

Inclusive Teaching in Library Credit Courses



Faculty Communities for Inclusive Teaching, 2019

Project Overview

Librarians teach a wide variety of credit courses yet most of our professional development around inclusive teaching has focused on teaching for “one-shot” workshops, which is the most frequent type of instruction librarians provide.

The FCIT grant allowed us to explore inclusive teaching concepts and best practices for semester long courses. 14 librarians joined our 4 working lunch meetings. Together we:

1. Discussed foundational readings on inclusive teaching and assessed our current practices
2. Worked in small groups to revise our syllabi
3. Revised assignments, class readings, and in-class activities
4. Discussion of classroom engagement, management and student interactions

Participants

- Doreen Bradley, ALA 105 Digital Research
- Amanda Peters, ALA 105 Digital Research
- Catherine Morse, ALA 105 Digital Research
- Emily Ginier, Med School Elective: Improving Medical Communications through Wikipedia.
- Gurpreet K. Rana, PUBHLTH 554: Applications in Global Health
- Hailey Mooney, SOC 295: Sociology of Fake News
- Jean Song, Med School Elective: Improving Medical Communications through Wikipedia.
- Jo Angela Oehrli, ALA 270 Fake News
- Karen Downing, SI 623: Research Methods
- Kathleen Folger, SI 620: Collection Dev't
- Loyd Mbabu, Swahili
- Marna Clowney-Robinson, Social Work
- Melissa Levine, SI 519: Intellectual Property
- Sigrid Cordell, AMCULT 301: Literature of the Undocumented; AMCULT 498 Senior Capstone



Key Insights / New Questions

Insights

1. Inclusiveness is more than a statement
2. Much more aware of social cues, interacting with students with learning disabilities
3. Need to be flexible in determining “participation” points - speaking, journaling, in class work, etc.
4. Takes considerable effort to ensure inclusivity in materials and engagement in student group work
5. Thinking about affordability of materials
6. Realize visual impairments and the need for including ALT text for images
7. Everyone agreed that this meeting changed how they approach course development. We are cognizant of so many more critical issues and have colleagues we can reach out to as we refine future course materials.

Changes Implemented

- Integrated inclusive teaching practices into new student orientations
- Introducing ourselves/pronouns
- Including more help/resources on campus in the syllabus including Wolverine Wellness
- Inclusive statements on syllabi, canvas site, accommodations statement

New/Continuing Questions

- Would like to know more about inclusive teaching strategies for learning disabilities, reading comprehension, and dyslexia.
- Our one-shot teaching makes having these conversations much more difficult with students because we see them for such a brief time. Will continue to explore inclusive teaching aspects for this type of teaching.

Artifacts

ALA 105 002 FA 2019

Jump to Today Edit

Welcome to ALA 105! I'm delighted you are in this course and also to be your instructor. Below is lots of information about the course expectations. Please read them over and let me know if you have any questions --Doreen :)

“Participating in this group sensitized me about the nuances of creating an inclusive learning environment. Rather than define it or point to a definitive statement, the University of Michigan LSA Web page answers the “Why Do It?” question by pointing out the significant aspects that are present in such an environment. “



All people have the right to be addressed and referred to in accordance with their personal identity. In this class, we will have the chance to indicate the name that we prefer to be called and, if we choose, to identify pronouns with which we would like to be addressed...I will do my best to address and refer to all students accordingly and support classmates in doing so as well.

Respect and Diversity in the Classroom

- We believe that diversity in students and their perspectives are a strength and benefit.
- We intend to be respectful of diversity in our teaching (course materials, activities, discussions, etc).
- We expect everyone to contribute to an inclusive learning environment where diverse perspectives are recognized, respected, and appreciated.

Resources

- Armstrong, Mary A. (2011) Small World: Crafting an Inclusive Classroom (No Matter What you Teach). *Thought & Action*.51-61.
- Columbia Center for Teaching and Learning. Guide to Inclusive Teaching at Columbia. Columbia University. <https://ctl.columbia.edu/resources-and-technology/resources/inclusive-teaching-guide/>
- CRLT. (2015) Inclusive Teaching Strategies: Reflecting on Your Practice: 4 Domains Checklist. Adapted from Linse & Weinstein, Shreyer Institute for Teaching Excellence, Penn State. <http://crlt.umich.edu/node/90467>.
- CRLT. Leveraging Diversity: 3 Key Principles.
- CRLT. Responding to Microaggressions in the Classroom/Learning Space.
- CRLT. Setting the Tone for an Inclusive Classroom.
- Eberly Center: Teaching Excellence and Educational Innovation. (2019). Diversity Statement on a Syllabus. Carnegie Mellon University. <https://www.cmu.edu/teaching/designteach/syllabus/checklist/diversitystatement.html>

Next Steps

- Most librarians are teaching credit courses in Fall 2019 to experiment with their newly crafted teaching materials and strategies
- In November 2019, our 14 instructors will meet again to discuss the application of these materials and strategies as well as ideas for improvement
- On December 18, hosting an Inclusive Teaching Shareout following our Librarian Faculty Meeting to share out these revised materials and our own insights after having taught with them in fall semester. This session is open to all library instructors.
- We will continue to iterate our credit course materials and use these ideas in our “one-shot” workshops as well
- The library has an Instructor College, designed as a professional development initiative to improve the quality of teaching we provide. Some of our materials will be integrated into the Inclusive Teaching Toolkit.