

Advanced Course in Active Learning and Equity

[Term and Year]

Instructor:

[Name], [Pronouns], [email]

Class Time:**Class Location:****Course Credits: 2****Teaching Support:**

Chat about Teaching (CAT) Hours with [Instructor]: [office hour info].

Otherwise, email me to schedule a meeting (in person or remote).

Course Materials: Please go to our course Canvas page or our Google Drive folder to find all course materials.

Course Overview

This course is designed to support Graduate Teaching Assistants (GTAs) in learning about and from research on engaged learning, inclusive teaching, and equity, and how these teaching practices benefit undergraduate learners. Learning goals and objectives include:

1. GTAs will expand their understanding of the role of active learning in engaged, inclusive, and equitable mathematics instruction.
 - a. GTAs will explore dimensions of equity (access, achievement, identity, and power).
 - b. GTAs will explore large-scale active learning instructional practices based on research.
2. GTAs will learn about and assemble a teaching portfolio that demonstrates their personal conceptions and applications of engaging, equitable, and inclusive teaching practices.
 - a. GTAs will have an opportunity to create a lesson plan, using active learning instructional activities/practices that are equitable and inclusive.
 - b. GTAs will write a teaching or diversity statement, depending on their current career interests.
 - c. GTAs will explore how to navigate discussions of DEI in different academic settings and contexts.
3. GTAs will explore systemic issues pertaining to social justice and campus climate, while exploring pedagogical philosophies to empower students and/or colleagues while respecting and leveraging their lived experiences and backgrounds in the classroom.

Equity and Diversity Statement

I want to co-construct an equitable learning community where all members can and want to participate and engage. I want us to work to create this community by consistently being inclusive, accessible, and transparent. Throughout the term, I will invite you to name and revisit your needs and expectations for participation and engagement. To get us started, I want to encourage members of our community to:

- Take intellectual risks (willing to offer and pursue ideas and suggestions that may be new or different)
- Respect others' perspectives and lived experiences (attend to and empathize with others' ideas)
- Make connections (connect to the theoretical and practical; relating larger themes to your teaching practices and aspiration)

- Express ideas in multiple ways (be willing to express ideas, organize information, and communicate through writing, orally, or other forms of artistic expression)
- Contribute to the community (willingness to share information and ideas with the group and to support others in their efforts to build understanding)
- Adopt a growth mindset (appreciate that we are all growing and learning, and that our understandings are continually evolving)

At any point in the term, let me know ways that we can make our community more welcoming or supportive.

Accommodations for Students with Disabilities (and Other Needs)

[Campus specific info]

I am committed to working with you to create an accessible learning environment and to reduce barriers to your participation. This includes:

- Providing information, resources, and assignment upload requirements in different formats (e.g., paper copies, digital texts, videos, podcasts / audio files)
- Flexibility in deadlines; work on assignments when you have the opportunity and health to do so.
 - I understand that personal circumstances, emergencies, health circumstances, and learning preferences may influence your availability and pace in this course; you do not need to share or explain your circumstances to me at any time. I ask that you communicate, at a time of your convenience, when you will be able to complete the assignment.
 - You are welcome to communicate with me your needs or preferences, as I understand that these are not necessarily static.
- You may attend to your needs at any time without needing to ask for permission; this includes using the bathroom, getting a drink or eating food, or taking a break outside the classroom.
- If you are responsible for childcare, your children are welcome in our class.

Students with disabilities may also formally register with Disability Access Services, which is the official process for receiving reasonable accommodations in the classroom. You do not need to share specifics or diagnoses with me to communicate your needs or preferences in the course; I will try my best to accommodate anyone to provide as rewarding a learning experience as possible.

Course Assignments

Readings, Videos, or Podcasts

Throughout the term, there may be readings, videos, and/or podcasts that are shared to prepare for or build on our class meetings. Everyone will have opportunities to engage in discussions about the material to contribute original ideas, take intellectual risks, and share curiosities. Prior to class, you will be asked to contribute two questions or comments for things that you found surprising, interesting, or challenging. This will provide you with an opportunity to shape the discussions we have in class. Course materials will be posted in Canvas or in our shared Google Drive folder.

Weekly Reflection Prompts

Each week of class will have a corresponding reflection prompt. The purpose of the weekly reflection is to foster participation and engagement relative to ideas and practices based upon active learning, inclusivity, and equity, and to inform the final project. However, your reflections need not be limited to the prompt(s).

Lesson Debrief Reflections

Some classes will have a lesson debrief. The purpose of the debrief is to provide an opportunity to reflect on class activities and to make connections to understandings of and practices based upon active learning, inclusivity, and equity. These reflections may occur through multiple formats such as minute papers, Google forms, etc.

Building a Teaching Portfolio

This term you will have an opportunity to begin composing a teaching portfolio. When you are on the job market, in academia or industry, you will be asked to share a variety of documents. To help you prepare for this, you will begin working on two components in this course:

1. Creating an active learning lesson plan that is equitable and inclusive
2. Composing a current draft of a teaching or diversity statement

For the former, we will be working again to create a lesson plan for our current or future teaching. If you are unable to enact this activity this term, I encourage you to write a lesson plan for a course that you would like to teach in the future. I encourage you to focus on how to foster equity and inclusivity in your lesson; Recall that active learning is not always equitable and inclusive.

The latter can be tailored to the type of career that you are currently interested in, and you will have flexibility to make this a personally and professionally meaningful endeavor. Also, it is expected that the teaching or diversity statement will evolve over time; I encourage you to be open-minded about the process, and have patience with yourself, as these statements can be challenging and time-consuming to write.

Course Topics

- Introduction/ Norm (Re)setting
- Access: What is it?; Systems, students' experiences, and what you can do
- Achievement: Meritocracy; Assessment
- Identity: Culturally Responsive Pedagogy
- Power: Critical Race Theory
- Large Scale Active Learning Implementations
- Communicating about DEI
- Building a Teaching Portfolio:
 - Assignment #1: Implement or write an active learning lesson plan
 - Assignment #2: Write a teaching or DEI statement.

Note: As part of an ongoing effort to refine and improve this course sequence, this syllabus is a living document and will be updated as needed. I will inform you in class when I have made any updates.

Land Acknowledgement

[campus land acknowledgement]

Student Conduct Expectations link:

[link here]

Useful Student Resources at [Institution]

- Listing of campus resources, including the tutoring center, various health services, etc.