Empowering All Learners: Building Inclusive Learning Environments

The Love of Teaching Half-Day Conference

Co-sponsored by
The Office of E-Learning, Innovation and Teaching Excellence (ELITE) & The Institute for Part-Time Faculty Engagement & Support (IPTFES)

Saturday, April 29, 2023
9:30 a.m.-12:30 p.m.
via Zoom

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Message from the President

Welcome to the Love of Teaching Conference.

This year's Conference focuses on how instructors can build welcoming learning spaces for everyone.

Montgomery College has long been dedicated to creating equitable and inclusive learning environments. Supporting all learners in the attainment of their goals is fundamental to success. This dedication is illustrated in the persistent work of the College's instructors and staff, and the passion that comes alive in places and spaces like our classrooms, laboratories, and learning centers.

Research has shown that equitable and inclusive learning spaces promote success for all students, especially those from historically underrepresented backgrounds. Fostering a sense of belonging and encouraging a culture of dignity in learners is essential for success. When students feel they belong in their classes, they are more likely to persist in their educational pursuits. Equity in outcomes is a result that we should all expect in our diverse classrooms. Creating the confidence—as well as the challenge and support—that will produce those is our responsibility as teachers.

I hope you find this conference stimulating. I encourage you to engage meaningfully with your colleagues—ask questions, share strategies, and experiment. Learning to learn is a skill we all benefit from practicing.

Jermaine F. Williams, Ed.D.
President

The Office of E-Learning, Innovation, and Teaching Excellence

Dear Colleagues,

On behalf of the Office of E-Learning, Innovation, and Teaching Excellence (ELITE), I welcome you to the 2023 Love of Teaching Conference. This year's theme, Empowering All Learners: Building Inclusive Learning Environments, embodies our dedication to fostering a supportive and diverse educational community at Montgomery College.

At ELITE, our mission is to provide excellence and leadership within the diverse Montgomery College (MC) community in instructional professional development, learning technology support, and college-wide academic initiatives. We are passionate about ensuring that our educators are equipped with the latest tools and strategies to create a positive, inclusive, and engaging learning experience for every student.

As we gather for this year's conference, our goal is to explore innovative solutions that will empower all learners and foster a sense of belonging in our classrooms. We are committed to holding ourselves accountable for seeking and providing practical, cutting-edge approaches to enhance the learning experiences of our faculty, staff, and students.

Throughout the conference, you will have the opportunity to participate in insightful discussions and hear a keynote presentation led by Dr. Andy Saltarelli, a renowned expert in the field of education. These sessions will provide invaluable insights into how to create inclusive learning environments that celebrate diversity and promote academic success for all.

I encourage you to engage with your fellow educators, share your experiences, and create lasting connections that will benefit your professional growth and your students' success. Together, we can work towards a brighter, more inclusive future in education.

Thank you for joining us at the 2023 Love of Teaching Conference, and I wish you an inspiring and rewarding experience.

Warm regards,

Dr. Paul Miller, Professional Development Director

A Welcome Message from The Institute for Part-Time Faculty Engagement & Support (IPTFES)

The Love of Teaching Conference is unique in that faculty have the chance to really take a deep dive into various instructional topics. The exchange of intellectual ideas and thoughts from presenters and attendees like you is exactly what makes this conference one of a kind. On behalf of the Institute for Part-time Faculty Engagement and Support, we are grateful for your presence and your commitment to your own personal and professional growth. We hope that you are inspired through this experience and that your love for teaching continues to grow as a result.

Here is more about the Institute for Part-Time Faculty Engagement & Support (IPTFES). We are now in our eighth year of providing resources and guidance to Montgomery College's part-time faculty and counseling community. The Institute also recognizes the exceptional work and contributions made by our faculty and counselors in serving the students at Montgomery College.

The Institute has embraced a broad range of responsibilities.

Some of our core functions include:

- Providing part-time faculty orientation and professional development opportunities
- Serving as a problem-solving, trouble-shooting hub for technical and facility-related issues that impact teaching and counseling by part-time faculty and counselors.
- Providing resource centers where faculty can work, meet with students, and engage with colleagues.
- Assisting the academic and counseling departments in communicating and interacting with part-time faculty to more effectively advance department and College goals and initiatives.
- Serving as a source of information regarding rank advancement and appointment requests, professional development, and opportunities for full employment in the educational community.
- Providing both a physical and virtual presence to support part-time faculty on and off campus during both day and evening classes.

Please reach out to us.

Your involvement with the Institute begins by visiting our website at https://info.montgomery-college.edu/resources/part-time-faculty.

Please also connect with us on Facebook: *@MC.PTFaculty*

Erik Swanson, IPTFES Interim Director

The History

The Love of Teaching Annual Conference is held every spring on the last Saturday in April. Originally conceived by Instructional Designer Dr. Carol Moore, the first conference was held in 2016, and it has been held every year since except in 2020 due to the pandemic. The Love of Teaching is different from other professional development events in that it is a celebration of the teaching profession. It provides an opportunity for participants to explore a topic of interest with colleagues and do so in a convivial atmosphere that allows for greater camaraderie and collaborative learning. Since its inception, the event has grown in participation and is one of the most popular professional development events offered at Montgomery College.

**About The Love of Teaching Conference**

Inclusive learning environments promote student retention and improve success rates, and educators are tasked with building such environments. However, creating venues that promote inclusivity can be a challenge, so a framework to achieve this goal is necessary. Dr. Andy Saltarelli, Senior Director of Evaluation and Research for the Office of Learning Technologies and Spaces at Stanford University, speaks to us today about his framework called CARE. This framework offers a model of inclusive practices.

Fall in love with teaching again at the 2023 Love of Teaching Conference as we discuss our role in creating classrooms conducive to learning and building a sense of belonging for our students. Come and connect with your peers and recharge your own sense of belonging.

2023 Love of Teaching Planning Committee

> Ms. Gloria Barron, Instructional Designer, ELITE
> Mr. Philip Bonner, Instructional Designer, ELITE
> Ms. Elizabeth Feldman, Part-Time Faculty, IPTFES
> Mr. Nghi Nguyen, Web Specialist, ELITE
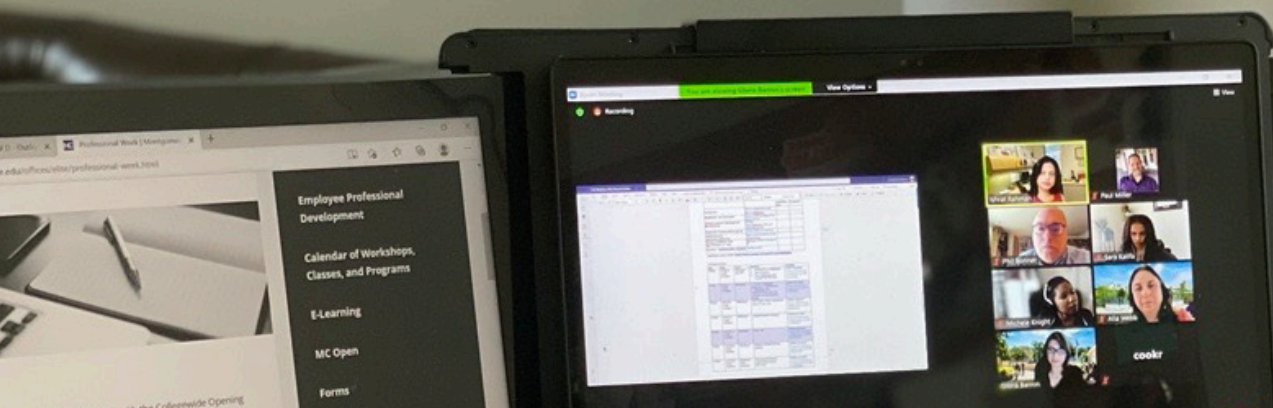
Schedule

9:30-9:35 AM
Activity

9:35-9:40 AM
Welcome Remarks, Dr. Paul Miller, ELITE Professional Development Director

9:40-9:50 AM
Dr. Jermaine Williams, President

9:50-10:50 AM
Keynote Speaker, Dr. Andy Saltarelli

10:50-11:00 AM
BREAK

11:00-11:30 AM
Breakout Session 1

11:30-11:40 AM
Team Reports

11:40 AM-12:10 PM
Breakout Session 2

12:10-12:20 PM
Teams Reports

12:20-12:25 PM
Conference Wrap-up, Erik Swanson, Interim Director, Institute for Part-Time Faculty Engagement & Support (IPTFES)

12:25-12:30 PM
Closing Remarks, Giveaways

Our Featured Speaker

Andy Saltarelli, Sr. Director, Evaluation & Research

Dr. Andy Saltarelli helps to establish and maintain campus-wide initiatives that evaluate the appropriate use of learning technologies, spur innovative methods of assessment and feedback, and leverage learning analytics for student success.

Dr. Saltarelli's disciplinary background is in educational psychology and his research on how instructional technologies affect important social psychological processes (e.g., belongingness, motivation, cooperation) underlying teaching and learning, especially for traditionally marginalized students.

In his research, he is interested in how social contextual factors and communication technologies differentially and dynamically interact with the social psychological and developmental processes underlying teaching and learning. Dr. Saltarelli is particularly interested in how contextual factors contribute to educational inequality (e.g., social identity threat) and how social psychological interventions can reduce achievement gaps. As detailed below, this broad framework has resulted in projects ranging from experimental-control studies on how technologies affect peer relations and belonging to mixed methods studies on the lived experience of at-risk students.

His main research agenda examines the ways digital technologies affect cooperation, motivation,and belongingness influence educational outcomes such as persistence and achievement. For example, his recent work suggests that digital learning environments perpetuate enrollment and achievement gaps observed in face-to-face environments for certain learners (e.g., women and minorities in STEM disciplines). To address these gaps, Dr. Saltarelli and his colleagues have conducted field experiments that test how small contextual cues and social psychological interventions can be used to close achievement, persistence, and enrollment gaps. Their work demonstrates that brief social psychological interventions and subtle welcoming cues can be adapted for use in digital learning environments and delivered effectively at scale.

Scenario 1

As students introduce themselves during the first day of class, you realize the group members you will teach come from a variety of backgrounds. Several students are from other countries and English is not their primary language. In addition, you notice that the majority of students said they were first generation college students.

1. What is the best way to adjust your teaching to ensure equity and inclusion?

2. How best should a professor approach this situation using the CARE model?

Notes

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Scenario 2

When students complete their introductory cards on the first day, you notice another group of students in the class struggled academically in high school. They indicate that they really do not like school, prefer to watch YouTube videos, or spend their time working at an outside job, or playing video games.

    1. What is the best way to adjust your teaching style to ensure equity and inclusion? .

    2. How should a professor approach this situation using the CARE model?

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CARE in Class Activities/Assignments

Briefly describe a current activity or assignment from one of your courses.

Examples:
1) *For my first take-home writing assignment in my introductory course, students select a textual passage out of 3-4 options I provide and analyze it in 2-3 pages.*
2) *It's a pretty conventional course: students read textbook chapters and complete problem sets.*

Now consider how you might revise or augment your activity/assignment to enhance one or more dimensions from the CARE framework. What new features can you introduce, and which dimensions will they enhance? Peruse others'' contributions on our CARE for Inclusive and Equitable Learning Google site to help spark ideas!

Examples:

New features to introduce	C	A	R	E	Care
1) students discuss in groups which passage they'll select and why 2) students are assigned to buddy groups to work on p-sets during class	x				
1) students use personal examples to illustrate and analyze passages 2) students generate examples that illustrate key principles		x	x		
1) students identify key textual passages as a small-group class activity 2) students metacognitively reflect on diverse scientists and their contributions and submit individual reflections as homework	x	x	x		
1) students jointly create a new version of the text, paraphrased in their words and using contemporary examples from their own lives 2) students jointly create an online study guide for future students, explaining key ideas in their own words, generating their own examples, and sharing challenges and helpful strategies	x	x	x	x	x

New features to introduce	C	A	R	E	Care

Now briefly describe your revised/new activity or assignment. What additional resources will you need, and what questions do you have about implementation?

Example: I will create a new class activity for students collectively to identify key passages that might be analyzed in their upcoming paper. I will need to develop and share criteria for passage selection, so that students have some guidance in how to identify substantial passages. I will also need to figure out how to select options among the passages they identify. Should I pick one from each group? Should students vote? What if I don't like any of the passages they identify?

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Takeaways

What are your key takeaways from this event?

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Resources

[Caring for Students Playbook: Six Recommendations for Caring for Students](#)
This playbook is a collaboration between the Online Learning Consortium (OLC), Achieving the Dream (ATD), and the Every Learner Everywhere Network. It is designed to provide instructors with concrete strategies that can be implemented to support students during this exceptionally challenging time in their lives and beyond as we enter a post-inoculation world.

The Hub

Montgomery College supports good teaching through myriad professional development opportunities in best pedagogical practices. Faculty develop program curricula with the goals of degree completion, transfer, and transition to workplace. Faculty and staff have access to deep engagement with professional development through leave programs and the Shoenberg Faculty Fellowship for part-time faculty.

ELITE is committed to the success of all faculty and staff members at Montgomery College as they seek to enrich the lives of the students. ELITE does this by providing effective and timely professional development on a variety of relevant topics.

You can now access The Hub, which serves as an online repository of teaching tips and strategies created by Montgomery College faculty and to provide a virtual space for faculty to discuss innovative teaching ideas.

https://mcblogs.montgomerycollege.edu/thehub/

MC Wellness (Contributors)

Montgomery College supports a culture of well-being that emphasizes physical, emotional, intellectual, social, occupational, environmental, and spiritual wellness.

Montgomery College wellness program is open to all active employees and their spouses.

MC Wellness offers in-person and virtual fitness, mind-body classes, special events such as healthy cooking demonstrations, wellness webinars and challenges, health screenings, and more.

Montgomery College is dedicated to making the workplace a healthier place. At MC, employees receive 1.5 hours a week to participate in activities that are beneficial for their health. MC also offers reimbursement through the Employee Assistance Program (EAP) for people who attend 10 times per month or 75% of the authorized wellness offerings (e.g., gym membership, Weight Watchers, and more). Additionally, the College has partnerships with fitness and wellness companies that provide discounted memberships.

For more information on MC Wellness including featured events and Wellness class schedule, please visit https://info.montgomerycollege.edu/offices/human-resources/wellness.html.

Ms. Megan Cooperman, Employee Wellness Specialist