats?	_____ %
8.	What do you think would be the <i>ideal</i> lecture-to-active-learning-ratio for your course?	Lecture _____ % Active Learning _____ %

9. Which active learning strategies would you like to try out, or use more often?
Write the strategies in the box below.

10. Is there a classroom practice, strategy, or tip you want to share with the group?
Write it in the box below.

11. Identify any obstacles that may make achieving your *classroom experience* goals more difficult.

My Initial Plan:

In the space below, specify your initial thoughts about your plans regarding a *classroom experience* re-design. Be as specific as you can.

Assignments and Assessment Planning Worksheet

My main goals for Assignments and Assessments are:

1. _____ 2. _____ 3. _____
 4. _____ 5. _____ 6. _____

SELF-ASSESSMENT TOOL

Clear Expectations

1. Do you have practices in place to ensure that your students know what is expected from a high-quality completion of your assignment, such as examples of previous student work, a detailed grading rubric, etc.?

Yes (specify) _____ No

2.	Rate your current assignment practices regarding how well you provide scaffolding before a major assignment. That is, how well are you doing at providing students with the skills and knowledge they need to succeed through smaller assignments, classroom practice, etc.?	5 Strong	4	3 Needs work	2	1 Needs Major Work
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Relevance

3. Do you regularly explain the significance of your assignments? Is it clear to the students why they are doing each assignment and how it will benefit them? Do you (and can you) explain its relevance to *their* lives and goals?

Yes Somewhat No

4. Do your assignments draw on the students own experiences and talents as “assets?”

Yes (specify) _____ No

5. Do your assignments allow students to be creative and connect the material to other things that matter to them?

Yes (specify) _____ No

6. Do students have any choice (agency) about how they fulfill the requirements of the course?

Often Sometimes Never

Consider the advantages and disadvantages of giving students such choices.

Advantages	Disadvantages

7.	Rate your current level of satisfaction with your assignments in terms of their student engagement.	High <input type="checkbox"/>	Mid <input type="checkbox"/>	Low <input type="checkbox"/>
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8.	Which of your assignment types would benefit most from a re-design?	Homework <input type="checkbox"/>	Essay Assignments <input type="checkbox"/>	Student Presentations <input type="checkbox"/>	Exams <input type="checkbox"/>	Other <input type="checkbox"/>
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9.	Rate your current SLO assessments and resulting data in terms of <i>meaningfulness</i> for informing your teaching practices.	Very Meaningful <input type="checkbox"/>	Somewhat Meaningful <input type="checkbox"/>	Needs work <input type="checkbox"/>	Not Very Meaningful <input type="checkbox"/>
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10. Identify any obstacles that may make achieving your **assignment** goals more difficult.

11. Identify any obstacles that could make it difficult to make your **SLO assessments** more meaningful.

My Initial Plan:

In the space below specify your initial thoughts about your plans regarding an *assignment and assessment* re-design. Be as specific as you can.

Grading and Student Feedback Planning Worksheet

My main goals for grading and feedback are:

1. _____ 2. _____ 3. _____
 4. _____ 5. _____ 6. _____

SELF-ASSESSMENT TOOL

Student Access and Agency

1. Do you use Canvas (or another online grading tool) to enable students to see their grade at every point in the semester?

Yes No

If “no,” what could the institution do to help or motivate you to move your grading to Canvas?

Grade Distribution

2.	How are your major assignments distributed throughout the semester? Taking a student point of view, consider whether it is evenly distributed or too impacted at certain points of the semester. Rate your satisfaction with the current distribution.	Very Satisfied <input type="checkbox"/>	Somewhat Satisfied <input type="checkbox"/>	Dissatisfied <input type="checkbox"/>
----	--	--	--	--

Giving Feedback

3.	Consider the feedback model of the “Warm Demander.” To what extent do you agree with that model as an ideal to strive for?	Strongly Agree <input type="checkbox"/>	Somewhat Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>
----	--	--	--	--------------------------------------

4. If you were to try to develop (or continue to develop) into a “Warm Demander,” what skills do you think you would need to work on most?

5. Think about how your assignments are weighted and whether the weights accurately reflect their importance to the learning experience and learning outcomes. Are there any assignments that you think should carry more or less weight?

Yes (specify) _____ No

6. Given the goals that you've specified above, which aspect of your grading policies and practices do you feel is in the greatest need of improvement?

7. Do you see any possible obstacles that may make achieving your *grading and feedback* goals more difficult?

My Initial Plan:
In the space below specify your initial thoughts about your plans regarding a *grading and feedback* re-design. Be as specific as you can.

Thanks to Carolina Lepe-Diaz, Heather Van Volkinburg and Jennifer Holmgren for their assistance in developing these worksheets.

2. Understanding and Responding to Data



Recognizing a problem doesn't always bring a solution, but until we recognize that problem, there can be no solution.

-- James Baldwin

LBCC Student Success Data

The Good News:

We have made significant strides as an institution regarding degree and certificate completion.

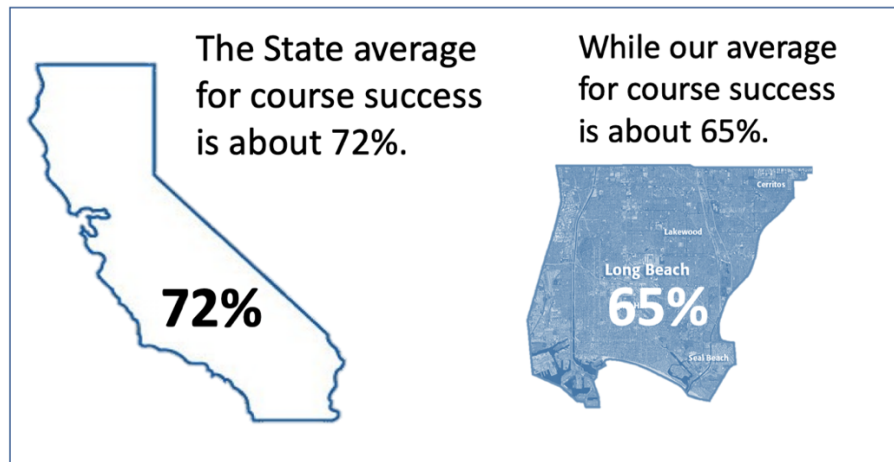
Total Awards (Degrees and Certificates):

- In 2017-2018, we ranked 70 out of 72 California community colleges.
- In 2018-2019 we ranked 42 out of 72.

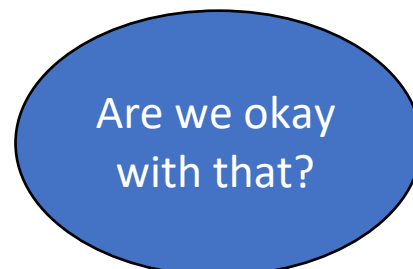


The Bad News:

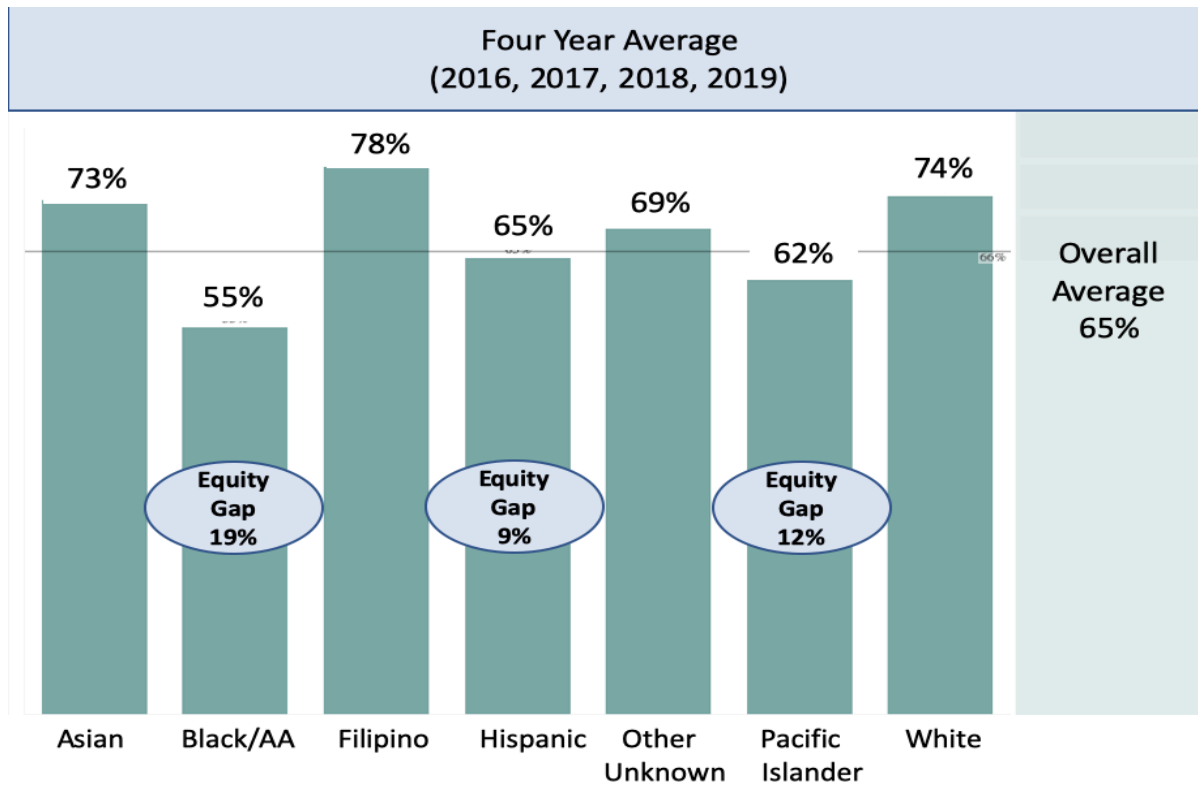
In the Spring of 2018, Long Beach City College ranked #113 out of 114 California Community Colleges for course-level student success (completing a course with a grade of A, B, C, CR, or P). Course level success is the metric over which faculty have the greatest control through their course design.



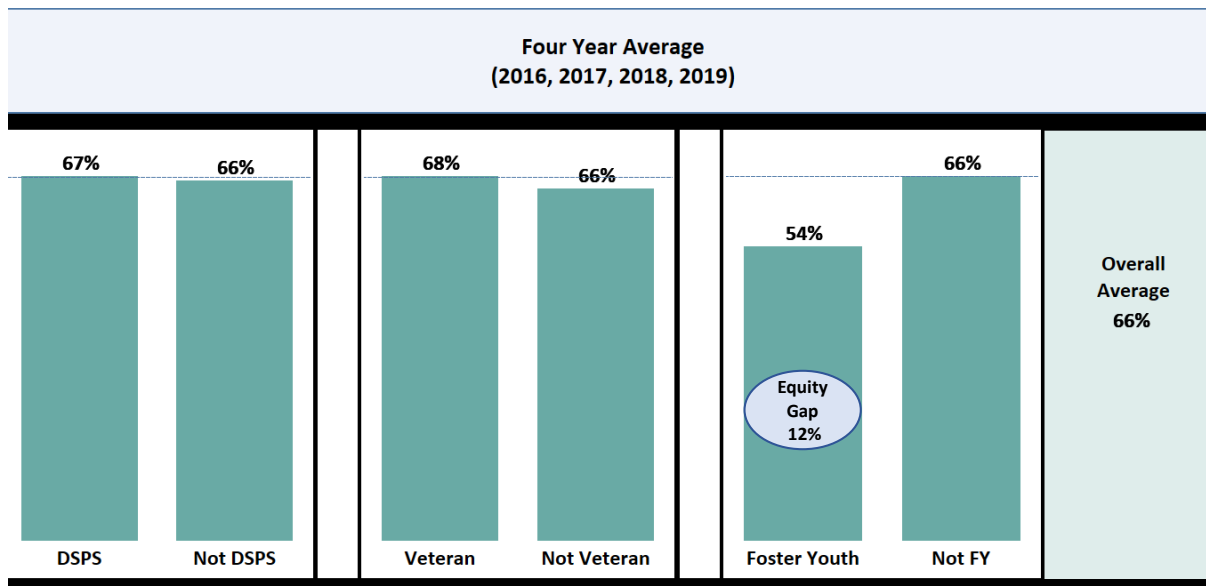
This means that roughly 1/3 of our students end the course in disappointment and/or despair.



Our course success rates are even worse for our minoritized students:



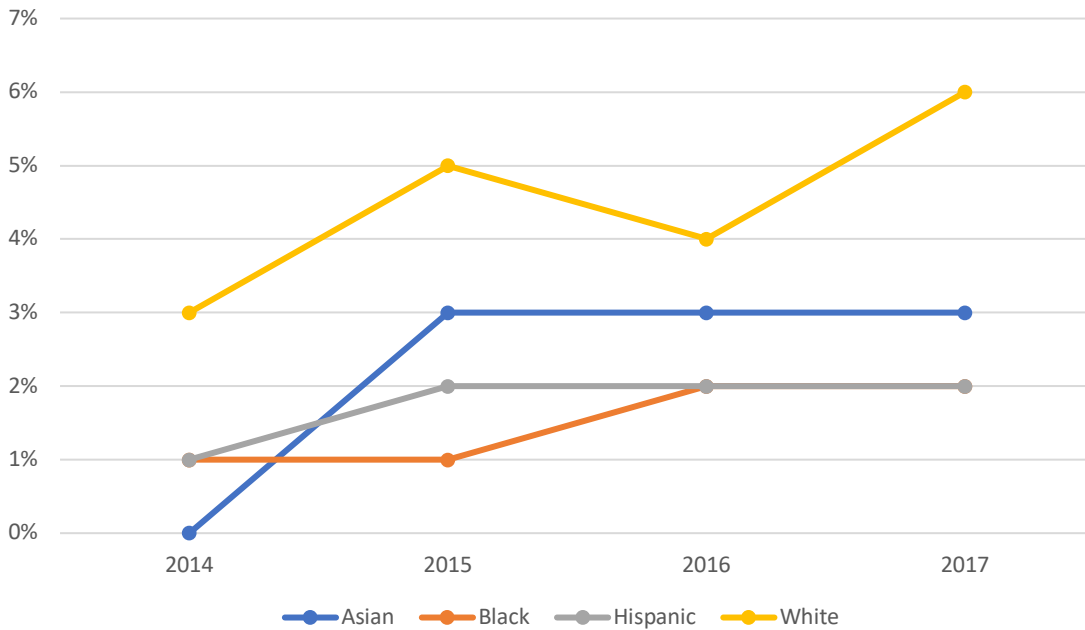
Equity gaps shown are based on a comparison to White students. These gaps are 4% higher when compared to the highest performing racial group.



Huge equity gaps exist among Foster Youth students compared to Non-Foster Youth.

LBCC Two Year Degree Completion by Race

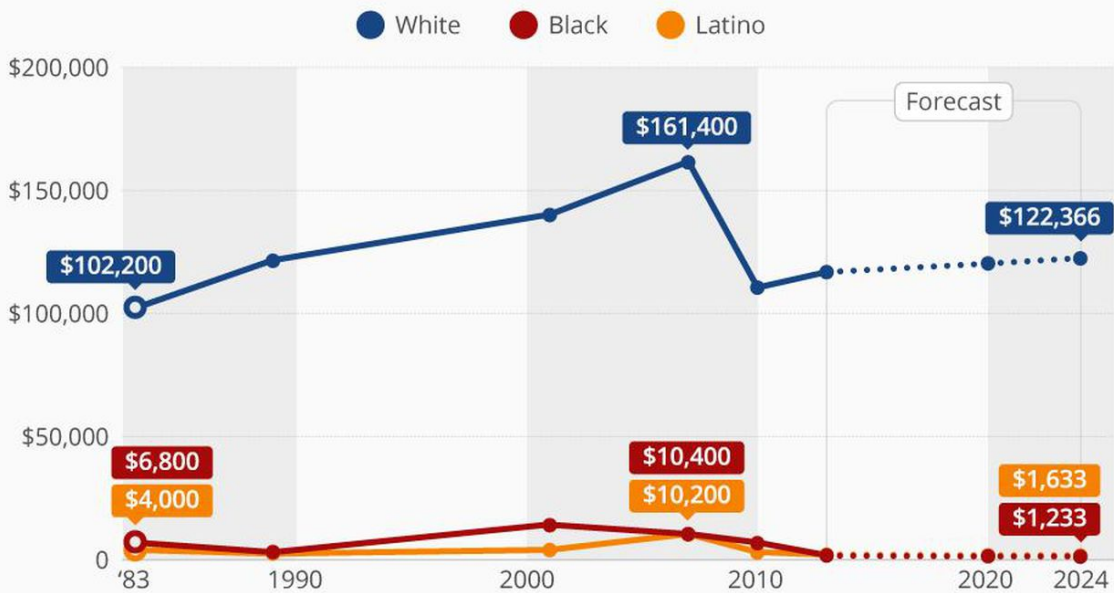
2-year Degree Completion



Education is the gateway to wealth, and for the majority of minoritized students, community college serves as the gatekeeper.

Racial Wealth Inequality Is Rampant In The U.S.

Median household wealth by race/ethnicity in the United States (1983-2024)

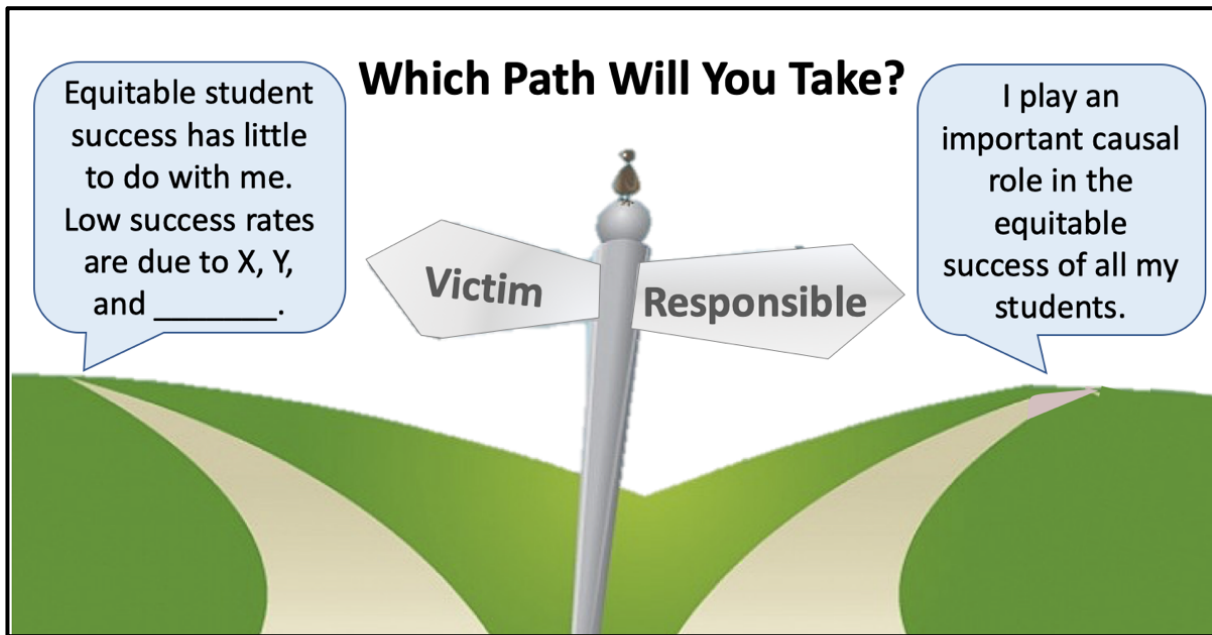


@StatistaCharts

Source: Prosperity Now & Institute For Policy Studies

Forbes statista

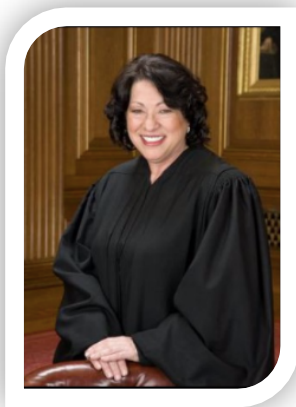
Reacting to the Data: Two Paths



Activity: In the chart below, write down three or four of the excuses we came up with for “not taking responsibility” for student success and equity. Then convert the excuses (and the mindset behind them) into the language of responsibility.

The Language of Responsibility

Victim Language	Responsible Language
People who adopt a victim mentality believe that their outcomes and experiences are determined by forces outside their control. Their language is characterized by blaming, complaining, and excusing.	People who take responsibility believe that their outcomes are the result of their choices. Their language is characterized by ownership and a plan .
Excuses	Transformed Thinking
Many of my students are just totally unmotivated.	<i>I haven't figured out how to motivated some of my students. I am going to ask my colleagues what they do.</i>





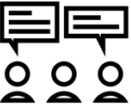



We educated, privileged lawyers have a professional and moral duty to represent the underrepresented in our society, to ensure that justice exists for all, both legal and economic justice.

--- Supreme Court Justice Sonia Sotomayor

Establishing Workshop Norms

In order to create a safe environment for workshop participants to engage in brave conversations, we suggest that we commit to these norms as guidelines for our discussions and work.

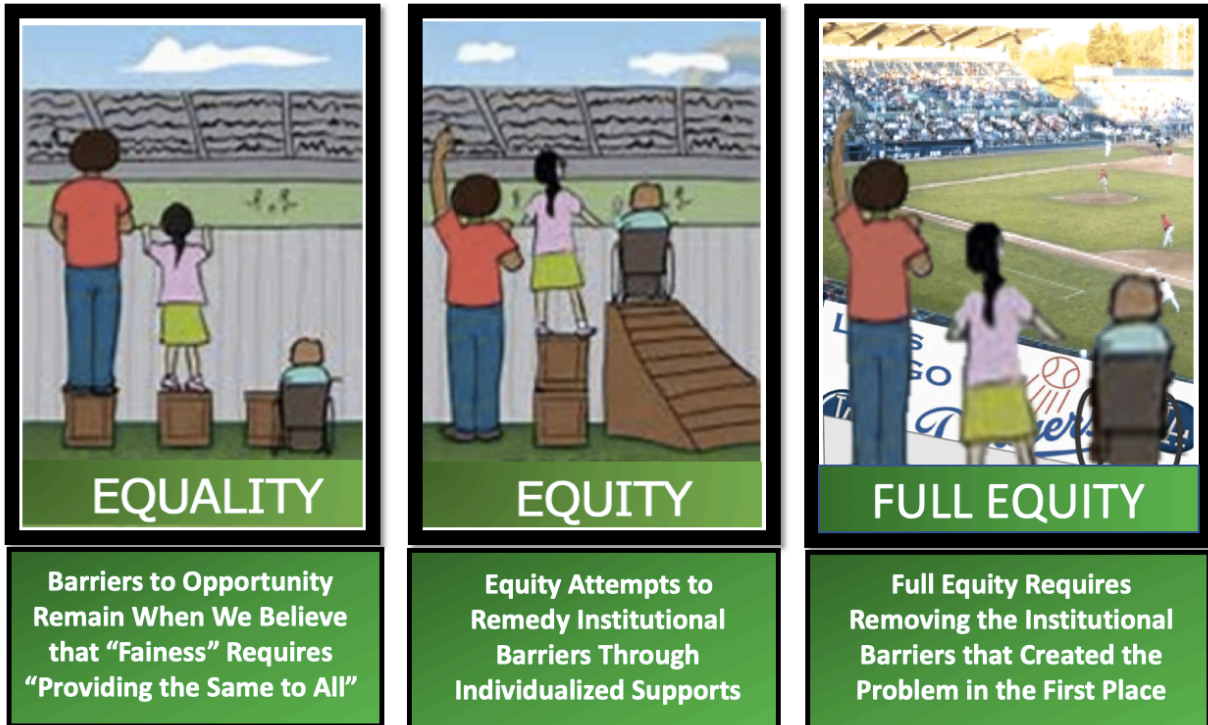
	Agree to make this a brave space.
	Make “I” statements rather than “you” statements.
	Know when to step up or step back.
	Say “Oops” and “Ouch.”
	What’s said here stays here. What is learned here leaves here.
	“Call in” your colleagues rather than calling them “out.”

Additional Norms Chosen at the Workshop:

You might also try developing a set of norms with your students for their classroom interactions. You can use these as an initial framework and create others collaboratively with the class.

Thanks to USC’s Center for Race and Equity for much of the text and several images shown above.

UNDERSTANDING STUDENT EQUITY



The Roots of an Equity-Minded Educator

Equity-Minded Educators:

- Recognize and embrace the agency they have in eliminating equity gaps.
- Are race-conscious. They acknowledge that the social construction of race continues to impact all major aspects of life.
- Welcome all students with enthusiasm and genuine caring.
- Continually strive to be anti-racist and anti-sexist in both theory and practice.
- Are inclusive. They ensure that all students feel a sense of belonging and are empowered to share their unique perspectives.
- Are informed by the data. They understand the institutional and course-level data and work to remedy the equity gaps in their courses.
- Work diligently with colleagues and the institution to transform the profession.

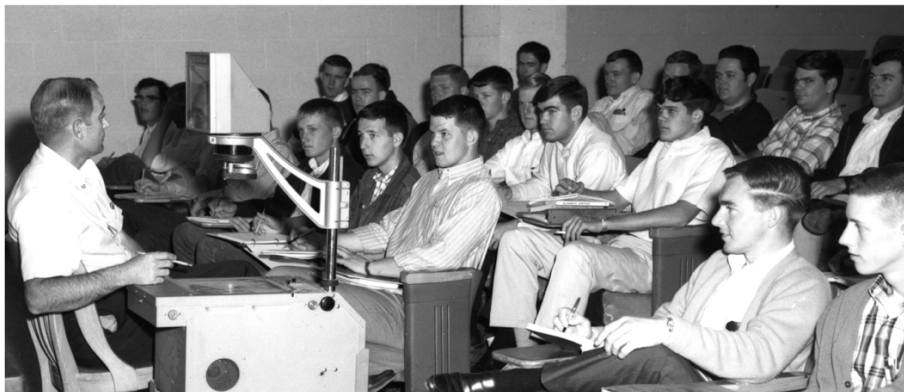
Infusing the Eight Equity Precepts Into Your Teaching

The Eight Equity Precepts provide a framework for removing the institutional barriers that hinder the success of minoritized students.



The Traditional College Model

College was originally created *for* a particular sort of student and has been replicated over and over again, largely *by* that same type of student. College professors are typically students that the system served well.



- Faculty did not need to **AWAKEN** themselves to social inequities, because they did not see the success of *all students* as their mission.
- Their students tended to feel **WELCOME** at college. They knew it was created for them and they were *supposed* to be there.

- They did not need a **PARTNERSHIP** with the instructor, because they had been prepared for academic self-sufficiency their whole lives.
- There was little attempt to **ELEVATE** the underprepared student, since college was intended to weed them out.
- Nor did most students need much **VALIDATION**, since they were assured of their importance and talent from birth.
- There was no question about whether the curriculum **EMPOWERED** them or **REPRESENTED** their culture. It was theirs through and through.
- College culture and norms did not need to be **DEMYSTIFIED** because these students could rely on social networks with prior college experience to guide them.

Let's break the cycle...



AWAKEN

Awaken ourselves to how institutional structures, as well as conscious and unconscious beliefs and attitudes about race, gender, and other identity contingencies lead to inequities in educational outcomes.

- Know your course-level data disaggregated by race and gender.
- Take personal responsibility for inequitable outcomes.
- Reflect on how implicit bias and unexamined cultural norms affect outcomes in your classes.
- Reflect upon the ways in which your students' lives differ from your own student experience.



WELCOME

Create an inclusive classroom culture where students develop a sense of trust, connectedness, and belonging.

- Examine syllabus language and tone.
- Create classroom spaces that are inviting, inclusive, and student centered.
- Create a safe, supportive, and inclusive discussion environment.
- Know every student's name.
- Learn to effectively address microaggressions and stereotype threat.



PARTNER

Create a partnership in which faculty and students work together to ensure success.

- Reach out to struggling students, connect them to tutoring and other resources.
- Examine norms and attitudes around late work, second drafts, etc.
- Develop ways to increase the use of student hours.
- Discover student's educational goals and find ways to support them beyond the classroom.



REPRESENT

Represent the diverse backgrounds and experiences of our students in our curriculum and assignments.

- **Reimagine our curriculum for robust representation of the diverse students we serve.**
- **Reflect on our assumptions and biases regarding race, gender, sexual orientation, ability, and economic status, etc.**
- **Use more representative and inclusive images and examples throughout our teaching.**
- **Create discipline specific resource lists of representative course materials.**



EMPOWER

Engage and empower through curriculum relevant to students' lives.

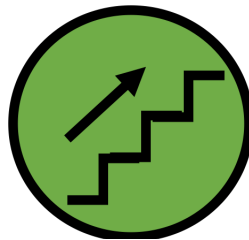
- **Examine curriculum and assignments to ensure relevancy & empowerment.**
- **Use students' culture and life experiences as assets.**
- **Create a classroom discussion environment in which everyone is actively engaged and feels empowered to participate.**
- **Create décor for your classroom (or other student area) that empowers students – especially historically disenfranchised students.**



VALIDATE

Validate each student's ability to be successful.

- Develop a growth-mindset about your students, and teach them about the importance of a growth-mindset.
- Become more intentional about comments and criticisms of student work, with sensitivity to the stigmatization experienced by some student groups.
- Help students to raise their own self-expectations.
- Recognize and diffuse student fears and anxiety.



ELEVATE

Create opportunities for students to build skills rather than simply demonstrate achievement.

- Scaffold assignments to foster success
- Provide examples of high-quality work
- Communicate high expectations AND the belief that the student can meet those expectations.
- Give specific "actionable feedback" on how to improve.



DEMYSTIFY

Demystify assignments, course and institutional policies, practices, norms, and the transfer process.

- **Demystify classroom expectations, and assignment expectations.**
- **Light the way to success by modeling and scaffolding your assignments.**
- **Become a “Transfer Agent” by regularly discussing transfer, ADT’s financial aid, etc.**

Brainstorming:

How can you put the precepts to work in your classroom?

Equity-Minded Syllabus Review

Directions:

1. Highlight text that expresses:

- Excitement about the course.
- How the instructor will support students in the course.
- Welcoming and accommodating language.
- Information about campus resources and services for students.

2. Circle text that expresses:

- An appreciation of racial and cultural diversity.
- The use of racially and culturally diverse course content.

3. Cross out text that is:

- Excessively rule or policy driven.
- Disciplinary or intimidating.

4. Be Ready to Share:

- What you think your current syllabus says about your values, interests, and attitudes?

“If there is one single artifact that pinpoints the degradation of liberal education, it is the rule-infested, punitive, controlling syllabus that is handed out to the students on the first day of class.



Mano Singham, Ph.D.
Director Emeritus, Case Western University
Center for Innovation in Teaching and Education

THE EQUITY-MINDED SYLLABUS CHECKLIST

STUDENT EQUITY COMPONENTS

WELCOME

- Is the tone of the syllabus welcoming?
- Is it personal and engaging?
- Does the syllabus generate a sense of excitement about the course?
- Does it convey your excitement about teaching the course?
- Is the document visually stimulating?

PARTNER

- Do you give students the sense that they will be both challenged and supported?
- Are students encouraged to come to your student hours?
- Are students encouraged to utilize campus support services?
- Are students with disabilities informed that appropriate accommodations can and will be provided?

VALIDATE

- Does the syllabus communicate your belief that they can succeed in the course?
- Does the syllabus avoid treating students as “problems” to be fixed?
- Are students encouraged to participate in class discussions?
- Is it communicated that their voices matter?

REPRESENT

- Are scholars of diverse racial and ethnic backgrounds included, or is Whiteness presented as the norm?
- Are women well represented, or are men presented as the norm?
- Are other historically underrepresented groups included?
- Are the topics and assignments designed to be personally relevant and engaging to the students?
- Does course content invite students to critically analyze the way race, gender, and other social factors have been represented (or underrepresented) in the field?

EMPOWER

- Does your course content connect the material to your students’ lives?

- Do your assignments give students the opportunity to be creative and develop mastery through the creation of a meaningful product they can be proud of?
- Do your assignments give students an opportunity to make a difference on their campus or in their community?

ELEVATE

- Does the syllabus communicate high expectations?
- Is it clear that you believe that students can develop the skills necessary to meet those expectations even if they do not have them today?
- Are your assignments designed to build skills rather than simply test prior achievement?

DEMYSTIFY

- Was the information clear and easy to follow?
- Were course practices, policies, and information sufficiently explained?
- Were the campus policies and practices sufficiently explained?
- Was it clear to the student what they need to do to succeed in the course?
- Is the grading policy simple, straightforward, and clear?

COURSE INFORMATION COMPONENTS

INSTRUCTOR INFORMATION

- Instructor Name and Contact Information
- Office Location and Office Hours
- Welcome Statement/Teaching Philosophy

BASIC COURSE INFORMATION

- Course Name and Number
- Location/Day/Time
- Textbook and Other Course Materials
- Canvas or other Online Resources
- Course Description
- Student Learning Outcomes

ASSIGNMENTS AND GRADING

- Schedule of Topics, Readings, Exams, and Assignments
- Description of Assignments

- Grading Details/Rubric for Assignments
- Course Grade Policy and Scale

COURSE AND CAMPUS POLICIES

- Attendance Policy
- Late and Missed Work
- Classroom Expectations and Participation
- Academic Integrity
- Disability Policy

KEYS TO SUCCESS

- Instructor's Tips for Success in the Course
- Campus Academic Resources (Tutoring Center, Writing Center, etc.)
- Campus Student Resources (Disabled Student Services, Veterans Services, Queer Space, Food Resources, etc.)

The Equity-Minded Syllabus Checklist is a work in progress.

Please send suggestions for improvement to Matt Lawrence mlawrence@lbcc.edu

WELCOME

Three Core Practices for Eliminating Isolation and Creating Community



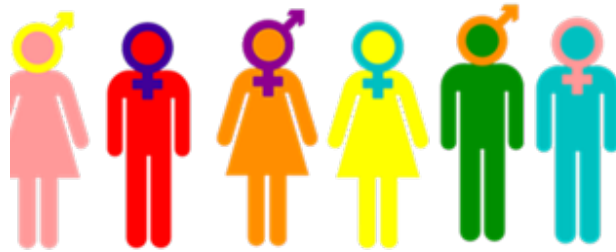
- 1. Learn Every Student's Name ASAP**
- 2. Get Additional Student Info ASAP**
- 3. Group Seating for Easy Active Learning**
- 4. Mix 'em Up Add Regular Ice Breakers**

The Importance of Building Community and Engagement

“Student learning, persistence, and attainment in college are strongly associated with student engagement. The more actively engaged students are—**with college faculty and staff, with other students**, with the subject matter they are studying—the more likely they are to persist... and achieve at high levels.

http://www.ccsse.org/center/about_cccse/focus.cfm

Teaching Beyond the Gender Binary



by Brielle Harbin

In recent years, students on campuses across the country have become increasingly vocal in resisting binary thinking with respect to gender identity and expression. In an editorial that appeared in the *Chronicle of Higher Education*, Schmalz (2015) interviewed a dozen students who self-identified as gender non-conforming and found a great amount of anxiety and frustration. Several students expressed their fear of instructors and staff misgendering them or committing other indiscretions. They described their anxiety about being “outed” by professors in their classes and being forced to “come out” every semester when they must talk with faculty about their preferred names or pronouns. One student shared, “Every day it’s scary to just be in class, not knowing what people are going to say” (Schmalz 2015). Another student explained:

When my professors don't notice that I have a preferred name listed in the university registry, it can be very anxiety-inducing to wonder, "Oh, what's going to happen on that first day of class when I'm outed? What are other students going to say? What is the teacher going to say?" (Schmalz 2015).

Increased awareness around the complexities of gender identity and expression has given rise to questions regarding best practices for promoting gender inclusivity on campuses across the country. From debates about the appropriate policy regarding student name changes to awareness campaigns about pronoun usage, university administrators, professors, and students collectively are struggling to find a more just and nuanced understanding.

Not only does this respect the chosen identities of those who are gender non-conforming, but it but it creates a culture of inclusion and diversity in

education that has indirect benefits to all. Research shows that making learning spaces accessible to non-majority students benefits all students by enhancing creativity and improving problem solving and decision-making (Levine and Stark 2015; Phillips 2014).

Fluency with Gender Non-Conforming Vocabulary

Cultivating a gender-inclusive classroom environment requires a familiarity with an array of concepts related to gender identity and expression. Consequently, efforts to promote a gender-inclusive environment require both consciousness raising and learning opportunities for students and leaders in the classroom. In particular, there are three conceptual distinctions that are crucial to understand when working to construct a gender-inclusive classroom.

Biological sex versus gender identity

Individuals often conflate biological sex with gender identity. However, these terms are distinct. Biological sex is assigned at birth by a medical practitioner, and is largely determined by physical attributes such as external genitalia, sex chromosomes, sex hormones and internal reproductive structures. While gender is attributed at birth based on sex, gender identity is actually more complicated; it is an individuals' internal sense of themselves as either male, female, both, or neither.

Gender identity versus gender expression

While gender identity and gender expression can be related, they do not have to be. Gender identity is individuals' internal understanding of themselves as male, female, both, or neither. Gender expression, on the other hand, is how individuals express their gender through clothing, demeanor, etc. How one expresses their gender is not necessarily related to their gender identity. Gender expression may be a way individuals play with external gender performance and explore roles, while gender identity is an interior sense of self. Both can be fluid and change over the course of one's life, and they need not change together.

Sexual identity versus gender identity

Individuals often conflate sexual identity and gender identity. Sexual identity refers to individuals' romantic and sexual attraction to others, or lack of attraction (asexual identity).

Gender identity describes individuals' internal understanding of themselves as male, female, both or neither. For example, a person whose sex assigned at birth is male but whose gender identity is female, may express any of the full range of sexual identities including (but not limited to): heterosexual, queer, bi-sexual, pansexual, etc.

Gender affirming practices include:

- Only call roll or read the class roster aloud after providing students with an opportunity to share their requested name and pronouns, and what they care to disclose to the class.
- Allow students to self-identify the name and pronouns they prefer.
- Set a tone of respect the first day of class as part of the course expectations and connect this discussion with honoring one another's requested names and pronouns.
- Acknowledge when you've made a mistake about someone's pronoun and correct yourself.
- Honor students' requested names in all university settings including (but not limited to): office hours, classroom, student group meetings, or when speaking with other faculty or staff.
- Politely provide a correction whether the person who was misgendered is present or not.
- Do not ask personal questions of gender non-conforming people that you would not ask of others. Such questions include inquiries about a gender non-conforming person's body, medical care, former name, why or how they knew they were gender non-conforming, their sexual orientation or practices, their family's reaction to their gender identity, or any other questions that are irrelevant to the classroom context unless the student explicitly invites these questions or voluntarily offers this information.
- Do not disclose students' gender identity unless you have obtained their consent.

From: <https://cft.vanderbilt.edu/guides-sub-pages/teaching-beyond-the-gender-binary-in-the-university-classroom/>

Addressing Basic Needs

Our Students' Reality

The [#RealCollege](#) survey was administered at nearly half of the schools in the CCC system in the fall of 2016 and 2018. Almost 40,000 students at 57 CCCs participated.

- 50% of respondents were food insecure in the prior 30 days
- 60% of respondents were housing insecure in the previous year
- 19% of respondents were homeless in the previous year
- In all, 7 in 10 students had experienced food insecurity, housing insecurity, or homelessness during the previous year.
- Rates of basic needs insecurity are higher for marginalized students.

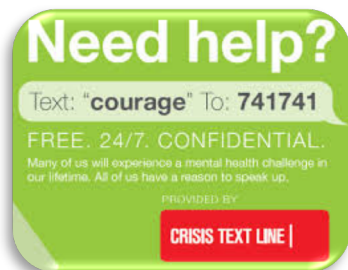
Be a Resource

Use your syllabus, Canvas page, or other resources to inform students about our Basic Needs Center, Health Services, and other campus resources.

Refer students in need to:

Dianka Lohay, MSW
Basic Needs Program Manager
(562) 938-3241
dlohay@lbcc.edu

Tell students about the
crisis text line:



Create a "mini-Viking Vault" in
your office to combat hunger.



Meet Your Colleagues Bingo!

- Sign your card in one square that applies to you (if any).
- Find a colleague, choose a square and ask if it applies to them. If it does, write their name in the square. If it does not, simply learn their name and what they teach. (Don't write anything.)
- You may only ask each colleague one question from the Bingo board.
- You may not ask a colleague a question for which you already know the answer.
- As soon as you get a vertical, horizontal, or diagonal string, yell "Bingo!" to win the game.

FIND SOMEONE WHO....

Knows how to sew Name: _____	Has a Ph.D. Name: _____	Speaks more than two languages Name: _____	Spends a lot of time in DIY Stores Name: _____	Volunteered more than 8 hours this year Name: _____
Knows sign language Name: _____	Knows how to Salsa dance Name: _____	Has multiple tattoos Name: _____	Is an only child Name: _____	Is a grandparent Name: _____
Is a single parent Name: _____	Knows what a rainbow and upside down pink triangle mean Name: _____	Uses Snapchat daily Name: _____	Is crazy about football Name: _____	Drives a car with manual transmission Name: _____
Considers themselves to be cat a person Name: _____	Plays a musical instrument proficiently Name: _____	Has run a marathon Name: _____	Has been skydiving Name: _____	Knows when Ramadan occurred in 2018 Name: _____
Has dual citizenship Name: _____	Rides a motorcycle Name: _____	Knows the recipe for a Moscow Mule Name: _____	Plays basketball Name: _____	Knows how to change the oil of a car Name: _____

The Equity Toolbox

Key Concepts for Building Equity



Implicit Bias

Implicit bias refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. These biases, which encompass both favorable and unfavorable assessments, are activated involuntarily and without an individual's awareness or intentional control. Residing deep in the subconscious, these biases are different from known biases that individuals may choose to conceal for the purposes of social and/or political correctness. Rather, implicit biases are not accessible through introspection.

The implicit associations we harbor in our subconscious cause us to have feelings and attitudes about other people based on characteristics such as race, ethnicity, age, and appearance. These associations develop over the course of a lifetime beginning at a very early age through exposure to direct and indirect messages. In addition to early life experiences, the media and news programming are often-cited origins of implicit associations.

A Few Key Characteristics of Implicit Biases

- Implicit biases are **pervasive**. Everyone possesses them, even people with avowed commitments to impartiality such as judges.
- Implicit and explicit biases are **related but distinct mental constructs**. They are not mutually exclusive and may even reinforce each other.
- The implicit associations we hold **do not necessarily align with our declared beliefs** or even reflect stances we would explicitly endorse.
- We generally tend to hold implicit biases that **favor our own ingroup**, though research has shown that we can still hold implicit biases against our ingroup.
- Implicit biases are **malleable**. Our brains are incredibly complex, and the implicit associations that we have formed can be gradually unlearned through a variety of debiasing techniques.



AWAKEN

Realize that we all are constantly making implicit assumptions about other people. No one is immune.

To better understand your own implicit biases, take the implicit association tests at Project Implicit: <https://implicit.harvard.edu/implicit/>

Reducing the Effects of Implicit Bias in Your Teaching

1. Beware of “Correlated Bias”

Racial Correlated Bias: A bias that is not directly about race, but may correlate with a racialized outcomes. For example, an instructor may show bias toward “engaged” students. But who is “engaged” in a classroom might correlate with race due to the instructor’s curriculum, teaching style, attitudes, students prior educational experiences, etc. So while the bias might seem benign or “fair,” it can have considerable unfair racialized outcomes. Similar correlated biases can arise with various identify factors including gender, sexual orientation, physical abilities, and more.

2. Check Your Assumptions

A student arrives late once again. The instructor notices the pattern and thinks: “Mario is late yet again. He clearly has no respect for me and my policies. And he clearly does not care about education.” That explanation is not known to be true. It is an implicit (or explicit) assumption. One strategy to counter-act this bias is to imagine alternative explanations for Mario’s lateness.

3. Communication – Just Ask

The best way to counteract possible bias regarding Mario’s lateness is to discuss it with him. Find out what is really going on. You may be surprised at the answer.

4. Blind Grading

The easiest way to avoid implicit bias in grading is to grade blindly. Have students use their ID # instead of their name, or have them write their name on the back of their essay.

5. Don’t Get Defensive

Own up to the fact that we all have implicit biases. Examine your behavior carefully and take the opinions of others seriously. Take responsibility for minimizing the effects of inevitable biases.

Deficit Mindedness

Deficit Mindedness is one of the key obstacles that the equity minded instructor must overcome. It essential involves blaming the student or their culture for low success rates and equity gaps, rather than taking a critical look at instructional practices and institutional norms. It is to insist that the student is not “college ready” rather than to critically exam the ways in which the college is not “student ready.”

Deficit Mindedness attributes racialized success gaps to deficiencies in the students and their cultures.

“They” aren’t motivated.
“Their culture” doesn’t value education.

Research on Deficit Mindedness

According to a National Center for Education Statistics' (NCES) study, teachers' expectations impact student success more than a student's own motivation. Tenth-grade students whose teachers had high expectations of them – compared to poor expectations – were three times more likely to graduate from college.

<https://www.edutopia.org/blog/deficit-model-is-harming-students-janice-lombardi>

Eliminating Deficit Mindedness

The Equity Minded Instructor takes responsibility for racialized outcomes.

In the words of Zen Master Thich Nhat Hanh:



“When you plant lettuce, if it does not grow well, you don’t blame the lettuce. You look for reasons it is not doing well. It may need fertilizer, or more water, or less sun. You never blame the lettuce.”

Stereotype Threat

Stereotype threat occurs when people feel at risk of confirming a negative stereotype about their group. One way that an instructor can partner with students is to be aware of how stereotype threat can arise, and to defuse its triggers whenever possible.



A variety of studies have shown that stereotype threat causes people to perform worse under the threat conditions.

Research on Stereotype Threat

- Researcher Steven Spencer (1997) discovered that equally intelligent women performed similarly to men on math tests when told that women's scores on the test are similar to men's scores. However, when not told this, women did significantly worse.
- Further research shows that women score higher on math-based tests when testing with a group of all women than when testing in a mixed-gender group.
- Spencer, Steele and Aronson (2002) found that Black students performed lower on tests when they were told that the test measured intellectual ability than when told that the test did not measure ability.
- White male students who scored high in math on the SAT performed worse when they were told they were taking a test to determine why Asian students typically outperform other students in math.

Strategies for Reducing the Impact of Stereotype Threat

- Convey that diversity is valued.
- Present and recruit positive role models from diverse groups.
- Help students manage feelings of stress and threat.
- Support students sense of belonging.
- Convey high standards and assure students of their ability to meet them.
- Remove cues that trigger stereotype threat, e.g., physical cues that make it seem that school is defined by the majority group.

Adapted from <https://ed.stanford.edu/sites/default/files/interventionshandout.pdf>

Microaggressions

Microaggressions are brief and commonplace daily verbal, behavioral and environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults to the target person or group. Although this definition focuses on racial microaggressions, microaggressions can target any marginalized group identity, such as race, socioeconomic class, gender, sexuality, nationality, citizenship, ability, etc. An important way for an equity-minded instructor to partner with students is to work to reduce instances of microaggressions in the classroom and to deal with them effectively when they arise.

Common Categories of Microaggressions

- **Ascription of intelligence** (e.g. unintelligent or smarter than average based on appearance or accent)
- **Denial of racial reality** (e.g. dismissing claims that race was relevant to understanding a student's experience)
- **Denial or devaluing of experience or culture** (e.g. ignoring the existence, histories, cultures of groups of people – assuming that others are like you)
- **Making judgments about belonging** (e.g. assuming people are foreign or don't speak English well because of their appearance; questioning someone's membership status such as "you don't look disabled" or "you don't seem that gay to me" or "if you were Jewish, wouldn't you do x?")
- **Assumption of criminality** (e.g. guarding belongings more carefully when around certain groups or expressing fear of certain groups)
- **Assumption of immorality** (e.g. assuming that poor people, undereducated people, LGBTQ people, or people of color are more likely to be devious, untrustworthy, or unethical)



©Turner Consulting Group Inc.

Strategies for Dealing with Microaggressions in Your Classroom

Before microaggressions occur:

- Recognize and reflect on your own biases, interactions, and behaviors.
- Understand intent vs. impact: that good intentions can have harmful impacts.
- Understand your own triggers and unpack them?
- In the beginning, focus on collaboratively establishing classroom norms for discussion or dialogue.

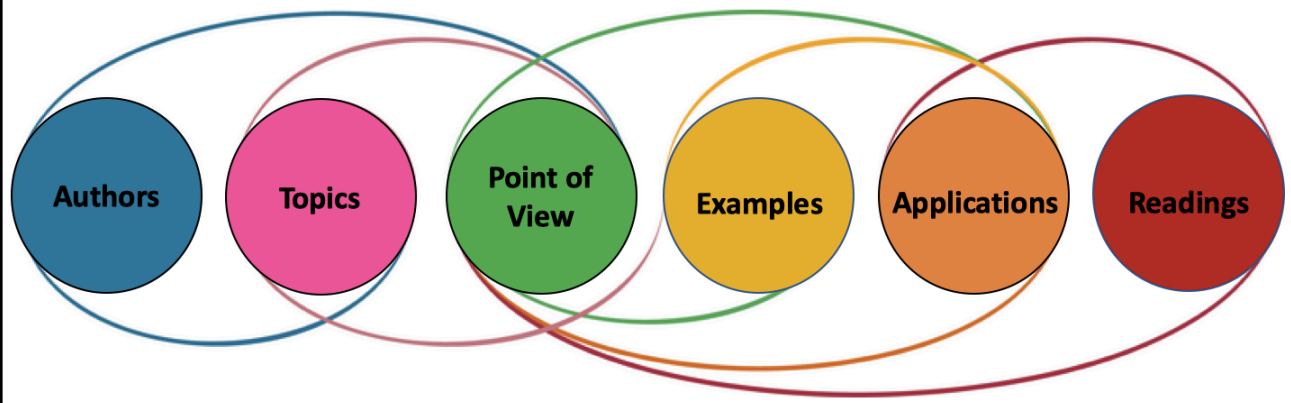
If/when microaggressions happen:

- Acknowledge the moment and immediately take the lead in addressing the situation (slow down or stop the conversation).
- Breathe. Pause. Stay as calm as possible.
- Return to the class norms. Hold everyone accountable for their actions and ask for clarification. Explain why the incident is problematic. Support students in critical reflection on the situation.
- Acknowledge the emotions in the room, both visible and invisible. Ask students if they would like to stay in class or take a break/leave.
- While acknowledging the impact, make sure to validate and support those who have been targeted.
- Follow up as needed.

Practices to avoid when intervening in microaggressions:

- Taking a passive approach and letting the class direct the discussion.
- Disengaging from the conversation by accepting superficial responses or dismissing the topic.
- Responding with hostility.
- Looking to marginalized students/instructors to be experts on issues related to their identity group.
- Giving full attention to the perpetrator while ignoring the target(s) of the microaggression
- Focusing on (or allowing a focus on) debates about:
 - The intent of the micro-aggressor
 - What each person said or did
 - Who's right or wrong

4. Redesigning Our Course Content



“Beloved community is formed not by the eradication of difference but by its affirmation, by each of us claiming the identities and cultural legacies that shape who we are and how we live in the world.”

-- bell hooks

Culturally Responsive Teaching



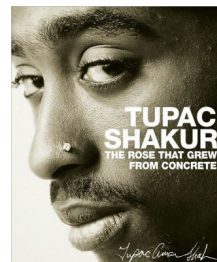
REPRESENT

REMIND them that they are central to the content,
in a way that **RESONATES** with them
so that the content will be **REMEMBERED**
and **RETAINED** for impactful and empowering learning.

- In the foundational 2000 book *Culturally Responsive Teaching: Theory, Research, and Practice*, researcher Geneva Gay defined culturally responsive teaching as "**using cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning more appropriate and effective.**" This approach teaches to and through the strength of the students, thus empowering them to take ownership of their learning.
<https://www.edweek.org/ew/articles/2019/04/08/why-a-culturally-responsive-curriculum-works.html>
- Jeff Duncan Andrade cites the common argument that kids don't like to read. Sure, hide a \$100 bill in the classroom by sticking it into the middle of the works of Shakespeare and it will stay there all semester. Put it in a book of Tupac's poetry, and it will be found before the day's end.



Jeff Duncan Andrade



Andrade argues that it is not that students don't like to read, it is that they don't like to read what we are giving them.

Supplemental Strategies For Diversifying Your Curriculum

There is no substitute for making your primary course content more racially and culturally diverse, as well as more inclusive of all peoples who have traditionally been left out of the curriculum with the following supplemental strategies.

Perform an Images Audit

Go through your powerpoints, canvas site, and any other course materials and examine the images you use.

- Are your images sufficiently diverse and inclusive?
- Look for ways to better represent the diversity of our students and the myriad peoples and lifestyles of our world culture.

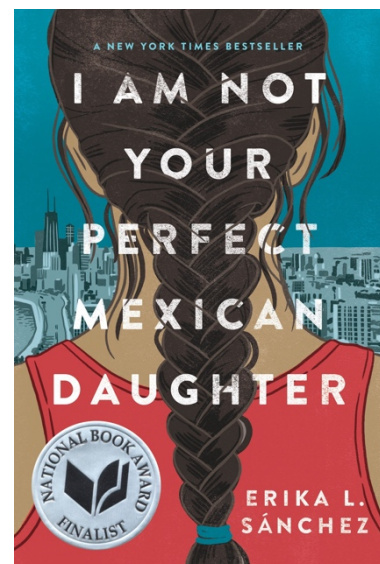
Add Supplemental Slides

Try adding supplemental slides to your powerpoint slide-deck, such as a “quote of the day” or a recommended reading.

Quote of the Day

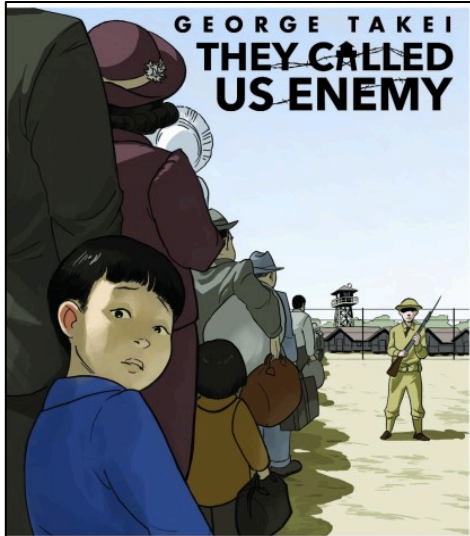


Recommended Reading



Activity:

Creating a Lesson around Long Beach Reads One Book
They Called Us Enemy by George Takei



Your Task:

Imagine you are creating a unit for your course based on themes from *They Called Us Enemy*.

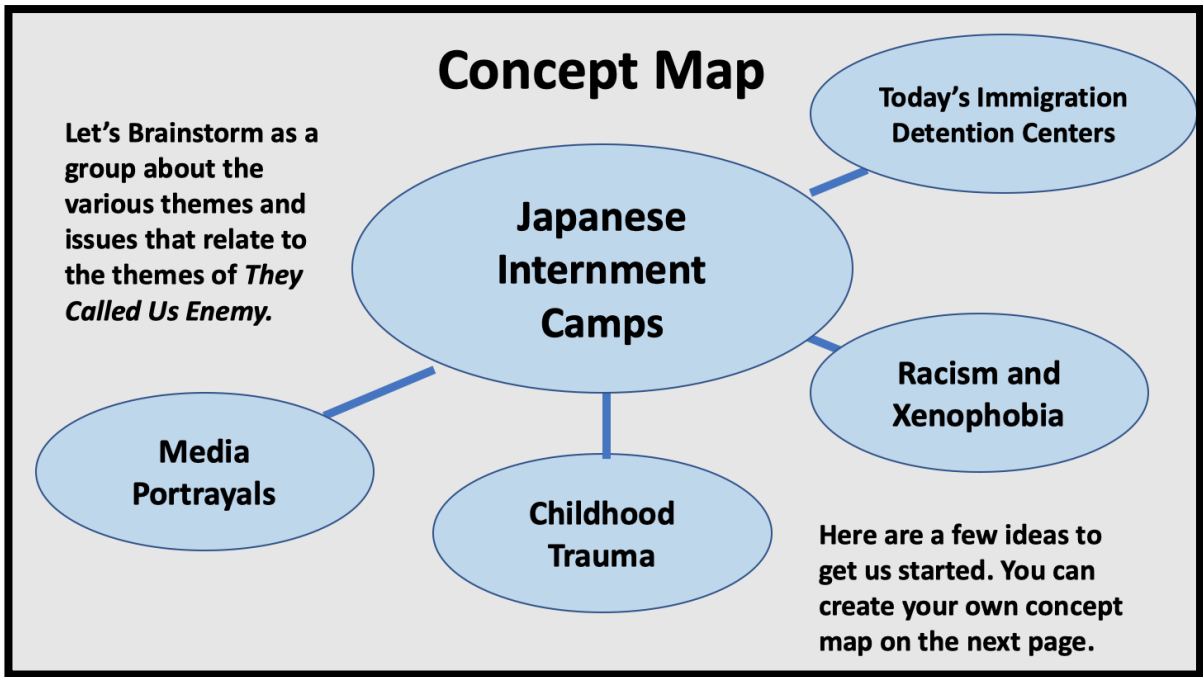
DIRECTIONS:

Consider the questions below, and write down some initial ideas.

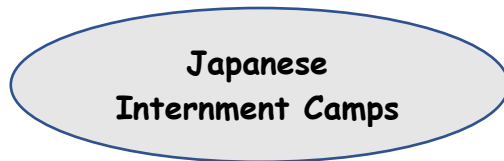
1. What aspects or issues would you utilize?
2. How could you address them from the perspective of your discipline?
3. What kind of assignments would you create?
4. How can this material be used to achieve the knowledge, competencies, and skills that you prioritize in your course?
5. Be prepared to share.

The Purpose of This Activity

1. To encourage us to “think outside the box” about how we can make our course content relevant, engaging, and empowering for our students.
2. To give us a strand of “shared content” so that we can all share ideas about teaching and learning within a specific context.
3. We are not suggesting that all instructors need to use this book next semester. However, some may choose to use it in support the Long Beach Reads One Book Project and the goals it represents.



Create Your Own Concept Map For Themes Related To *They Called Us Enemy*



They Called Us Enemy: Internet Resources

Text

<https://dp.la/exhibitions/japanese-internment/road-camps> - this is the digital library of America (there happens to be an image of the Japanese science and math instructors at one of the camps)

<https://www.nps.gov/manz/learn/historyculture/japanese-americans-at-manzanar.htm> - this highlights the internment camp in the California desert dust bowl.

<https://jacl.org/wordpress/wp-content/uploads/2015/01/covers.pdf> - this is the Japanese American Citizens League Curriculum and Resource Guide on the Japanese American experience

Video

<https://www.facebook.com/georgehtakei/videos/they-called-us-enemy/1579629715505370/>

An introductory video featuring George Takei

<https://www.youtube.com/watch?v=fcLXdGJFRkY> – this shows artwork created in the camps and introduces a Japanese American woman who was in the camps

<https://www.youtube.com/watch?v=EHYnChWcNpQ> – Heart Mountain: harsh conditions, secret rooms built by Japanese to record their experience via photographs, football games, journalism, and more.

<https://www.youtube.com/watch?v=ce0E9cvAhjl> – law and citizen rights, discrimination, psychological implications (there are several “The Legacy of Heart Mountain” videos on YouTube that could be shown)

They Called Us Enemy Lesson Plan

NOTES:

How to Keep “Covering the Content” from Destroying Student Engagement and Real Learning

*To see a World in a Grain of Sand
And a Heaven in a Wild Flower,
Hold Infinity in the palm of your hand
And Eternity in an hour.*

WILLIAM BLAKE, *AUGURIES OF INNOCENCE*

The passage below comes from Parker J. Palmer’s *The Courage to Teach: Exploring the Inner Landscape of a Teacher’s Life*, (1998) John Wiley and Sons, pgs. 124-125.

Teaching from the Microcosm

When I remind myself that to teach is to create a space in which the community of truth is practiced that I need to spend less time filling the space with data and my own thoughts and more time opening a space where students can have a conversation with the subject and with each other I often hear an inner voice of dissent: “But my field is full of factual information that students must possess before they can continue in the field.”

This voice urges me to do what I was trained to do: fully occupy the space with my knowledge, even if doing so squeezes my students out. As I listen to this voice, the model of a subject-centered classroom becomes appealing for the wrong reason: I could misuse it as an excuse to fill all the space with the informational demands of the subject itself.

When I succumb to that temptation, it is not merely because of my training or because I have an ego that wants to be at center stage. **Like many other teachers I know, I fill the space because I have a professional ethic, one that holds me responsible both for my subject’s integrity and for my students’ need to be prepared for further education or the job market.** To quote many faculty who feel driven by it, it is an ethic that requires us to “cover the field.”

This sense of responsibility cannot be faulted. But the conclusion that we draw from it that we must sacrifice space in order to cover the field is based on the false premise that *space* and *stuff* are mutually exclusive. To teach in the community of truth, we must find some way to transform this apparent contradiction into a paradox, one that honors both the stuff that must be learned and the space that learning requires.

We can begin with a simple pedagogical fact: if the aim of a course is to deliver a great deal of information, the worst way to do it is by nonstop lecturing (although lecturing can serve other purposes quite well, in ways I will describe later). The human brain is simply not good at retaining armies of facts as they march single-file through a lecture laden with information. Facts are far better delivered via texts or electronic formats, where students can do with them what the brain requires: look at them once, look at them again, and check them once more, then massage them, correlate them, and apply them in brief but frequent installments.

When facts about the subject are dumped en masse, students are overwhelmed, and their grasp of the facts is fleeting. **Knowing this, we might revisit the metaphor of covering the field, which unconsciously portrays teaching as the act of drawing a tarp over a field of grass until no one can see what is under it and the grass dies and nothing new can grow. That is not a bad description of what happens to students in fact-laden courses: they fail to understand the subject, retaining the information just long enough to pass the test, and they never want to pick up a book on that subject again.**

How can we reconcile the demands of space and stuff? Some approaches began to emerge for me when I asked myself, “What is the optimum use of the brief time my students and I share in the space called the classroom?”

Rather than use that space to tell my students everything practitioners know about the subject information they will neither retain nor know how to use, I need to bring them into the circle of practice in that field, into its version of the community of truth. To do so, I can present small but critical samples of the data of the field to help students understand how a practitioner in this field generates data, checks and corrects data, thinks about data, uses and applies data, and shares data with others.

That is, I can teach more with less, simultaneously creating space and honoring the stuff in question. Yet how can a small but critical sample of data adequately represent the vastness of any field, of the great things we are trying to understand? The answer comes as we remember that every discipline has a gestalt, an internal logic, a patterned way of relating to the great things at its core. Thus every discipline is like a hologram, the model mentioned in Chapter IV that some physicists use to describe the underlying logic of reality itself. A hologram is an ordering of visual data that we regard as remarkable for the way it allows us to see a three-dimensional object on a two-dimensional surface. But a hologram has an even more remarkable trait: every part of the hologram contains all of the information possessed by the whole....

Holographic logic was anticipated two and a half centuries ago by William Blake in a simple image from “Auguries of Innocence,” where he suggests that we can “see a World in a Grain of Sand.” Every academic discipline has such “grains of sand” through which its world can be seen. **So why do we keep dumping truckloads of sand on our students, blinding them to the whole, instead of lifting up a grain so they can learn to see for themselves? Why do we keep trying to cover the field when we can honor the stuff of the discipline more profoundly by teaching less of it at a deeper level?**

Reading and Discussion Questions:

1. What passages stood out to you most and why?
2. Do you agree with Palmer’s criticisms of the traditional approach to “covering the field?”
3. Do you agree with Palmer’s metaphor, comparing an academic discipline to a hologram? How well does this metaphor fit your discipline?
4. If you agree with Palmer’s major points, how can you implement them in your classroom?

Revising a Course Outline of Record (COR)

When revising a Course Outline of Record, please keep in mind that consultation is required with the department (including all full-time faculty who teach the course) and the new draft must have the signatures of the Department Head and Dean.

For any changes to the face page, the faculty author must submit a Course Modification form to the Course Evaluation Subcommittee.

Here is the link to the form:

http://archive.lbcc.edu/OAS/documents/CMF_FINAL%20%282%29.pdf

Completed forms should be submitted to:

Doug Raphael (draphael@lbcc.edu), Chair of the Subcommittee

Wendy Koenig (wkoenig@lbcc.edu), Curriculum Chair

Fabiola Guerrero (fguerrero@lbcc.edu) Curriculum Specialist.

Any changes to the remainder of the course outline require an "out of cycle" review that must be conducted with a designated peer reviewer. The request should come from both the faculty author and the department head and should be sent to Wendy Koenig.

Please note that changes to the face page and/or to the course outline may impact existing C-ID approvals, articulation agreements, program guides and inclusion on General Education Plans. Please consult Trevor Rodriguez (trodriguez@lbcc.edu), Articulation Officer, before making changes to transfer-level courses."



Skills Students Need for the 21st Century Job Market

Digital-Age Literacy

- **Basic literacy:** The ability to read, write, listen and speak as well as to compute numbers and solve problems.
- **Scientific and economic literacy:** A general knowledge and understanding of scientific and economic concepts and processes.
- **Technological literacy:** The understanding and ability to use technology to achieve a specific goal.
- **Visual literacy:** Good visualization skills and the ability to understand, use, and create images and video using both conventional and new media.
- **Information literacy:** The ability to find, access, and use information as well as the ability to evaluate the credibility of the information.
- **Cultural literacy:** The ability to value diversity, to exhibit sensitivity to cultural issues, and to interact and communicate with diverse cultural groups.
- **Global awareness:** This is an understanding of how nations, individuals, groups, and economies are interconnected and how they relate to each other.

Inventive Thinking

- **Adaptability and managing complexity:** The ability to deal with change positively by modifying one's thinking, attitude or behavior to handle new situations.
- **Self-direction:** The ability to work independently, whether developing goals or plans, managing one's time and work, or evaluating one's knowledge or learning process.
- **Curiosity:** The desire to learn more about something and to engage in lifelong learning.
- **Creativity:** The ability to produce something significant that is new or original.
- **Risk taking:** A willingness to share one's thinking with others, and to listen to feedback. It is a willingness to make mistakes, to creatively tackle challenges or problems.
- **Higher-order thinking and sound reasoning:** The ability to analyze, compare, infer, interpret, evaluate, and synthesize. Sound reasoning applies common sense and acquired knowledge and skills to ensure good problem solving and decision making.

Effective Communication

- **Teaming and collaboration:** The ability to work with others toward a common goal, bring unique capabilities to the job, work in a structured environment, and exhibit trust and respect towards one another
- **Interpersonal skills:** The ability to manage one's behavior, emotions, and motivations to foster positive interactions with other individuals and groups.

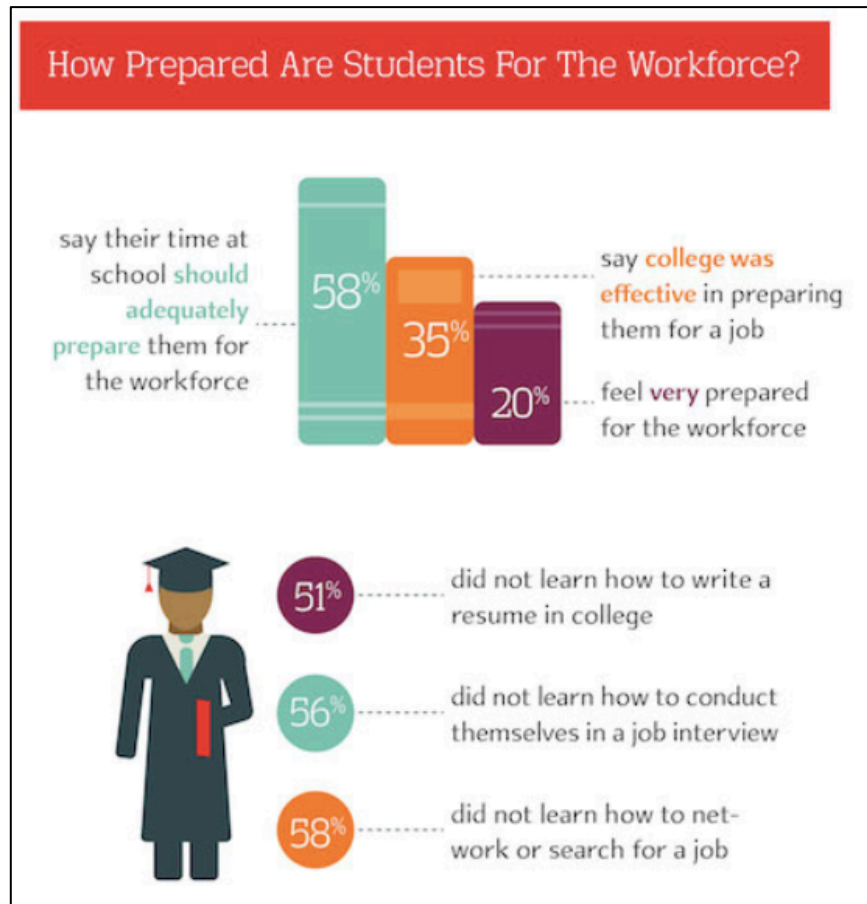
- **Personal responsibility:** Personal responsibility requires one to understand the legal and ethical issues related to technology and to manage and use technology in a responsible manner.
- **Social and civic responsibility:** A commitment to use and manage technology to promote the public good and to protect society and the environment.
- **Interactive communication:** The ability to communicate using a wide range of media and technology and to effectively disseminate of information.

High Productivity

- **Prioritizing, planning, and managing for results:** The ability to achieve goals through efficient management of time and resources, effective problem solving and strong leadership skills.
- **Effective use of real-world tools:** The ability to utilize new technology to communicate and collaborate with others, to effectively problem solve, and to accomplish tasks. The ability to select the appropriate tools for the task at hand and to apply these tools efficiently and effectively to achieve results.
- **Ability to produce relevant, high-quality products:** This is the ability to produce intellectual, informational, or material products that solve or communicate about real-world problems.

The list above comes from the National Institute of Professional Practice. The skill descriptions have been slightly condensed for workshop use. The original document can be found at:

https://www.professionalpractice.org/about-us/skills_for_success_2/



Source: McGraw Hill 2015. Survey conducted by Hanover Research

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LBCC & Captioning

Understanding the College's Obligation

In order to adhere to requirements from Section 504 and Section 508 under the Rehabilitation Act, Long Beach City College must ensure that all videos shown on campus are captioned. As a Long Beach City College faculty member, you are required to ensure that your campus course and/or any LBCC event you coordinate or facilitate adheres to legal mandates. At LBCC, accommodations are a partnership, and DSP&S is not the only college entity responsible for captioning. As a result, faculty should make sure that any course content and material is accessible before distributing them to students. This includes closed captioning. *If your video is not closed captioned, you may not use it in your class/ at your event until it is closed captioned.*

Why Captioning is Beneficial

Captioning is essential to viewers who are deaf or hard of hearing. In addition, captioning is also beneficial to students with invisible disabilities such as learning disabilities and even students who are learning English. Furthermore, captioning is an important component of universal design and are a great method for improving retention of material.

Captioning at LBCC

For existing videos that need to be captioned, please request closed captioning by doing the following:

If you use Canvas



#1

Submit video through 3CMedia upload space in Canvas



#2

Captioning will automatically be added to your media. Closed captioning will be completed in approximately 3-5 business days

You may qualify for free captioning!

You may qualify for free captioning via the Distance Education Captioning and Transcription (DECT) grant that is housed at the College of the Canyons if your request falls within one of these areas:

- Online classes
- Hybrid classes
- On-campus classes utilizing distance methods of content delivery-Learning Management System (LMS)
- Digital Learning Object repositories



If you do NOT use Canvas



#1

Check with your department for approval to submit a captioning request form. Please get departmental approval before submitting.



#2

Submit a Captioning Request Form at <https://lbcc.instructure.com/courses/26987>



#3

After submitting the Caption Request Form, based on the information provided, your request is either routed to DSP&S or the Online Learning Department for review & follow-up



#4

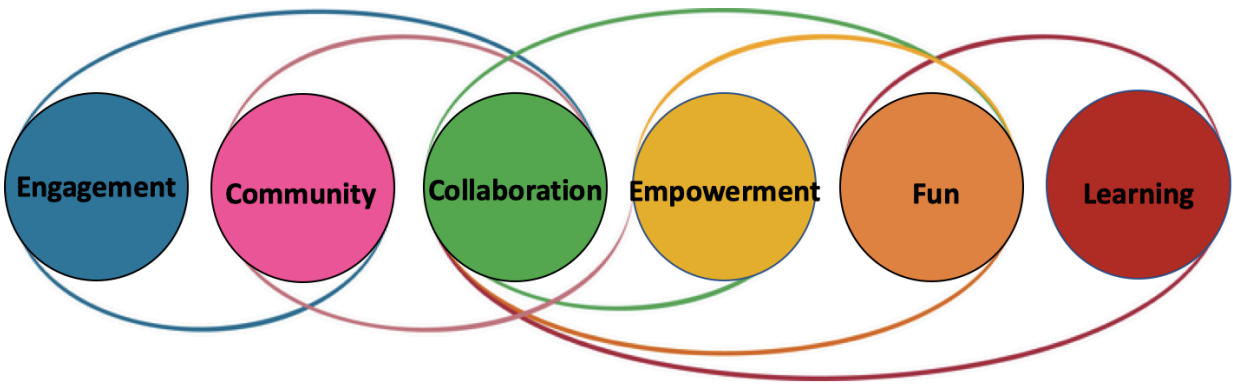
Either DSP&S or the Online Learning Department will send the video to a vendor for captioning, and will return the captioned video along with an invoice of cost to you and your department

If you use YouTube, please be aware that YouTube captions are not always accurate. Before showing the video, please ensure that the captions are accurate.

To find new closed captioned videos, you can access databases such as NBC Learn that offer a variety of accurately captioned videos available for use through our Library Catalog. You can access NBC Learn at <https://www.lbcc.edu/post/nbc-learn>

For assistance with finding new closed caption videos, please contact Librarian Colin Williams at c3williams@lbcc.edu

5. Redesigning The Classroom Experience



*I hear and I forget.
I see and I believe.
I do and I understand.*
-- Confucius

Active Learning



“The brain that does the work is the brain does the learning.”

-- Mel Riddile, Educator

Research on Active Learning

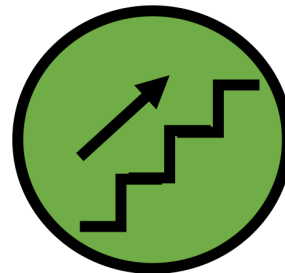
Carl Wieman (University of British Columbia Nobel physics prize winner in 2001) compared the amounts of learning achieved using two different instructional approaches under controlled conditions. One class section used a traditional lecture format, and the other used interactive learning methods in place of lecture.

“Students in the interactive class got an average of 74% of the questions right, while those taught using traditional methods scored only 41%. The best scores in the traditional class were below average for the interactive class. In addition, student attendance and attention were higher in the interactive class.”

— Carl Weiman, *Science* 13 May 2011: 862-864. [DOI: 10. 1126/science.1201783]



Empower



Elevate

John Dewey on Collateral Learning

“Collateral learning in the way of formation of enduring attitudes, of likes and dislikes, may be and often is much more important than the spelling lesson or lesson in geography or history that is learned. For these attitudes are fundamentally what count in the future. The most important attitude that can be formed is that of desire to go on learning. If impetus in this direction is weakened instead of being intensified, something much more than mere lack of preparation takes place. The pupil is actually robbed of native capacities which otherwise would enable him [sic] to cope with the circumstances that he meets in the course of his life.”

-- John Dewey, *Education and Experience*

101 Active Learning Structures and Strategies

1. 32-DAY COMMITMENT

- A form for helping to create/extinguish habits. On the form, a behavior is recorded that the Learner commits to do or avoid for 32 consecutive days, marking the form each day that this commitment is kept.
- Strategy: Math students commit to completing a specific number of practice problems every day for 32 days.

2. AHA JOURNAL

- A blank Journal Book in which Learners record AHAs they have during the course.
- Strategy: ESL students record AHAs they have about American language and culture.

3. BRAINSTORM

- Learners write or call out responses to a prompt or question. This structure can be done solo, in pairs, or in groups of any size. Usually this structure is paired with RECORD to capture the ideas mentioned.
- Strategy: Composition students brainstorm various ways to begin an essay.

4. CARDSWAP

- A brainstorming activity in which Learners develop numerous ideas in four steps: 1) Individuals record ideas on cards, mix them all together, and redistribute them, 2) Individuals swap cards to try to improve the quality of the ideas in their hand of cards. 3) Groups meet, pool their cards, and reduce them to a small number of quality ideas. 4) Groups REPORT on their favorite ideas.
- Strategy: A Student Success class uses Card Swap to develop a list of strategies for overcoming test anxiety.

5. CASE STUDY

- A story, made up or real, that generates different opinions, thus requiring Learners to use course content and critical thinking to justify their view point. Depending on how the story is presented, Learners might be asked to 1) identify a character who is responsible for the events in the story, 2) complete a truncated story, or 3) give advice to a character in the story.
- Strategy: Students in a speech class debate the case study "Professor Roger's Trial" before working on their own group presentations.

6. CLASS CONSTITUTION

- A Learner-created document in which Learners identify such things as their desired outcomes and experiences in a class and the behaviors they are willing to commit to in order to achieve their goals.
- Strategy: Students in a Political Science class create a Class Constitution and later compare it to the United States constitution for purpose and content.

7. CIRCLE THE SAGE

- A Question and Answer session in which many Learners participate simultaneously. Learners sit in groups of 4. Instructor asks a question, and those who know the answer stand. Others leave their group and circle various "sages" (people standing).

Sages answer the question for those who have gathered around them. Learners then return to their group and share what they have learned, compare answers, and determine the best answer.

- Strategy: Biology students generate possible questions for the final exam and then participate in Circle the Sage to review answers to these questions, which are asked by the Instructor.

8. COACHING

- The "coach" (instructor) models the step-by-step application of a new skill. Then Learners perform the skills and receive immediate feedback from the coach.
- Strategy: A nursing instructor explains to students the steps for creating a patient care plan, then "coaches" students as they create a patient care plan for a fictional patient.

9. COMMENCEMENT

- An activity to bring closure at the final meeting of a class. Each Learner is asked to give a brief valedictory speech to the class, the content of which can be adapted to the course content.
- Strategy: On the last day of class, students in a philosophy class are asked to present a brief presentation expressing their personal philosophy for living a full, rich life.

10. CONCEPT MAP (also called "Mind Map" and "Cluster")

- A kind of GRAPHIC ORGANIZER that shows the relationship of ideas being learned. Particularly helpful for visual and right-brained learners.
- Strategy: In teams, participants in an On Course II Workshop create Concept Maps to review the eight Inner Qualities of empowered people (On Course Principles) as learned in the OC I Workshop.

11. CORNERS

- Corners of the room are labeled with different topic for discussion. Learners choose the topic they would like to discuss.
- Strategy: In a time management workshop, students choose a corner to discuss one of four Self-Management Tools: Calendar, Next Actions List, Tracking Form and 32-Day Commitment.

12. DEBATE

- Learners are given one of two sides of a controversial issue to debate and they use course information to make their argument. There may be a judge (or jury) who declares a winner.
- Strategy: In an education course, teams debate: "Teachers should not use extrinsic motivators."

13. DEBRIEF (also called LARGE GROUP DISCUSSION)

- An Instructor-guided group conversation after an activity intended to guide Learners to discover (rather than be told) the desired learning outcomes.
- Strategy: Debriefing "The Late Paper" case study, the instructor might ask students: *Who do you think is most responsible for Kim's outcome? What beliefs do you hold about responsibility that lead you to this conclusion? Where in the story could Kim have made different choices that would have changed the outcome? Do you think*

Kim will ever get a college degree? Why? In what ways are you like Kim? Not like Kim?

14. EAGLES AND HAWKS

- A collaborative activity in which Learners interact in pairs with numerous learners by changing partners. Learners in pairs designate themselves as either an Eagle or a Hawk. They discuss a topic until the facilitator calls "Eagles fly" or "Hawks fly." The designated Learners "fly" to a new partner and immediately initiate a new discussion of the topic.
- Strategy: Developmental writing students read to their partner a thesis statement for their next writing assignment. Partners ask questions of the thesis, which the author records. After "flying" to many partners, authors have a list of questions from which they can select the best to answer in their essay.

15. ENERGIZER

- Brief physical activity designed to stimulate and refresh Learners physically and mentally.
- Strategy: I3ody Squeeze: Students stand, take deep breath, tighten all muscles, hold for 20 seconds, and relax. After several Body Squeezes, students reengage in the learning at hand.

16. FEEDBACK SANDWICH

- A three-step structured method for providing helpful feedback to Learners. 1. Identify specific behaviors that the person did well. 2. Offer suggestions for revising present behaviors or employing new behaviors that would improve the outcomes. Step 3. Provide an overall positive comment.
- Strategy: Students in a public speaking class use the Feedback Sandwich to give feedback to peers on their speeches.

17. FIELD TRIP

- Learners visit a location where the information or skill they are learning is used.
- Strategy: Students in a writing course visit a newspaper and discuss writing with reporters and editors.

18. FISHBOWL

- A feedback structure in which a small group of Learners is surrounded by a circle of the remaining Learners. Learners in the "fishbowl" discuss a topic or perform a skill. Afterwards, observers in the outer circle provide feedback to those in the fishbowl.
- Strategy: Nursing students in the fishbowl perform a clinical skill and then receive feedback on their performance from classmates.

19. FLASHCARD FLASHCARD

- This game is played periodically to help Learners memorize factual information. Each student creates a deck containing a prescribed number of flashcards (e.g., 50 or 100 cards). One side of each card contains a question; the other side contains the answer. When playing, Learners sit in pairs. Learners quiz each other, creating two piles with the used cards: Correct & Incorrect. At the end of the game, students record their score of correct answers on a running tally sheet so they can track their

progress.

- Strategy: Learners in a Spanish class create 100 vocabulary cards with a Spanish word on one side of the card and a definition on the other side. They play the game once each week and track their progress.

20. FLASHCARD QUIZ

- Teams of 4-5 Learners are given (or create) “3x5” cards with a question on one side and answer on the other. All players begin the game with the same number of cards (typically 2-4). Teams take a few minutes to review the questions/answer on their cards. When the game begins, Learners pair with a Learner from another team, and in turn ask the question from one of their cards. If the other player answers correctly, s/he wins the card. If the other player answers incorrectly, the asker keeps the card. After each Learner has asked and attempted to answer ONE question, they move to a new partner until time is called. The team with the most cards at the end is the winner. The Instructor arbitrates disputes over answers.
- Strategy: History students put a quotation from a significant historical figure on one side of the card and the speaker/writer on the other.

21. FOCUS WALK

- Learners are paired, given a topic to discuss, and given a time limit. They are asked hold their discussion while taking a walk. One of them is the timer, seeing to it that they walk out for 1/2 of the allotted time, turn around, and are back in their seats when the walk time is up.
- Strategy: Students in a math class are asked to take a focus walk to discuss how they studied for the last test and what they will do differently to prepare for the next test.

22. FRAME GAME

- An activity (often used for review) in which individual Learners or teams compete against one another for points (and, perhaps, prizes). Any game format can function as the frame for academic content.
- Strategy: A CIS instructor uses Jeopardy, the television game show, as the frame to review factual information from the course.
- Option: Instructors of different sections within the same course can arrange for competition between their respective classes.

23. FRONTLOADING

- A strategy placed early in a learning design to motivate Learners to try a particular behavior or learn a particular lesson in a subsequent activity. This approach is often used when past experience predicts a problem that the frontloading may help avoid.
- Strategy: In the first week of the semester, students in an online class read a case study about a student who falls behind in an online course and fails. Students then BRAINSTORM what they will do to avoid such a fate themselves.

24. GALLERY WALK

- A presentation method in which individual learners or groups display their work products (often on posters) and then walk around the room viewing each other's

work. They may be asked to provide feedback to the group or individual who created the work.

- Strategy: Dental Hygiene students create and display posters that demonstrate for children how to best care for their teeth. Students then walk the gallery, putting colored dots on the poster they think would most influence children to learn good oral hygiene.

25. GRAPHIC ORGANIZERS

- Students record concepts on an appropriate graphic organizer such as a T-Chart, Venn Diagram, Flow Chart, or Time Line
- Strategy: History students record the events of World War II on a Time Line. (*c. f.*, ConceptMap)

26. GUEST SPEAKER

- An expert is invited to address Learners about the subject being studied. Often the presentation is followed by a QUESTION & ANSWER session.
- Strategy: In an orientation session, a former student who graduated with a 4.0 GPA is invited to share his/her "secrets of success" with new students.

27. GUIDED PAIR CONVERSATIONS

- Students in pairs are given prompts (e.g., sentence stems) to which they respond in a conversation with their partner.
- Strategy: After the Silent Socratic Dialogue, students discuss the prompts of a guided conversation to find deeper meaning in their experience.

28. GUIDED VISUALIZATION

- A Guided Visualization usually begins by having students do a relaxation exercise. Once students are relaxed, they are invited to close their eyes and listen as the facilitator takes them on a mental journey with words.
- Strategy: A math instructor, seeking to provide learners with greater motivation to master mathematics, takes students on a mental journey to meet Pythagoras, who explains the beauty and value of learning mathematics.

29. HANDUP/ STANDUP

- A way to pair Learners with new partners in preparation for an activity. Each Learner puts his/her hand up, stands up, and finds a partner. Upon pairing, partners drop their raised hands and sit down, making it easy to see who still needs a partner.
- Strategy: To pair students for an upcoming activity in a music appreciation course, students are asked to do HANDUP/STANDUP to pair with someone they have not yet worked.

30. ICEBREAKER

- An activity done for the purpose of helping Learners get to know one another (*cf.*, OPENER)
- Strategy: 1. **Name Game:** On the first day of a Physical Therapy Assistant class, students stand in a circle. Each student introduces him/herself and all who have preceded: "My name is Bob...and this is Cynthia and Deb and Ken and..." 2. **Two Truths and a Lie:** On the first day of a World Literature class, students introduce

themselves by sharing three facts about themselves, with one of the facts being untrue. The rest of the class tries to determine which "fact" is the lie.

31. INDEPENDENT STUDY CONTRACT

- Each Learner designs his/her own course of study to master a subject.
- Strategy: Each Learner in a psychology course identifies 1) ten important questions about the subject to which s/he will find answers, 2) the activities s/he will engage in for learning the answers, and 3) the products, with deadlines, s/he will produce to demonstrate that learning.

32. IOU REFLECTION

- A method for encouraging Learners to concentrate and reflect on a presentation of information. IOU stands for "Interesting or Useable." Thus, students are asked to record anything that they find "interesting" or that they think they could "use" in some personally valuable way.
- Strategy: Economics students are asked to keep an IOU Journal during a lecture on the causes of inflation. Afterwards they are asked to share their reflection on what they found most interesting or what they could use (apply) in their own lives.

33. JIGSAW

- A four-step collaborative learning strategy for helping Learners master any content that can be divided into 3-4 sub-topics. Any of the four steps can be done as homework. Step 1. Learners meet in home groups of 3-4 and decide which sub-topic each member will master (or the Instructor can assign topics). Step 2. Learners work alone using resources-Instructor-provided or Learner-discovered-to become experts in their topic. Step 3. Learners meet with other "experts" and exchange their knowledge; deepening their individual expertise about the topic. Step 4. Learners return to their home groups, and each "expert" now teaches his/her topic to the others.
- Strategy: In a developmental English course, students in each home group become experts in one of the following: Subject/Verb Agreement, Verb Tense, Fragments, and Comma Use.

34. JOURNAL

- Writing in which Learners record thoughts and ideas on an ongoing basis (*e.g.*, throughout a semester). In a "Free-Writing Journal," Learners write whatever comes to mind. In a "Guided Journal," Learners write in response to instructor prompts that focus their thinking. Journal writing is usually kept together in one place, such as in a composition book, 3-ring binder, or computer file.
- Strategy: Chemistry students write a guided journal in response to the following question: "Given what you learned from taking your mid-term exam, what will you do differently on the next exam to improve your results?"

35. LARGE GROUP DISCUSSION

- The instructor asks questions of the entire group of learners. This structure usually follows another learning experience such as a Small Group Discussion, text book reading, or a class activity. The usual purpose is to debrief the previous learning experience, drawing out the instructor's intended lessons.

- Strategy: After students participate in the PUZZLE activity, the instructor facilitates a Large Group Discussion about whether or not they found that "How they did the puzzle is how they do their lives."

36. LEARNING BUDDY

- Learners are paired for the ongoing purpose of helping one another learn important information or skills from a course or learning experience.
- Strategy: Learning Buddies in an accounting class assist one another by checking each other's homework exercises.

37. LECTURE

- A spoken presentation that informs Learners about a skill or body of knowledge. Effective lectures have a limited number of key points to convey, and, to do so, use a variety of communication devices such as stories, examples, evidence, analogies, data, visual aids, and humor. To aid student learning, lectures are best limited to 15-20 minutes, alternating with learner-centered approaches.
- Strategy: A nursing instructor lectures on the respiratory system, illustrating the talk with PowerPoint slides. Every 15-20 minutes, the instructor gives a PAIRED QUIZ., followed by a LARGE GROUP DISCUSSION of the answers.

38. LETTER TO MYSELF

- Learners are invited to write themselves a letter, put it in an envelope, seal it, and address the envelope to themselves. The Instructor collects the letters and mails them at a future time.
- Strategy: Learners in an early childhood education course write why it is personally important for them to pass the course; the instructor mails the letters at midterm when Learners' motivation may be flagging.

39. MENTORING

- A person with more experience and skill in the desired area of learning undertakes the ongoing guidance of a Learner with less information and skill. The mentor promotes professional and personal growth by modeling expected behaviors and values, answering questions, and giving advice about challenging problems. Often the mentor learns as much as, or more than, the Learner.
- Strategy: First-year engineering students are assigned mentors who are employed as engineers.

40. NUMBERED HEADS TOGETHER

- Students in groups count off so each has a number. Instructor poses a question. Students discuss the answer in their group so that the person whose number is called can answer correctly. Instructor calls a number and the corresponding student in each group stands. The instructor calls on standing students to answer the question.
- Strategy: A reading instructor asks students to identify the thesis statement of an article. Students discuss the answer in their group, the instructor calls a number, students with that number stand, and the instructor chooses a standing student to answer.
- Option: Make this a game by keeping score of correct answers.

41. ONE-MINUTE PAPER

- Learners write a brief response to an instructor-provided prompt. Such writing encourages learners to reflect on concepts to be mastered.
- **Strategy:** In an educational psychology course, the instructor asks students to write a one-minute paper on "What motivates you to attend college?" (*cf*, THINK/WRITE).

42. MENU OF ASSIGNMENTS

- An assessment strategy in which each Learner selects assignments from a list of options. As an alternative, all Learners do the same assignments, but each Learner chooses what percent (*e.g.*, within a range such as 10-20%) of his/her final grade the assignment will be worth.
- **Strategy:** Biology students are allowed to choose to complete any 5 of 10 possible lab reports.

43. METAPHOR

- An activity that, by means of identified similarities, sheds light on content being learned and enriches Learners' understanding of it. Metaphors often create new in-group terminology by which members subsequently communicate in a kind of shorthand.
- **Strategy:** Math students play the Graduation Game to learn the value of studying some math nearly every day. (Example of new in-group Language: "I failed my math test because I tried to take a 30-foot toss by only studying the night before the test. If I hope to pass the next test, I better start taking some 3-foot tosses pronto!")

44. MOVERS & SHAKERS

- A collaborative learning structure in which Learners sit in two lines facing a partner. After partners interact on a prompt, both lines stand, and one line "shakes" in place while the other line moves one place to the left (with the end Mover circling around to the other end). Both lines then sit and interact with their new partners.
- **Strategy:** Learners in a German class are each given a card with a question written in German (a different question on each card). Learners read their partner the question and the partner answers in German.

45. MOVIE SCENCE

- A scene from a Hollywood movie is shown to illustrate a learning point or prompt a discussion.
- **Strategy:** In an ethics course, learners view the scene from the film *School Ties* in which a teacher discovers that someone cheated on a test. After viewing the scene, students discuss what the instructor and students in the film should do in this situation and why.

46. MUSIC

- Music can be played during learning sessions to 1) indicate the start of a session 2) set a mood, 3) create community, 4) energize learners, or 5) express a concept under study via the lyrics.
- **Strategy:** Play Baroque music during journal writing to create a mood of

contemplation.

47. NEXT ACTIONS LIST

- A self-management form, similar to a to-do list, on which upcoming actions are recorded by roles (e.g., math student) and goals (achieve an A in math). Each time a new important action is identified, it is added to the list. Each time a listed action is completed, it is crossed off.
- Strategy: An advisor of students on probation has a weekly conferences to go over students' Next Actions list to see what they have or have not done recently to improve their grades.

48. NEXT STEPS

- At the end of a learning experience, Learners define what they will do next with the information or skills they have learned.
- Strategy: After students learn stress reduction methods in a health class, they are asked to define their Next Steps with regard to these methods.
- Option: Students use a TRACKING FORM to monitor their implementation of the methods.

49. OPENER

- An activity that helps Learners get to know one another while simultaneously engaging them in an exploration of the content. (Compare to ICEBREAKER)
- Strategy: Please introduce yourself and complete this sentence stem: "One thing I know about the subject matter of this course is."

50. PAIRS/ SQUARE

- After a PAIR activity, two pairs combine (making a SQUARE) and continue the discussion. An option when the two pairs get together is to have each Learner present what his or her partner said during their pair discussion. This addition encourages active listening and reflecting skills.
- Strategy: In a student success course, Learners pair up to brainstorm a list of "Ways to Save Time." Two pairs create a SQUARE and they compare lists, adding new ideas to their own.

51. PAIRED QUIZ

- Students take a practice quiz in pairs so that they can combine their knowledge, helping them learn the content and build academic confidence.
- Strategy: Students take a practice art history quiz in pairs, identifying the artists of paintings projected on a screen.

52. PANEL

- A group of people who present (either in a prepared or extemporaneous format) their knowledge or opinion about a topic. Often this is followed by questions from the Learners.
- Strategy: Four math tutors present a panel on "Secrets of Success in Mathematics."

53. PASSING REVIEW

- Student groups each create 3"x5" cards with questions on one side and answers on the other. Each group passes its cards to another group. Students view cards one at a time, first answering a question and then turning the card over to view the

answer. If they doubt an answer, the instructor resolves the dispute.

- Strategy: History students use Passing Review to prepare for the final exam.
- Option: Instructor collects questions and uses the best ones for the exam.

54. PEER EDITING

- Learners assist one another to prepare well developed and error-free writing assignments essays.
- Strategy: Pairs of Learners in an African American Literature course give each other feedback before turning in a term paper.
- Variation: Editors get bonus points if their partner's score improves over a previous assignment.

55. POINT-DATA-POINT

- The instructor makes a point, offers supporting data, then reiterates the key point.
- Strategy: An anthropology instructor asserts that students who attend her class regularly get better grades on average than students who do not. S/he then offers supporting data from the previous six semesters and repeats her point that regular attendance enhances grades in her class.

56. POINT-STORY-POINT

- The instructor makes a point, relates one or more stories (personal, observed, heard, or read about) that illustrate the point, then reiterates the key point.
- Strategy: A Student Success instructor notes how easy it is to slip into Victim consciousness, tells a story about a time when he responded to a challenge as a Victim, and then repeats the main point that students need to be vigilant to avoid reacting to college frustrations as a Victim.

57. POPCORN READING

- Learners are provided with copies of written information that has natural separations in the text (e.g., numbered quotations, paragraphs, etc.). Volunteers are asked to read a new section of the text as soon as the previous reader has stopped reading. (Reading “pops” around the room.)
- Strategy: Engineering students’ popcorn read the directions of a homework assignments.

58. POSTER SESSION

- A presentation method in which Learners (usually in groups) write/draw the product of their effort on poster paper and display it for all to see. A POSTER SESSION may be followed by a GALLERY WALK.
- Strategy: Dental Hygiene students create and display posters that demonstrate for children how to best care for their teeth. Students then walk the gallery, putting colored dots on the poster they think would most influence children to learn good oral hygiene.

59. PROBLEM BASED LEARNING (PBL)

- Learners are given a problem that requires them to learn new skills and/or knowledge before they can address the problem effectively. The problem may be of such scope that it drives the learning for an extended period of time (even for an entire semester).

- Strategy: Forensic science students view an episode of the television show "CSI" and are given the "problem" of determining which techniques are real and which are fictional. (Find more information about and examples of PBL at <http://www.udel.edu/inst.>)

60. PROJECT

- A major assignment in which Learners, individually or in groups, apply the information and skills they are learning to produce a meaningful product.
- Strategy: Composition students publish a magazine of their writings.

61. PUZZLE

- A self-awareness activity in which students assemble a puzzle in groups and then consider the activity as a metaphor by seeking evidence to prove as true the statement that "How I did the puzzle is how I [do something else]."
- Strategy: As an introduction to a chapter on pre-paring for a test, students in a college success class do the Puzzle activity and explore, "How I did the puzzle is how I study for exams."

62. QUESTION & ANSWER (Q&A)

- Students are invited to ask questions of the Instructor, guest speaker, panel, or others experts (often done after a lecture or formal presentation). If possible, it is valuable to have students prepare questions beforehand.
- Strategy: An investment banker visits a business finance class and participates in a Q&A with the students.

63. QUESTION CARDS

- As prompts for a discussion, students in pairs or small groups are given (or create) cards with the beginning of questions on them. For example, who is? Why did? When will? What is?
- Strategy: Students in a literature course discuss a novel using question cards.

64. QUICK TEAM TUNE UP

- Group members fill out a form assessing their team as "Satisfactory" or "Needs Improvement" on a number of factors. All participants with a "Needs Improvement" checked explain the problem and make a request. When all items are checked "Satisfactory," the group returns to work on its product.
- Strategy: Learners on a Debate Team use the Quick Team Tune Up to improve their process of preparing for a debate.

65. QUIZ/QUIZ/TRADE

- Each Learner is provided a card with a question on one side and the answer on the other. The question card can either be prepared by the Learners or provided by the Instructor. With question cards in hand, Learners pair up and quiz each other. After a designated amount of time, partners trade cards, seek a new partner, and repeat quizzing with their new cards.
- Strategy: Students in a foreign language class use Quiz/Quiz/Trade to expand their vocabulary in the target language. (Note difference from FLASHCARD QUIZ: No competition here and Learners always exchange cards.)

66. RANDOM REPORTING

- A method of eliciting group REPORTS that maximizes individual responsibility for learning. Each group is assigned a number, and each group member is assigned a number within the group. To choose random reporters for each group, the Facilitator uses a die or spinner to choose first the group, then the reporter.
- Strategy: In a DEBATE in a sociology course, each group's spokesperson is chosen on the debate day; thus, all learners must be equally prepared.

67. RATING FORM

- Learners are asked to evaluate someone or something with regard to specific criteria.
- Strategy: Students in a psychology class rate the emotional intelligence of characters in the case study "After Math" and explain their choices based on their homework reading.

68. REACTION PERSON or PANEL

- A feedback method in which one or more Learners react to a presentation by others or an activity they have observed. They may use a rubric or prepared questions to guide their response.
- Strategy: In a public speaking class, a REACTION PANEL provides feedback on students' speeches.

69. READ-AROUND

- Going one person at a time around a group, learners read aloud text that is naturally divided in some way (e.g., numbered list or paragraphs).
- Strategy: Criminology Students do a Read-Around of a legal case they are about to discuss. (*cf.* POPCORN READING)

70. RECORD

- A scribe writes the contributions of Learners on a blackboard, transparency, or flip chart. The product is often posted in the classroom or online for later reference.
- **Strategy:** A group of Learners lists the possible outcomes of an upcoming chemistry lab experiment.

71. REPORT

- After group work, one Learner presents the product of the groups' efforts. The Report may be given by a volunteer spokesperson or chosen at random (see RANPOM REPORTING).
- Strategy: Learners are grouped by Brain Dominance scores and asked to discuss and RECORD their preferred ways of learning. Afterwards, a reporter presents the group's list to the class.

72. ROLE CARDS

- Pre-printed cards assign various functions to members of a learning group. The roles may be permanent or rotated, public knowledge or known only to the Learner performing the role.
- Strategy: Group members working on a project are given the following Role Cards: LEADER: Keeps group on task. INNOVATOR: Offers suggestions that are "out of the box." RECORDER: Writes down group decisions. QUESTIONER: Politely challenges

others to explain/justify their ideas. PRAISER: Compliment group members for their contributions. EQUALIZER: Encourages equal participation-drawing out the listeners, reigning in the talkers.

73. ROLE PLAY

- Learners take on an imaginary role and practice newly learned information or skills.
- Strategy: After reading the "Professor Roger's Trial" case study, Learners role play how they might deal with a bossy group member like Anthony (whose role is played by another Learner).

74. SELF-ASSESSMENT

- A series of questions offering Learners a means to gauge their strengths and weakness in some area of knowledge, skill, or ability.
- Strategy: College success students are asked to take the On Course Self-Assessment.

75. SENTENCE STEMS

- Truncated sentences (either on an overhead or a handout) that Learners complete in writing or in conversation, usually with a partner.
- Strategy: Chemistry students are asked to complete the following two sentence stems: 1) Something that kept me from doing my best on the midterm exam is... 2) Something I will do differently for the final exam is... (Learners can be asked to complete the same sentence stems multiple times to explore the issue in greater depth.)

76. SERVICE LEARNING

- A project done as 1) a service to members of the surrounding community and 2) an opportunity for the Learners to discover important academic and life lessons.
- Strategy: Early Childhood Education majors volunteer to be teachers' aides at a nearby elementary school.

77. SILENT SOCRATIC DIALOGUE

- A written critical thinking activity for two Learners. Learners first write a response to a prompt and then exchange their responses with a partner. Partners read the response and write a thoughtful question. Partners exchange again, write an answer to the question, and the silent dialogue continues: reading, writing a question, writing a response to the question, *etc.*
- Strategy: Learners in an economics course choose one key sentence from their reading assignment and then write their response to it. Pairs exchange their writing and continue with the Silent Socratic Dialogue.

78. SMALL GROUP DISCUSSION

- Students are placed in groups of 3-5 and given a topic to discuss. Often this structure is followed by a LARGE GROUP DISCUSSION.
- Strategy: Students in an ecology class are placed in small groups and asked to discuss whether evidence they read in a text book assignment supports or rebuts the existence of global warming.

79. SOCRATIC CONVERSATION

- A spoken critical thinking activity for two or more Learners. One Focus Person reads a

written statement. The Listener(s) may **only** ask questions of the Focus Person (no comments). Ideally, the questions guide the Focus Person to greater clarity about the issue at hand.

- Strategy: In the On Course II Workshop, Learning Buddies take turns as the Focus Person, reading their "University of Life" Journal Entry. This reading is followed by questions from the Listener and (optionally) answers from the Focus Person. (This Structure is based on the Quaker Clearness Committee described by Parker Palmer in *The Courage to Teach*.)

80. SOLO

- Any learning activity where the Learners are asked to work/reflect/write alone. Solos are often followed by a discussion in larger groupings, including Pairs, Trios, Quads, Small Groups (5-8), and Large Group (all Learners).
- Strategy: Nursing students are asked, "Think about what you just experienced in your clinical and write the most important lesson that you learned or relearned."

81. SPECIAL INTEREST GROUP

- A group of Learners with a common interest who gather to relate the course content to their common interest.
- Strategy: In a composition class, Learners with the same major form special interest groups and identify writing topics of particular interest to them.

82. STIR THE CLASS

- Learners sit in home groups of 3, with each Learner having an assigned number (1-3). The Instructor asks a question and home groups confer on the answer. The Instructor then calls a Learner's number and where to move. For example, "Student #3 move to the group on your left." Visitors present the answer their home group decided upon. Any disagreements are brought to the class for discussion and resolution (with the instructor's guidance).
- Strategy: Math students solve a problem in home groups. The instructor "stirs" the class by having a group member go to a new group and present his/her group's answer for discussion.

83. SUCCESS TEAM

- Small groups of students support one another to achieve their goals in the course. Each team member identifies his/her desired outcomes and experiences, and the group decides what actions they will take to assure every team member's success.
- Strategy: Success Teams in a Business Marketing class make commitments to support one another to pass the course.

84. TALK-AROUND (or ROUND)

- A quick-response method in which the Instructor presents a prompt and then goes "around" the entire group asking each Learner in turn for a brief verbal response (usually with the option for Learners to "pass"). This activity typically precedes or follows another activity (such as an exam).
- Strategy: Students in a Math class are asked to respond to the question, "In one word, how did you feel when you were taking the math exam?"
- Option: Numerous "Talk-Arounds" can occur simultaneously in small groups. (*cf*,

READ-AROUND and WRITE-AROUND).

85. TEAM PROJECT

- Two or more students are given a project that they are to complete together. It is best to provide as much guidance as possible so that the group goal is clear and all students do their share to accomplish it.
- Strategy: Students in an English composition course are paired and assigned to write a collaborative essay.

86. THINK/PAIR/SHARE

- Learners do a solo activity (e.g., THINK about a prompt), discuss the prompt in a PAIR, then SHARE their thoughts with all learners.
- Strategy: Sociology students are told about the famous Milgram's experiment and asked what they believe most people did when told to increase the shock to "subjects" who were screaming (as if in pain). After thinking alone, pairs of students discuss their predictions. Individuals then share and explain their predictions with class. Afterwards the instructor tells them what people actually did in the experiment.

87. THINK/WRITE

- After a prompt (often a question), Learners are given time to think, then write a response. A THINK/WRITE gives all Learners, and especially reflective Learners, time to gather their thoughts about the topic at hand. A THINK/WRITE is usually followed by another activity such as a whole-class discussion.
- **Strategy:** In an introductory Psychology class, students are asked to THINK/WRITE in response to the prompt, "If you were seeking counseling for test anxiety, would you prefer a counselor who uses a behavioral or a cognitive approach?"

88. THREE-STEP INTERVIEW

- In PAIRS, one learner interviews another. They reverse roles. Finally, each pair joins another pair to form a SQUARE and each learner reports to the other three what s/he learned from the interview.
- Strategy: Math students interview each other about how they solved a challenging problem. Then, in a quartet, each explains how his/her partner solved the problem.

89. TOSS A TEST

- A method for reviewing factual content. Learners stand in a circle, and the Instructor asks a question. One Learner holds a Nerfball (or other item that can be safely tossed in a classroom) and tosses it to another Learner who answers the question. If the answer is correct, the answerer stays in the circle and the tosser is out. If the answerer gets the question incorrect, the answerer must leave the circle (passing the ball to the person on her/his left). To eliminate competition, all Learners stay in the circle regardless of their answer.
- **Strategy:** Learners review for a physics exam by playing Toss a Test.
- **Option:** Students write and submit questions that are used in the game; the Instructor can offer to include the best questions on the actual test.

90. TRACKING FORM

- A form that allows students to identify a goal along with the inner and outer actions

needed to accomplish the goal. The form allows for tracking the implementation of the identified inner and outer actions.

- **Strategy:** Students in an ESL class identify and track inner and outer actions to achieve their goal of learning English.
- **Option:** Before students choose their inner and outer actions, conduct a BRAINSTORM of possible choices.

91. TRIO

- Three Learners become experts in different skills, and each Learner offers help to the other two experts.
- **Strategy:** In a composition course, three Learners become expert in different grammatical problems. Each helps the others proofread their essays for that problem.

92. TRIO OF EXPERTS

- Three Learners become experts in different skills, and each Learner offers help to the other two experts.
- **Strategy:** In a composition course, three Learners become expert in different grammatical problems. Each helps the others proofread their essays for that problem.

93. TUTORING

- A relationship in which a more advanced Learner is paired with a less advanced Learner whom s/he helps with academic coaching.
- **Strategy:** Learners in an advanced mathematics course tutor Learners taking developmental math.

94. TUTOR TUTOR

- A collaborative way for Learners to practice applying new skills or information. Two Learners work on solving a problem or filling out a WORKSHEET. One Learner solves the problem or fills in answers on the worksheet while the other Learner acts as the Tutor, watching and helping when needed. If they differ, they check resources (e.g., text or teacher) for the correct answer. Both Learners are responsible for the correct response.
- **Strategy:** One Learner in a Reading class fills in the meaning of words on a vocabulary drill. The second Learner acts as the Tutor, checking that the answers are correct.

95. VALUE LINE

- Learners are asked to physically move to a position on a line consistent with their agreement with a statement of opinion or their assessment of something.
- **Strategy:** Learners in an education class are asked to line up from 1-10 depending on their agreement or disagreement with William Glasser's assertion that "Caring teachers accept no excuses." A VALUE LINE is typically followed by a debriefing such as a PAIR/SQUARE, DISCUSSION or THINK/WRITE.

96. VIDEO RECORDING

- An aide to evaluative feedback that allows either the Learner to critique him/herself or others to critique the Learner at another time/place.
- **Strategy:** Video record students giving a speech; then have students watch and, using a rubric, critique their own performance.

97. VISUALIZATION

- A guided learning experience that occurs in the mind of the Learner. The Instructor first invites the Learners to relax and then, with word pictures, provides them with a mental experience that helps them master content or make important discoveries.
- Strategy: A developmental writing Instructor does a progressive relaxation with students; then invites them to close their eyes while she takes them on an imagined tour through the major building blocks of an essay: Introduction, Body, and Conclusion.

98. WHISPER

- One group of students (standing) whispers something to another group of students (sitting), possibly with relaxing music playing in the background.
- Strategies: College success students whisper their affirmations to one another. In a Spanish class, students whisper vocabulary words and their definitions to one another.

99. WISE CHOICE PROCESS

- A six-step decision-making process. 1) Identify the problem situation 2) Define desired outcome or experience 3) Brainstorm possible choices for creating the desired outcome or experience 4) Predict likely result of each choice 5) Commit to implementing the best choice(s) 6) Evaluate impact of the plan compared to the desired outcome or experience and start the process over if unsatisfied.
- Strategy: At midterm a counselor uses the WCP to help a student make a plan to succeed in a required course in which the student is not doing well.

100. WORKSHEET

- A handout that each Learner fills out, responding to questions, sentence stems, problems, fill-in-the-blanks, or requests for a list of items related to the topic at hand. Effective for engaging Learners actively when they are listening to a lecture or viewing a video.
- Strategy: Learners in a college success course view television shows and record three examples of Victim Language and translate them into Creator Language.

101. WRITE-AROUND

- Learners are given a prompt and asked to do a TALK-AROUND, simultaneously writing their response on one piece of paper that is passed around the group. The final written product contains recorded ideas from all groupmembers.
- Strategy: Sociology students are asked to do a Write-Around completing this sentence: "One thing I learned during our last class is..."

From *On Course II Workshop Workbook* © On Course, Inc.

For additional structures (some mentioned here), see *Cooperative Learning* by Spencer Kagan.

For hands-on instruction and practice using a number of these structures and strategies we recommend taking the On Course I and II workshops.

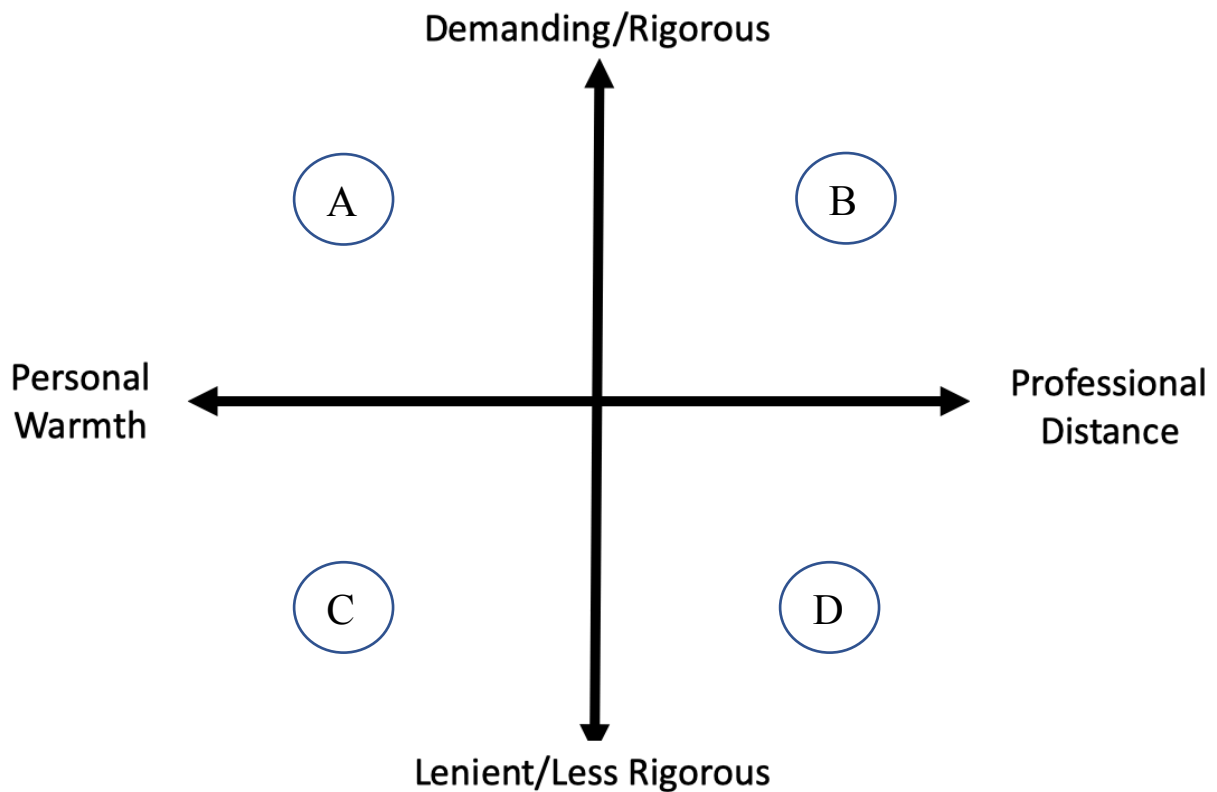
Getting to Know Your Students

People are generally motivated by three things: PLEASURE, MASTERY, and VALUES. To better understand your students, have them write about these topics by making the list below. For FUN, have them list everything they do for fun. For EXPERT write everything that they are really good at or are striving to be really good at. For HEROES/SHEROES, have them write down people that they admire, and list at least two qualities that they admire in each person. Save the student’s lists and refer back to them – especially when you are having difficulty connecting with a particular student.

FUN	EXPERT	HEROES/SHEROES
<ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 7. 	<p>Currently:</p> <ol style="list-style-type: none"> 1. 2. 3. 4. <p>Striving:</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 	<ol style="list-style-type: none"> 1. Qualities 2. Qualities 3. Qualities 4. Qualities

Adapted from Jon Pearson’s “Engage Students to Help Them Reach Their Full Potential” in Volume 23 #6 June/July 2019 issue of California Educator.

What's Your Teaching Style?

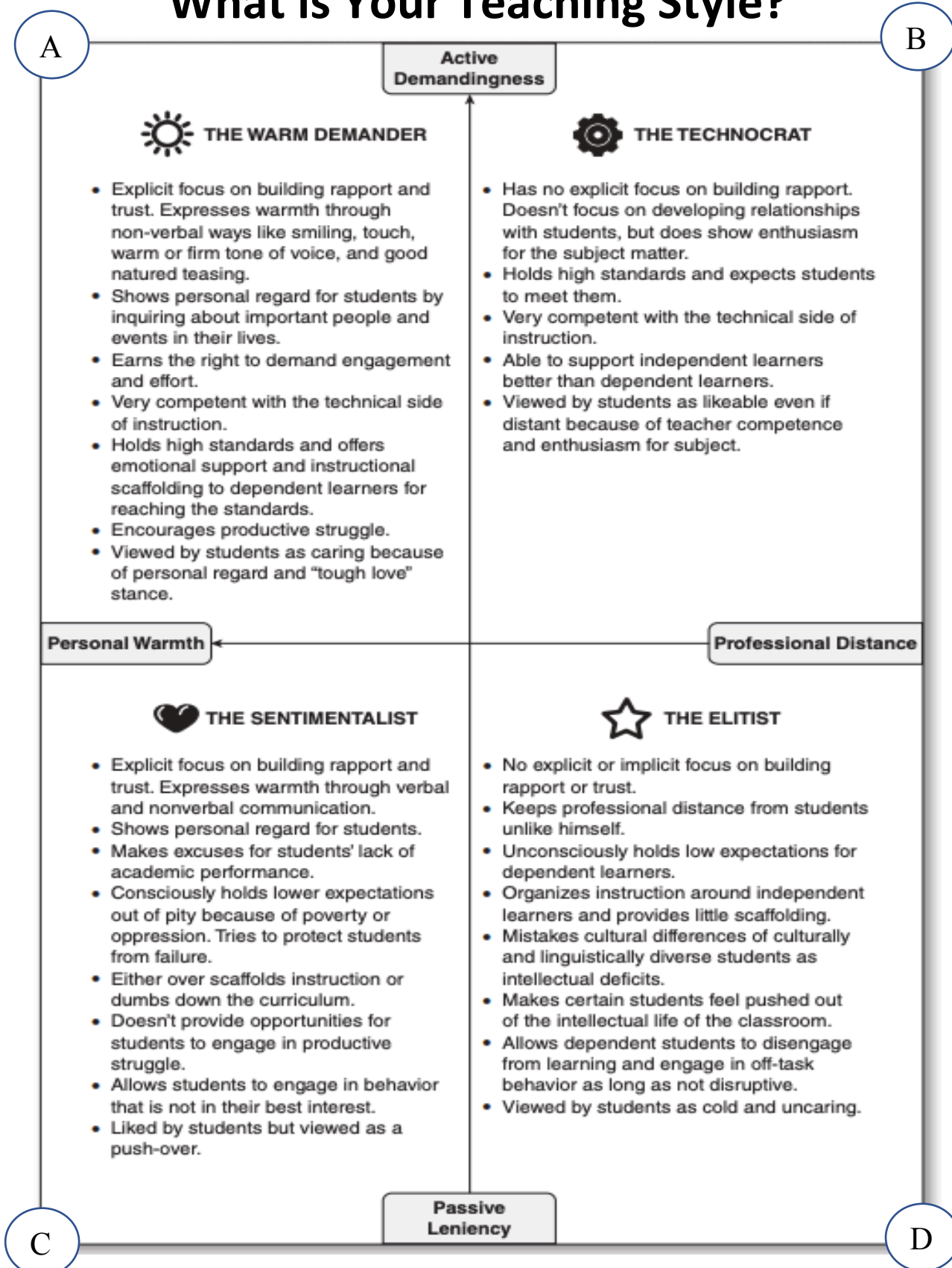


Directions:

- Put a dot where you think you fall on the horizontal axis.
- Put a dot where you think you fall on the vertical axis.
- Imagine vertical and horizontal lines cutting through these points. Determine where they would intersect and put a dot at that point of intersection.
- In which quadrant does your dot land? A, B, C, or D?
- Analyze your answer by referring to the teaching styles on the next page.

Adapted from Hammond, Z. (2015) *Culturally Responsive Teaching and The Brain*. SAGE Publications.

What is Your Teaching Style?



Hammond, Z. (2015) Culturally Responsive Teaching and The Brain. SAGE Publications.



VALIDATE

The student needs to know that you care about them as an individual.

Becoming a Warm Demander

Your role as ally in the learning partnership calls for you to know when to offer emotional comfort and care and when to not allow the student to slip into learned helplessness. Your job is to find a way to bring the student into the zone of proximal development while in a state of relaxed alertness so that he experiences the appropriate cognitive challenge that will stimulate his neurons and help his dendrites to grow.

To do this, the culturally responsive teacher takes a warm demander stance. Educator Judith Kleinfeld (1975) at the University of Alaska originally coined the term warm demander to describe the style of those teachers most effective with Eskimo and Native Indian children from small rural villages attending urban schools in Alaska. Other educators over the years have identified a similar teaching stance among effective teachers of African American and Latino students (Ladson-Billings, 2009; Ware, 2006)...

Earning the Right to Demand

It is easy to think that just being firm and authoritarian is the key to increasing student achievement for marginalized students. Kleinfeld (1972) and others found the opposite was true. Kleinfeld identified two elements that when put together increased the engagement and effort of students who had disengaged because they were English learners and felt like outsiders in the classroom: personal warmth coupled with what she called active demandingness. Personal warmth is what Gay (2010) labels care. Kleinfeld said this element was important to those students in the study because it was consistent with their collectivist cultural worldview and practices that put a high premium on relationships. Active demandingness isn't defined as just a no-nonsense firmness with regard to behavior but an insistence on excellence and academic effort. This unique combination of personal warmth and active demandingness earns the teacher the right to push for excellence and stretch the student beyond his comfort zone.

She noted that these two characteristics stood in contrast to teachers who exhibited some combination of professional distance (no focus on rapport) and passive leniency (no focus on effort)...

Warmth with passive leniency produced the sentimentalist, a teacher who is friendly but holds lower standards and expectations for certain students in a misguided attempt not to hurt their self-esteem. The Sentimentalist offers caring without a focus on helping students take on challenging academics. Professional distance coupled with passive leniency creates the elitist, a teacher who sees dependent students of color as less intellectual and favors students whom he deems smart and more like him. He makes no effort to help dependent learners grow their intelligence. Then there is the technocrat. This teacher focuses on the technical side of teaching and doesn't try to build relationships or help students develop self-confidence as learners. He is successful with independent learners and some dependent learners.

Students interpret the warm demander's mix of care and push as a sign that the teacher "has his back" (Cushman, 2005; Duncan-Andrade, 2009; Obidah & Teel, 2001). Personal warmth and authentic concern exhibited by the teacher earn her the right to demand engagement and effort. Here is where the power of the teacher as ally in the learning partnership is realized. The culturally responsive teacher willingly develops the skills, tools, and techniques to help students rise to the occasion as she invites them to step out of their comfort zone into the zone of proximal development.

Any teacher can become a warm demander, but it is important to know what your inclination is as a teacher. For example, are you more inclined to be a technocrat? Then, you will want to work on cultivating authentic personal warmth and rapport with students and express your active demandingness in positive ways.

Source: Hammond, Zaretta L.. *Culturally Responsive Teaching and The Brain* (p. 98). SAGE Publications. Kindle Edition. 2015

Reading Questions:

1. Do you agree with Hammond that the culturally responsive teacher will be most effective as "Warm Demander?"
2. If so, in what ways do you need to adjust? (This can be answered even if you are already best described as a warm demander, since there is always room for improvement.)



EMPOWER

**Leaders become great, not because of their power,
but because of their ability to empower others.**

How to Make Your Teaching More Inclusive

By VIJI SATHY and KELLY A. HOGAN (Abridged for this workbook.)

https://www.chronicle.com/interactives/20190719_inclusive_teaching?cid=wcontentgrid_article_bottom

3 Key Principles of Inclusive Teaching

Principle No. 1: Inclusive teaching is a mind-set.

For every teaching decision you make, ask yourself, “Who is being left out as a result of this approach?” Consider: When you lecture, students vary in their ability to stay focused, pull out key ideas, and organize the information. Is it “hand-holding” to provide a skeletal outline of your lecture in advance? Critics might think so. But the result is that all students leave class with a set of minimal notes, a clearer idea of the main points, and an expert’s example of how ideas fit and flow together. And in the process, your students now have a good structure for how to take notes.

Principle No. 2: The more structure, the better for all students.

It’s worth repeating: More structure works for most undergraduates, without harming those who don’t need it. Students come to your classroom today with different cultural backgrounds, personalities, learning differences, and confidence levels. Their very diversity may seem overwhelming at times, but you can reach more of them by sharpening the structure of your syllabus, assignments, tests, and pedagogy. In our experience, all students appreciate and thrive from additional structure, and some benefit disproportionately.

Principle No. 3: Too little structure leaves too many students behind.

Some of the most traditional and common teaching methods — lecturing, cold-calling — aren’t very inclusive, at least as they are commonly done. Certain faculty members even take pride in using the classroom to cull the “weak” students from the “strong.” This is especially true in

STEM fields, as we know from experience, since one of us teaches biology and the other statistics.

Ways to Interact Inclusively With Students

Get comfortable with periods of silence in your classroom.

Think-pair-share is a gateway technique to active learning. It's the versatile little black dress of inclusive teaching. Yet we often shudder when we see it in practice, as faculty members tend to skip right over the thinking part.

Add structure to small-group discussions.

A class wide discussion has its benefits, but not all students have the desire, confidence, or chance to participate. Small groups give students a low-pressure way to vet their ideas with peers. Both of us use this time to walk around the classroom and eavesdrop, often with the goal of affirming the work of a few students who could use a confidence boost.

Yet this technique is not as inclusive as it could be, if you leave it to chance that the teams will function well (low structure). Here are some ways to add structure to small-group discussion:

- Assign and rotate roles. Students who are at ease in class discussion, like Michael, have a tendency to take over. By assigning and rotating roles (reporter, skeptic, facilitator), you increase the structure and level the playing field a bit.
- Take time to teach students how to participate in small groups. Be explicit about some of the "rules," such as exchanging names before they get started and putting away their cellphones or laptops.
- Provide clear instructions on a screen or worksheet. We've observed many faculty members give a single oral prompt, but that leaves behind students who have hearing loss, who have learning differences, or who simply need to be reminded about the task at hand. Principle No. 2 about structure applies here, too: Some people need visual cues, but offering them certainly won't harm the other students. For more advice on this front, read about "universal design for learning."

Allow anonymous participation.

Not all participation and engagement in your course needs to be spoken. In a recent essay in *The Chronicle*, Sarah Rose Cavanagh reminds us that anxiety is a huge barrier to learning. Students who are introverts, who feel that they don't belong in a college classroom, or who hold a minority opinion on some issue may need to engage with the class in other modes besides public speaking. For example, some students with conservative viewpoints may be reluctant to participate in a class discussion if they perceive that nearly everyone else has a liberal viewpoint.

Here are two ways to use unspoken, anonymous participation in class:

- A low-tech approach: Offer a prompt and ask students to write an anonymous response on a notecard. Ask them to swap cards, and then swap again. Start a class discussion with a few students reading aloud the card in front of them.
- A high-tech solution: Choose a classroom-response system (clickers, web-based polling) or a discussion board in which students are anonymous to one another but not to you as the instructor.

Counteract self-perceptions that stunt student learning.

Two such self-perceptions that we frequently encounter are a fixed mind-set (versus growth mind-set) and impostor syndrome.

A fixed mind-set reveals itself in comments like “I’m not a math person” (uttered more than a few times in the history of higher education). To counter it, one of the simplest things you can do is talk about a growth mind-set in class. Your goal: Help students to see that intelligence is not a fixed, predetermined quality but something that can be developed via learning. Students may be particularly receptive after a challenging assignment or a midterm exam. Share in class a task that you found difficult — maybe learning how to speak a foreign language or play the guitar. Convey that learning is hard yet not impossible. One of our favorite words to use on this front is “yet,” as in: *“I haven’t learned how to do X well yet, but I’ll get there!”*

Connect with students personally.

This is a skill you may need to practice. Even if making personal connections with students comes naturally to you, it can be tricky to find the time, identify the appropriate words, and establish boundaries. But it’s worth the risk. Here are some things that work for us:

Use their names. It’s an easy yet powerful way to connect. A few years ago, when we led a campus discussion on how to create an inclusive learning environment, we were struck by the simplicity of the requests from students. Many described how meaningful it was when an instructor made eye contact or called them by name. You can try simple hacks like having students use name tents or hang folders over desks with their names in large print. Don’t assume that, just because you won’t learn the names of *all* of them, you don’t need to learn *any* of them. Having trouble pronouncing some names? Ask for a phonetic spelling or a recording — a request that is deeply appreciated by those of us with difficult names to pronounce (“How is Viji pronounced?”).

Model sharing pronouns. On the first day of class and on your syllabus, share your pronouns and invite students to share theirs with you and with peers if they feel comfortable doing so. Students who identify as LGBTQIA will appreciate this welcoming gesture, and all students will see you modeling inclusive methods to avoid assumptions about students’ gender identities.

Fire off a quick note. We use this technique early and often throughout the semester. Send a note congratulating students who were successful on an early exam or paper or who substantially improved. Reach out to those who didn’t do so well and express your willingness to help them. Check in with students who have missed a class or two. Whether through a mass email (now’s a great time to learn how to do a mail merge incorporating a preferred name from

your pre-course survey) or individual notes, reach out. The same principle behind learning their names applies here: Just because your notes won't reach every student doesn't mean you should abandon sending any.

Share some of who you are as a person. In his essay on “How to Teach a Good First Day of Class,” James M. Lang reminds us, “We do not teach brains on sticks.” Similarly, students are not taught by brains on sticks. When you talk content, and only content, you run the risk of losing a human connection with them. Be careful not to overshare or sidetrack your class sessions, but it's OK to strategically place a photo of your pet somewhere that students can see, or to offer an insight about yourself that is relevant to a class topic. Such small gestures help students see you as a whole person. Both of us have found that students devour anything we share about our home lives, favorite TV-show binges, and the like.

Acknowledge hard times. Viji started one recent class by saying how grateful she was for her time with students that day because she was experiencing something personally challenging and appreciated the respite. Surprisingly, several students contacted her afterward to express concern. Even more poignantly, they thanked her for not feeling that she had to mask being sad — it provided a model, they said, for how to do the same with their peers. Likewise (and unfortunately), there are events during the academic year that touch our students' lives. Some are personal and some are societal, and you may feel uncertain how to express concern without taking a side that may alienate some students. Here's a useful phrase you might keep in your back pocket: “I know this can be a tough time, and I want you to know I'm thinking about you.”

Ideas for Inclusive Course Design

Design courses in which you speak less.

A mistake that many rookie instructors make (and plenty of experienced ones, too) is to talk through an entire class meeting. As a result, whenever they pose a question to students, it seems like an afterthought rather than something intentionally baked into the course design. But you may object, “How will they understand if I don't explain it to them?” Our response: “How will you know they understand if all they've done is listen?” These strategies have worked in our courses and align with best practices in pedagogy:

Give lots of low-stakes quizzes and assessments.

Your goal here is to evaluate the learning of every student in every class — preferably multiple times. Students like Michael might not realize that they are struggling to retain the material until they fail the first exam. With multiple assessments in class, students practice asking themselves metacognitive questions such as, “How do I know I understand something?” As the instructor, you also benefit by learning immediately how many students are having trouble with a particular concept or skill. For example, how will you change your approach if you learn that only 60 percent understand a concept? By speaking less and asking more of *all* students, you avoid allowing your impression of the course's progress to be set by a few students who appear to understand the material. Rather, you are obtaining evidence about the learning of all

students, equally. If you teach a class with a large enrollment, don't feel overwhelmed by the idea of multiple assessments. Many technologies can assist you with grading, and you very likely can find help from your institution's teaching-and-learning center.

Incorporate TTQs — typical test questions.

This simple technique came from one of our high-school calculus teachers. Since then we've shared the idea with many instructors who found the tip useful. TTQs help students identify the caliber of questions they are likely to encounter in a forthcoming assessment, and give you an opportunity to assess the learning of every student. When a student like Michael has difficulty with the course TTQs, he has evidence that he doesn't yet understand the material and needs extra support. You can identify the Michaels earlier in the semester, and reach out to them before the first exam.

Assess them before and after class, not just during.

The assessments should be low-stakes, yet required. For example, a vocabulary quiz before class will acquaint students with terminology, while a short essay after class might emphasize deeper work with a concept. Pre- and post-class assessments distribute learning over time and help all students build study habits that avoid cramming. The most important aspect here is that the work is *not optional*. Why? Simply put: How often do you do optional work in your job? When assignments are optional, compliance will vary and you risk exacerbating differences in study skills, background knowledge, and the like. For example, if Michael has a false sense of confidence about his understanding or is not managing his time well, he may decide not to participate in an optional study guide. Some students have been trained to seize every attempt to practice, while others haven't — and that, in turn, can contribute to achievement gaps.

Reduce the stakes of major papers and tests.

When a single exam or a paper carries a lot of weight, you risk letting that one experience or day wreak havoc on a student's grade. You can downplay high-stakes work by: (1) allowing students to drop one or two of their worst scores on exams, assignments, or quizzes; (2) letting students replace an earlier score with a cumulative final grade; and (3) replacing some of the weight of high-stakes work with smaller, more frequent assessments. Unfortunately, we've seen many students like Michael, who experience an early setback in a pivotal course and feel their only option is to drop the class and change majors. Ask yourself: *Is my grading scheme allowing students to grow?*

Set clear expectations.

Imagine you were asked to be part of a grant-writing team in which you had only a vague idea about how much time it would take and what a successful proposal would look like. Fitting that task into your already busy life would stress you out, right?

Similarly, a lack of clear expectations in course design can induce stress among your students. They need dependable structure around due dates. They need to know what success looks like in your class. If those things are lacking, that will be a source of anxiety and tension for some students (for example, those who work, are parents, or have learning differences) more than others. You as the instructor can remedy their stress, while at the same time getting kudos for being "organized" from the students who need less structure.

Connect with students through course content.

Of course, not all students will have an immediate passion for your discipline, and you will have trouble attracting and/or retaining some groups of students more than others. Consider how Harvey Mudd College reached gender parity in its computer-science and engineering majors within just a few years. One way was to focus on content. For example, many women had an interest in biology, so the computer-science department added a section of its introductory course related entirely to applications in biology.

As you introduce content in your course, constantly ask yourself: “Why should a student care about this?” Consider your own material and the diversity of students in the class. Choose a few student personae and come up with links to content, readings, and skills that might be compelling to them. For example, in a biology course, a student from a farming town might be interested in how research in the discipline transformed pest control in crops. In a statistics course, a military veteran might be interested in how data can be analyzed to compare civilian and military life. Putting yourself in students’ shoes and asking, “Why should I care?” can lead to deeper learning in your course and your discipline.

How Will You Know If Your Efforts Are Working?

Survey your students.

This one is the easiest. And we always learn something when we survey our own students. At the beginning of the semester, ask students what makes them feel included in a course. Check in again mid-semester to find out what they think could be improved, so that you can make a few meaningful changes for the second half of the course. At the end of the semester, both of us have an added question on our student evaluations of teaching that reads: “In what ways did I (the instructor) convey that I cared for all students’ learning?”

Ask a peer to observe your class.

Because there is only so much a peer can focus on in a single class session, ask your colleague to comment specifically on whether you offer students a diversity of ways to participate, and whether your “instructor talk” is as inclusive as it could be. If you have an instructional team (co-instructors, teaching assistants, or undergraduate assistants), your teammates may have insights on the inclusivity front.

Collect data.

Given that one of us is a statistician, we hope you aren’t surprised by the suggestion that you collect and analyze some data. Talk with folks in your campus teaching-and-learning center about data you might want to track and how to analyze it. Start small by seeking to answer a particular question you care about.

Viji Sathy is a teaching associate professor of psychology and neuroscience and an administrator in the office of undergraduate education at the University of North Carolina at Chapel Hill.



EMPOWER

Group projects can enable students to take control of the curriculum.

Group Projects

Improving Group Cohesiveness

The case-study below is a great way to pre-empt potential problems that arise for students when doing group projects. Students read the case of a group presentation project that goes awry. They rate the level of responsibility of each of the parties and discuss their reasoning. It serves as a great way to for your student groups to begin working and relating with one another, and it gets them thinking about the type of team member they want to be.

Activity: Professor Roger's Trial

PROFESSOR ROGERS thought her Speech 101 students would enjoy role-playing a real court trial as their last speech for the semester. She also hoped the experience would teach them to work well in teams, a skill much sought after by employers. So, she divided her students into groups of six – a team of 3 defense attorneys and a team of 3 prosecuting attorneys – providing each group with court transcripts of a controversial murder case. Using evidence from the actual trial, each team would present closing arguments for the case, after which a jury of classmates would render a verdict. Each team was allowed a maximum of 24 minutes to present its case, and all three team members would receive the same grade.

After class, ANTHONY told his teammates, SYLVIA and DONALD, "We'll meet tomorrow at 4:00 in the library and plan a defense for this guy." Sylvia felt angry about Anthony's bossy tone, but she just nodded. Donald said, "Whatever," put headphones on, and strolled away singing louder than he probably realized.

"Look," Anthony said to Sylvia at 4:15 the next day, "we're not waiting for Donald any more. Here's what we'll do. You go first and take about 10 minutes to prove that our defendant had no motive. I'll take the rest of the time to show that it could have been the victim's brother who shot him. I want an 'A' out pf this."

Sylvia was furious. “You can’t just decide to leave Donald out. Plus, what about the defendant’s fingerprints on the murder weapon! We have to dispute that evidence or we’ll never win. I’ll do that. And I’ll go last so I can wrap up all the loose ends. I want to win this trial.”

The defense team met twice more before the trial, Donald came to only one of the meetings and spent the entire time texting his girlfriend. He said he wasn’t sure what he was going to say, but he’d have it figured out by the day of the trial. Anthony and Sylvia argued about which evidence was most important and who would speak last. At one point, another student threatened to call security when Sylvia lost her temper and started shouting at Anthony that no one had elected him the leader. Sylvia glared at the complaining student and then at Anthony, and without another word, stomped out of the library.

The day before the trial, Anthony went to Professor Rogers. “It’s not fair that my grade depends on my teammates. Donald couldn’t care less what happens, and Sylvia is always looking for a fight. I’ll present alone, but not with them.” “If you were an actual lawyer,” Professor Rogers replied, “do you think you could go to the judge and complain that you aren’t getting along with your partners? You’ll have to figure out how to work as a team. The trial goes on as scheduled, and all three of you will get the same grade.”

On the day of the trial, the three student prosecutors presented one seamless and persuasive closing argument. Then Anthony leapt up, saying, “I’ll go first for my team.” He spoke for 21 minutes, talking as fast as he could to present the entire case, including an explanation of how the defendant’s fingerprints had gotten on the murder weapon. Sylvia, greatly flustered, followed with a seven-minute presentation in which she also explained how the defendant’s fingerprints had gotten on the murder weapon. At that point, Professor Rogers announced that the defense was already four minutes over their time limit. Donald promised to be brief. He assured the jury that the defendant was innocent and then read three unconnected passages from the transcript as “proof.” His presentation took 75 seconds. The jury of fellow students deliberated for five minutes and unanimously found the defendant guilty. Professor Rogers gave all members of the defense team a “D” for their speeches.

.....
Listed below are the characters in this story. Rank them in the order of their responsibility for the group’s grade of “D.” Give a different score to each character. Be prepared to explain your answer.

More responsible ← **1 2 3 4** → **Least responsible**

_____ **Professor Rogers**
_____ **Anthony**

_____ **Sylvia**
_____ **Donald**

DIVING DEEPER: Imagine that you’ve been assigned to a group project in one of your college courses with the student (Anthony, Sylvia or Donald) whom you assigned with the greatest responsibility for the group’s grade of a D. What positive actions could you take to help your group be a success despite this student’s behaviors?

.....
From Downing, *On Course*, 7e. copyright 2014 Wadsworth, a part of Cengage Learning, Inc.



PARTNER

It takes a village to help our students succeed and transfer.

Reaching Beyond the Classroom Walls

Maximizing the Use of Student Hours:

- Re-brand your office hours as “student hours.” Make sure that students know that this is “their time” and that you are available to help them achieve their goals.
- Try requiring all students to attend at least once, individually or in small groups. Provide a sign-up sheet.
- Take the whole class to your office for a quick tour during class time in the first week of the semester.
- Create a "Mini-Viking Vault and keep snacks available for hungry and food insecure students.
- Always use student hours as an extra opportunity to find out more about the student’s educational and personal goals.

The Student Hours Coupon:

For greater participation at your student hours, you might try attaching a “Student Hours Coupon” to the end of your syllabus.

Student Hours Coupon

Redeem this coupon at your first visit to any of my student hours to receive two extra credit points.

<p>Your Name _____ Your Class _____</p> <p>Reason for coming:</p> <ul style="list-style-type: none"><input type="checkbox"/> To prep for the exam or review the study guide.<input type="checkbox"/> To find out about material missed due to absence.<input type="checkbox"/> To discuss transfer, degrees, or other goals.<input type="checkbox"/> To find out more about majoring in philosophy.<input type="checkbox"/> To discuss a recent grade or your current points total.<input type="checkbox"/> To discuss an upcoming essay or assignment.<input type="checkbox"/> To discuss philosophical ideas that interest you.<input type="checkbox"/> Not sure, but two extra points sounds good to me!<input type="checkbox"/> Other.	<p>My Office: T2353 Directly above our classroom.</p> <p>Student Hours: Mondays 1:00-2:30 Tuesdays 2:30-3:30 Wednesdays 3:30-5:00 Thursdays 2:30-3:30</p>
--	--

“Claim Your Education.”

+2
Points

This example is from an Introduction to Philosophy course.

Stay in Contact:

Sometimes the difference between a student dropping out, or working through their difficulties, can be a single contact from the instructor. A simple email: "I've noticed that you've missed a couple of classes lately. Please let me know if there is anything I can do to help. I've checked your scores and I think we can work together to ensure that you pass this course," can make a huge impact on a struggling student. Sometimes, simply knowing that there is care and support can make all the difference in the world.

Use Canvas:

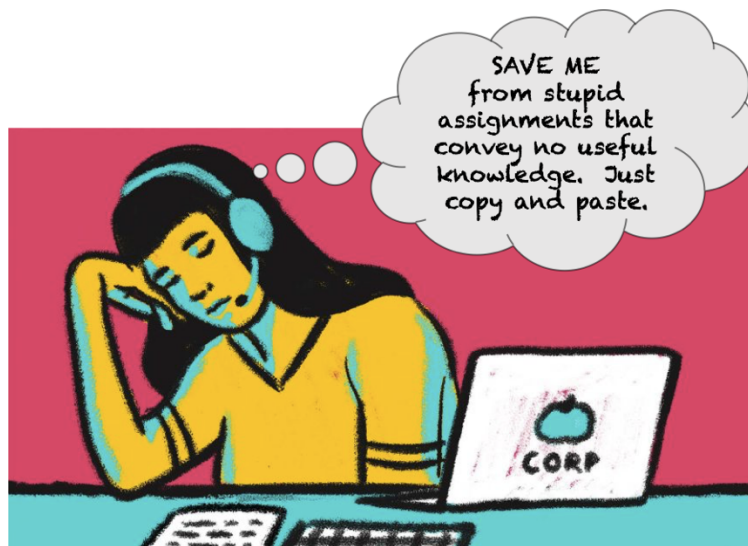
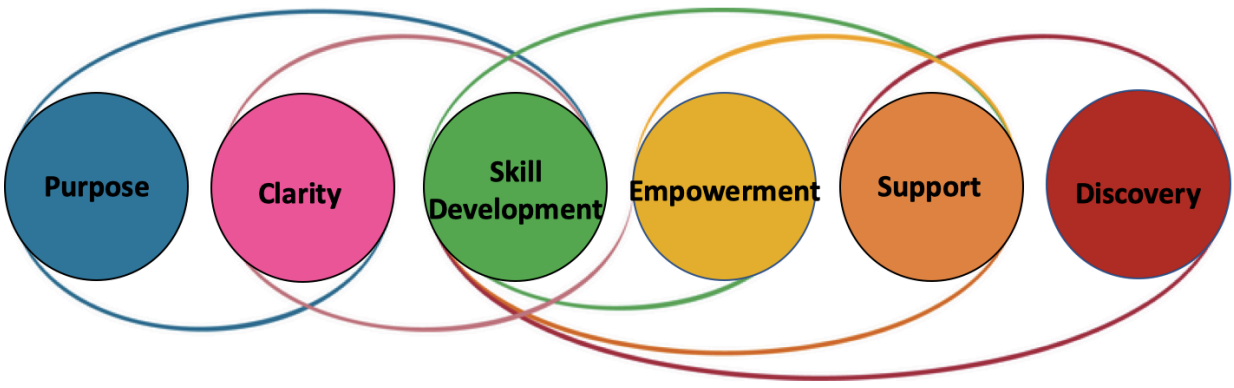
To send updates and messages to the whole class, or use it to contact individual students who are in danger of dropping out or failing.

Use Starfish:

Starfish is an online platform that allows faculty to provide students' direct feedback about their course performance in the form of kudos, flags, and messages. Celebrate the success of your students and connect them to academic resources or support as needed.



6. Redesigning Our Assignments





DEMYSTIFY

Demystify our curriculum by explaining WHY our assignments are important to our students' lives.

Transparency in Teaching

By: Mary-Ann Winkelmes

Benefits of transparent teaching and learning methods

Transparent teaching methods can offer benefits for both current and future learning... In humanities courses at the introductory undergraduate level, two practices seem to benefit students' current course learning experiences:

- Discuss assignments' learning goals and design rationale before students begin each assignment.
- Debrief graded tests and assignments in class.

In social science courses at the introductory undergraduate level, several transparent methods have statistically significant benefits for students' current course learning experiences:

- Discuss assignments' learning goals and design rationale before students begin each assignment.
- Gauge students' understanding during class via peer work on questions that require students to apply concepts you've taught.
- Debrief graded tests and assignments in class.

In introductory courses in the STEM fields (science, technology, engineering, and mathematics), with class sizes ranging from sixty-six to three hundred students, the following transparent methods have statistically significant benefits for students' current course learning experiences and for their future learning:

- Explicitly connect "how people learn" data with course activities when students struggle at difficult transition points.

- Gauge students' understanding during class via peer work on questions that require students to apply concepts you've taught.
- Discuss assignments' learning goals before students begin each assignment.

Students at the intermediate and advanced levels in STEM courses (containing sixty-six to three hundred students) indicated that the following methods are helpful to their current and future learning:

- Gauge students' understanding during class via peer work on questions that require students to apply concepts you've taught.
- Debrief graded tests and assignments in class.

Underrepresented and nontraditional students

Some of the practices tested are especially beneficial for underrepresented students, both at the undergraduate and graduate levels. These students are an important focus of continuing Transparency research in the 2013–14 academic year. At present, the project's sample sizes allow for some analysis of significant benefits for first-generation students, non-Caucasian students, and transfer students.

In humanities courses at the intermediate and advanced undergraduate levels (ranging in size up to thirty students) that implemented transparency around the learning goals and design rationale for assignments, students who identified themselves as either first-generation college students or transfer students responded more positively than similar students in control group courses in this category to the question, "How much has this course helped you in improving your ability to learn effectively on your own?" Transfer students in introductory humanities courses (ranging in size from thirty to sixty-five students) where the instructor provided commentary about the disciplinary methods and thought processes in use during class responded more positively than non-transfer students to the question, "As a result of taking this course, are you better or worse at recognizing when you need help with your academic work, or has the course made no difference?"

Transfer students in intermediate and advanced undergraduate social sciences courses (ranging in size up to thirty students) using transparency around grading practices responded more positively than non-transfer students to the question, "As a result of taking this course, are you more or less confident about your ability to succeed in school, or has the course made no difference?"

Students who described their racial/ethnic groups as other than Caucasian reported greater gains in academic self-confidence than did their Caucasian peers in courses containing both graduate students and advanced undergraduates in the STEM disciplines (ranging in size up to thirty students) when courses offered transparency around the learning goals and design rationale for assignments. The non-Caucasian students in these courses responded more positively to the question, "As a result of taking this course, are you more or less confident about your ability to succeed in school, or has the course made no difference?" In addition, these same non-Caucasian students responded more positively than their Caucasian peers in

these courses to the question, “As a result of taking this course, are you better or worse at recognizing when you need help with your academic work, or has the course made no difference?”

While the numbers of underrepresented and nontraditional students participating in the Transparency Initiative have not yet allowed for additional disaggregation of underrepresented students, the initiative aims to gather data in 2013-14 that can be used to enhance the success and graduation rates of underrepresented students in higher education by revealing more about practices that advance their learning. It might be possible to leverage these forthcoming data in order to promote higher retention and graduation rates for underrepresented and nontraditional students, and even increased participation of diversely prepared students in master’s and doctoral degree programs.

Faculty benefits

The Transparency Initiative removes many of the common barriers to participation by faculty and instructors in assessment of students’ learning, including resistance, lack of control, lack of expertise, insufficient time, lack of short-term benefits to teaching and learning practices, and concerns about privacy. Faculty join the initiative voluntarily and choose methods to implement at their own discretion, because they find their participation beneficial and the resulting data useful to their teaching practice. Participation requires very little adjustment or time from faculty and students.

Faculty can gather information about how their students and similar students at other institutions are learning, and respond to the findings in the next semester. Some report benefits in the same semester that they participate, due to their increased communications with students about learning and teaching methods....

Notes

1. For specific examples of these modes of transparency, see <http://go.illinois.edu/transparentmethods>.
2. The full set of survey questions can be viewed online at <https://illinois.edu/sb/sec/5647574>.
3. Originally developed by the Association of American Colleges and Universities through its Core Commitment’s initiative, the Personal and Social Responsibility Inventory (PSRI) surveys faculty, students, student affairs professionals, and academic administrators regarding key dimensions of personal and social responsibility; more information about the PSRI is available online at <http://www.psri.hs.iastate.edu>. The National Survey of Student Engagement (NSSE) is an instrument designed to help college and university administrators gauge students’ levels of engagement with their learning; more information about NSSE is available online at <http://nsse.iub.edu>.

This article has been abridged. See the full article at: <https://www.aacu.org/publications-research/periodicals/transparency-teaching-faculty-share-data-and-improve-students>

The Transparent Assignment Template

Assignment Name:

Due date:

Purpose:

Define the learning objectives, in language and terms that help students recognize how this assignment will benefit their learning, life, and/or educational and career goals.

Skills:

The purpose of this assignment is to help you practice the following skills that are essential to your success in this course / in school / in this field / in professional life beyond school.

Knowledge:

This assignment will also help you to become familiar with the following important content knowledge in this discipline:

Task:

Define what activities the student should do/perform.

List any steps or guidelines, or a recommended sequence for the students' efforts.

Criteria for Success:

Define the characteristics of the finished product. Provide specific examples of what these characteristics look like in practice.

With students, collaboratively analyze an example of good work before the students begin working. Offer a critiqued example of excellent work with specific indicators of what makes the work successful. Explain how excellent work differs from adequate work. It is often useful to provide a checklist of characteristics of successful work to help the student know if s/he is doing high quality work while s/he is working on the assignment. This enables students to evaluate the quality of their own efforts while they are working, and to judge the success of their completed work. Students can also use your checklist to provide feedback on peers' coursework. Indicate whether this task/product will be graded and/or how it factors into the student's overall grade for the course. Later, asking students to reflect and comment on their completed, graded work empowers them to focus on changes to their learning strategies that might improve their future work.

This template was adapted from Mary Ann Winkelmes "Transparent Assignment Design"

https://www.unlv.edu/sites/default/files/page_files/164/Teaching%20UNLV%20Students%20Research%20Based%20Best%20Practices%20handout.pdf

Rethinking Expectations About Assignments

By Patricia Armstrong, Vanderbilt University

As teachers interested in creating and using meaningful assignments, we need to reconsider what it is we expect our assignments to accomplish. We also need to shift our students' attitudes about the purpose of our assignments.

We propose the following strategies for creating and using assignments that maximize learning.

- **Identify Questions That Motivate Your Course.** Try approaching your course as though it were a research project, with a set of questions or problems to answer or solve. Choose readings, organize lectures, and design in-class activities that will help students focus. Putting the emphasis on a search for answers will help you create assignments that ask students to be "actors in the learning process" (Bain, 2004).

In a course on geography and gender, Tamar Rothenberg, a colleague, asked her students to investigate how some places and activities are coded as male or female. How do gender roles and gendered spaces vary from place to place and over time? To engage her students as actors in the learning process, she sent them into the field.

One assignment required them to choose places to observe and to record same-gender and cross-gender interactions. They then presented a report analyzing how the spaces were gendered in terms of population, interaction, and atmosphere. As Rothenberg put it, the assignment gave students "a new consciousness of how gender is lived in varying ways even in their own small world" and enlivened their future reading and essay writing. Consider how your assignments can ask students to make disciplinary or professional discoveries.

- **Identify Questions That Motivate Your Students.** As Rothenberg's assignment demonstrates, we can use students' curiosity about themselves or the world as a springboard for stimulating interest and learning in our courses. One way to start is to highlight the professional implications of what your students are doing. More specifically, consider what assignments will engage students in scholarly or real-life debates involving the questions you've posed, such as position papers, argumentative essays, letters to the editor, or policy briefs. Effective classes are often organized "around some sort of controversy" (Light, 2001).

Advancing a point of view different from one's own or answering possible objections to an argument deepens students' understanding of how knowledge is constructed. Assignments that encourage students to play "devil's advocate" provide opportunities for them to practice both analysis (Where are the weaknesses in my argument? Why wouldn't the opposite of what I say here be true?) and synthesis (How can I advance a more convincing argument by taking both of these points of view into account?). This kind of work helps counter the tendency to simply affirm or refute.

- **Plan a Sequence of Assignments.** Students benefit from sequencing: completing assignments that build on one another and culminate in a substantial project. An example of sequencing would be to assign a proposal and rough draft for an independent research paper or project. Another would be to require students to develop, in order of increasing difficulty, the elements of a grant application. In both cases, the instructor would give feedback at every stage. Before

they get going, it's important to give students the opportunity to engage in what Peter Elbow calls "first-order thinking," intuitive, creative, and uncensored work upon which students can build (Elbow, 1986). In other words, encourage brainstorming.

In a social history class, Peter Felten, a colleague, designed an assignment intended to, in his words, "divide and conquer" a significant research task. In order to prepare students to conduct primary source research in the Vanderbilt University Special Collections, Felten had each of them briefly annotate a portion of the archives so that classmates later could use the archives more efficiently. Felten reports that because no such annotation existed previously, his students saw this assignment as very meaningful. Moreover, the students created such useful and thorough annotations that the librarians asked to keep the annotations so that future researchers might benefit from them as well.

Sequencing provides frequent opportunities to discover what students have learned and where there's room for growth. Because sequenced assignments provide a sense of what students have learned, they allow us to make adjustments to the content and method of our teaching, matching both to students' needs. They also help project with more certainty how far we can encourage our students to go.

- **Give Formative Feedback.** Giving formative feedback as part of a sequenced assignment enhances students' intellectual discovery. As teachers in the humanities, we give feedback on rough drafts that pushes students to ask sharper questions, make more nuanced claims, read more closely, and pursue the implications of a single line of thinking. Like the assignment itself, formative feedback emphasizes what your discipline or profession values; it gives specific, constructive suggestions for how students can make their arguments more persuasive or their solutions more effective.

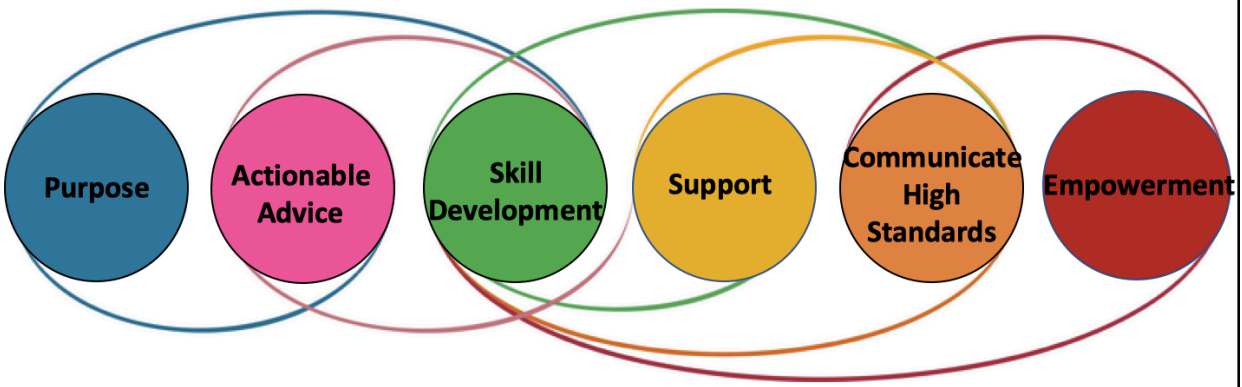
It's also a lot of work. With guidance, students can assume some of the responsibility for giving formative feedback by exchanging and reviewing one another's work in pairs or in teams. To make such "peer review" work, you'll need to model the process of giving formative feedback. Asking students to exchange work has another benefit besides making the feedback process more efficient: students begin to feel they are part of a scholarly community.

- **Encourage Metacognition.** Students also benefit from deliberate discussion about how assignments in a particular class are helping them develop disciplinary or professional expertise. For example, they should understand that homework problems for an algebra or calculus class are the means by which one develops a mathematician's problem-solving skills. Similarly, an ethnographic study of the habits of roommates does not just generate insights about messiness; it is the tool most cultural anthropologists use to carry out their research.

We can encourage this development by creating non-graded assignments for which students comment on their own work, describe the process they used to solve a problem, explain why they chose one method or technique over another, annotate their plan for a research project, or create a concept map for what they've learned so far in a course. Such assignments work to effect a change we all want for our students: for them to become producers, rather than mere consumers, of knowledge.

From: <http://www.nea.org/home/34817.htm>

7. Redesigning Grading and Feedback



My English teacher read my paper and she murdered me. But she also told me I write beautifully and she offered to help me with my writing. I will always remember her.

-- Joe Louis Hernandez

Project Manager for Rise Program at Rio Hondo College
Formerly incarcerated student currently pursuing his Ph.D.



AWAKEN

Grading practices are a mirror not just for students, but for us as their teachers. Each one of us should start by asking, “What do my grading practices say about who I am and what I believe?”

-- Joe Feldman, Education Consultant

How Equitable is Your Grading?

Equitable Grading Quiz

Through no fault of our own, teachers have had almost no training or support in how to grade. That’s why this quiz simply asks about how you grade, and gives you some feedback on how much you may be supporting equity or, inadvertently, be using 100-year old grading practices that may be perpetuating inequities. In addition, the feedback includes references to specific chapters in *Grading for Equity* by Joe Feldman.

1. In the categories comprising your grade, how much do you weight homework?

- a) Less than 5% b) 20% c) 40% d) Over 50%

2. Which do you agree with?

- a) Including students’ performance with “soft skills” in the grade is just as important as including performance on academic content.
b) Grades are less accurate when behavior is included in the grade.
c) It’s important to give students a “bump” in a grade when it’s clear they’ve put in effort.
d) I agree with all of these statements.

3. In your classroom, what happens if a student fails a summative assessment?

- a) We move forward without conversation; it’s better for the student to start a new unit
b) The student has the option to retake the assessment (or a version of the assessment), and I average the new score with the previous score
c) The student has the option to retake the assessment (or a version of the assessment), and I replace the previous score with the new score

4. Which do you believe about your grading?

- a) There is a maximum number of students who should get an A.
- b) Assigning an F sends an important message about the seriousness of the class.
- c) The grade distribution in a group of students should generally follow a bell-shaped curve.
- d) Grades are based on external standards; there is no minimum or maximum number of students who can qualify for a grade.

5. What mathematics or scales do you use (or does your grading software use) to calculate a student's performance over time?

- a) The gradebook software averages a student's performance over time.
- b) When a student earns a higher score on content than they had earned earlier, I replace the lower (earlier) score with the higher (more recent) score.
- c) I primarily use a scale of 0-4 or A-F.
- d) I primarily use a scale of 0-100.
- e) a and c
- f) b and c
- g) a and d
- h) b and d

6. Why do you include a "Participation" category in the grade?

- a) I want to incentivize students to contribute to class discussions and be a "citizen" of the classroom
- b) I want to create opportunities for students who struggle academically to earn points for valuable "soft skills"
- c) I want to let students know that it's important to listen and follow directions.
- d) I believe it's important to penalize students who are disrespectful to peers or who detract from the classroom learning environment.
- e) all of the above
- f) none of these

7. Do you use Canvas or (another online grading method) to continually share grades with students?

- a) No. I keep the grades, but students can come speak to me about grades at any time.
- b) No. I plan to move my grading to Canvas but have not yet done so.
- c) Yes. Students have access to their grades at all points of the semester through Canvas or another online medium.

8. How do grade students substantial written work? (Essays, exams, etc.)

- a) Blindly. The student's name is not clearly identified during the grading process.
- b) Visibly. The student's name is generally known during the grading process.

Turn to the next page for Joe Feldman's explanations of the best response to each question.

How Equitable is Your Grading?

Answers and Explanations

1. Answer A reflects the most equitable grading. A student's performance on homework should not be included in the grade. Doing so means we're including unreliable data in a student's grade (we don't actually know who did the submitted homework, or with what assistance). Additionally, including homework performance in a grade rewards students with privilege and punishes those without it. Finally, it undermines the concept of homework as "practice". For more explanation, see Chapter 10 of *Grading for Equity*.

2. Answer B reflects the most equitable grading. When behavior, which includes "soft skills" is included in the grade, it leads to "omnibus" grading, which collapses disparate types of information about students and leads to grades that are inaccurate, confusing, and even misleading. Judging a student's effort is highly subjective and invites the teacher's implicit biases. For more explanation, see Chapters 4, 9, and 13.

3. Answer C reflects the most equitable grading. Learning isn't a race, and we don't want to stop students from learning simply because we've given the summative assessment. Instead students can learn through assessments. Additionally, in terms of inputting a summative assessment score, when a student improves her performance on a retake or redo of a summative assessment, their grade is more accurate when the more recent score replaces the earlier performance. If we average the two grades, we actually misrepresent (by deflating) the students' true level of achievement. For more explanation, see Chapters 8 and 11.

4. Answer D reflects the most equitable grading. When we limit the number of students who can receive a grade or believe that F's invest the other grades, or our course, with value, we are subscribing to the early 20th century belief that intelligence was fixed and distributed among a population on a bell curve, and that only a limited number of students could succeed—an idea that has been entirely debunked. For more explanation see Chapter 2.

5. Answer F reflects the most equitable grading. When over time a student shows increased understanding of a standard, a grade is more accurate when the more current score replaces an earlier, lower, and now outdated, score. The 0-100 scale is disproportionately weighted toward failure, while the 0-4 (or A-F) scale has "grade bands" that are equally distributed and is more mathematically sound. For more explanation see Chapters 7 and 8.

6. Answer F reflects the most equitable grading. While it is important for students to learn "soft skills" and other behaviors that make for a productive learning environment, to collapse both behavior performance with academic performance not only warps the accuracy of the grade, but it also relies on and reinforces extrinsic motivation, which has been shown to actually undermine deep thinking and learning. Additionally, evaluating a student's "participation" can be highly subjective and susceptible to unconscious and implicit bias. For more explanation see Chapters 9 and 13.

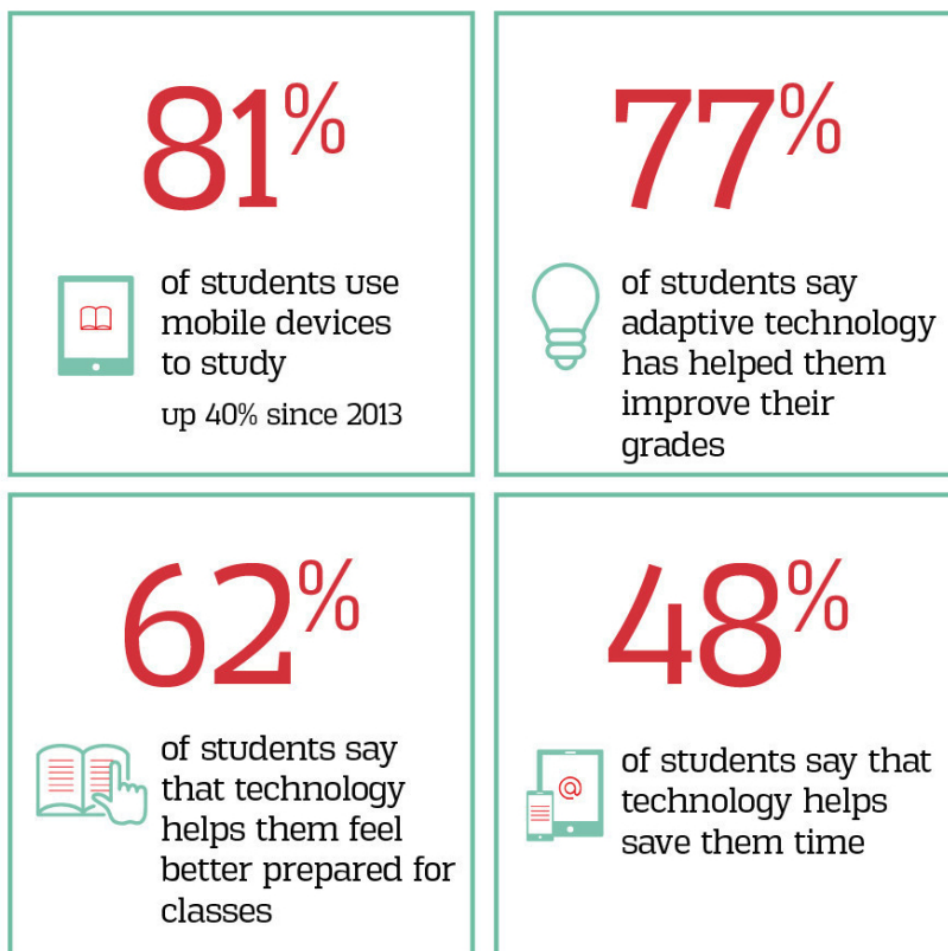
7. Answer C reflects the most equitable grading. Traditional grading methods often leave students in the dark about their overall grade. Canvas enables students to see each of their scores, as well as their cumulative average in the course. This can have a tremendous impact on student success. Leaving it up to the student to come to see you to find out their current grade in the course can have disproportionate impacts on some students who may be more averse to doing so. (This question was added to the quiz by the Curriculum Audit Team.)

8. Answer A reflects the most equitable grading. Knowledge of the student's name while grading can open the door to a variety of implicit biases. Blind grading minimizes the impact of implicit bias. After the work is graded, the instructor can then identify the student in order to better understand the student and their particular needs. (This question was added to the quiz by the Curriculum Audit Team.)

You can also take the quiz online at:

<https://gradingforequity.org/resources/take-the-quiz/quiz-for-teachers/>

What Students Say about Tech



Source: <https://www.mheducation.com/news-media/press-releases/2016-digital-study-trends-survey.html>



VALIDATE

The student needs to know that you believe that they can meet a high standard.

The Wise Feedback Model

Quality Feedback Has Distinct Characteristics

It is instructive rather than evaluative.

The feedback is focused on correcting some aspect of the student's performance—a step in a procedure, a misconception, or information to be memorized. It isn't advice or a grade but some actionable information that will help the student improve. It is important to know the difference between the three types of feedback because not all feedback is actionable.

It is specific and in the right dose.

Your feedback should focus on only one or two points. Don't point out everything that needs adjusting. That's overwhelming for a dependent learner and may actually confirm her belief that she is not capable.

It is timely.

Feedback needs to come while students are still mindful of the topic, assignment, or performance in question. It needs to come while they still think of the learning goal as a learning goal—that is, something they are still striving for, not something they already did.

It is delivered in a low stress, supportive environment.

The feedback has to be given in a way that doesn't trigger anxiety for the student. This means building a classroom culture that celebrates the opportunity to get feedback and reframes errors as information.

Making Feedback Culturally Responsive: Giving “Wise” Feedback

For feedback to be effective, students must act on it. We have to engage our students' willingness to act on our feedback. By looking closely at their work to understand what they get and identify where they need help, we are listening to our students. Our feedback can

communicate to them that we have heard them, and they will be more likely to trust us enough to follow our advice for that sometimes difficult next step. One of the challenges the ally teacher has to confront in the learning partnership is how to give feedback so that it doesn't shut the student down emotionally or create anxiety.

Research by Cohen and Steele (2002) found that students of color often did not receive timely, actionable feedback from their teachers either because the teacher didn't want to hurt the student's feelings or he didn't want to be perceived as prejudiced because he was pointing out errors to a student of color. Cohen and Steele identified two types of feedback students got. One was effective and the other wasn't. The ineffective feedback they called "cushioned feedback." The teacher downplayed the severity of the errors and provided little if any information the student could use to improve his performance. Delpit (1995) talks about this as a common point of disconnection in cross-cultural communications. She points out that "helpers" from the dominant culture who are trying to give feedback become more indirect and less precise in their communication in a misguided attempt to equalize a racial, linguistic, or socioeconomic power difference. It backfires because the student interprets the vagueness as an attempt to hide the truth.

Cohen and Steele recommend an approach they call **wise feedback**. It's different from the typical sandwich feedback model—start with positive feedback, then give the negative or hard feedback, and end with a positive observation or encouragement. Wise feedback is a way of giving feedback that reassures students that they will not be stereotyped or doubted as less capable. Cohen and Steele (2002) suggest that to be helpful, the teacher has to convey faith in the potential of the student while being honest with the student about the gap between his current performance and the standard he is trying to reach. While delivering negative feedback, the wise educator adds three specific elements to her feedback:

- **An explicit holding of high standards.**
This helps the student understand that his or her mistakes are not necessarily a sign of (perceived) low capability but rather a sign of the high demands of the education program or academic task.
- **A personal assurance to the student that he is capable and can improve with effort.**
- **Specific actionable steps to work on.**

Invitation to Inquiry

- What role does feedback play in your instructional practice?
- What type of feedback are you usually giving?
- Is it evaluative or instructive? What might you do differently in offering more wise feedback?

Excerpt from Hammond, Zaretta L.. *Culturally Responsive Teaching and The Brain* (pgs. 102-104, 106). SAGE Publications. Kindle Edition

The Research Behind the Wise Feedback Model

How does a white teacher give critical feedback to a black student so that the feedback is trusted and motivating?

One might first ask, Why would black students not trust the feedback in the first place? Let's view the situation from their perspective. The mere fact of being black, in light of the stereotypes about it, creates a quandary over how to interpret critical feedback on academic work. Is the feedback based on the quality of their work or on negative stereotypes about their group's abilities? This ambiguity is often a contingency of black students' identity. You might not really believe that an instance of critical feedback stems from stereotyping, or you might not want to believe it, but the possibility can't always be easily dismissed. And this makes the feedback difficult to accept completely. In this way, the quandary can isolate a student from valuable feedback. How do you give constructive critical feedback to students in this quandary? To find out, Geoff Cohen, along with Lee Ross—whom I introduced earlier—and I, designed one of the more labor-intensive experiments I've ever been associated with.

He brought black and white Stanford students into the laboratory one at a time and asked them to write an essay about their favorite teacher that, if good enough, would ostensibly be published in a new campus magazine on teaching. When they finished, they were told to come back in two days to get feedback on the quality of their essay. In that interim, Geoff and his colleagues actually read, grammatically corrected, and developed critical feedback for each essay—a task that, over the course of the experiment, often kept them up late.

When students came back two days later, they got critical feedback about their essay delivered in one of three ways; after that, they indicated how much they trusted the feedback and how motivated they were to improve their essay.

Two ways of giving this feedback didn't work as well with black students. It didn't work to try to be neutral. Nor did it consistently work to preface the feedback with a generally assuring positive statement. Unlike white students, black students didn't trust these forms of feedback, and, not trusting them, they weren't motivated to improve their essays. These forms of feedback, after all, could be covering some racial bias...

The feedback strategy that worked for both black and white students involved:

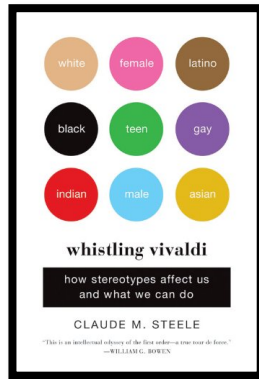
- 1. Clearly expressing that very high standards were used.**
- 2. Clearly expressing the belief that the student could meet those standards.**

The feedback giver explained that he "used high standards" in evaluating the essays for publication in the teaching magazine. Still, he said, having read the student's essay, he believed the student could meet those standards. His criticism, this form of feedback implies, was offered to help the student meet the publication's high standards. Black students trusted this feedback as much as white students, and trusting it powerfully motivated them to improve their essay. For black students, the Ostrom style of feedback was like water on parched land—

something they rarely seemed to get, but that, once they got it, renewed their trust and ability to be motivated by the criticism.

Why was it so effective? It resolved their interpretative quandary. It told them they weren't being seen in terms of the bad stereotype about their group's intellectual abilities, since the feedback giver used high intellectual standards and believed they could meet them. They could feel less jeopardy. The motivation they had always had was released.

This excerpt taken from:



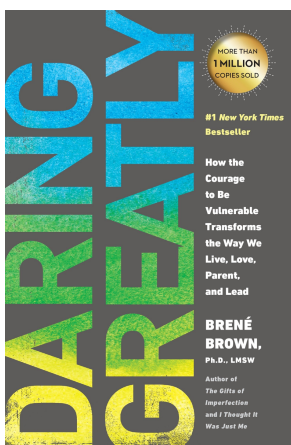
Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do

By Claude M. Steele

Pages 161-164

The excerpt title: “The Research Behind the Wise Feedback Model” was added for the purposes of this workbook.

Educational Shame



85% of the men and women we interviewed remember something so shaming from their school experience that it changed how they think of themselves as learners.

Over 90% of participants remember a specific teacher, coach, or clergy person who helped them believe in their worth and the value of their contribution.

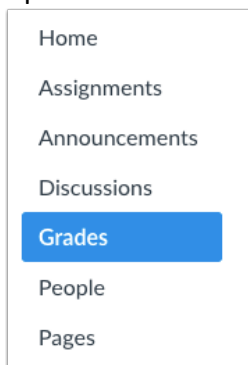
-- Brené Brown

Blind Grading Through Canvas

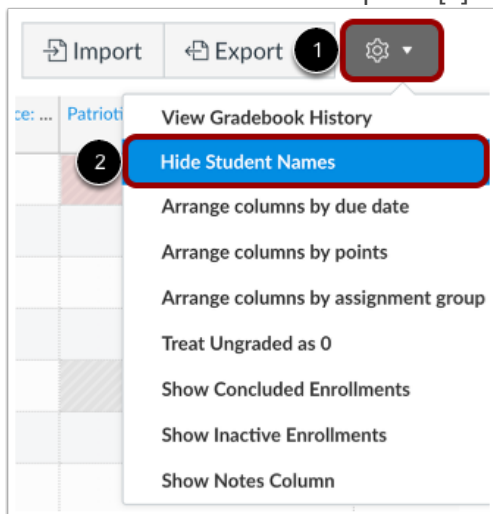
The Gradebook helps instructors easily view and enter grades for students. Depending on the Grade display type, grades for each assignment can be viewed as points, percentage, complete or incomplete, GPA scale, or letter grade.

You can also ‘blind grade’ in Canvas by selecting “Hide Student Names” (See #2 in the figure below). This allows you to grade assignments without viewing student names. By default, student names are shown in the Gradebook. However, you can hide student names in the Gradebook to remove bias in grading. Hiding names also hides secondary IDs. Because hiding names is a Gradebook setting and not a course setting, this feature does not guarantee that all assignments will be graded anonymously. This feature hides names for all students displayed in the Gradebook.

1. Open Grades: In Course Navigation, click the **Grades** link.



2. Hide student names: To hide student names, click the **Settings** icon [1] and select the **Hide Student Names** option [2].



Thanks to Colin Williams for developing this document.



8. Continuing the Work



Only when all contribute
their firewood can we have
a truly great fire!

-- Chinese Proverb

Things You Can Do In Your Curriculum Audit

Review, analyze and modify the language and tone throughout your syllabus.

- For this, you might begin by reviewing the Eight Equity Precepts on pgs.24-29 of your workbook. Continue to re-design your syllabus so that it embodies all eight equity precepts: *Awaken, Welcome, Partner, Represent, Empower, Validate, Elevate, Demystify*.
- If you haven't done so already, try changing your use of the term "office hours" to "student hours" to convey to students that this is *their time*.
- Consider adding a "Student Hours Coupon" for extra credit on a student's first office visit. See pg. 90 for an example.
- Break out of the standard "all text" syllabus mode. Add pictures, inspirational quotes and personal touches. Remember, the syllabus is often the students' first impression of both you and the course. (Recall Melanie's "Student Friendly Syllabus" presentation.)
- Are you informing your students of the services available on campus through your syllabus or canvas site? Tutoring, computer labs, mental health services, DSPS, food banks, etc.

Review, analyze, and modify your "course content" to better align with your course content goals.

- Do you need to change books or add readings to make your curriculum more diverse and more representative of our students?
- Do you need to change books or add readings to make your material more relevant to your students' lives?
- Consider a "course theme" or a new theme for a unit in your course, as we practiced with *They Called Us Enemy* pgs. 48-50.
- Consider theming a course around several themes that are relevant to students' lives, e.g., the environment, social justice, social media, etc.
- Consider how you might do more by covering less. See pgs. 51-52.
- You might look for materials to make your texts low cost, or zero cost with OER.
- Take a close look at your course outline of record. Can you work within its framework? Are there sufficient reasons to make out of cycle changes to the COR for the betterment of your discipline? See COR Rules and Processes on pg. 53.
- Do a "image audit" of all your images from powerpoints, canvas, and beyond. Makes sure that they are diverse, representative, and inclusive.

Review, analyze, and modify your classroom practices to better align with your "classroom experience" goals.

- Think about how you use your first few days of class. What might you do differently to ensure that students feel welcome, safe, and free to take intellectual and social risks?
- If you don't have one already, you can add a name learning activity.
- If you don't have one already, you can add a preferred pronoun practice.
- Consider how to implement more "active learning" activities into your course. For this you can draw from the 101 Active Learning Strategies on pgs. 60-76.

- Consider moving your student desks into permanent small group formats rather than a lecture-oriented format.
- Embed regular “ice breakers” into your curriculum to build the classroom community.
- Do you have ways to counter-act implicit bias in your teaching? As we saw in our Bingo game (pg.38) we are constantly making subtle assumptions about people. You can counteract these unintentional biases through “blinding” or “randomizing” practices. For example, have students put their name on a popsicle stick or on a card from a deck. Shuffle the sticks or cards and use them to pick students at random for responses or activities.
- Assign roles for students doing group work, such as the *Timekeeper*, *Taskmaster* (charged with ensuring the group stays “on task”) and the *Inclusiveness Czar* (charged with making sure that everyone in the group gets a chance to be heard).
- Think about how to implement “Universal Design” throughout your course. Remember, while the ramp may have been built in order to make a location wheelchair accessible, it is actually accessible for all. It is a universal design that does not exclude some folks, or privilege some over others.
- Consider how to develop as a “warm demander.” If this model makes sense to you, consider aspects of your teaching practice you need to develop more fully to better align with this ideal. Pg.78-81.
- Ask yourself: “How can I build more ‘fun’ into the classroom?” You might try adding a review game before each exam. Look throughout your course for ways to insert more fun. Recall the video: “The Fun Theory” in which 66% more people used the stairs when it was made more fun to do so.
- Consider your practices “beyond the classroom.” How often do you contact your struggling students to see how you can support them -- whether through email, or Starfish, or face to face?
- Try adding some mindfulness meditation to your classroom practice.
- Try putting an alert in your phone to remind yourself to reach out to struggling students (low scores and/or poor attendance) at regular intervals in the semester.
- Try putting an alert in your phone to remind yourself to discuss the significance of the “drop deadline” about a week or two before it arrives.
- Try putting an alert in your phone to contact students with students with poor attendance *before* the census date. Offer support and encouragement for them to continue, and verify if they truly wish to withdraw. Then be sure to remove withdrawn students before the census date. Remember, students who get dropped *after* this deadline get counted in our success data -- those who drop before the deadline do not. Also, if they drop before the deadline, they do not receive a W on their transcript.

Review, analyze, and modify your assignments and assessments to better align with your “assignment and assessment” goals.

- Try adapting some or all of your assignments into the “Transparent Assignment” format using the template on pg. 95.
- Redesign your assignments to better relate your material to student’s lives. Recall the examples of relevant assignments presented by Liz and Wendy.

- Consider adding a substantive and meaningful group project Try using Professor Roger’s Trial from pgs. 88-89 as an ice-breaker for your newly formed groups. Use it to discuss responsibility and the importance of team work.
- Think about how to better “scaffold” your assignments by building up from smaller lower-stakes assignments that help students develop the skills they need to perform well on the larger higher-stakes assignments.

Review, analyze, and modify your grading and feedback to better align with your “grading and feedback” goals.

- If you don’t already, create very clear grading rubrics for your major assignments. Ensure that students know exactly how they will be evaluated on each assignment.
- If you don’t already, try giving students an example of a very good completion of the assignment. For instance, you can write a sample essay, presentation, etc. yourself, or you can (with permission) post an example written by a student from a previous semester.
- Think about how to better implement the “Wise Feedback” model into your student feedback practices. See pgs. 104-107.
- Re-evaluate the grade distribution throughout the semester. How many graded assignments do you have? Is the workload well-spaced over the semester? Do the points assigned allow students sufficient opportunity to learn and grow over the semester?
- Audit your “Fail-Point.” At what point in the course will it become mathematically impossible for a student who has a poor start to pass the course? Does that “fail-point” arrive too early?
- Reflect on your policies about late-work, re-writes, etc. Do policies embody your values? Do they disproportionately impact some students more than others?
- Consider implementing blind grading practices. See the blind grading procedures for Canvas on pg. 108. Or, if you are receiving hard copies of student work, simply have them put their ID# instead of their name, or have them write their name on the back of the essay. (This latter practice allows you to get to know your students better and associate their name with their work – but only after the grade has been determined.) Remember Jerome’s discussion of implicit bias. It is impossible for anyone to be bias-free. If you grade blindly, bias is largely taken out of the picture.

Any of the strategies above are things you can document in your curriculum audit final submission paperwork . And this is just the tip of the iceberg. Feel free to experiment and think outside the box. Just constantly think about being equity-minded by considering how to best enable all of our students to reach their full potential. Always keep an eye on how unexamined norms and practices in Higher Ed can lead to disproportionate impact and racialized outcomes.

Final Submission Instructions

In order to receive their stipend, each participant will be responsible for submitting the following materials by **Wednesday March 4th**.

- **COR Analysis:**
An analysis of the current Course Outline of Record including any recommended changes, if applicable
- **Equitized Syllabus:**
A revised course syllabus with substantive changes to some or all of the following aspects of the course: course content (readings, topics, etc), classroom activities, assignments, grading structure, language, class policies
- **Transparent Assignments:**
Two or more new or revised assignments using the “transparent assignment protocol”
- **Active Learning Activities:**
An explanation of two or more newly designed active learning activities
- **Highlights Powerpoint:**
A short powerpoint presentation highlighting the changes you made to your class
- **Sharing with the Campus:**
Participants should be willing to share their curriculum audit work at other venues such as the Curriculum Committee, Academic Senate, or Flex events
 - Note: Those working as a team can collaborate on the documents above. However, each team member is responsible for turning in a complete packet through email that includes their own individualized syllabus.

Submit your materials in a joint email to:

Wendy Koenig wkoenig@lbcc.edu

Matt Lawrence mlawrence@lbcc.edu

Suman Mudunuri smudunuri@lbcc.edu

Additional Resources

- Antrop-González, R., & De Jesús, A. (2006). Toward a theory of critical care in urban small school reform: Examining structures and pedagogies of caring in two Latino community-based schools. *International Journal of Qualitative Studies in Education*, 19(4), 409–433. Bandura, A. (1986).
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HOMework

Workshop One Homework (Due Tuesday)

1. Complete "Student Success and Equity Goals Planning Worksheet" in your workbook using the personal data packet received today.

2. Complete the "Course Content Planning Worksheet" in your workbook. We will discuss these and begin team planning at the start of the next session.

3. _____

4. _____

Workshop Two Homework (Due Wednesday)

1. _____

2. _____

3. _____

4. _____