

Teaching for Inclusive Excellence Symposium
Davis Grant
May 21st, 2015

- 8:30 am Breakfast
- 9:00 am Welcome and introductions, Annie Soisson, CELT
Introduction by David Harris, Provost
Introduce Mark Brimhall-Vargas, Chief Diversity Officer
- 9:15 am What is inclusive excellence? Annie Soisson, CELT
What is the Davis educational foundation grant?
- 9:30 Keynote
Emmett Price, Associate Professor of Music, Northeastern University
- 11:00 am Panel
Debbie Schildkraut, Keith Maddox and David Proctor, Ethan Danahey,
Sam Thomas
- 11:45 am Lightning Round – quick teaching tips
David Proctor, Classics; Susan Setnick, Classics; Sergiy Kryatov,
Chemistry; Jennifer Allen, Community Health; Deborah Donahue-
Keegan, Education; Ben Hescott, Computer Science; Misha Eliasziw,
Community Medicine and Public Health; Felicia Sullivan, Tisch College
- 12:15 pm Lunch
- 1:00 pm Individual Presentations of FLC Members

Afternoon Presentation Descriptions

Arty Science

Mitch McVey, Biology

To promote inclusive excellence in my upper-level molecular biology course, I include writing assignments not typically used in a science classroom. For example, after we talk about DNA repair pathways, I ask the students to write poems or create visual media that encapsulate the repair mechanism. The entries are “judged” and the “winners” have an opportunity to present their poems during class at our annual poetry slam. I have found that many students get very excited about this assignment and that some of the students who don’t typically speak up in class welcome the opportunity to contribute in a less threatening environment.

Jonathan E. Kenny, Chemistry

I stumbled into using storytelling assignments in chemistry because of an essay a colleague introduced into an interdisciplinary course we were co-teaching. Since then, not only have I learned that “storytelling is the way we have evolved to learn and teach,” but also that using stories to teach chemistry is a tactic for inclusive excellence. It “integrates culturally inclusive pedagogy,” and provides “choices in assessment methods based on experience, values, needs and strengths.” (U. of Wisconsin, 6 Impactful Teaching Practices...) I will present a student’s story animated by a second student, and a third student’s reflection on having this kind of opportunity in a chemistry class.

Mary Davis, Urban and Environmental Planning

To improve memory and economic literacy in my graduate level microeconomics principles course, I include a range of creative arts activities, both as extra credit and regular assignments. Students are guided through a descriptive assignment with examples to create original works, including poetry, music, and art. The overall goal is to increase their understanding and memory of a given economics concept through the use of mnemonic devices such as imagery, rhyme, and repetition. I often have students share their work with the rest of the class, either through a verbal presentation or an online discussion format. I also conduct a ‘best of the best’ competition using social media and online polling, with the winner receiving extra credit and bragging rights.

Impacts of a Faculty Learning Community on Personal Teaching Practice

Improving Assessment in Dance

Danny McCusker, Drama and Dance

BLAST and the First Year

Juliet Fuhrman, Biology

Strategies for Exploring Horrifying Topics

Cynthia Robinson, Education

To help my museum studies students gain insights into facilitating difficult topics in museums, I modeled an active learning experience that focused on lynching in America. For nearly 3 hours we confronted what to many of my students was a unfamiliar facet of American history, and used our own (lack of) knowledge and emotional responses to the images of tortured individuals and gloating crowds to think about how and why we can help museum visitors engage with this awful past that continues to reverberate today.

Remixing the Disney Canon: Leveraging Diversity and Technology
Julie Dobrow, CIS, Film and Media Studies

This spring I tried something new in my Children and Mass Media course. Using what's arguably one of the most odious examples of ethnic and gender stereotyping in the entire Disney canon, I had students learn a little bit of film editing and incorporated a lot of what I'd learned about engaging students in difficult dialogues to remix it and create a video that made a different kind of statement. The results, as you'll see, were quite amazing.

My Journey Through ePortfolio
Diane McKay, Friedman School of Nutrition

Diane has been using an ePortfolio to document her changes over time in the learning community. After every meeting, she has reflected in writing what she considers interesting, important, and potentially useful in her teaching. She has collected important literature related to the learning community and her classes, and begun to frame how she will move forward.