INNOVATIONS IN PEDAGOGY SUMMIT

Creating Inclusive Classrooms:
Shifting from Thinking to Doing

Newcomb Hall at the University of Virginia
May 2, 2018

UNIVERSITY of VIRGINIA

WELCOME

Welcome to the 6th Annual Innovations in Pedagogy Summit! This year's theme, **Creating Inclusive Classrooms: Shifting from Thinking to Doing**, invites participants to examine the challenging necessity of ensuring our university is equally welcoming and responsive to the needs of all students. Today's sessions not only offer ideas and frameworks for creating inclusive learning environments, but also give instructors opportunities to design, plan, and practice inclusive pedagogy. We hope you will find the day inspiring and useful in your efforts to best serve all students.

Thank you for participating!
The 2018 Summit Advisory Committee

Elizabeth Dickens
Assistant Director and Assistant Professor, Center for Teaching Excellence

Patrice Preston Grimes
Associate Professor, Curry School of Education; Associate Dean, Office of African American Affairs

Jason Jones
Assistant Director, Office of Diversity & Engagement, School of Engineering & Applied Science

Susan Kools
Madge M. Jones Professor in Nursing; Associate Dean for Diversity & Inclusion, School of Nursing
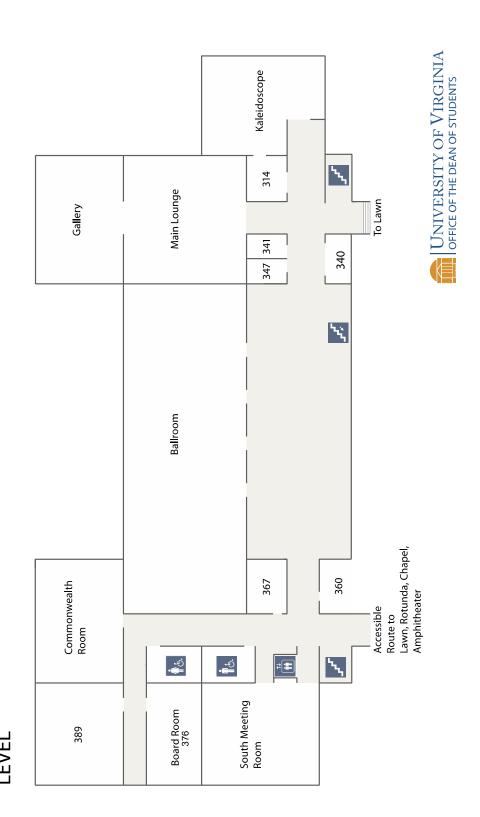
John O'Brien
Professor, Department of English

Claire Reeger
Program & Logistics Coordinator, Center for Teaching Excellence

Schedule at a Glance

8:00 – 9:00 am *3rd floor lobby*	**Registration**
9:00 – 9:10 am *Ballroom*	**Welcome** *Archie Holmes, Jr.* Vice Provost for Academic Affairs and Professor of Electrical and Computer Engineering, University of Virginia
9:10 – 10:45 am *Ballroom*	**Plenary Session** *University of Michigan CRLT Players*
11:00 am – 12:15 pm	**Concurrent Sessions I** *See pp. 5-6 for sessions and locations*
12:15 – 1:15 pm *Main Lounge & Ballroom*	**Lunch** *Complimentary for all registered participants*
1:15 – 2:30 pm	**Concurrent Sessions II** *See pp. 7-8 for sessions and locations*

MAP OF NEWCOMB HALL

3
LEVEL

Commonwealth Room

389

Board Room 376

South Meeting Room

Gallery

Main Lounge

Kaleidoscope

Ballroom

367

360

347 341

340

314

To Lawn

Accessible Route to Lawn, Rotunda, Chapel, Amphitheater

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PLENARY SESSION: 9:00 – 10:45 am
Newcomb Ballroom

CRLT Players: 7 into 15

We are delighted to welcome the University of Michigan's CRLT Players as our keynote presentation.

The CRLT Players will perform "7 into 15," a high-energy, interactive performance that depicts a range of scenarios around inclusive teaching and learning. Consisting of short plays presented in rapid succession, this provocative and often humorous performance format uses a variety of innovative staging techniques to place the challenges of university teaching and learning center stage.

Theatre is a powerful medium for making visible the complex and subtle interactions inside and outside the classroom that shape students' academic experiences. Through the performance, as well as critical and imaginative dialogue, the CRLT Players invite us to consider the necessity and the challenge of creating inclusive learning environments and to develop plans for moving toward better practices.

By putting familiar dynamics onstage, theatre makes visible behaviors and patterns of interaction that can otherwise be easy to overlook. Because theatre heightens and directs attention, audiences readily notice behaviors and interpersonal dynamics that they may not perceive in their own classroom or other academic settings. The audience is able to engage emotionally with a situation while maintaining a critical perspective.

CONCURRENT SESSIONS I
11:00 am – 12:15 pm

Location	Session Information
Gallery 11:00 am – 12:15 pm	**Designing More Inclusive Courses**
	Andreas Broscheid and Edward J. Brantmeier, Center for Faculty Innovation, James Madison University
	This workshop will guide participants through a series of activities to reflect on how various aspects of their classes—from syllabi to course activities to assignments—can be made more inclusive. The activities are based on the understanding that inclusive teaching is not an add-on to "regular" teaching but an important element of good teaching that permeates all aspects of course and learning design. Using the Brantmeier et al. (2016) worksheet on inclusive teaching, participants will critically analyze various real-life elements of college-level courses and use their insights to suggest changes to those courses.
Commonwealth Room 11:00 am – 12:15 pm	**Contemplative Practices for Building Inclusive Classrooms**
	Juliet Trail, Contemplative Sciences Center; Zaida Villanueva García, Spanish, Italian, and Portuguese; Ran Zhao, East Asian Languages, Literatures, and Cultures; Fred Maus, Music; all University of Virginia
	This session will explore how contemplative pedagogy can assist in the creation of inclusive classrooms, by inviting all students to engage actively with course activities, assignments, and interactions in and out of class. We will lead participants in four contemplative practices being utilized by UVA instructors to create more-inclusive classes in departments of Music, Nursing/Religious Studies, Spanish, and Chinese. The presenters are three participants and one facilitator of the 2017-18 UVA Contemplative Faculty Learning Community. We will discuss student responses, learning gains, and evidence of establishment of more-inclusive classroom environment. Q&A with attendees will close the session.
Kaleidoscope 11:00 am – 12:15 pm	**Shared Spaces: Cultivating Strategies to Attain Inclusivity in the Classroom and Beyond**
	Maureen Metzger, Sarah Craig, Tomeka Dowling, Emma Mitchell, Gabriela Paniagua-Stolz, School of Nursing, University of Virginia
	Creating inclusive learning environments is a priority in universities. Yet most faculty struggle with the application of diversity and inclusion practices. The goal of this workshop is to equip participants with *implementation-ready* techniques for promoting inclusion in, and resilience beyond, the classroom. A team of School of Nursing faculty and students will introduce proactive, responsive, and portable strategies, such as the HEALS Model (a responsive strategy that creates space for addressing emergent classroom dynamics related to differences that may cause discomfort), that we have incorporated into our courses. Participants will have a chance to practice these techniques and adapt them to their contexts. In moving beyond rhetoric and toward action, we can realize our dreams as teachers; to be the architects of learning communities in which all members thrive academically and personally.

CONCURRENT SESSIONS I
11:00 am – 12:15 pm

Location	Session Information
South Meeting Room 11:00 am – 12:15 pm	Placing Intersectionality at the Center of Inclusive Learning
	Morris Thomas, Rebecca Graham, Daphna Atias, Carol Wang, Center for the Advancement of Learning, University of the District of Columbia
	Many strategies exist for creating more inclusive learning environments. In this workshop, we will focus on learners' individual and intersecting identities in the realm of student success practices (e.g., community engagement, activities, assignments, etc.), with a particular emphasis on homelessness, food security, racial identities, LGBTQ identities, and mental well-being. When creating inclusive learning environments, it is important to consider these identities and their intersections—identities that move beyond the traditional identities typically prioritized in these contexts. This workshop will include an interactive presentation that provides resources for the participants.
Room 389 11:00 am – 12:15 pm	Inclusive Pedagogy in Online and Face-to-Face Classrooms: What Happens When our Environment Shifts?
	Natasha Heny and April Salerno, Curry School of Education, University of Virginia
	Given the opportunities modern technologies offer, online teaching and learning has become a paradigm shift in higher education. Courses can now reach around the world, and faculty are working with increasingly diverse student populations. While a large body of literature exists providing strategies for an inclusive learning environment in a traditional face-to-face environment, less exists for inclusivity in online learning settings (Milheim, 2014). This session is a hands on exploration of the principles of Universal Design (Rose & Meyer, 2002) to identify inclusive strategies for community building, instruction, and communication in both online and face-to-face settings.

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CONCURRENT SESSIONS II
1:15 – 2:30 pm

Location	Session Information
Kaleidoscope 1:15 – 2:30 pm	Civic Engagements
	Bonnie Gordon, Music; Barbara Wilson, Architecture; Vikram Jaswal, Psychology; David Edmunds, Global Development Studies; Katelyn Durkin, English; all University of Virginia
	On Monday, August 14, a group of approximately one hundred staff, graduate students, faculty, and administrators from across the University came together in front of the statue of Homer to reclaim the Lawn. On that Monday morning after white supremacists invaded our grounds, it seemed imperative to many participants to incorporate civic engagement into the curriculum. This workshop, led by members of the *Initiative through the Study of Equity through Community Engagement*, invites faculty to imagine how their discipline might responsibly incorporate civic engagement into their curriculum.
Gallery 1:15 – 2:30 pm	Creating an Inclusive Environment for Collaboration in Active Learning
	Brian Helmke, Biomedical Engineering; Lori Kressin, Coordinator of Academic Accessibility; Lindsay Wheeler, Center for Teaching Excellence; Barbara Zunder, Student Disability Access Center, all University of Virginia
	What is the most effective strategy for creating an inclusive environment in an active learning classroom? Collaborative activities may create unintended hurdles for students with disabilities, students from underrepresented groups, and "at-risk" students. Principles of Universal Design and other accommodations can be included proactively in course design to support all students. Participants who complete this workshop will be able to identify common barriers to learning in collaborative active learning classrooms and to develop strategies to support a diverse student population in these environments.
Room 389 1:15 – 2:30 pm	Writing Across the Disciplines: Reflective Writing Bridges Between Differences
	John Alexander, SHANTI, University of Virginia
	Reflective writing is transformative for my students, bolstering agency and more holistic and intuitive growth and creativity. And when that writing is done in a blog accessible to everyone in the class, the ferment of the learning community accelerates. Process-oriented writing expands and deepens connections both to self and others, which works effectively for students from all schools and disciplines and in working across differences. This has significant implications for students' meaning-making and identity formation since it welcomes them where they are in their individual development. This practical approach nurtures authentic presence and deep listening.

CONCURRENT SESSIONS II
1:15 – 2:30 pm

Location	Session Information
Commonwealth Room 1:15 – 2:30 pm	Theatre of the Oppressed: Legislative Theatre
	Brad Stoller, Drama; Mecca Burns; Matt Slaats, Architecture; all University of Virginia
	The goal of this workshop is to have participants see how putting things into motion literally brings out solutions and strategies that could not have been imagined before. Theatre of the Oppressed uses the dynamic tools of drama (space/shape/tempo/emotion/constellation/etc.) to dialogue visually and kinesthetically prior to and in context with verbal dialogue. Participants in the workshop will get to engage in some basic skills and practices of Theatre of the Oppressed and begin a discussion about how to use these tools in the classroom.
South Meeting Room 1:15 – 2:30 pm	Flash Talks: Brief, concrete inclusion strategies introduced in five-minute talks
	Say What? Inclusive, Mindful Communication *Regina Carter, University of Virginia Library* Acknowledging the Enlightenment that Students Gain from their Peers *Yupeng Kou, East Asian Languages, Literatures, and Cultures, University of Virginia* Can You Hear Me? Learning by Listening *Kirsten Gelsdorf, Batten School of Leadership and Public Policy, University of Virginia* Illuminating Power Systems, Valuing Minoritized Students *Alexa Quinn, Curry School of Education, University of Virginia* Authentic Learning through Virtual Symposiums *Rebecca Hehn, Statistics, University of Virginia*

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