

Read this paragraph and choose which questions you would like to answer during your time. Reminder: ORID makes space for each person to talk, no interruptions, and each person should not talk longer than one minute.

All of us want our students to build on the assets they bring with them and to succeed in our classes (Yosso, 2005). Specifically designing our assignments and activities in order to allow them to apply those assets and bring in their diverse experiences and ways of knowing not only sets them up to succeed, but fosters a rich learning environment (Ladson-Billings, 2014). Part of this includes Universal Design for Learning, which involves intentionally offering multiple means for students to access and demonstrate mastery of course content, as well as multiple means for them to engage in and contribute to our classes. New forms of expression invite new kinds of learning (Pedelty, 2001). Another aspect of this includes creating a wide range of opportunities for students to connect their prior knowledge and experiences to new learning (Ladson-Billings, 2014). And it has been found that students respond positively to the opportunity to express their knowledge in diverse ways; among other things, they feel “more in control of their own learning process and empowered to make personal choices,” including an experience of lowered stress and increased success (Wideman and Kumar, 2014).

<https://cndls.georgetown.edu/ip-toolkit/pedagogy/>

Each person takes at most one minute to answer any of the observational questions. Then, each person takes at most one minute to answer any of the reflective questions.

- Observational
 - What does the paragraph actually say?
 - What words or phrases stand out to you?
 - What clarifying questions do you have?

- Reflective
 - What are the implicit meanings in this paragraph?
 - What is your experience with the impact of assessment practices on your life as a student?
 - What was confusing or interesting to you about this material?
 - What are your concerns and fears about this moment? What are your hopes?

Sample Policies / Work:

Peruse the provided examples or think through examples from your own courses. Then have each person take at most one minute to respond to any of the questions below. The sample materials come from Jan and Angie's earliest syllabi as well as from materials published on the internet with the intent to share.

- Interpretive
 - In what ways does this course material signal class background, membership, and/or norms?
 - What impacts might these signals have on the way people feel valued and heard?
 - Where do you see the principles of inclusive teaching playing out in your work with students?
 - What's one key takeaway from your experience in this workshop today? For you? For your institution? For your students?

Finally, here are some assessment centered ideas that emerged from our Feb 15 workshop as well as from the literature. Do you see ways to make the provided materials or your own materials even more inclusive?

- ✂ Create opportunities for students to make their learning visible to the full learning community to help build solidarity as opposed to competition around assessment
- ✂ Create low-stakes opportunities for students to practice before they are asked to perform
- ✂ Offer a variety of assignment types
- ✂ Use reflection assignments to gauge student responses
- ✂ Manage course workload (A&S: full time = 10 hours per class if 16 credit hours)
- ✂ Employ "ungrading" methods (e.g., contract grading, specifications grading)
- ✂ Allow revisions of coursework
- ✂ Co-create assignment rubrics with students

Take one final round of at most one minute each to answer any of the questions below.

- Decisional
 - How might this discussion inform your planning for next semester?
 - What might you do with the ideas we've discussed?
 - How do you think these ideas will help us proceed?