



INCLUSION AND BELONGING

WORD WEB!

Inclusive Classroom

WHY IS IT IMPORTANT TO KNOW OUR STUDENTS?

- To be aware of the context in which your students are learning
- To better anticipate and respond to challenges that your students are likely to face
- To develop empathy and understanding for the various situations they will find themselves in
- To increase student trust, buy-in, and engagement

WHO THE STUDENTS AT HARVARD ARE

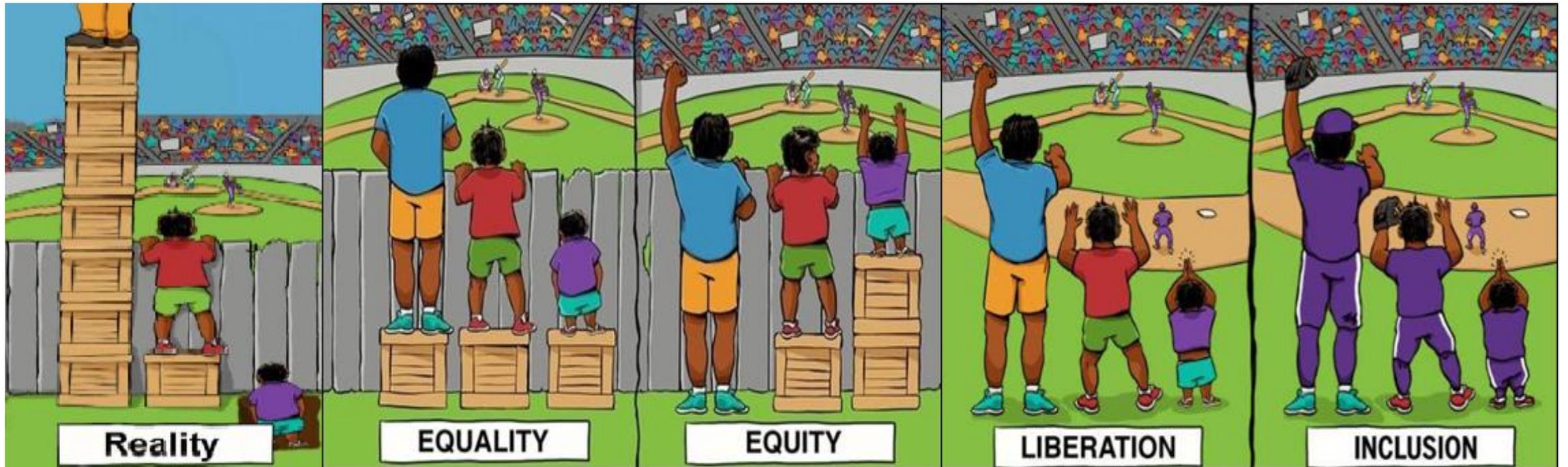
- 53% speak a language other than or in addition to English home or as their first language
- 15% of first-years are international
- 19% identify as First-Generation, the "First in the Family" to go to college
- 78% work part-time on or off campus
- 20% are Varsity athletes

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Is any of these statistics surprising to you?

EQUALITY, EQUITY, LIBERATION, INCLUSION



FRAMEWORK

Equity: Equity ensures equal and just treatment, access, and advancement for everyone by identifying and dismantling barriers that hinder the full engagement of certain groups.

Diversity: Diversity is what makes us unique, valuing differences in ethnicity, gender, age, national origin, ability, sexual orientation, faith, socio-economic status and class, but also our distinct life experiences, learning styles, and personalities.

Inclusion: Inclusion is an active and intentional process of creating spaces and cultures that embrace and welcome diversity.

WHAT DO WE NEED TO KNOW ABOUT OURSELVES IN ORDER TO TEACH AND INTERACT WITH OUR STUDENT WITH SENSITIVITY AND THOUGHTFULNESS?

Reflection Time

WHEEL OF POWER/PRIVILEGE



Adapted from ccrweb.ca

@sylviaduckworth

TIPS TO PROMOTE INCLUSIVITY

1. Facilitate Interactive Office Hours

- Make office hours student-centered (focus on student learning and participation)
- Use Inquiry-based learning, the "Socratic Method of Teaching"
 - guide students through questions to the solution, rather than providing the solution
- Encourage students to work problems on the blackboards
- Have students work together and facilitate their discussion
- Help them connect concepts to their prior knowledge and experience
- Relate new ideas to old

TIPS TO PROMOTE INCLUSIVITY

2. Encourage equal participation

- Provide enough time for folks to think before you take an answer
- Encourage new people to participate
- Introduce team-based learning
- Use diverse literature and examples
- Encourage students to come to office hours even if they don't have questions

TIPS TO PROMOTE INCLUSIVITY

3. Establish community standards

- Community building (get to know your students and help them get to know you and each other)
- Language matters (e.g. pronouns and gender-neutral language like "folks" instead of "guys", etc.)
- Address microaggressions

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Microaggressions are daily verbal, behavioral, and environmental slights or insults, whether intentional or unintentional, that communicate hostile, derogatory, or negative messages to the target person or group based on their underrepresented group membership.

MICROAGGRESSIONS IN THE CLASSROOM

Microaggressions can lead to

- Isolation and (re)traumatising of students
- Student disengagement from class activities and the class community
- Reinforcement of historical power inequalities

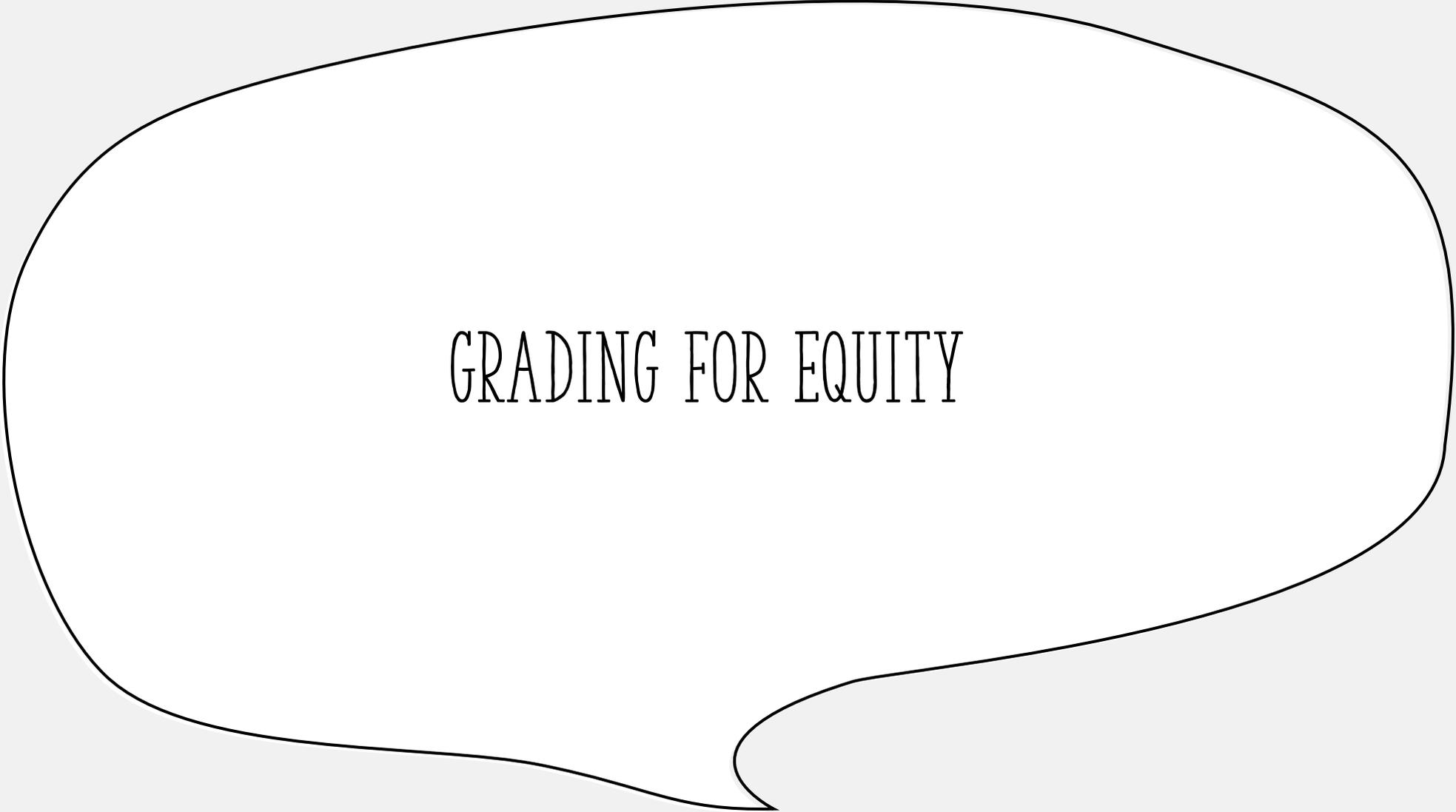
SCENARIO

During your office hours, you observe that almost every time a particular female student tries to speak, she is interrupted by a male student in your section. No one says anything when this happens. Finally, the female student stops contributing to the discussions.

- What is the issue in this scenario?
- How does the microaggression appear here?
- What could the CA do to address the situation?

TIPS TO TACKLE MICROAGGRESSIONS

- Develop Community Agreements (shared rules between learners and you on how you will interact)
- Promote values of communication and accountability
- Use microaggressions as teaching opportunities
- Challenge the discriminatory attitudes and behaviors rather than the person
- Provide microaffirmation whenever possible



GRADING FOR EQUITY

REFLECTION

What do you anticipate to be challenging about grading?

THE MEANING OF GRADING

- **For the student:** Performance, Evaluation, Motivation, Reflection
- **For the instructor:** Student learning, Common mistakes and misconceptions, Course re-design
- **For the CA:** Student learning, Retention, Teaching opportunity, Time management with non-CA-work

FACTORS AFFECTING GRADING

- Standards
 - How will the grading happen (online e.g. Gradescope or in paper)
 - Rubrics
 - Feedback
- Timelines
 - Deadlines for grading, returning marks and returning students' work

WHERE IN THE GRADING PROCESS IS THERE
SPACE FOR EQUITY CONSIDERATION?

Group Share

CHALLENGES FOR STUDENTS

Your students might:

- Be managing a lot of responsibilities (working, taking care of elders, etc)
- Misinterpret instructions due to language barriers
- Make language mistakes
- Not be familiar with writing conventions
- Not be familiar with university resources and support

STRATEGIES FOR GRADING FOR EQUITY

1. Provide feedback for growth mindset

"Someone with a growth mindset views intelligence, abilities, and talents as learnable and capable of improvement through effort.

Someone with a fixed mindset views those same traits as inherently stable and unchangeable over time."

- Be encouraging
- Be attentive to your tone
- Be specific (where is the misconception or where does the student need to improve)
- Provide comments on what the next steps would be to improve
- Use positive comments as well (let students know what they did well, not only where to improve)

THE VALUE OF FEEDBACK

- Shows caring and creates a connection of support between the learner and the CA.
- Encourages students to think critically about their work and to reflect on what they need to do to improve it.
- Guides the development of a skill and their overall learning process.
- Can help students gain confidence, self-awareness, and enthusiasm for what they are learning.

STRATEGIES FOR GRADING FOR EQUITY

2. Use grading as a teaching opportunity

- Consider using questions to guide students towards the next steps for improvement

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3. Use rubrics

- Helps with consistency and fairness
- Helps students understand their grades and the course expectations
- Saves time!

STRATEGIES FOR GRADING FOR EQUITY

4. Address biases

- Grade assignments anonymously
- Grade one question at a time
- Avoid the "halo effect"

"Halo effects in teacher judgments, can occur when the assessment of one aspect of a person's achievement is generalized to another aspect of achievement for that same person."

Fabian T. C. Schmidt, Aurelia Kaiser & Jan Retelsdorf (2023)

- Discuss with other CAs and TFs for the grading process

SCENARIO (BONUS)

A student comes to your office hours to request a re-grade of their latest assignment.

They disclose that they are an international student for whom English is a third language. They do not understand why they have lost so many marks.

They insist that the content was accurate and they complain about losing marks for their writing style.

- What is the equity issue in this scenario?
- What can you do in the moment to address this concern?
- What can you do in the future to pre-empt this?

CONNECT

- If you have any concerns or questions, feel free to contact me!

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- We will have bi-weekly meetings over the semester.
 - Please fill in the following survey to find a time that works for all of us
<https://forms.gle/acHh3H1nGFAXYwj88>

