



Equity & Engagement in the Remote Classroom

Today we will collaborate in a [GoogleSheet](#) and read very short portions of a [paper](#).

You should be able to access everything at these links:

- Paper: <http://bit.ly/EandE-ReflectionsPaper>
- GoogleSheet: <http://bit.ly/EandE-ReflectionsSheet>
- GoogleDrive Folder: <http://bit.ly/EandE-ReflectionsFolder>

Feel free to start skimming the paper. These links will be shared in the chat before you need them in the session.



Weekly Reflections:

Teaching about learning and critiquing our disciplines

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For CSU Engagement and Equity Series

Potential Co-Presenters





Description

I believe that every course should teach students about teaching and learning and make space for them to critique disciplinary ways of being and knowing. This work helps students be more successful, and it makes space for them to express more of themselves in the course. In this session, we will engage a sample reading and discuss ways to weave these themes into a course through regular readings, reflections, and discussions.



Key idea

Every course should teach students about:

- Learning (metacognition, strategies, change, struggle, teaching, ...)
- How our disciplines work (epistemology, disciplinary practices, critiquing our histories, ...)



Activity

You'll go to Breakout Rooms to look at a few paragraphs of a chapter summarizing a scheme for describing the development of college students through multiple “positions”.

Based on your Group/Room number, you will work on one row in the GoogleSheet; if you have time, please look at the ideas in the nearby “positions” (paragraphs of the paper or rows in the table). The three questions for each “position” are:

- Epistemology: How does a person view knowledge and truth from this position?
- Learning: How does a student view their role in learning from this position?
- Change: What can cause a person to move away from this position?

<http://bit.ly/EandE-ReflectionsSheet>

<https://docs.google.com/spreadsheets/d/1u4n42ocfqy-QyuvNDbyT5M7LisUuudxjuhgb92gLb7l/edit?usp=sharing>



Congress



Big Ideas in the Discussion

Four stances: Dualism, Multiplicity, Relativism, Commitment

Connections:

- How do we view this discipline? How do we compare disciplines?
- What are the goals of a college education, especially a liberal arts education?
- How do you understand the design of this course?
- How do you self-assess? What experiences are familiar?
- Salience of identity; Women's Ways of Knowing
- Trust in Authority/authority



Types of Reflections

Personal context and reflection:

- (Math)Biography
- Goal-setting
- Check-in (anxiety, progress, ...)

Thinking about teaching and learning:

- Metacognition (Tanner)
- Approaches to learning (Bain)
- Effective Thinking (*Burger & Starbird*)
- Bloom's Taxonomy, work types and times
- Perry's Scheme for the Epistemological Development of College Students (Perry*)
- *Calculus Concept Inventory* (Epstein)



Types of Reflections

Self-assessment:

- Evidence of growth
- Oral communication (AAC&U rubric)
- Departmental Learning Objectives
- Identifying learning/skill/competence not captured by the coursework

Critiquing the discipline:

- *A mathematician's lament* (Lockhart)
- *Teaching Math with Women in Mind* (Deshler & Burroughs)
- *Living Mathematx, Political Conocimiento* (Gutiérrez)



Types of Reflections

Disciplinary Practices:

- *Proof Frameworks (Selden et al.), Toulmin Analysis (Weber & Alcock), Quantifiers*
- *Structure of Inquiry (Katz)*
- *Narrative in mathematics (Devlin, Strogatz)*
- *Contrasting ways to understand change*
- *Seeking applications*



Impacts

I see huge benefits to including learning about learning and critiquing our disciplines:

- Framework for students to understand course design and pedagogy
- More effective student learning effort
- Make the hidden curricula overt
- Direct (often more vulnerable) connection between me and individual students
- Challenge the neutrality/hegemony of disciplinary practices/worldviews
- Opportunity to lift up the experiences of minoritized members of our course community
- Onramp for discussing issues like exclusion and other connections to identity
- Connections to larger themes in the world that some find harder to discuss in their disciplines



Brainstorm

Take a minute to share ideas of connections/adaptations:

- What are the particular challenges in your discipline?
- Do you have ideas for readings or activities?
- How could you use some of these ideas in your context?



References

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