

Bridgewater State University Teacher-Scholar Summer Institute
August 23-27, 2010
Cultural Inclusion Pedagogy Theme Schedule

Culturally Inclusive Pedagogies and Scholarship. (Facilitators: Joyce Rain Anderson, Department of English, Ethnic Studies Coordinator, and Diversity Inclusion Research Institute Board Member; Sabrina Gentlewarrior, Department of Social Work and Office of Institutional Diversity).

The goal of the cultural inclusion theme is to support the participants' self awareness, knowledge and skill to engage in discipline-specific culturally inclusive teaching. Participants will also read and discuss exemplars of pedagogical research/scholarship focusing on themes of cultural inclusion in order to support their development as scholars.

Day 1, Monday, August 23

9:00 – 9:55 Joint Session: Objectives of the Institute.

10:00 – 11:00 and 11:05 – 12:05 Workshops I & II: Cultural Inclusion - Establishing a Context.

- Introductions (name, discipline, subject taught, expectations for the week)
- How does your discipline define diversity and cultural inclusion?
- In your field, what do diversity and cultural inclusion have to do with “good teaching”?
- What excites you about focusing on issues of diversity and inclusion in your teaching? What concerns you?

Participants will be asked to briefly post answers on a blackboard discussion board during the afternoon:

- What are your goals regarding your course(s) and cultural inclusion?
- How will you know when you reach your goals?

12:15-1:15 Lunch

1:30-2:45 Institute participants may work on course development on their own, or attend the afternoon theme-based discussions on course pedagogy. Please check the Institute Blackboard site and cultural inclusion text for resources that may help you get started.

Cultural Inclusion Afternoon Workshop: Social Identities and the Classroom.

- How do the social identities of you and your students influence the teaching and learning process? Focus will be placed on the use of identity development theories to support your teaching.

2:45-3:00 Break for light refreshments.

3:00-4:15 Participants may work alone and/or in small groups on course design.
Facilitators available for consultations as desired.

4:15 – 5:00 Joint Pedagogy Reporting Session. Each pedagogy participant will join a small focus group with at least two colleagues they have not interacted with during the earlier sessions. Each group will discuss the following questions and report out at the end of the session:

- 1) What I accomplished today on my syllabus revision/creation.
- 2) Things I need in order to continue my work.

Day 2, Tuesday, August 24

9:00 – 10:30 and 10:35 – 12:05 Workshops I & II Exploring Course Content.

- What do your students in your discipline need to know about issues of diversity and cultural inclusion?
 - Give a few examples where you are attending to issues of culturally inclusive content well in your courses.
 - Give a few examples where you are not attending to culturally inclusive content as well as you would like to.
 - How can you draw on the strengths you just described above to strengthen areas in your teaching you would like to enhance?

12:15-1:15 Lunch

1:30-2:45 Institute participants may work on course development on their own, or attend the afternoon theme-based discussions on course pedagogy. Please check the Institute Blackboard site and cultural inclusion text for resources that may help you get started.

Cultural Inclusion Afternoon Workshop: Syllabi Work.
(Discussion, drafting of course descriptions and learning outcomes, peer review)

- How does your course description reflect that the course will include culturally inclusive content and/or pedagogy?
- How do the learning outcomes reflect discipline-specific attention to cultural inclusion and/or diversity issues?

2:45-3:00 Break for light refreshments.

3:00-4:15 Work alone and/or in small groups on course design. Facilitators available for consultations as desired.

4:15 – 5:00 Joint Pedagogy Reporting Session. Each pedagogy participant will join a small focus group with at least two colleagues they have not interacted with during the earlier sessions. Each group will discuss the following questions and report out at the end of the session:

- 1) What I accomplished today on my syllabus revision/creation.
- 2) Things I need in order to continue my work.

Day 3, Wednesday, August 25

9:00 – 10:30 and 10:35 – 12:05 Workshops I & II: Examining Classroom Practices.

- How do you perceive your role and power in the classroom?
- How do you perceive students' role and power in the classroom?
- Does your role/power in the classroom support all students' roles/power in the classroom? Describe your answer in detail.
- Given the discussion above, how might your syllabus reflect these conceptions of power and roles in the classroom?

12:15-1:15 Lunch

1:30-2:45 Institute participants may work on course development on their own, or attend the afternoon theme-based discussions on course pedagogy. Please check the Institute Blackboard site and cultural inclusion text for resources that may help you get started.

Cultural Inclusion Afternoon Workshop: Designing Culturally Inclusive Curriculum (Discussion, drafting ideas about classroom practices that would both meet disciplinary-specific content needs and culturally inclusive content and/or pedagogies, peer review).

- What are discipline-specific culturally inclusive pedagogies in your field? (If you do not know, check out the text book and blackboard site!) How can these ideas be incorporated into the course design, syllabi, materials, etc?
- What are you doing in your course to engage all students and “wrap the curriculum” around their lives?

2:45-3:00 Break for light refreshments.

3:00-4:15 Work alone and/or in small groups on course design. Facilitators available for consultations as desired.

4:15 – 5:00 Joint Pedagogy Reporting Session. Each pedagogy participant will join a small focus group with at least two colleagues they have not interacted with during the earlier sessions. Each group will discuss the following questions and report out at the end of the session:

- 1) What I accomplished today on my syllabus revision/creation.
- 2) Things I need in order to continue my work.

Day 4, Thursday, August 26

9:00 – 10:30 and 10:35 – 12:05 Workshops I & II: Creating Culturally Inclusive Assignments.

- What is the purpose of “assignments”?
- How can your course assignments include an explicit focus on cultural inclusion and/or diversity issues?
- How can assignments in your course meet the needs of students with diverse learning styles and backgrounds?

12:15-1:15 Lunch

1:30-2:45 Institute participants may work on course development on their own, or attend the afternoon theme-based discussions on course pedagogy. Please check the Institute Blackboard site and cultural inclusion text for resources that may help you get started.

Cultural Inclusion Afternoon Workshop: “Workshopping” Assignments.

- Opportunity for participants to work on their assignments and receive peer – review feedback. Be sure to bring this back to original goals for the course(s). (Refer to Monday’s discussion board questions.)

2:45-3:00 Break for light refreshments.

3:00-4:15 Work alone and/or in small groups on course design. Facilitators available for consultations as desired.

4:15 – 5:00 Joint Pedagogy Reporting Session. Each pedagogy participant will join a small focus group with at least two colleagues they have not interacted with during the earlier sessions. Each group will discuss the following questions and report out at the end of the session:

- 1) What I accomplished today on my syllabus revision/creation.
- 2) Things I need in order to continue my work.

Day 5, Friday, August 27

9:00 – 10:30 and 10:35 – 12:05 Workshops I & II: Moving from Teacher to Teacher-Scholar.

- What have you learned and accomplished this week that moves away from an “add diversity and stir” approach in your courses to a true infusion of the implicit and explicit curriculum of cultural inclusion?
- How can you bring this to your department, school, and/or area of professional scholarship?
- Assessment: Developing a personal assessment tool.
- Cultural inclusion and your professional research/scholarship.

12:15-1:15 Lunch

1:15 – 4:00 Joint Session

4:15 – 5:00 Closing Reception