You're Coming in HOT:

Active Learning Strategies for Inclusive Classrooms

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Lotería Humana

I grew up with more than one language or dialect spoken at home. _____	I depended on public transportation to get to places. _____	I am left-handed. _____	I have coped with forced unemployment. _____
I am a first-generation college student. _____	I play an instrument. _____	I have more than three siblings. _____	I know home remedies due to family or cultural knowledge. _____
I grew up in a predominately white, middle class, monocultural neighborhood. _____	I have lived or studied abroad in a different country. _____	I have been marginalized by someone in authority due to the way I look. _____	I have learned the skills necessary to live my life with a permanent or long-term disability. _____

THE CHRONICLE
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ADVICE

The Rules About Classroom Rules

Brian Taylor

By Rob Jenkins | DECEMBER 13, 2011

During his 1983 NCAA championship run, legendary North Carolina State basketball coach Jim Valvano was asked by a reporter if he held "bed check" when the team was on the road.

"Absolutely," replied Valvano. "In fact, I just checked last night, and would you believe every single bed was there."

That story, although perhaps apocryphal, illustrates perfectly the dangers of overzealous rule-making. Too many college classrooms, I fear, have come to resemble Hogwarts under the iron-fisted reign of High Inquisitor Dolores Umbridge, with a new edict issued weekly in response to some minor or imagined transgression.

Before you get carried away with legalistic pronouncements in your classroom, you might want to take into account the following inviolable rules about making rules:

Don't make a rule you can't enforce. I know it annoys you when students are texting or listening to their iPods during class. How dare they not pay attention to your wonderful lecture?

The question is: Can you stop them? College kids are pretty adept at surreptitious texting, not to mention hiding their ear buds under hair and hoodies. They've been doing those sorts of things since middle school. How do you plan to catch them, short of patrolling the room like some sort of angry test proctor on steroids? (Keep in mind, too, that just because they're texting doesn't necessarily mean they aren't listening to you. College kids are also amazingly adept at multitasking.)

Making rules that are difficult to enforce can quickly turn your classroom into a kind of mini police state, where you spend more time playing "gotcha" with students than you do actually teaching them. And setting rules you can't enforce at all is even worse. Essentially, you're encouraging students to break the rules—since, if they do, you can't do anything about it anyway—thereby creating a culture of rule-flaunting that seriously undermines your authority as teacher.

Decide what you can tolerate. Effective classroom discipline is often a matter of trade-offs. Sure, there are behaviors you don't like. But what can you put up with in exchange for relative peace and productivity?

In my composition classes, students spend a great deal of time on writing activities designed to help them with whichever essay we're working on at that point. I allow them to use their laptops because it would be pretty silly to make them write everything by hand when they're so used to composing on the keyboard and when the final essays have to be produced on a word processor anyway.

In allowing them to use laptops, I understand that some of them will probably be updating their Facebook status instead of working on their essays. Of course if I see them doing it, I'll say something like "OK, guys, this is writing time, not Facebook time." But most of them will never get caught, because it's too easy to click back and forth between windows. That's something I'm willing to tolerate because I believe that, on balance, allowing laptops in class solves more problems than it creates.

Think of the victims. I say that tongue-in-cheek because the truth is that many of the behaviors we legislate against in our classrooms are actually victimless crimes. We often make a rule against something just because it annoys us—not because it's actually harmful to other students or detrimental to the learning environment.

Eating and drinking in class fall into that category (in a regular classroom, at least; a computer lab, where thousands of dollars' worth of equipment could be destroyed by a spill, is another matter). Who are the students really hurting by snacking on chips or sipping a soda in class, other than those of us who skipped breakfast?

At most, when they're munching instead of taking part in the discussion, texting instead of listening, or surfing the Web instead of working on their essays, they're only hurting themselves. As long as students do those things quietly, I don't really see them as discipline problems, certainly not to the point that I'm willing to take steps to prevent them. That could ultimately do more harm than good.

Consider the consequences. Another question you have to ask yourself before making any rule is: What will be the cost of enforcing it?

Coach Valvano understood that if he held bed check, he might very well catch one of his best players out too late and have to suspend him, perhaps costing the team a chance to advance in the tournament. We might debate the ethics of forgoing such a check, but we can hardly question the rationale. Clearly, enforcing a curfew might have led to unacceptable consequences for Valvano and the other members of the team.

As teachers, we often have to make similar calculations. If we become the technology and food police in our classrooms, snatching up illicit iPhones and bags of chips and snapping shut laptop lids, who exactly is being disruptive? Who is doing more damage to the learning environment? The one quietly sipping a soft drink or the one grabbing it out of his hand?

Moreover, sometimes overzealous enforcement can create real problems for the instructor. Do you know if you're even allowed to confiscate students' expensive electronic equipment? What if you take a snack away from a diabetic student? Might you open yourself up to a lawsuit, or at least to a reprimand? Is it worth taking the risk?

Understand the big picture. Before you start legislating against particular behaviors, you need to become intimately familiar with your college's student and faculty handbooks as well as its policy manual.

In other words, you need to know exactly what you can and can't do in your classroom—and whether or not the administration will back you up if you attempt to enforce a particular rule. The next-to-last thing you want to do is create a rule that is simply going to be overturned by your department chair or dean the first time a student complains. The very last thing is to have a rule that's going to get you dragged into court.

Stick to the "biggies." For all the reasons cited above, I would recommend that you have as few classroom rules as possible and that the ones you do have fall under one of two major categories: academic honesty and (truly) disruptive behavior.

The nice thing is that, in both cases, you probably won't have to create a rule at all. Your college almost certainly has rules and policies dealing with those issues that you can simply copy and paste into your syllabus. That way, you get to avoid being the bad guy while at the same time dodging the label of Umbridgesque rule monger.

I recognize that there are situations that call for special rules, such as safety guidelines in a science lab or prohibitions against food and drink in a computer lab. But, again, institutional or departmental policies about those problems may already exist and should be clearly posted where all students who use those facilities can see them.

Communicate clearly. Whatever classroom rules you decide on, you need to make sure you publish them clearly on your syllabus and then see that every student has a copy. Many instructors also have students sign a form acknowledging that they received the syllabus and understand the rules.

But simply publishing the rules isn't enough. Go over them clearly and explicitly on the first day of class, with refresher sessions throughout the term as needed. I've found that, whereas a printed syllabus can be rather cold and impersonal, you can often take the sting out of rules by talking about them and explaining your reasoning.

Be consistent. The last rule of rule-making is that, if you have a rule, you must enforce it, regardless of the consequences. You can't hesitate, and you can't be selective in your enforcement. Otherwise, you might as well not have the rule at all—and you're right back to the point I began with.

A colleague once asked me if I have a policy on eating in class. "Absolutely," I replied. "I tell students to keep their mouths closed when they chew."

I think Coach Valvano would have been proud.

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A Model of Learning Objectives

based on

A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives

Among other modifications, Anderson and Krathwohl's (2001) revision of the original Bloom's taxonomy (Bloom & Krathwohl, 1956) redefines the cognitive domain as the intersection of the Cognitive Process Dimension and the Knowledge Dimension. This document offers a three-dimensional representation of the revised taxonomy of the cognitive domain.

Although the Cognitive Process and Knowledge dimensions are represented as hierarchical steps, the distinctions between categories are not always clear-cut. For example, all procedural knowledge is not necessarily more abstract than all conceptual knowledge; and an objective that involves analyzing or evaluating may require thinking skills that are no less complex than one that involves creating. It is generally understood, nonetheless, that lower order thinking skills are subsumed by, and provide the foundation for higher order thinking skills.

The Knowledge Dimension classifies four types of knowledge that learners may be expected to acquire or construct—ranging from concrete to abstract (Table 1).

Table 1. The Knowledge Dimension – major types and subtypes

concrete knowledge → abstract knowledge			
factual	**conceptual**	**procedural**	**metacognitive***
knowledge of terminology knowledge of specific details and elements	knowledge of classifications and categories knowledge of principles and generalizations knowledge of theories, models, and structures	knowledge of subject-specific skills and algorithms knowledge of subject-specific techniques and methods knowledge of criteria for determining when to use appropriate procedures	strategic knowledge knowledge about cognitive tasks, including appropriate contextual and conditional knowledge self-knowledge

(Table 1 adapted from Anderson and Krathwohl, 2001, p. 46.)

*Metacognitive knowledge is a special case. In this model, "metacognitive knowledge is knowledge of [one's own] cognition and about oneself in relation to various subject matters . . . " (Anderson and Krathwohl, 2001, p. 44).

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This taxonomy provides a framework for determining and clarifying learning ***objectives***.
Learning ***activities*** often involve both lower order and higher order thinking skills as well as a mix of concrete and abstract knowledge.

The Cognitive Process Dimension

represents a continuum of increasing cognitive complexity—from lower order thinking skills to higher order thinking skills. Anderson and Krathwohl (2001) identify nineteen specific cognitive processes that further clarify the scope of the six categories (Table 2).

Table 2. The Cognitive Processes dimension — categories & cognitive processes and alternative names

lower order thinking skills → higher order thinking skills

remember	understand	apply	analyze	evaluate	create
recognizing • identifying recalling • retrieving	interpreting • clarifying • paraphrasing • representing • translating exemplifying • illustrating • instantiating classifying • categorizing • subsuming summarizing • abstracting • generalizing inferring • concluding • extrapolating • interpolating • predicting comparing • contrasting • mapping • matching explaining • constructing models	executing • carrying out implementing • using	differentiating • discriminating • distinguishing • focusing • selecting organizing • finding coherence • integrating • outlining • parsing • structuring attributing • deconstructing	checking • coordinating • detecting • monitoring • testing critiquing • judging	generating • hypothesizing planning • designing producing • constructing

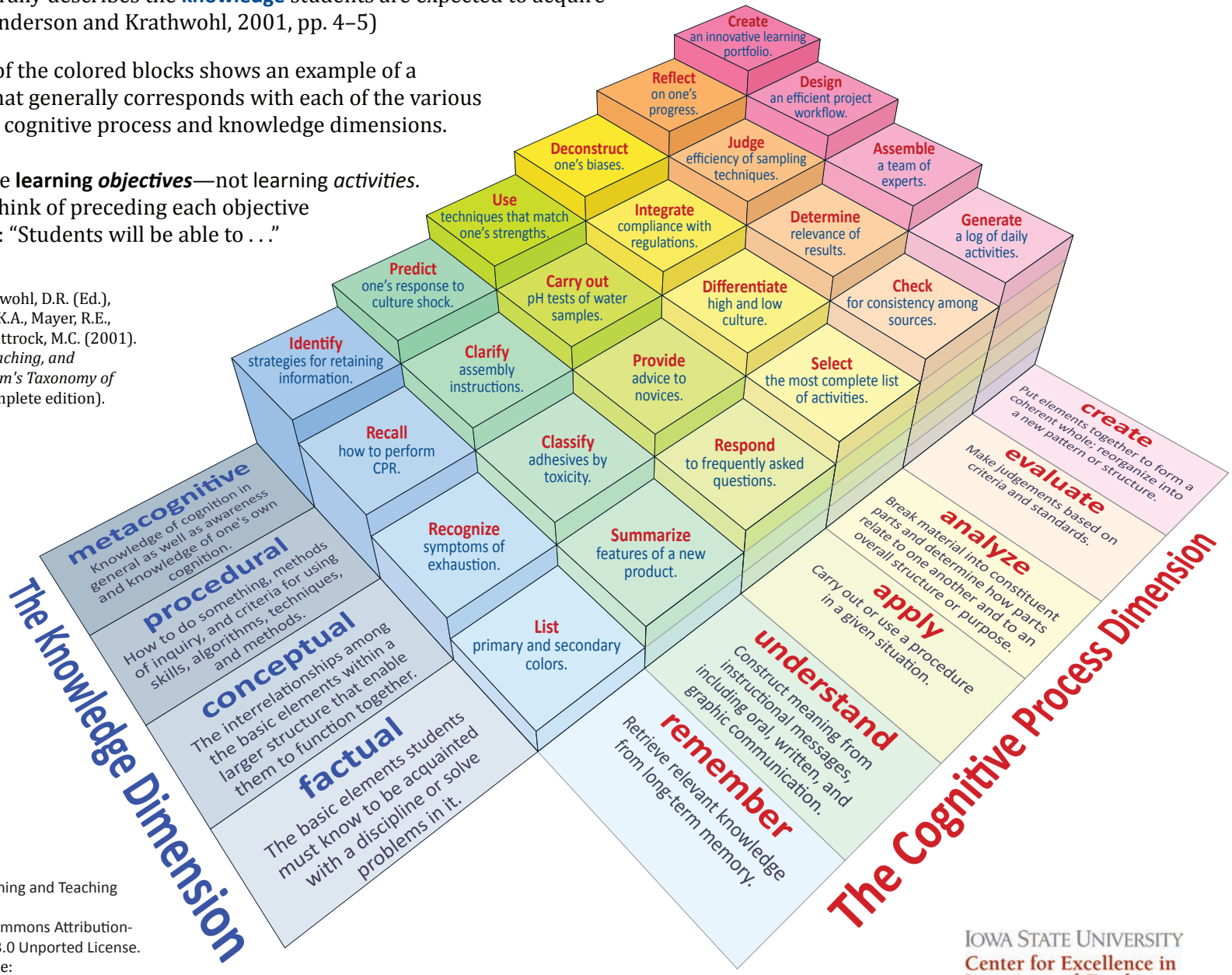
(Table 2 adapted from Anderson and Krathwohl, 2001, pp. 67–68.)

A statement of a **learning objective** contains a **verb** (an action) and an **object** (usually a noun).

- The **verb** generally refers to [actions associated with] the intended **cognitive process**.
- The **object** generally describes the **knowledge** students are expected to acquire or construct. (Anderson and Krathwohl, 2001, pp. 4–5)

In this model, each of the colored blocks shows an example of a learning objective that generally corresponds with each of the various combinations of the cognitive process and knowledge dimensions.

Remember: these are **learning *objectives***—not learning *activities*. It may be useful to think of preceding each objective with something like: "Students will be able to . . ."



*Anderson, L.W. (Ed.), Krathwohl, D.R. (Ed.), Airasian, P.W., Cruikshank, K.A., Mayer, R.E., Pintrich, P.R., Raths, J., & Wittrock, M.C. (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's Taxonomy of Educational Objectives* (Complete edition). New York: Longman.

Model created by: Rex Heer
Iowa State University
Center for Excellence in Learning and Teaching
Updated January, 2012

For additional resources, see:
www.celt.iastate.edu/teaching/RevisedBlooms1.html

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Active Learning

Yale Center for Teaching and Learning

https://ctl.yale.edu/ / https://ctl.yale.edu/ActiveLearning

Active learning is defined as "anything that involves students in *doing things* and *thinking about the things they are doing*" (Bonwell and Eison 1991, emphasis added):

- *Doing things*: Activities like discussion, idea mapping, and debate require students to construct knowledge through higher order thinking (recalling, applying, analyzing, evaluating, synthesizing, and verbalizing concepts). This contrasts knowledge passively transmitted to students solely via listening, transcribing, memorizing, and reading.

- *Thinking about the things [students] are doing*: Metacognition—students' thinking about their own learning—promotes active learning by acquainting students with their own learning habits, and promoting their ability to self-assess and self-regulate as learners. Feedback methods support metacognition while opening up student-instructor dialogue.

Recommendations

1.) Activities for lectures without major modifications to course structure

- **Clarification pauses and collaborative note-taking** - The instructor pauses during lecture and asks students to summarize in writing what they have just learned and/or consolidate their notes. Students may exchange notes to compare, in order to catch key ideas missed or misunderstood. The instructor then fields clarifying questions.

- **Retrieval practice / one-minute papers** - At the start of class, students write down major points they can remember from the previous class. Similarly, at the end of class students write down key takeaways and consider logical next steps. The instructor might review responses in class and encourage questions.

- **Think-pair-share and small groups** - Students work individually on an assignment or formative activity (such as one-minute papers or an example problem). They then compare responses with a partner, synthesize a joint solution, and share with the entire class. Alternatively, instructors can organize breakout moments with small groups, allowing students to explore content in-depth, collaborate on problems, or practice articulating their knowledge. This strategy is highly flexible and can be shaped to meet class needs.

- **Demonstrations** - Students predict the outcomes of a demonstration. After the demonstration, students discuss the observed result and how it may have differed from their prediction. The instructor then follows up with a detailed explanation.

- **Polls** - Utilizing PollEverywhere or some other audience response system, the instructor poses a multiple-choice question. Students work on the problem individually or in think-pair-share small groups, and use clickers or online surveys to report their answers. The instructor shows the class distribution and explains the solution.

2.) Activities to supplement lecture time with active-learning

- **Large-Group Discussion -** Students discuss a topic in class based on a reading, video, or problem. The instructor may prepare a list of questions to facilitate discussion.

- **Sequence reconstruction** - Instructor gives students jumbled steps in a process, and asks them to work together to reconstruct the proper sequence.

- **Error identification** - Instructor provides statements, readings, proofs, or other material that contains errors. Students must find and correct the errors.

- **Concept map** - Students are provided with a list of terms and must arrange the terms on paper, drawing arrows between related concepts and labeling each arrow to explain the relationship. Alternatively, students can use software like MindMeister or bubbl.us to project their maps on a screen or share with the class.

- **Categorizing grids** - Instructor gives students several important categories and a list of scrambled terms, images, equations, or other items. Students sort the terms into the correct categories.

- **Interactive Lecture** - Instructor breaks up the lecture at least once per class for an activity that lets all students work directly with the material.

- **Active Review Sessions** - Instructor poses a question which students work on in groups or individually. Students are asked to show their responses to the class and discuss any differences.

- **Inquiry Learning** - Instructor presents a major concept and then asks students to make observations, pose hypotheses, and speculate on conclusions.

- **Brainstorming** - Instructor provides a topic or problem and then asks for student input. After a few minutes, the instructor asks for responses and records them on the board.

- **Role Playing** - Students use dramatic techniques to get a better idea of the concepts and theories being discussed. They might stage dialogue in a case study, act out a scene in a literature class, produce a mock debate of a historic issue, or present (within a safe context) problematic social responses requiring discussion.

- **Jigsaw Discussion** - Students divide into small groups that discuss different but related topics. Students then shuffle to create new groups with one student from each of the original groups. In these new groups, each student is responsible for sharing key aspects of their original discussion. The second group must synthesize and use all of the ideas from the first set of discussions in order to complete a new or more advanced task.

3.) Activities to strengthen student motivation and metacognition

- **Learning goals -** Students create a list of skills and topics they would like to cover in the course, and air any concerns they have about the syllabus and course design. Instructors can also share and explain their own intended learning outcomes and invite students to add their own. Often, activities like these can be particularly effective in the first class / first five minutes of a class session.

- **Ice breakers** - Students learn each other's names and interests to facilitate group/partner work later in the semester.

- **Discussion ground rules** - Instructor cultivates an inclusive class climate by working with students to create ground rules for discussion.

- **Case studies** - Instructor engages students with real-life stories that help them integrate their classroom knowledge with their knowledge of real-world situations, actions, and consequences. Case-based learning is common in management, law and medicine, but can be utilized in a variety of settings.

- **Experiential Learning** - Instructor facilitates site visits that allow students to see and apply theories and concepts. For example, students can visit museums or libraries, engage in field research, or work with the local community. Experiential learning may also include 3D printing, under the right knowledge circumstances.

- **Self-Assessment** - Students receive a quiz (ungraded) or a checklist of ideas to assess their understanding of the subject. Instructors can consider formative assessment, which offers opportunities for reflection during learning and class, or summative assessment, which examines knowledge gained at the end of a unit or term.

- **Student-generated test questions** - Instructor provides students with a copy of learning goals for a particular unit and a figure summarizing Bloom's Taxonomy. Groups of students create test questions corresponding to the learning goals and different levels of the taxonomy.

- **Peer Review** - Students complete an individual homework assignment or short paper. Before the assignment is due, students submit one copy to their partner or group, and then provide each other with critical feedback.

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The Ladder of Inference

action — from our beliefs, we decide how to take action in a given situation based on the rungs of the ladder

believe — from our conclusions, we develop our personal beliefs

conclude — from our assumptions, we draw conclusions based on our selective perspective

assume — from the data we have selected, we make assumptions about the situation from our own perspective

select — from all the observable data, we make selections based on our own experiences

*Adapted from the Chris Argyris & Peter Senge

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A Framework for Understanding Latino/a Cultural Wealth

By: Vijay Kanagala, Laura Rendón and Amaury Nora

For decades, higher education's work to support student success has been built on a grand narrative in which underserved and underrepresented students from low-income backgrounds are portrayed as "high risk," "high maintenance," "underprepared," or "culturally deprived" (see, for example, Delgado Bernal 2010; Moll et al. 2001; Yosso 2005). Absent from this deficit-based narrative are asset-based views about the cultural wealth that students employ to transcend their socioeconomic circumstances and to excel in education.

To learn more about students' assets, we conducted a qualitative research study supported by TG Philanthropy to examine the experiences of Latino/a students at one Hispanic-Serving Institution (HSI), the University of Texas at San Antonio. We held focus groups with forty-seven students, six of whom also participated in one- to two-hour videotaped interviews. Guided primarily by asset-based theoretical frameworks developed by Latino/a scholars (see, for example, Anzaldúa 1999; Delgado Bernal 2010; Moll et al. 2001; Yosso 2005), we analyzed transcripts to identify common themes. Here, we summarize findings related to the upsides and downsides of a Latino/a college experience. We also identify Latino/a cultural wealth expressed as *ventajas y conocimientos* (assets and knowledge) that students employ to their advantage. Our goal is for practitioners to leverage these cultural assets to foster student success. (For a complete discussion of our findings, see Rendón, Nora, and Kanagala 2014.)

The Upsides and Downsides of College

Every life transition carries upsides and downsides. For many students in our study, attending college represented a time of great excitement. They appreciated making new friends, learning new perspectives, gaining new experiences, and interacting with diverse peers. They benefited from faculty support and validation, active and applied learning strategies, advising and mentoring, peer support networks, financial aid, a welcoming campus climate, and interactions across diverse cultures. When asked how attending college had changed them, students said, among other things, that college had made them more mature, confident, inquisitive, and independent.

At the same time, students faced formidable challenges associated with transitioning and adapting to college, a dynamic that has been discussed in the research literature (Delgado Bernal 2010; Nora 2001; Rendón, Jalomo, and

Nora 2000). Their transitions were not linear as students found themselves operating *entre mundos*—moving back and forth among multiple contexts such as the family, *barrio*/community, native country, work, peers, and spiritual worlds. They also encountered what Anzaldua calls *"un choque"* (1999, 78), or cultural collision as they transitioned from their familiar worlds to the unfamiliar world of college. The *choque* was marked by experiencing liminality; experiencing separation anxiety; negotiating dislocation and relocation; and dealing with racial and gender microaggressions. Additionally, students described burdens related to paying for college, a lack of college readiness, and inadequate advising.

Latino/a Cultural Wealth

Our study confirmed that Latino/a students have formidable cultural wealth, both *ventajas* (assets or personal resources) and what Gloria Anzaldúa calls *"conocimientos"* (knowledge or awareness that evolves through specific life experiences) (Lara 2005). We employed Yosso's (2005) Community Cultural Wealth model as a starting point to identify specific *ventajas*/assets that students possessed and used to their advantage. Yosso's framework includes six forms of cultural wealth: aspirational, linguistic, familial, social, navigational, and resistant. Our study uncovered four additional forms of *ventajas y conocimientos: ganas*/perseverance, ethnic consciousness, spirituality/faith, and pluriversal cultural wealth.

Aspirational Wealth: Students were hopeful about their futures, aspiring to complete college and enter professions such as engineering, science, or politics. Their aspirations were often shaped by validating agents (e.g., parents, siblings, grandparents) who shared *testimonios*/life stories about overcoming adversity and who provided support and *consejos*/sage advice. Community role models also fostered aspirations and hope for the future.

Linguistic Wealth: Students recognized that being bilingual in Spanish and English helped them communicate and form relationships with others. They also demonstrated communication skills as they operated in multiple contexts requiring different forms of language expression.

Familial Wealth: The family provided critical support, with mothers playing an especially central role. Students accumulated familial capital through validation, *consejos*/sage advice, and role modeling; they were determined to complete life goals not only for themselves but also for their families.

Social Wealth: To develop social capital, students capitalized on their friendships, their social networks, and the lessons they learned from interacting with peers. While students expressed the value of diversity and of learning from different cultures, they relied especially on networks formed with other Latino/a students.

Navigational Wealth: Navigating within multiple, distinct worlds (*barrio,* peers, native country, family, spirituality, college) was a key strategy. Each new context required its own mental script and language code, as well as its own intellectual and behavioral conventions.

Resistant Wealth: Students experienced racial and gender microaggressions, as well as culture shock, in college. Through those experiences, they acquired resistant capital, which they came to depend on when facing academic and social obstacles.

***Ganas*/Perseverant Wealth:** Determination, self-reliance, and inner confidence underlie this *ventaja*. Students refused to quit, and they also recognized and embraced the sacrifices they made in going to college. Admirably, students were able to overcome difficult challenges such as being undocumented, lacking role models and mentors in their communities, experiencing poverty, and attending poorly resourced schools.

Ethnic Consciousness Wealth: Shared experiences of social and educational inequity may foster solidarity among Latino/a students, resulting in what Padilla called "ethnic consciousness" (1985, 61). This ethnic consciousness manifested in students' deep commitment to give back to their families and communities and in their sense that personal accomplishment could benefit the Latino/a collective whole. Students were overwhelmingly proud of their heritage and proud to attend an HSI.

Spiritual/Faith-Based Wealth: Students often relied on their faith in God for strength in difficult situations. They also were guided by a broader sense of spirituality that included gratitude, compassion, and a sense of purpose in life, as well as a positive view of the world and a deep sense of humanitarianism.

Pluriversal Wealth: Students were able to function with pluriversality similar to what Anzaldúa terms "*mestiza* consciousness" (1999, 77), a state of perpetual transition where concepts and behaviors cannot be held within rigid boundaries. This ability to make identity, language, and behavioral shifts while moving successfully in and out of multiple social and intellectual spaces likely gave students a tolerance for ambiguities and contradictions.

Leveraging Students' *Ventajas y Conocimientos*

Our findings clearly substantiate that deficit-based assumptions about low-income, first-generation Latino/a students are erroneous. Students have extraordinary strengths, the drive to succeed, and the ability to be transformed by their college experiences. College faculty and staff need to learn more about Latino/a students' college experiences, reframe their assumptions about these students, and develop asset-based frameworks to foster student success. Equipped with their own toolboxes of *ventajas y conocimientos* and with support and validation from college faculty and staff, Latino/a students can definitely complete a college education.

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Establishing Just Classrooms

Conditions for Culturally Responsive Teaching

1. **Establish Inclusion** - ground rules, learning communities, cooperative base groups
2. **Develop Positive Attitude** - culturally responsive teacher-student conferences, learning contracts, experiential activities
3. **Enhance Meaning** - projects, simulations, problem-posing models
4. **Engender Competence** - self-assessments, portfolios, narrative evaluations, credit/no-credit systems, grading contracts

*Wlodkowski, R. J., & Ginsberg, M. B. (1995). *Diversity and motivation: Culturally responsive teaching.* San Francisco: Jossey-Bass.

Steps for Setting Ground Rules

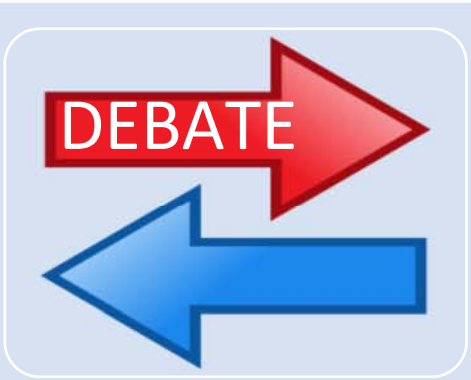
"What guidelines can we agree on now in order to create a learning environment in which we can ask each other anything?" (from the work of Claude Steele)

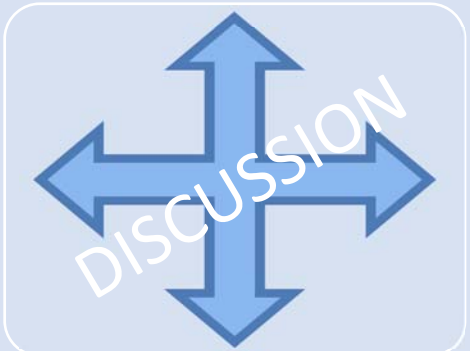
1. **Create Active Learning (Not "Safe") Space** - reserve "safe space" terminology for trauma-related healing spaces
2. **Solicit Student Input** - facilitate brainstorming, revisioning, and prioritizing processes
3. **Reframe Non-Specific Behaviors** - help move student language from broad ideas (e.g., "Be respectful") to specific behaviors that demonstrate the broad ideas
4. **Develop Check-In Procedures** - check-in regularly on how well the class is adhering to ground rules

Ways to Encourage Student Buy-In

1. **Avoid Assumptions** - never guess about others' social/personal identities or preferred pronouns (better to use *they/them/theirs*)
2. **Use Inclusive Language** - wait for others to self-identify, put people before abilities, show care—not political correctness—through language choices, avoid corrections of language as "right" or "wrong" (use "I" statements to share personal impact), recognize that language is always evolving (from the work of Vernon Wall)
3. **Value Community-Building** - icebreakers; whole group-, small group-, and pair-shares
4. **Talk Less** - facilitate learning, recognize student expertise, ask simple questions (e.g., "Tell *us* more about that.")
5. **Practice Active Listening** - attend (SOLER), paraphrase, summarize, clarify
6. **Attend to Intent vs. Impact** - *What is a possible positive intent? Negative impact? What could you do to improve the situation?* (e.g., clarify, invite others to chime in, challenge with a credible alternative perspective)
7. **Diversify Learning Activities/PoV** - round robins, anonymous note cards, caucuses, case studies, experiential activities, simulations, fish bowls, panels, guest lectures
8. **Reward Failure/Risk-Taking** - recognize students for asking difficult questions/sharing/experimenting with ideas, reward risk-taking within formative/summative assessments
9. **Use Current, Real-Life Examples** - update examples to reflect current events/trending issues, use case studies/simulations, take learning outside of the classroom/bring guests to class
10. **Cite Personal Stories** - self-disclose as appropriate, model vulnerability/risk-taking
11. **Give Students Choice** - co-create the course syllabus, develop assessment rubrics that allow for student choice in projects/presentations/papers
12. **Moderate Reflective Activities** - interactive journals/notebooks/online posts

Debate vs. Discussion vs. Dialogue





- Competitive
- Succeed or win, often by proving others' logic to be "wrong"
- Focus on "right" and "wrong" through evidence
- Look for weaknesses
- Seach for flaws in others' logic; critique their position
- Listen, in order to form counter-arguments
- Focus on conflict and difference as an advantage
- Disregard relationships
- Use silence to gain advantage

- Conceptual and/or conversational
- Present ideas, often in a "clean" or "sophisticated" way
- Share information; seek "neutral" conclusions
- Seek answers and solutions
- Give answers, often those in accordance with academic standards
- Listen, in order to find places of disagreement or to gather rational pieces of argument
- Avoid areas of strong conflict and difference
- Retain relationships
- Avoid silence

- Collaborative, towards a sense of community understanding
- Re-evaluate and acknowledge assumptions and biases
- Bring out areas of ambivalence
- Look for shared meaning
- Discover collective meaning; re-examine and destabalize long-held ideas
- Listen without judgment and with a view to understand
- Articulate areas of conflict and difference
- Build relationships
- Honor silence

*Table adapted from the Sustained Dialogue Institute, Washington, D.C. (based on the work of Kardin and Sevig, Kachwaha, and Nissan).

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Handling HOT Moments in the Classroom

Clarify
- ask the student to clarify what they are saying

Change
- the conversation to past experiences, students often speak from opinions.

Create
- space for others in the room to react and respond

Challenge
- the statement with a credible counterpoint

*Adapted from Sustained Dialogue.org

Handling HOT Moments in the Classroom

When should I intervene:

You should intervene when you need to adjust to the needs of the group in order to keep the conversation moving forward.

Do not intervene because you are curious. Additionally, intervention should not be avoided because you might be uncomfortable or disinterested in the topic.

7 Intervention Types

1. Intervention to CLARIFY:
    - "Can you tell the group more about what you are meaning when you said…"
2. Intervention to KEEP TIME
    - "This conversation is very important, but in order to hear from everyone we need to move on."
3. Interventions to ADDRESS MISINFORMATION
    - "I don't know that to be the case. Let's look at this specifically, as it is important that we are working with a similar understanding."
4. Interventions to AVOID TANGENTS
    - "This conversation is expanding. Let's head back to the topic of…"
5. Interventions to ADDRESS DIFFICULT BEHAVIOR
    - "I believe that I just noticed ….. cutting off…. Let's remind ourselves of our shared ground rules."
6. Interventions to INCREASE PARTICIPATION
    - "This is an important exchange. Does anyone have a different experience?"
7. Interventions to ENCOURAGE GREAT BEHAVIOR
    - "I want to take a moment and thank the group for sharing candidly about their experiences."

*Adapted from Sustained Dialogue.org

Virtual Reality Apps to Get You Started…

These are free software applications that you can use in the classroom with your students:

- Google Expeditions (https://edu.google.com/expeditions/#about) - hundreds of pre-made VR experiences that you can have students go through. If you have a dedicated router, you can see where you are leading students through the expeditions. Without a router – students will need to move through scenes on their own with your prompting.

- Google Street View (https://www.google.com/streetview/) - any image that has been uploaded by google cardboard camera users or people with a 360 camera can be viewed in VR by tapping the VR image in the right corner.

- Within App (https://www.with.in/) - these are commercial grade experiences with sound that take students everywhere from life in a maximum security prison to dancing in Havana.

- Google Tour Creator (https://vr.google.com/tourcreator/) - didn't see an expedition that you liked, with Tour Creator you can create your own using your own 360 images or images in the Google Street View App. You can add narration and 2D images. Here is one I created on the Martinsville Speedway for a VR project (using both my own images and Google Street View): https://poly.google.com/view/83mJqQzNUtN (click on the settings icon on the top right to turn on sound).

- Cardboard Camera (https://itunes.apple.com/us/app/cardboard-camera/id1095487294?mt=8 or https://play.google.com/store/apps/details?id=com.google.vr.cyclops&hl=en_US) - this app allows students or you to take 360 photos using your smartphone that can be uploaded to Google Street View or shared with classmates.

- Google Arts & Culture (https://artsandculture.google.com/) - has a number of free tours of international art events and installations along with a number of must see locations (like inside the Oval Office).

- Discovery VR (https://www.discoveryvr.com/) - for more than the Shark Week enthusiast among us, this app brings to life a number of the Discovery Channels greatest adventures in 360 immersions.

Simulation and Role-immersion Games (Reacting to the Past)

POD Pre-Conference Sample - Reacting to the Past gamebook with sample role sheets and session guide

Simulation, Roles, and Active Learning

The focus of simulation and game-based experiences is on getting students actively engaged in the application of course content to pre-generated scenarios.

Students adopt the roles of practitioners in defined contexts with tasks that require applied understanding of course content.

As such, these strategies encourage active learning in immersive, engaging contexts.

The well-defined structure of the activities often mean that these strategies can be narrowly-focused in terms of content. In some disciplines, it may take some searching or modification to direct the activities towards an instructor's content-based learning outcomes.

Simulation, Roles, and Inclusive Learning

The power of roles for inclusivity is that these activities invite students to take on a series of perspectives, beliefs, and interests as they engage with the course content. Roles ask students to inhabit different positions, but also to engage with other students who are doing the same.

It is up to the instructor to determine how much that they want to emphasize this aspect of these activities through the delivery of the course, but the opportunity is there. These experiences can bring issues of difference and power to the fore, which can lead to powerful discussions.

As positive as these experiences can be for active + inclusive learning, there are plenty of potential issues to pay attention to in order to promote an inclusive learning environment.

The interactions involved in simulations and role-immersion games often rely on assumptions about mobility, vision, hearing, and other abilities that need to be attended to in order to make these learning experiences more inclusive of a variety of abilities.

Focus on the reason for integrating these activities in courses, and then make sure that students of all abilities will be able to participate in those meaningful learning experiences.

Core Pedagogical Principles in Reacting to the Past Games

Collaboration. Students must collaborate towards shared goals as part of teams, or "factions"
Contextualized Competition. Games are structured with competing interests that emphasize aspects of course content and foster engagement
Application of Content. Students must directly apply their understanding of the course content as part of being successful in the game
Perspective Taking. Students make their arguments through the lens of the roles and historical context of the game, which can be liberating for making arguments in a classroom space
Persuasive Speech. Games require students to give speeches from an interested perspective, which can develop skills while providing context for further reflective work

Adding Game Elements to Learning Activities

The Reacting to the Past games have done the work of game design for the instructor, which is great if their content matches the learning outcomes of the instructor. However, game elements like those that support the Reacting to the Past pedagogy can be used in other courses as well.

Consider adopting:
The application of roles in existing learning activities, like case studies or labs
Teams, guilds, or other cooperative grouping that emphasize collective identities and shared appreciation of group member strengths
Leaderboards with multiple dimensions that recognize varied abilities and strengths

Reacting to the Past Resources

The Reacting to the Past website has a robust set of resources for instructors.

Additionally, the series' Facebook group encourages instructors to help one another with their courses, and many instructors actively participate in the group.

Addendum: Games as Texts

Today's session is primarily about simulation and games as pedagogy, but you can also think about games as texts for your courses. Consider this article by Max Lieberman for Currents in Electronic Literacy that posits four different models for thinking about the use of games in courses. The model of "games as texts" emphasizes how games acknowledge and develop different literacies that matter in the 21st century, but this pedagogical focus introduces a series of new challenges for instructors. As such, games as texts provide different benefits and challenges compared to simulations and role-immersion, but they may be a better fit for your class for promoting active and inclusive learning.

For a thoughtful treatment of the benefits and challenges to using games as texts, consider this blog series by Angela Cox of Ball State University in which she critically reflects on her experience using games as texts in an English composition course.

(RE)ZOOM

GOAL: The goal of (Re)Zoom by Istvan Banyai is for the group to sequence 30 pictures in the correct order without looking at one another's pictures.

Directions:

1. Each person takes one or more cards, which include important information to help solve a problem.
2. Each person studies the pictures on their cards without showing the images to others.
3. Group members talk with one another to see whether their pictures have anything in common.
4. Group members work collectively to place all 30 pictures in order to create an overall story.
5. Following completion of the activity, discuss your reflections on the following questions:

Discussion:

As a participant:

1. Why was it difficult to put the story together?
2. What types of communication and leadership methods were used and what communication and leadership methods may have worked better?
3. Did you try to "second position" (i.e., see your communication from the perspectives of others)?
4. If you were to tackle a similar activity again, what do you think the group could do differently?

As an instructor:

5. What real-life activities are similar to this activity?
6. How might this (or a similar activity) be used in your own classroom?

Active Learning Strategies for the Inclusive Classroom: Action Plan Worksheet

Guiding Questions - SWOT Analysis

1. What would you identify as core strengths of your educational development unit?

2. Which of those strengths are most conducive to promoting active + inclusive learning?

3. What would you identify as current weaknesses of your educational development unit?

4. Which of those weaknesses are most restrictive to promoting active + inclusive learning?

5. Which potential campus resources and partners provide the greatest opportunities for implementation?

6. Which potential campus limitations and barriers provide the greatest threats for implementation?

Guiding Questions - Formulating an Active + Inclusive Initiative

7. Identify one initiative that your educational development unit could implement to promote active + inclusive learning in the next year?

8. Which strengths would you want to capitalize on with this initiative?

9. Which weaknesses would you need to be aware of with this initiative?

10. How can you assess the impact of this initiative?

11. What would an early success of implementation look like for this initiative?

12. How might you build upon that early success?