

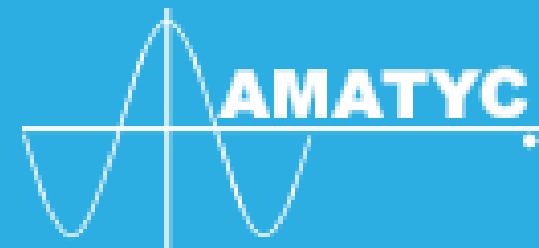
Teaching Practices that Promote Diversity, Equity and Inclusion

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October 28, 2021, AMATYC Annual Conference, Phoenix, AZ



Source: Association of
College and University
Educators (ACUE)

10 Inclusive Teaching Practices

Found at https://acue.org/wp-content/uploads/2020/07/Inclusive-Teaching-Practices-Sheet_071020.pdf

Ensure your course reflects a diverse society and world

- Examine your course – when students who see people who look like them represented in course materials, they will put forth more effort
- Be mindful of stereotypes – avoid images that reflect stereotypes
- Seek out images that reflect diversity – be intentional about representing a wide variety of cultural perspectives

Additional Resource: Nilson, L. B., & Goodson, L. A. (2018). Online teaching at its best: Merging instructional design with teaching and learning research. Jossey-Bass.

EXTRA TERRESTRIAL SCHOOL STORY CHARACTERS



CONTRACTOR



APPRENTICE



STUDENTS

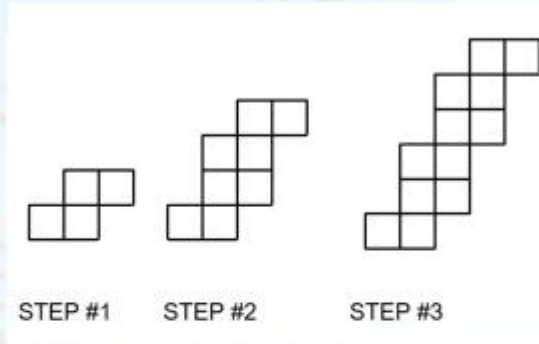
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STORY PROBLEM TASK part 1/2

The contractor has you in charge of ordering blocks for an end-structure of a retaining wall.

Credit Image: oig amoro zar / Shutterstock



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He shows you the construction procedure from the **first step** to the **third step**. He says it repeats with the same **pattern** over and over.

Your job is to get ready to **predict** how many blocks will be needed.

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STORY PROBLEM TASK part 2/2

The contractor says he will call you later with more information. He is waiting on the architect and structural engineer first.

He thinks it might be about 30 steps, but it may be 50, depending on the final design they will adapt due to specifics of the terrain. He is not sure yet the exact number of steps.



Since you are just out of school, he says you could use your mathematical knowledge and skills to get organized and have something ready to predict quantities quickly and accurately.

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INSTRUCTIONS FOR THE APPRENTICE

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How will you use your mathematical knowledge and skills?



How will you demonstrate you are mathematically educated and the contractor can trust you with doing a good job?

*Let's think about it on your own for **10 minutes**.*

Then we will form groups and you will share where you are with your teammates.

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Ensure course media are accessible

- Make video and audio following accessibility laws, policies, and standards.
 - Use YouTube captioning
 - AMARA (<https://amara.org/en/>)
 - Use Panopto (<https://www.panopto.com/>)
 - Use VoiceThread (<https://voicethread.com/>)
- Also think about emails, presentations, and other documents

Additional Resource: <https://digitalaccess.missouri.edu/>

Ensure your syllabus sets the tone for diversity and inclusion

- Include diversity statement in your syllabus

One of the 8 components of the conceptual framework at Walden University is

Diversity: The candidate acts in ways that honor multiple perspectives and affirm the dignity and respect of all individuals internal and external to the learning environment.

- Post your syllabus online

- Consider creating low-stakes syllabus quiz or syllabus scavenger hunt

Additional Resource: https://acue.org/wp-content/uploads/2020/06/1_Guide-to-Sample-Syllabus-Activities.pdf

Use inclusive language

- People feel included when teachers use correct words
- Inclusive language is about human dignity and demonstrating respect

Additional Resource:

https://blogs.umsl.edu/diversity/files/2020/06/InclusiveLanguage_Resource_Sheet_0001.jpg

Share your gender pronouns

➤ Model inclusive practices

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- Send message that your course is a safe place for students across the gender spectrum
- If you make a mistake, apologize and move on

Additional Resources: <https://www.mypronouns.org/>

<https://apastyle.apa.org/style-grammar-guidelines/bias-free-language>

Learn and use students' preferred names

- Preferred names may not be the same as what is on the course roster
- Calling students by their preferred name shows respect

Additional Resource: <https://www.genderinclusiveschools.org/names-and-pronouns>

Engage students in a small group introductions activity

- Create a community of learners
- By asking questions
 - Ask students to find something that they have in common
 - What are two truths and a lie about you?
 - What is unique about you?
 - Would you rather ... or ...
- Using technology
 - Jamboard
 - Discussion board

Additional Resource: <https://www.tpsemath.org/teaching-strategies-and-practices>

Use an interest survey to connect with students

- Allows you to get to know your students as individuals
- Ask questions, keep answers on a spreadsheet
- Walden Class Café - requirement for all faculty
 - Where are you from? What do you like to do in your spare time?
 - What name would you like your instructor and classmates to use when addressing you?
 - Is there anything else you would like to share?
- Myers-Briggs

For examples of survey questions see: https://acue.org/wp-content/uploads/2020/06/5_Using-an-Intro-Survey.pdf

Offer inclusive office hours




- Offer a variety of times to meet
 - Day
 - Evening
- Offer a variety of formats
 - In person
 - Video conference (zoom, skype, Facetime, Blackboard collaborate)
 - Phone call
 - Text message
 - Email
- Structures
 - One-on-one
 - Small groups
- Consider listing “student hours” rather than “office hours”

Set expectations for valuing diverse viewpoints

- Share course norms or create them with students in the course
- AMATYC webinars:
 - Be open to new ideas and kind in comments to others.

Additional Resource: <https://www.ascd.org/el/articles/making-diverse-classrooms-safer-for-learning>

Something to think about . . .

Equality	Equity	Justice
		
<p>The assumption is that everyone benefits from the same supports. This is equal treatment.</p>	<p>Everyone gets the supports they need (this is the concept of "affirmative action"), thus producing equity.</p>	<p>All 3 can see the game without supports or accommodations because the cause(s) of the inequity was addressed. The systemic barrier has been removed.</p>

What one thing will you
change in your classroom as
a result of attending this
session?

Thank you for thinking
about diversity, equity,
and inclusion

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