13th Annual Teaching & Learning Symposium

Keynote:
Building Inclusive Classroom Communities

Dr. Ellen Moore, Communication – UW Tacoma
Dr. Jim Pfaendtner, Chemical Engineering – UW Seattle
Dr. Ursula Valdez, Environmental Science – UW Bothell
Opening question:

What does an inclusive classroom community look like in your context?

Write on your index card
Fostering Inclusive Classrooms in Times of Political Tension

Dr. Ellen Moore

Senior Lecturer - Communication
School of Interdisciplinary Arts and Sciences
University of Washington Tacoma
“If You Were You”

If you were a teacher, would you teach your students the truth? Make origami birds from the history books fly back in time for the truth?

- Penniman & Garcia (2014)
Inclusivity

Inclusive environments are:

> “characterized by a collective commitment to integrating diverse cultural identities as a source of insight and skill”

(Nishii, 2013, p. 1754).
“Open Questions”

1. When I found out, I felt the following sensations in my body....
2. I experienced the following emotions...
3. It brought up the following concern or question that....
4. It made me want to take the following action(s)....
Reactions from Students

- Smiles replacing tears
- More laughter
- High fives/hugs
- Students were able to talk with other students whose views may differ
- Bolder, braver spaces without anger or judgment and with more open communication
Creating inclusive spaces in the active classroom

Dr. Jim Pfaendtner
Associate Professor
Chemical Engineering
University of Washington Seattle
Thermodynamics and inclusivity?! 

Ludwig Boltzmann  
1844-1906  
Credited with development of "molecular thermodynamics"

Boltzmann Pfaendtner  
2013 –  
Credited with chasing the cat and outstanding stress-relief properties

University of Washington
You tend to increase the entropy of your surroundings

> Entropy: how much “disorder” is in a system (e.g., a classroom environment)

> Principle 1: Disordered systems can accomplish many things – but not always what you intend

> Principle 2: Without additional effort, faculty will make things more disordered
You control your own destiny about how “entropic” your classrooms are

> **Principle 3:** Thermodynamics tells us how to decrease the entropy of a system – you have to put in energy (a.k.a. “work”)

> **Principle 4:** Be careful what you wish for – putting in the wrong kind of “work” can still lead to increasing disorder in your classroom!

... *I believe the key to getting the most out of your active classroom is maximizing the inclusion of all views, perspectives and personalities*

... *which is often first to go when things get crazy*
Task 1: Set the ground rules and stick to them

Case study: drawing out multilingual graduate students
Task 2: Unrelenting engagement

Case study: getting smart introverts to teach each other engineering
How do you know if you are getting the job done?

> Your classrooms are living labs!

> Why not use them to conduct experiments and see if your ideas about engagement and inclusivity are working?
Collaborative learning and action to address global environmental issues

Dr. Ursula Valdez
Lecturer – Environmental Science
School of Interdisciplinary Arts and Sciences
University of Washington Bothell
Current ecological and environmental problems require sound knowledge & local and global actions.

Infrastructure

Climate Change

Gold mining

Pollution (garbage, plastic)
“From the Cascades to the Andes: Environmental issues in Peru and the Pacific Northwest”

(COIL: Collaborative Online International Learning)
Course Structure

> Advanced seminars: 10 week-overlap, 4 Learning modules
> Synchronized discussions, online discussions, collaborative research projects, use of study cases
> Propose a collaborative action/solution
> Public communication: Video, magazine or newspaper article, photo essay, art and science
> Letters to politicians
> Discussion and field trips with both instructors at each location
Modules: 4 Parallel Stories

1. Biological diversity: regions, species, rainforest (tropical and temperate)
2. Fisheries (Salmon vs. Anchovy)
3. Use of resources and impacts (i.e. logging and deforestation, gold mining, market crashes)
4. Climate change and Mountain ranges (Andes and Cascades)
Collaborative student actions

1. Activism: Campaign for water resources conservation

2. Information booth including remote connection/video with Peruvian students

3. Open letter to a Peruvian magazine on the state of Columbia Watershed and its relation to Peruvian plans of building river dams
Q&A

Dr. Ellen Moore, Communication – UW Tacoma
Dr. Jim Pfaendtner, Chemical Engineering – UW Seattle
Dr. Ursula Valdez, Environmental Science – UW Bothell
Return to the opening question (index card):

What does an inclusive classroom community look like in your context?

Adding to what you wrote earlier: What would you add? Change? What questions remain?
Thank you!

Poster Session 2 Begins Now!
3:45-4:30