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KUN LIN:
Hello everyone, welcome to the webinar. We will be getting started soon. Alright, let's get started. I will be recording the webinar so I will start the recording now.

Good morning everyone. Thank you for participating in the NW heat in the excess ability webinar. Kathryn will be leading a presentation today titled 'Promoting Inclusive Classroom Dynamics in Higher Education: A Research-Based Pedagogical Guide for Faculty '.

Kathi is the Dean of the faculty and a professor of psychology at Reed College. Kathi joins the Reed faculty in 1995 and was appointed the Dean of the faculty in July 2020. She earned an MA and PhD in social psychology from Princeton, and a BA in psychology from the University of Kansas.

On July 2014 and June 2016, she served as the founding director of the Centre for Teaching and Learning at Reed College. Her current research primarily explores ways to make the college classroom or inclusive, they particular focus on the productive and unproductive discomfort.

Her book, 'Promoting Inclusive Classroom Dynamics in Higher Education: A Research-Based Pedagogical Guide for Faculty ', was published in 2020. Beforehand of the mic to Kathi, here are some housekeeping announcements. In the chat there will be a link to the running transcript of captions for this webinar.

We do provide captions in the form of embedded link into Zoom, or you can use the link that will bring up a separate browser window that will provide you a running transcript.

We will also have a Q&A session at the end of the presentation. Please post any questions you have in the chat. We will be collecting them and discussing your questions during the Q&A section.

After today's session, we will send you a brief survey. Please fill it out. It will help us for our future webinar programming. The link will be sent to you in an email after this session. Also, we will be recording today's session. The recording will be posted on our website at NW HEAT.org.

One last thing before I headed over, the microphone, we have our slides in the form of a PDF posted on our website, NW HEAT.org.

If you want to follow along you are welcome to head over to our website and downloaded. OK, now without further ado, Kathi, you have the microphone.

KATHRYN OLESON:
(Laughs) Thank you, Kun. Thank you, Marianne and everyone for inviting me today. I am looking forward to engaging with all of you. I do prefer seeing you all in person, but I am happy to be here and please put your questions in the chat. I am happy to answer any questions, and the tricky thing for me to know is whether or not someone will have a question at that point.

I personally cannot handle the chat, but if someone wants to raise their hand and let me know that I'm happy to answer questions as we go along.

The plant today is talking about Creating Inclusive Classroom Spaces In Which Students Thrive, and as you have seen in the earlier announcements about this – I see this as three broad learning outcomes today.

So to understand the potential diversity of student backgrounds and the psychological needs that students bring to the classroom. As Kun noted, my record as a social psychologist. So I am approaching this work as someone thinking about the classroom as a space we are engaging in. Again, that space can be online, in person, and we also have instructors coming into that space, and students, and there are elements of the space we are involved in.

I am trying to think of all of these things and how it can play out. So will focus a bit on student qualities, background qualities, and needs of students bring into the classroom.

I will talk a little bit about the work of misperceptions regarding faculty expectations and student experiences, and I give a little bit of an example of work I have done in the area. But I think we are more broadly think about – I think you will see that welcome at today throughout the talk is thinking about ways on how we can be more transparent on what we are doing in the classroom.

So students, from a range of backgrounds, it will be clear to them what the expectations are. Often come a I think that when we are teaching – for me, my background as a professor there are often things that I assume are the case. But in fact that is not how students are experiencing it. So we are thinking about how to make that work transparent.

The third outcome is looking at the support of designing inclusive spaces, including online and in person spaces. I am just trying to… Make it where I can see my screen better. Look at those pictures. OK.

So these are the three things were going to be focusing on today throughout the talk. So… I am just adjusting my screen. OK.

As a backdrop for thinking about this, I am using the idea of Universal Instructional Design. My senses from earlier programming, you had some work looking at universal design. There is work on universal instructional design or UID. There is also UDL – Universal design for learning. I will get back to that at the end. This is separate, but these are two approaches, within the classroom – and we are taking a look at how universal design is in general.

Universal design was look at architecture and how we can make spaces and how everyone can access them? The basic idea is that if we can make a space that works for the folks who have difficulty accessing it then that helps everyone.

So physical spaces – if we may curb cuts of this great -- curb cuts on the street, then someone with a wheelchair can make use of that. But if you make curb cuts, someone who is blind my doctor realize the curb cut. So we have little yellow parts where it is bumpy and you can know all of the different things. But the basic idea is that we build something that is useful for someone who has some challenges there. It has to be useful for the environment. So it has to be accessible, if someone is in a wheelchair, may be using crutches, if you are a parent pushing a stroller – all of these things are made accessible to you.

So this Chickering and Gamson, will give us a background of what we are talking about today. So they note that principles and thinking about providing universal access to learning. One thing is that it will be creating welcoming classrooms. I will focus on this in a few different ways throughout the talk.

We are thinking about what are the cues students see in a classroom? So, we can think about this and really broad it is. So, if you look at the work on the welcoming classrooms then there are basic things that if it is too hot… There is a nice were coming out of the University of Washington where they look at if you bring bring students into a lab, it is a science lab and it feels like Start Trek or Big Bang theory, and versus one that has waterfalls, and those people want to pursue the sciences as much as the other people in the other spaces.

Those who identify as female influence by that and they do not want to pursue computer science in a place that feels like Star Trek, then the nature scenes feels very welcoming to them. The University of watching -- Washington actually has design spaces, I have a see these myself, but they are making the more welcoming and not turning people off on the symbolic use in the environment.

So we will think about welcoming the spaces and what are the cues that we see? Next is determining the essential components of course. So, deciding what is really necessary for what you are doing. For me as a faculty member, I often do this things the same way. I think there is a lab report we can write in psychology. We are thinking of ways we do that.

What am I essentially trying to do? The point of the paper is to generalize information from one domain to another domain. Maybe I do not need that to be done as a paper. Maybe that is something that can be done verbally. Maybe it is something that can be open to you in small groups, or the partner – really thinking about what I am trying to accomplish in an essential way that I can do in other ways.

Communicating clear expectations. This is something that I will talk about throughout the talk, really being more transparent in what we are trying to do. This helps students especially who are not familiar with the college environment – students were first-generation college students, for example.

As a faculty member I may look at the paper and say that this is really obvious and what the paper is designed to do. But if a student does not understand that is what is being asked of them then how are they going to do the work to be able to do the assignment? So we are thinking of how to be clear about that. A lot of the work that I do in faculty development, think about how students might not understand what office hours are, for example.

We have to be really clear on how office I was work and be really transparent and what the rules are. I'm not good to focus on the conduct of feedback. Exploring the use of natural supportive learning, including technology – we are going to ask for that today. Next is designing teaching methods that consider diverse learning styles, abilities, and creating multiple ways for students to demonstrate their knowledge and promoting interaction among and between faculty and students.

So I will just note the creating multiple ways for students to demonstrate their knowledge. Again, giving an example of what I said earlier where I might have a set paper in which I do things in the same way. Example, my social circle larger class: people -- students learn about the principle of persuasion work. I asked them to create advertisements based on the work they learned in class. So can they take this knowledge and transfer to another domain.

I did this for years and years. I realize that my goal of them transferring the knowledge, well maybe it is something they can do it verbally. Maybe they could do it with a partner. The last time we did this assignment they can do it individually, or with a partner.

For many people that really changed how they wanted to approach the assignment. It was more meaningful in some ways. It really was kind of similar to my essential of what I wanted to do, but it help build up their knowledge in their case.

So this is the backdrop of what we are trying to accomplish in the classroom. Now I'm going to think about what students are bringing to the classroom environment.

So, the framework that I think is really useful in many environments is self-determination theory. So Ryan and Deci are really interested in – well, their goal is how do we promote intrinsic motivation? I will focus on higher education. But how do you promote that students are thriving, engaged and really want to do this work?

They suggest that three things that are important are these three basic psychological needs: competence, autonomy and belonging. This will kind of come up in every thing I am doing. Again, this is another framework backdrop.

Competence – we want to feel that we are effective and capable of achieving our desired outcome. Again, I am applying this to the classroom. I think that as I work with staff or faculty, these are the basic things we want in our lives in general to be able to be engaged and motivated.

Sony to feel that I am capable of achieving something. Again, as noted earlier, if I am a student approaching a paper for the first time are approaching a classroom discussion, I don't really know how to have a productive discussion. I don't know how to write a lab report and psychology.

We are going to need to scaffold that learning so they feel confident to be able to know that they know how to do it, and there is the template helping them how to do it. So that is something that could help the students.

Second, what is related is that students have an autonomy. They have a sense of control and choices. So, again, thinking about this, an example on my syllabi, for instance, I get information about - think about accessibility. I give information about accessibility, this is will you contact. It is important that you let me know that if you have accommodations and so forth. I'm helping people feel competent, so that they know what to do to get accommodations.

I'm giving autonomy, here is the information. The email, the person to contact.

Final thing is the belonging, this genuine connection and relationship with other people. So, again, in all of these environments, lots of research to just that if you actually feel that you are part of a group - that you feel like you belong, you feel more motivated in the context. Even, this example of putting information about accommodations. I will work with you on this. So, you are building a connection with me, in terms of the relationship of giving them the accommodations that they need for that class.

So, think about these and these three ideas will come to you three out -- throughout. When a learner feels that they are competent, that they have the choice and autonomy to do things, and they feel like they belong - those things really promote the motivation and engagement and accomplishment that we are looking for in higher education environments.

All right. The other thing I want to bring in. So, we have these needs that the students are bringing in. I want to say a little bit about personal and social identities. So, students are coming at this where they are bringing in their identities. So, this can be a range of things. Looking at me, you can look at - the things you can see visually, there are also things that can be concealable. So, you can look at me and have information about my gender, I can say my pronouns - if I use she, hers, hers. You can look at me and have information about my age.

Based on my education, probably my social class. But, people coming to these environments with various kinds of identities. Those identities, in their lives, they have given them various types of status, access to resources or other kinds of things. They are also things that may be valuable in terms of how they approach whatever you were doing and that academic learning situation.

A couple of things that I didn't want to know, that I think are particularly important in higher education - on the side a integrate – might indicate interdependent and independent. But, the idea is that when we go in we have rules. And certainly this varies culturally, by gender, by race, but if you are from the south or the north. A lot of things may impact the type of things you bring into environments. So, let me talk about culture, where most of the research has been done.

So, in the United States meet tend to be a pretty independent, which is not on there, but independent. You want to be able to do things on our own. We have this idea that 'give me the information I want to be able to independently do this.' But, you may also be from a more interdependent culture, or you may have social roles that are more interdependent - where you want to be in relationships with other people.

This plays a really important ways in higher education, because we really stressed the independent. You get to go to college, you get to write your own ticket and do this thing and be your own person. There's a lot of interesting work by Nicole Stevens and others. She looks at books with social class. So, individuals from lower socioeconomic classes, they are more interdependent.

When they get a message that says you get to go to college and do whatever you want, that actually does not sound very welcoming. That sounds like 'I came from a situation where is really embedded in my family, and I'm going to college because I am doing this for a lot of reasons and some of those reasons are that I want to be able to come home, or take care of my family about my grandmother and all of these kind of things'.

So, what the narrative is, those messages that we get people about this environment in higher education, it really determines how they work in that environment. So, if 70s getting this independent message, and they are much more interdependent, they do not feel like this is the place that they want to be. They do not feel like they're going to do well in the environment.

Actually, you can see less persistence in those types of things. Final, the thing I want to note about identity is the say a little bit about concealable social identities. So, people bring things to environments, and these are not things that you can see. So, looking at me dressing me in this little box. There are things that you do not know about me. You do not know if I have a disability. You do not know if I have mental health issues. You do not know if I - not my sexual orientation is.

There are lots of things that you do not know by looking at me, and you will not know if I do not tell you anything about it. So, the other thing I think about in these environments is how do we appropriate league gives students access to be able to conceal things that will be helpful for them to be able to thrive in this environment. There are times when they do not need to disclose them, and maybe they do not want to disclose them. You not trying to get people to disclose things that they do not want to disclose.

But, how do you get students to talk about if accommodations, for example, will be helpful in an academic apartment? Students do not seek out accommodations, they will not get them. So, they need to be able to disclose that, and it needs to be done in a way that it is not stigmatizing - that they feel like they will actually get help and not treated in a negative way, because of that disclosure. I've had some research with a thesis student, over the years, and there are actually ways that disclosure, if it is done in helpful ways, the student, for instance, was very involved in looking at how students with other disabilities help other students with disabilities.

It opened up lots of resources for them, academically and socially. So, there we said that can be done. And that can be really supportive of students. I just wanted to note, it will come up later when I talk about stereotypes, but this idea of identity contingencies. So, as Claude Steele notes, "the things that you have to deal with in a situation because of the given social identity, because were old, young, gay, a white male, a woman, black, Latino... Diagnosed with bipolar disorder or cancer patient."

We may do may feel contingent on an identity. It may be more obvious, more subtle - Claude Steele, in his work, again, I will talk about stereotype in a few minutes. He talks about the identities. So coming off the look of race and gender, for instance. But, he gave a talk at read a couple of years ago, and now he is a older black man. He talks about going with a former student to look at the bike shop that he worked up. He walked in and he said that this is not a place for old black man. He said this is where hip, young, white males work.

He thought to what he could do in that environment, it was contingent. The way that it was set up, it did not look like it would accommodate we was from his identity. He gives other distressing things about as a kid growing up, as a black man, how he was unable to swim at certain days because access to the pool was contingent on what his identity was. So, you can imagine a variety of ways that may play out.

So, thing about students concerns and identities, I am just going to talk briefly about four of these. Self-doubt and ability, belongingness uncertainty, imposter feelings and stereotype threat. One thing I would like to know about all of these, a lot of the things that students are feeling, experiencing, are these feelings of uncertainty, doubt. So, it is not that they know that they have self-doubt and ability - it does not mean that they think they are terrible. They are worried that they are. They do not know that they long, but they aren't certain about whether they belong.

So, a lot of these things, given that it is uncertain, they can be pretty manageable. We can change them up in ways that support students. So, self-doubt and ability. Some of my work, I have looked about this. Do I have what it takes to be successful? Am I able to avoid failure? You are questioning that. My competent in this area?

So, if you are looking at students who have doubts about their ability in academic environments, research suggests that they often do things to try and deal with that self-doubt. So, there is some work on self handicapping, which I will not go into a lot today. But, the idea of not knowing how well you are going to do - I may build an excuse so if I do not do very well, they cannot blame it on I am not being smart.

So, I have a test tomorrow, I do not study for it. It is not because I am not smart enough, it is because I do not study for it and that's why do not do well. So, you want to protect your ability if you have doubts about it. Belongingness uncertainty. Walton and Cohen have looked at things that suggest that if you feel like you do not belong, you do not want to be doing it anymore.

Stigmatization can provide uncertainty about the quality of one's social bonds and academic and professional domains. So, if you like you do not long somewhere, they find that predicts persistence, academic achievement and so forth. If you look around and the environment is not

one that has people like you in it, then you may be should not be in that environment. So, thinking about how we create environments that are more supportive of a range of identities.

Import the feelings, and parts the phenomenon are imposter syndrome. You can have feelings that you do not deserve your acknowledgements. I sadly see students are coming, new academic advisees, and they're kind of worried of why they got into the college. Maybe it was a mistake. Maybe they got lucky. Maybe they just happen to know the right person at the right time.

When students feel like imposters, that really stymies what they're able to do. The classic work on this, by (unknown name), is looking at women and academics. More recent work is looking at African-American students, and looking at how they feel like, "maybe I only got here because something gave me a break, but it is not because I have what it takes."

If you feel that way, you are not going to do very well, and it becomes obstacle to achieve in the context. The final thing that I alluded to earlier, is the idea of stereotype threat. "It is the pressure that people feel when they fear that their performance could confirm a negative stereotype about the group. It gives you anxiety, and that anxiety is debilitating and it affects your performance."

To be honest, you do not need to believe it is true. You just need to believe that some of the other believes it is. If your student and academics, and people think that women are not good at math. That is what you are worrying about when you're taking the test, you will taking the test and you also have to worry about the concerns. Your performance is going to be disabled in that context.

So, a few things about faculty student misperceptions. I will give one example, and I'm happy to talk about more things about this. The idea here - I have done a lot of work where looked at faculty and students, and I have them saying, "would you think about something? Would you think the typical faculty member think about it? Would you think the typical student things about it?"

What I am interested in is we often have ideas about what people think, we think about safety in the classroom. There is a large narrative out there, that I'm sure that many of you are familiar with, the coddling of the American mind - that faculty are very hard-nosed. All they want students to be rigorous and so forth. As students, they want to be coddled, they won the class and be totally safe, they do not want to take any risks.

If you asked faculty and students what they think, for themselves, their perceptions are that these groups are very different from each other. The faculty think about making the class really difficult, and students care about having safety in the classroom. That is their perception. But, if you actually asked them what they think about discomfort and challenges and safety across many studies, again, there are some nuances in it.

They actually do not differ very much, in terms of their perceptions. Faculty and students, both think that this comfort can be helpful. They both think the challenge can be helpful. They both think that safety can be helpful. They can have these ideas, but yet, they perceive - both groups have this misperception. But if you actually talk about it, you realize that there is much more commonality.

I think this potentially has big implications about how you approach what is happening in the classroom. So, if I am a professor, and I think that students want certain things, maybe wrongly so, I could be changing things to pick something that is wrong. I could also be saying, I could have some negative thoughts. I have this negative feeling about that, which in fact is not based on actual information. It can influence how I could approach the context.

Again, I am happy to talk about more about this in the question and answers. I just noted, briefly, what I really promote the faculty that I work with. It is being really clear with the norms are in the class. What are the excitations – my expectations? On the first day, as people what they think the class should work like. But they think the norms are, and with excitations.

We have a lot of transparency about a full stop here things that everybody was talking about. And people realize that anchor different. They do not actually know what people thought about. Doing it in a way that is anonymous - what often happens and we talk about norms, they are already in place and the really confident students are already sharing with a thing. So, the less confident students may not be doing it. But, we have to get out of our assumptions about

what people believe, and asked people what they think in ways that they are able to be honest.

I have a colleague that uses these really minty little survey questions, and how people anonymously do it. They could do it on a device, then you can answer! You get answers. For me, I always learn a lot because it is not what I necessarily thought was going to be the case.

I want to end by saying a few things about the learning environment. So the idea is that we want to design spaces that students can thrive in, and that they feel – as I have noted earlier – they feel they can be confident in that, they heavy a ton of me to navigate the space and they feel like they belong in the space.

There are things you can do structurally. I have some data. I do not end up pulling at all. I was looking at how people thought about the online environment. When we moved to being more online, for instance, I think faculty actually felt, "I know what I'm doing." Students actually thought, "I don't think this is going so well." While faculty thought it was going well. So I think there is a disconnect between that.

But actually the faculty could've said, "Here is how you can do these things." Give people a way that they can structure what the space is and how to engage with that. It would have been given -- it would have given students cues on how to engage with the resources.

I know that symbolic spaces, I know that if you have a Star Trek environment and it can stop engaging folks. Maybe you have some Christian symbols around and you have students were not Christian, we actually see there are some cues about Native American mascots. So there are many subtle cues that are more noticeable. We must really think intentionally about what kind of environment one is trying to create and be transparent about what those goals are.

I want to just say a little bit, and I found a lot of information here, but think about universal design for learning. Basically, how do we meet the needs in this environment? Offering multiple ways for people to engage with the material so that we have a transcript here. People can engage with having that – basically I think all of the research suggests – closed caption, we can have information and everything. That is better for everybody.

Some people might need that more than others, but everybody is being… Having value in that. So having multiple ways that it -- they can engage with the material. There are things you can read, write, look at and read.

So, presenting the course conduct. Using a variety of methods of representation. Early on, engaging, and they can engage with it in a variety of ways, and also a variety of ways they can express it. I give an example early, they can do it individually, written, orally, or with a partner? How are the different ways that people can be supported in a variety of different backgrounds and needs?

Final things. When we are thinking about inclusive content, making the materials inclusive is important. I talked mostly about thinking about these pedagogy kinds of things, but even thinking about what people are accessing. I will give an example from psychology for instance. If you have a very self-selected, who is your presenting in this -- who is represented in this materials?

First of all, it is not entirely accurate. You are having multiple perspectives. But if you can imagine, if you are seeing yourself in this material it is more interactive, rewarding, and students see themselves more and what they are seeing. So really having an inclusive content affects students thriving.

Using inclusive instructional methods, having things that are collaborative. So doing work in small groups, thinking about that and I can answer some questions about the best practices in that. Also, having high impact practices. High-impact practices are things such as getting students involved in research, or having collaborative work as a high-impact practice.

So having them study abroad or those kind of things. So having these inclusive things that matter – these high-impact practices often have the most bang for the buck for students who are underrepresented. They're really impactful for students to engage in the material.

I have some references there appeared I am going to… Stop my sharing and end my show. I can… I

am happy to come back to that. But I do want to give us plenty of time to answer questions about any of the materials.

So I am now back where I can see everyone's face. Certainly, folks are welcome to not have their video on. But I would encourage you to turn on your video if that would be of help to you.

I know they have been collecting some questions in the chat. Maybe we will start with some of those. But I'm also happy to answer questions as a was talking about this.

I want to answer some broader questions of some of the things students bring to the classroom in terms of their needs, backgrounds, and thinking about how we can reduce some of the misperceptions that various actors might have in that environment. Then really thinking of what that environment is in terms of making it welcoming and supportive of students so they can feel they have the confidence and autonomy to be able to interact in the environment.

So I will open it up for questions.

KUN LIN:
Alright, I have something… There are some questions. Let me just see it. I will read it over to you. If anyone else has any additional questions, please feel free to put it into the chat.

The first question is, "Could you expand on ways we could facilitate productive disclosures, for example, of accommodation needs?"

KATHRYN OLESON:
You said productive disclosure of accommodation needs?

KUN LIN:
Yes.

KATHRYN OLESON:
OK. I think there is a few things I would note. I know people have different places and different ways that it plays out at your college. But for me, for instance, I read and get information that somebody does not have a accommodation. So the idea is they will come to me and talk about that accommodation.

What I do to facilitate that is I send them an email that says, "I am happy to work on you with this." So it is clear that this is something we should be talking about and open about.

Again, this is actually a silly example but I was thinking that we have all kinds of things – we want to make sure that students privacy is protected and they do not have to disclose something they do not want to disclose.

It's interesting. I had a student come up to me after class and they said, big quote I would talk to about my accommodations." They were there and students were milling around. I was shuttling them to my office as if this was a secret thing and weak need to talk about it somewhere. But they wanted to come to me and talk about their options, and for me shuttling them off to my office as if they were not allowed to talk about that in that space. I should not out to them. They are allowed to do what they want to do.

So for me to say, "Yes, let's walk to the hall and we can talk about this and go to my office. Close quote just to be clear that I'm interested, I am engaged with that and this is not something that needs to be hidden if they do not want to hide it. This is their stuff.

I think many are trying to protect it and are uncomfortable with it. That is great value in which are protected. But also realizing that students will accommodate at their own ways, and I do student for instance who had – she came in class and said, "I have a disability." I felt she was very comfortable doing that.

So I said, big quote sorry, I forgot to make the handouts beforehand. Jack, can you read it? Here's the thing." So I think conveying that you are comfortable with this, and it is part of something that is important to them and you want to be able to support them and that then I think that can go a long way.

I think having clear information about – on the syllabus on how it works so they understand with the processes so they feel that it is comfortable in disclosing this in that sense.

I think anything to make it where it is clear on how to do that, that you are open to that, at Reed we have students who often say things where – student organizations where they talk to students with other disability stuff and they promote it as, "We have all kind of disabilities. And students are promoting each other." So anything normalizing this, in terms of whether or not they want to disclose that.

At the same time, if a student does not want to disclose that then that is their right and I am not reducing the bar in any way that is helping them to be able to do that.

Also, I think that when someone comes to me to talk about disability and here's how I am becoming accommodating in class than for me to say or reach out to our disability support services and say, "I am not sure to do this. I am getting more information." So it is really clear that you are trying to work on it with them on that and that you are motivated.

I feel that sometimes students actually disclose something and they feel they are not supported in it. So that will make them fear any disclosure. So you have to be supportive in any way that you can, and be open about that. It will help them in the future to be able to disclose that information.

KUN LIN:
Alright, the next question is, "Could you tell me more about how to facilitate transparency about your own expectations and values, especially with someone whose learning challenges might not be visible?"

KATHRYN OLESON:
I did not catch the end there. Yeah.

KUN LIN:
So, can you tell us more about how to facilitate transparency about the norms, expectations and values, especially when some learning challenges might not be visible?

KATHRYN OLESON:
Yeah, I am trying to think how the lack of visibility may put into that, and if somebody wants to go through that question… For me, I actually… Again, I am a social psychologist. We study norms. So this is what I do. In class I say, "We are going to use norms in class and this is what we're going to talk about in class." On the first day I'm really trying to say, I have things that are set up on the syllabus and expectations that I have of myself.

To be honest, norms work best when they are agreed-upon on the various people in whom are associated with the agreement. As I noted earlier, I typically have students who write things down a piece of paper. But I ask them what might make a good discussion for a seminar here. Then I get -- answers on the norms and what they can see in classes. But if you get them to,, and anyway, and in any norms… Of course you can make it anonymous and they could put it in there. Then you could say here are some norms.

Many people – I don't generally do this myself – but many people cope with the contract on how the class is going to work so you could have some way that you can certify that.

The other thing is being able to come back to those later on so if something comes up… For instance, I teach a class on stair typing and prejudice. Aside we talk about these things? It is really hard to talk about race, and we have norms on how to do that and being respectful, giving people space and talking about ideas and not making personal comments and stuff. So we have all of these different norms and write set up.

Then three weeks and something happens and you tell them to go back to the norms. Maybe it did not play out of the way it was planned.

I didn't really play up the learning challenges. I want to understand that more beard I'm not really fully understanding that question. I don't know.

SPEAKER:

Marianne, here. I was thinking about this interaction between visible and invisible facets of identity. Also, this desire for transparency and how that can get kind of complicated. So, lots of learning challenges may not be visible, that could be mental health, it could be accessibility, it could be cultural stuff that you just do not know.

So, that just - I was trying to think about practical ways to navigate that.

KATHRYN OLESON:
That is a great question. I do not think that you want... I do not think you want to put the onus on the students that they have to disclose things that they do not want to disclose. Or even as a faculty member. I work with faculty, and they are like they are teaching this class and it is about politics, should they talk about their personal palms! Is that appropriate to disclose or not to disclose?

I cannot really tell them what they can do about that. But, I can help them play through what the pros and cons of doing that, and how that may change what they are trying to do in the class. But, I think there are things where you want to make it where someone can convey some information, privately or in the context. But, I think the other point that Marion's point bring a, the universal design idea, you want to build things and so they do not have to disclose.

Something happens, they need to leave the class. Again, this can be something - maybe anxiety. I had a student number of years ago that had an insulin, something for the diabetes. So, they may need to leave the class because it starts beeping or something happens. So, there these things that there may be accommodations for, in terms of leaving the class. I probably need to come up with some norms for the class, that is OK to leave the class.

If somebody has to raise their hand and saying "my monitor is beeping right now"to be able to leave the class. They do not need to say that, I can do that before had to make sure they are accommodated. But, I need to set it up, so that if something comes up you are free to leave the class. If you need... I have a lot of students that say I need to leave because of this particular thing, so maybe we will close the door so it is not as disruptive.

Making the environment so that they do not have to disclose. So, if they need to leave the room for a moment, if they are upset by the conversation or they have to go to the bathroom or the monitor beeps, or their mom is in the hospital and they need to be able to check and see what is going on with the phone call.

I do think that building in, so that you are prevented - making it inclusive. But, also think about, based on those disclosures that you are, what are ways to build them up? Or if you have a long class, and you have some of those things, maybe building a break so everybody has a moment - if Somebody is a physical disorder and the need to go to the bathroom, just make sure bulletin so they have a chance to take a break.

But, I do think there is a fine line of being supportive, so that people can disclose things, versus making it so that they feel that they need to disclose it. Again, I think that is problematic. Thinking about the concealable - I think there's attention. I always really think about trying to take into account people's different social identities. But, there is also attention there -- a tension there, responding to that and being aware of that. So, how do you be respectful of things and also not having those identity player in ways that are problematic or those people feel that they were put on the spot or their stigma associated with those?

KUN LIN:
Here is another question that is in the chat. It is from Nelson. I am wondering if you could talk more about ways to get feedback from students about their sense of inclusion in the classroom or class.

KATHRYN OLESON:
Yes. That is a great question. I mean, I, for one, think them the most feedback that you get, the anonymous feedback that you get from the back in various ways could be very helpful. So, inclusion, in particular, you may want to think about how you would want to wear that. But, for instance, we have a program at Reed, where we have students consultants that come in and get midterm feedback and ask the students, anonymously, where working well - you can ask whatever questions and they get the feedback to the professor.

Even if you do not have a student that you could come in and do that anonymously, you can have something where you give people a time to provide anonymous feedback. And you can ask him about, in particular, inclusion if you wanted.

(unknown name) has a... I would have to send information. But, he has some brief questions that he has the student asked. He is an education professor. At the end of every class, he asked whether something good that happened today? What is something bad that happened today? Something that may have been surprising that happened today? You can have these questions that come up in class.

I do think that the inclusion - to get a more general thing, I do not know that will really get out of. But, let's just say that was a day in my social psychology class, if you were talking about racism or something like that and prejudice. Some students felt uncomfortable, and they do not feel included because of the conversation. At the end of class, if they said something about Welk something that went poorly something that was a present? They may have said that, "I really felt a lot of tension about this topic, and I.." Sometimes have dynamics where, I am often in environments where people are white, and they are looking at the black person in class.

They made feel that people are looking at them. They may be looking because they feel that you may have a good idea. But, you still feel that the spotlight is on you. I guess, for me, how to get information about how people feel about inclusion? I actually just try to ask students and get feedback about things. I think that is a really helpful way to do that.

I think, as much as possible, going back to the idea of disclosure that we talked about earlier, I do not think that instructors need to be overly disclosing about things. They need to decide about what they want to disclose in that environment. But, I also try to model the students ways that I, myself, may not feel - the first day of class I always have students go around to learn what they have in common with everybody in the class, things that are different from everybody in the class, things they are not sure about.

I would say that do not share anything about something you do not want everybody to know, because you're partner may tell everybody in the class about it. But, really modelling that - I usually would say, if there's one thing that you were not sure... The last one, I would say that I usually feel nervous of the first day of class. I've been doing this for ever.

But, for the first day of class, what people do not like me? Just say something that gets a little laugh out of them. That feeling that even a professor does not know if they are going to fit in into that class. And again, it can be done in a very low stress way. It is not me telling my deepest darkest secrets are what I would tell my therapist or whatever. But, it is something that we are all in this, and the first they may feel a little bit uncertain you may not know what is happening there.

Then, I can say I am one of 11 kids. But, nobody can be that. So, you can get the idea that I do not look at this person and know that they have a sense that is probably different than other people. So, I think as much, and low stakes ways, modelling that it is OK to talk about if you do not feel included - it can be also helpful for students to realize that, "He said this thing in class, I can go to her and saying..."

In my social psychology class, for instance, they had to do something that is nonconforming. So, the students had to come to class and silly opens. Some of them got in her cart away, where they did something that was nonconformist. A student wore a political button for conservatives, and other students were made to them that they when they were the button. They wanted to come and talk about that experience of really feeling excluded because of their conservative political beliefs.

I do not know they believe those things, or if they were doing it for the assignment for supper, it played out in a different way. But, giving them ways to do that, and privately talking about those.

KUN LIN:
There is one more question in the chat. The question is from Dennis. Is there any advice for applying this as a guest lecturer who only needs for a class for one session. The class often come to a library classroom for one session.

KATHRYN OLESON:
Yes. That's a great question full stop a lot of the things that I'm thinking about really are if you are instructor for the whole semester, things you will do the set up norms. If you just came for one session, you will be like I cannot set up norms and do all of those things. It will take the whole time and you will not get to talk about the whole material that you came to talk about.

That is a good question. I guess a few things... I mean, I think the stop even you all, you had me write learning outcomes, which I had not initially done. Marion was just like, "we have learning outcomes." That was great. Anything that you can do, coming as a librarian for one class, what are we trying to do today? Being really transparent about what your goals are.

People know what librarians do, and how they work. Other students will not know. So, being really clear about what you are doing. And I think again, depending on if it was a group of 10 students. Maybe we'll have everybody say their names. Something where they feel like you know they are a little bit.

There were professors every, where they have little nameplates... Something where the students can know you a little bit. Being really clear about what the goals of the session. Providing ways the students to get to you afterward, if they have questions about things.

And depending, there was a mentee thing that I had to look up. But, basically what it is, you have a question. And the question to be anything, and they can just anonymously put the questions up there. I use it in seminars, when we are looking at how do you talk about race and various kinds of things. It just gets people to put that information out there. So, there may be things we can have them anonymously asked questions. It also helps you come at the beginning, to say – let's say this is how they are going to do research for the term purpose they have the class.

What are the questions that you have at this point? So the questions out there. Rita say, these three things, we are not going to get there today, because we only have 45 minutes, I encourage whoever but these questions and reach out to me, if we do not get to the answers your questions. Then, they know that their questions, even if they were not covered, they were things that you are interested in.

Nelson, I see you have your hand raise. I want to make sure that we get to you.

SPEAKER:
Thanks. Just a quick follow-up question two ways of getting feedback. I wonder, do you think that there is sufficient value in (unknown term) scales for the psychometric schools that assume linearity in response to... Like, if you're looking for feedback for inclusion to students, do you go more for written responses that tend to be more qualitative? Versus how do you feel included, 0-5 or something?

KATHRYN OLESON:
That is a great question but I think both can be very valuable. So, most of the work that I was talking about with faculty and student misperceptions. I've done focus interviews with descriptive of that. Akamai also scales where I asked how included you feel in class?

I think giving people a space where they can do some qualitative, make some notes. But, I also think that, 1-5, not at all to extremely. That is useful feedback to be able to say, two thirds of the class were under three. OK. that is a problem. Maybe a specific number is not going to be...

But, if most people are in the bottom of the class and not feeling clear. That is a problem. The other thing will be having the matter, it will be really useful to see how it changes across time in your class. So, in some context where - even with the one-off, the library example. If you wanted to get something like that, it may be feedback that is useful for the next workshop that you are planning.

The second, how they are feeling about that... The eight weeks to see many changes are about that. So, having some quantitative information I think it be useful. Again, as you noted, these things are not perfect measures of those. But, I think it is moving around in a big way, you

are going to be able to help you be able to assess that.

SPEAKER:
Thank you.

KATHRYN OLESON:
Sure.

KUN LIN:
One more question. I think we only have time for a last question. This is, "Could you discuss best practices for small-group collaborations?"

KATHRYN OLESON:
Yeah, that is a great one. There is actually a bit of work on that. Again, I can… If you are particular interested then I could put due to more specific things. I think there is a number of questions one wants to ask in terms of if you had small-group collaboration. The questions are, to literature are: do you assign people groups? Do you have them randomly going to groups? How do you sort of do that?

So I think, for me, the best practices if you look at literature, is that you have to think about what your goals are in that. Are your goals, in some sense, randomly assigning students to groups for long-term interactions, they will interact with many groups of people and there will be great things come out of that. It is just that they do not want to be randomly assigned to things and they like to have choice.

But if you give people a choice there is work suggesting that what happens is that the students tend to choose their friends so the groups cannot be diverse. So it is kind of similar if you will pick their own groups.

So I would think that maybe there are small groups we have people give some information and you assign people based on that information so they did have some choice in that. But then you have the groups have some diversity. In my classes, you do not want all seniors in one group and you mix up the years. I think having that diversity, that diversity of backgrounds – there's other work looking at small group collaboration of looking at the identities.

So I think some of these are really challenging. I worked with some faculty thinking about what you do in science, where you have more men than women in the groups. If you expect a woman around the groups they feel they are tokenized. So maybe you could do the small group collaboration where some women have multiple -- or some groups of multiple women and some groups do not have women in them.

So we are just kind of locative dimensions on how you want to assign those groups, and where you want the constellations of the groups to be, and are your goals just about production? Kind of that collaboration you can get production on, or maybe your goals are if you can have good intergroup contact and those kind of things. So there might be different kinds of strategy that you might use the different context.

There's also work on thinking about how big you can make groups if they are over a handful of people than it tends to be hard to coordinate people to get the work done because their schedules are too hard to schedule and those kind of things. So it it is important to also look at group size, and that can be of interest as well.

KUN LIN:
Alright, thank you, Kathi for the wonderful presentation. I think our time has run a little bit over. Thank you everyone for participate in today's webinar. We will be sending out email surveys. We also have the survey link in the chat. Please help us to fill it out.

We would like your feedback. Thank you and I will also post the recording of the webinar soon after. Thank you, everyone.

KATHRYN OLESON:
Thank you. Thanks.

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