

Graduate Teaching Certificate Program

Workshop/Seminar Review Form

Date: 13 January 2021Workshop/Seminar Title: Fostering Equity across the Curriculum through Inclusive CommentingPresenter/Facilitator: Kelly Bradbury and Sue Doe**1. Explain the central topic and purpose of the workshop/seminar. What are the presenter/facilitator's goals for this workshop?**

The purpose of this workshop is to apply the principles of inclusive pedagogy to responding to student work. Inclusive teaching is when you deliberately cultivate a learning environment where all students are treated equitably and have equal access to education. We can apply those principles to responding to student work by deliberately creating a learning environment within comments and responses to assignments. Commenting is truly a part of teaching, not really separate from what goes on in a classroom. One important principle to consider while trying to practice inclusive commenting is recognizing linguistic diversity. There are many dialects in English and students have a right to write in their own language.

2. What information in the workshop/seminar was most valuable to you?

It was valuable for me to hear the strategies to employ while giving comments on student work. Questions can be helpful for the student because they facilitate thinking more deeply about their work. Comments shouldn't only be diagnostic of problems and deliberately including questions is a good way to counter this. Comments should also focus on the future – i.e. next time try this. This enhances the learning potential of writing assignments and indicates that you expect a progression and learning to take place in your class. The hierarchy of rhetorical concerns is also a useful way to make your comments the most helpful. First – if the audience, purpose, occasion are not right, these should be addressed first. Secondly, the focus of the paper. Third, development of ideas and support for those ideas. And fifth, style, mechanics, and conventions. It's also important to include praise in your comments. For instance, including a praise sandwich in which a weakness is sandwiched between praise and concrete suggestions. Complete sentences are helpful and should be used everywhere possible. This reduces misunderstanding between instructor and student and allows further development of ideas. And finally, including an end comment as well as margin comments can provide good perspective for the student and can be used to sum up all the other smaller comments throughout the paper.

3. How will you connect that information to your own pedagogical endeavors?

There are a lot of things that I will definitely use in my own teaching. I have had to grade many writing assignments and I have often tried to implement the hierarchy of rhetorical concerns, but I sometimes get bogged down in the lower priorities. This was a good reminder to think big for most of my students. I think development is often a weakness for my students, so I tend to comment a lot there, but the issues with development might actually stem from a lack of focus or purpose in the assignment. The other practice that I will implement is using complete sentences and including questions in my responses. These things take more time, but I think they could improve my students work because it makes my opinions more clear and also guide the student to ask more questions and think critically.

4. After attending this workshop/seminar, what additional information would you like to seek about this subject?

In this workshop we talked about good practices for commenting on writing assignments, which will be very helpful while I grade and provide feedback to students. I would like to learn more about linguistic diversity. How can we challenge linguistic dominance of 'academic' English and how are our standards related to linguistic diversity. I think that when my students use 'academically incorrect' English, my biases probably come out. This would be interesting to learn more about generally, and also specifically what my biases are. I would like to learn more about what master teachers think about what the differences are between having 'standards' and accepting a plurality of English language.