



Teaching and Learning Symposium 2023 Collaborative Notes Document

Thank you for contributing to our collective notes for the Teaching and Learning Symposium 2023! In the space below, please record your notes, questions, resource suggestions, and takeaways for each session.

[CELT: Did You Know? Google Slides Presentation](#)

This presentation gives some facts and statistics about CELT

Keynote Presentation

Session Title	Inclusive Teaching Workshop
Time	9:45am - 11:15am
Presenters	Dr. Viji Sathy and Dr. Kelly Hogan, UNC Chapel Hill
Handout	http://bit.ly/InclusiveTeachingTips

Notes/Takeaways from this Session

Give opportunity to share pronouns

1. Give students prompts for engagement. Where do you live favorite movie
2. Use your pronouns
3. Audio pronunciation of an uncommon name.
4. Use colored boxes for instruction/questions
5. Provide timing for structure.
6. Well-structured assignments that lend themselves to fairness of opportunity and access- can be a small adjustment to an existing assignment
7. Move away from the assumption that "some students are lacking" instead move **toward the idea that out learning environments and course designs are lacking structure**
8. How is active learning different from inclusive teaching?
9. Active learning is a spectrum: from simply taking notes, to constructing ideas, to constructing ideas collaboratively.
10. Make sure there are structures in place that ensure all students have the ability to succeed.

11. An inclusive classroom has two structured components: Course design and Class environment.
12. 40% STEM students graduate with science major. 15% of marginalized students graduate.
11. It's our job to ensure that all students have the ability to succeed. Provide notes with blanks, so students can be prompted to recall and fill in the blanks, use subtitles, visual prompts, use microphones, pause in time to give people a chance to construct their ideas.
12. Make sure there are structures in place to ensure that everyone knows the question being asked.
13. Make sure there are structures in place that can help students succeed with group work.
14. Who's being left behind? Some students are coming in already knowing what they need to do to study, practice a little each day, scaffold. Can we create structures for the students to **learn how to learn?**
15. Lecturing and posing a question is not enough to get students engaged and participating in their own learning.
16. Check off objectives as you go with students.
17. Think about feedback more frequently. (during class, after class)
18. Vary who the reporter is.
19. Give student a specific time and set a timer for answering questions

The inclusive classroom has two structured components

1. Course design
 - a. Objectives
 - b. Syllabus
 - c. Opportunities for practice
 - d. Assessments
 - e. Projects and Assignments
2. Class environment

Have you seen demographic data associated with your courses? What could you learn from that data? How would you revise your course design?

Create an open, anonymous form so students can give you feedback at any time during the semester.

Create an environment where mistakes are normalized.

Build in and label typical test questions TTQ that signals to students that this is what they should expect on the exam.

Give students a practice test that is close enough to the real thing but that doesn't give away the real exam. But make it required, not optional.

Objectives should be less telling and more asking.

Look at your grading schema. Build in flexibility in weighting and consider dropping the lowest grade so that mistakes are not fatal.

Key Terms

Unstructured learning

Questions for Presenters**Relevant Resources**

[inclusifiED](#)- Webpage

Session 1

Session Title	Supporting Students Through Transitions
Time	11:30am - 12:15pm
Presenters	Brandon Bjertnes, Dr. Kristin Hall, Jennifer Poma, Jennifer Rodriguez
Presentation File	Google Slides Presentation

Notes/Takeaways from this Session

Who is GenZ?

- Belonging, Community and Inclusion
 - They see inclusion and representation as the core of a community that they want to be a part of.

- Focus and Attention
 - They like instant gratification and to be rewarded quickly. But this isn't strange because of Amazon Prime, Social Media, and streaming services. They expect this in the classroom.
 - Students were normalized to think that they can reach out to people and get answers at any hour because of covid. But now that covid is waning and we are getting back to normal hours this isn't happening.
 - They like to receive information in short snippets.

- Tech Savvy
 - They aren't tech savants
 - Just because they are internet savvy doesn't mean they are ed tech savvy.
 - They have never known a world without internet

- Supporting Mental Health
 - They were severely impacted by covid (high school and college).
 - This generation is experiencing higher rates of anxiety and depression than other generations. This was predicted before the pandemic.
 - They are more likely to be open about their mental health
 - They don't know how to find and navigate the help that they need

Instructional Strategies

- Setting up your course
 - Syllabus language - Instead of saying students will say you will
 - Student choice - give students choice of assessments
 - Name cards/pronouns - have them draw pictures on their name tags
 - Use rubrics
 - Guided notes - handouts with gaps
 - Provide key terms
 - How information should be organized
 - Lowers cognitive load
- Active learning
 - Think, pair, share - give wait time!
 - Forming groups - form groups intentionally
- Spacing and chunking in class
 - Intersperse lectures with activities (10-12 minute lecture, 3-4 minute activity and rotate between the two during class time)
 - Spacing and chunking videos -
 - chunk videos into smaller parts
 - Focus on important content take out fillers
 - Spacing and chunking assessments
 - Break assessments into smaller parts and give them multiple deadlines
 - This will help you give feedback throughout and the final product will be a lot better
- Retrieval Practice
 - Learn it and link it
 - Uncommon Sense teaching book by Barbara Oakley
 - Polling
 - Practice free recall - 1 minute paper
 - Teach one another - each one teach one
 - Frequent low-stakes quizzes
- Use of technology
 - Be intentional
 - Use what Stony Brook supports
 - Have students practice using the tech

Additional Resources to Support Students

Key Terms

Questions for Presenters

Relevant Resources

[Use and Adapt Worksheet](#)

[CELT Active Learning Resources](#)

[Effective Instructional Videos](#)

[Retrieval Practice Concept Map](#)

[Student Support Services](#)

[TikTok- The Curse of Knowledge](#)

Lunch Roundtable Discussions

Session Title	Food For Thought- Lunch Roundtables and Research
Time	1:00pm- 2:00pm
Presentation	Google Slides Presentation- Research Highlights

Table 1: Inclusive Teaching

Notes/Takeaways from this Session

David Green, Faculty AMS- linear algebra large courses , grad prog dir in applied math- ug- very diff groups of students- lots of questions- gender, ethnicity, more open about sharing, a lot of behind the scenes stuff, younger siblings, elderly relatives, jobs they rely on, how do i structure a class that doesn't assume my stereotype of what a college student is (traditional age, no other full-time responsibilities), graduate more international, language barriers, dual language instruction- barriers in language in teaching math?

Lakshmi, -phd student and inclusive education is my interest, what's missing from inclusive

teaching strategies, resources that are offered to faculty, some are based on research, some without context, checklists, rubrics,

Anya (Russian language), what does it mean to be inclusive? Students feeling intimidated to speak- not all the students are eager to collaborate or work in groups- translanguaging approach- it can be used in any subject- making connection to their cultural background- use their own language- use personal examples, living in Russia, students start understanding, students have so much to say, but they might be shy,

Omar- students' cultural linguistic background, invite them to share that with the class, cultural window- students share from their background, helps me, other cultures are welcome and it makes you rich, newsletter- to highlight students' success- make affective filter low- makes them feel welcome- see the class as a global setting- what is important is the connections- when I hear the students use slang, I ask them to explain it to me,

Table 2: TA Training and Assessment

Notes/Takeaways from this Session

Table 3: Using Course Evaluation Feedback to Improve Your Class

Notes/Takeaways from this Session

Ask more specific questions

Assess throughout the semester not just at the end

You need to look at them and say is this really in the students' best interest

Let students see the evaluations

Table 4: Faculty- Student Success

Notes/Takeaways from this Session

Table 5: Pre-majors (area of interest)

Notes/Takeaways from this Session

Table 6: Growth Mindset Messaging
Notes/Takeaways from this Session

Table 7: Assessing our Stony Brook Curriculum (SBC)
Notes/Takeaways from this Session

Table 8: ChatGPT: AI generated work
Notes/Takeaways from this Session

Table 9: Tech Matters
Notes/Takeaways from this Session

Tables 10 & 11: VR- Virtual Reality Field Trip/WebXR
Notes/Takeaways from this Session

Tables 12 & 13: Active Learning Tours and Conversation
Notes/Takeaways from this Session

Session 2

Session Title	The Rebound after Remote: How Teaching Online has Transformed Current Instruction
Time	2:00pm - 2:45pm
Presenters	Dr. Daniel Amarante, Dr. Sohl Lee, Dr. Kevin Reed, Dr. Anne Moyer, Anthony Gomez
Presentation File	Google Slides Presentation

Notes/Takeaways from this Session

- Most students were dissatisfied with the online learning experience during the pandemic
- However some students appreciated the community and the availability of instructors
- Many incoming students spent 2+ years in online classes and they are familiar with breaks, breakout rooms, and survey questions. They have adapted to learn based on user control and freedom.
- Students really adapted to learning on Zoom
- Ask public school teachers how they motivated students for a whole day.
- Give up control of the classroom–What does it mean to come to class and not lecture the whole time and give students autonomy to direct their own learning?
- If we use paid textbooks then we aren't being inclusive.
- Making the switch to QER can help
- SUNY uses Lumen Learning
- Lumen Learning has a tool called Waymaker that lets you better connect with students.
- Flexibility is important for learning - this is especially true for larger classes
- Diversity of educational resources - guiding students on how to find reputable and useful sources online. How to use Wikipedia–go to the sources within the article
- Use student's past experiences to engage them on the course content. Have peer assessment for this activity so it's not just TAs grading the material.

- Interaction pathways - online courses offer a variety of pathways for students to interact beyond the classroom
- Evolving material as all if the above change "classrooms" and courses evolve

Key Terms

Questions for Presenters

Relevant Resources

Session 3

Session Title	Brightspace: Lessons Learned
Time	2:55pm- 3:40pm
Presenters	Diana Voss, Jennifer Adams
Presentation File	Google Slides Presentation

Notes/Takeaways from this Session

Key Terms

Questions for Presenters

Relevant Resources