



Pedagogical Considerations + Effective Practices

PEP/JWL faculty workshop

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1

Goals for today's workshop...

1. Review and discuss how hallmarks of various pedagogical perspectives can help identify a combined framework for effective instructional practices.
2. Offer examples of some practical effective practices that may be useful for your teaching situation.
3. Identify and discuss with one another some effective pedagogical strategies that may support your teaching situation.

2

How YOU are going to meet these goals...

1. Utilize an integrated course design framework to identify specific needs and contexts related to your course.
2. Reflect on how hallmarks of various pedagogical paradigms may help you make informed pedagogic choices.
3. Discuss with one another how effective practices may be utilized in your teaching situation.
4. Serve as a community ear to bend, offer suggestions, insights, and thoughtful questions.

3



A bit of framing about today's workshop...

- Educational Developer with a disciplinary background in Educational Psychology, Developmental Psychology, and Counseling.
- Utilize a social constructivist lens - offering a holistic approach to teaching and learning.



4

Social Constructivism....

- Learners **construct** knowledge and meaning based on their experiences
- Learning is an **active** process
- Learning is dependent of the **relationship** between instructor(s) and learner(s)
- Learning is **collaborative**
- Instructors serve as **facilitators**



5



But First... A Few Considerations

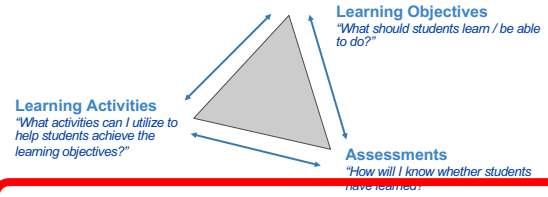
- This morning will be a space to explore effective teaching practices informed by several pedagogical principles. *Not a deep dive into theory.*
- **We are Casting a Wide Net.** Utilizing several different pedagogical lenses to help identify ways to serve a wide range of student needs. *We are going to cover a lot of content to cover today...*
- Informed by common educational theories (E.g.: *Blooms, Expectancy-Value, Social Cognitive Theory,*)
- Your specific teaching situation & style will influence your best course of action.

6

Part 1:

Integrated Course Design*Foundational Language to help shape today's discussion/workshop*

7

Integrated Course Design TriangleAdapted from Fink, L. D. (2013)

8

Situational Factors

1. Context of Teaching Situation
2. Student Learning Expectations
3. Nature of the Subject
4. Characteristics of your Learners
5. Characteristics of the Teacher
6. Special Pedagogical Challenge
7. Communication Learning Goals

Fink, 2013

9

Activity 1:**Identifying the Context of Your Virtual Class**

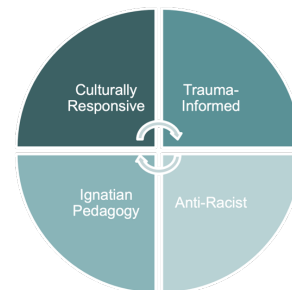
- **REVIEW and REFLECT (5 min)**
"Situational Factors Worksheet"
- **DRAFT** a few notes to help inform some of the design choices you will make during course. (10 min)
- **DISCUSS** with your group: (10 min)
 - What situational factors may impact your virtual lesson most?
 - What will students need?
 - What will you need to get started?

10

**Before we begin... A quick reflection question:**

While we review different paradigms, think about what parts of your courses do you want to focus on?

11

(Addy, Dube, Mitchell & SoRelle, 2021; Chavez & Longstreem, 2016; Gay, 2002; Hammond, 2015; Hogan & Sathy, 2023; Venet, 2021; McGuire, 2018.)

12

Pedagogical Frameworks...



Culturally Responsive Teaching

Leverages the cultural experiences and perspectives of diverse students to teach more effectively.

Trauma-Informed

Practices that respond to the impacts of trauma on the entire learning community while preventing future trauma from occurring.

Anti Racist

Offering a critical lens to consider how privilege and power impact learning.

Ignatian Pedagogy

Seeks to develop the whole person with competence, consciousness, and compassion. (context, experience, reflection, action, and evaluation)

(Addy, Dubé, Mitchell & Soffella, 2021; Chavez & Longenecker, 2016; Gay, 2002; Hammond, 2015; Hogan & Sathy, 2023; Vernet, 2021; McGuire, 2018;)

13

Paradigm #1:

Culturally Responsive Teaching

Pedagogical Considerations + Effective Practices

14

Defining Culturally Responsive Teaching

Teaching that leverages the cultural experiences and perspectives of diverse students to teach more effectively.

- **Culturally Responsive Teaching is a mindset.**
- **Culturally Responsive Teaching compliments research on effective teaching.**
- **Requires structure.**
- **Too little structure leaves students behind***

Adapted from: <https://www.chronicle.com/article/how-to-make-your-teaching-more-inclusive/>

(Hogan & Sathy, 2023)

15

Culturally Responsive Teaching: In Practice

Teaching that leverages the cultural experiences and perspectives of diverse students to teach more effectively.

- **Getting to know students** (Pre course survey, learning students' names)
- **Warm-inviting language:** (WISE feedback)
- **Have a plan, clear instructions, keep time, be willing to adjust** (TOT)
- **Transparency** (TILT)
- **Defining how students can get support**

(Hogan & Sathy, 2023)

16

Transparency in Teaching and Learning: TILT



PURPOSE

What knowledge, skill, or attitudes will students gain?



TASK

What will students do? How will they do it?



CRITERIA

What does excellence look like?

© 2014 TILT Higher Ed. Mary Ann Winkelmes, 2014

17

Warm Language

Cold Language	Warm Language
Students must...	I encourage you to...
I only accept...	You have the opportunity to...
Late work will be penalized by a deduction of 40%.	Late work is eligible for partial credit of 60%.
Students are expected to attend every class session. Unexcused absences will result in a lower grade	It is important that you attend every class session. Otherwise you will miss out on the many learning activities that we will engage in.
Students are expected to comply with the following course policies, or will face consequences.	The following course values will guide our interactions and help you learn.

18

WISE feedback

Wise feedback communicates high standards but also expresses belief in the student's ability to achieve them

Unlike the "sandwich technique" for providing critique/feedback, Wise feedback is more direct, instructive, and supportive. It can help promote both *self-efficacious and self-regulatory beliefs* in students' participation. Wise feedback also can be useful in helping build relationships between instructor and students.

Feedback description	<i>Your paper met the basic expectations of the assignment but needs work. Please look over my comments.</i>
High standards	<i>You will see that I give detailed, critical feedback. This course sets the expectation that you will take your writing to a level suitable for college work.</i>
Assurance of student ability	<i>Your past assignments have shown me that you have the skills and motivation to use my feedback to revise and improve your paper.</i>

(Yeager, et. al, 2013; https://www.interventioncentral.org/student_motivation_wise_feedback)

19



20

Defining Trauma Informed Teaching

Practices that respond to the impacts of trauma on the entire learning community while preventing future trauma from occurring.

- Prioritizes **equity**. Inequities contribute to trauma (in/out of the classroom)
- Trauma Informed teaching is not just *informed* by an understanding of the impact of trauma on school communities, but able to **respond and prevent** trauma at school.

(Venet, 2021)

21

Trauma Informed Teaching: 7 considerations

Practices that respond to the impacts of trauma on the entire learning community while preventing future trauma from occurring.

1. Acknowledge and address all forms of oppression that cause trauma in school.
2. Create equitable learning environments that are safe, affirming, and transparent.
3. Rid ourselves of a savior mentality. Prioritize learner agency and self-determination.

(Venet, 2021)

22

Trauma Informed Teaching: 7 considerations

Practices that respond to the impacts of trauma on the entire learning community while preventing future trauma from occurring.

4. Work systemically to bolster equity-centered trauma informed teaching.
5. Resists a one-size fits all approach to teaching.
6. Recognize that trauma informed teaching is also good teaching.
7. Keeping perspective on the larger goal to work towards a collective liberation from oppression

(Venet, 2021)

23

Trauma Informed Teaching: In Practice

5 effective pedagogical practices that effectively support trauma-informed instruction

- Consistency and Transparency in Course Structure
- Scaffolding instruction + assignments
- Providing alternate assignment options
- Establish a Relationship-Rich Learning Atmosphere
- Help students feel safe by establishing good norms and community agreements

24

Relationship Rich Classrooms: 4 tips

From The Faculty Project at Oakton Community College – 4 steps all faculty should consider establishing within the first three weeks of the semester.

1. Learn students' names
2. Return an assignment to each student with formative, success-oriented feedback
3. Articulate high academic standards, but also send a clear message to struggling students that are not doomed (provide clear routes for support)
4. Meet one-on-one with each students for a ten-to-fifteen-minute conversation

(Felton & Lambert, 2020, pg. 85)

25

Carl Rogers

We know – that the initiation of such learning rests not upon the teaching skills of the leaders, not upon scholarly knowledge of the field, not upon curricular planning, not upon use of audiovisual aids, not upon the programmed learning used, not upon lectures and presentations, not upon an abundance of books, though each of these might at one time or another be utilized as an important resource.

No, the facilitation of significant learning rests upon certain attitudinal qualities that exist in the personal relationship between the facilitator and the learner

Rogers, C. R. (1967). The interpersonal relationship in the facilitation of learning. In R. Leeper (Ed.), *Humanizing Education* (pp. 1-18). National Education Association for Supervision and Curriculum Development.

26



27

Defining Anti-Racist Pedagogy

Offering a critical lens to consider how privilege and power may impact learning.

"Antiracist teaching is not just about acknowledging that racism exists, but consciously committing to the struggle of fighting for racial justice"

(Love, 2019)

28

Anti-Racist Pedagogy: In Practice

5 – considerations - "How we teach is as important as what we teach"

- Respecting and valuing students' difference in contribution styles and forms of knowledge
- Decentering authority by giving students choice and autonomy in their learning
- Consider alternative grading (specifications-based)
- Remain transparent in your expectations
- Resist and neutralize assumptions of hegemonic dynamics within education while reaffirming academic structure (*affect, tone, non-verbal communication, course structure, and written communication*)

https://www.slu.edu/cell/resources/resource-docs/anti-racist_pedagogy_getting_started_resources.pdf

29



30

Defining: Ignatian Pedagogy Paradigm...

All learning is:

- Situated in a specific context.
- Rooted in previous experience and the result of new learning experiences.
- Dependent upon - and deepened by - reflection about those experiences.
- Made meaningful when new knowledge is put into some kind of action.
- Reinforced by explicit evaluation (and ultimately, self-evaluation) of those actions and the degree to which learning has occurred.



<https://www.slu.edu/csl/resources/ignatian-pedagogical-paradigm.php>

31



32

Pedagogical Hallmarks...

Connection Creates Community

Prioritizing connections within the educational experience

Instructor Presence

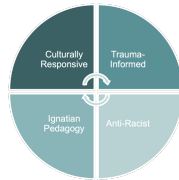
Instructors enact reflective knowledge of their teaching situation

Instructional Consistency and Clarity

clearly articulating goals, objectives, and assessment; making clear instructional decisions.

Context is Key

Taking distinct pedagogical approaches in response to learning conditions

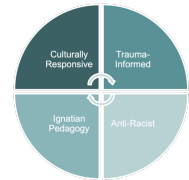


33

Chickering & Gamson

7 Principles of Good Practice in Undergraduate Education

- Encourages contact between students and faculty
- Develops reciprocity and cooperation among students
- Encourages active learning
- Gives prompt feedback
- Emphasizes time on task
- Communicates high expectations
- Respects diverse talents and ways of learning



(Chickering & Gamson, 1987)

34

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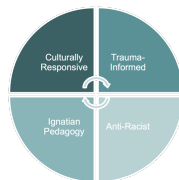
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35



Reflection Question:

What has resonated with you? How might you utilize some of the effective pedagogical practices in your course?

- Using the worksheet - review and/or write a few notes to yourself (5 min)
- With a partner, share your thoughts (5 min)
- Prepare to share one or two thoughts with the whole group

36

Next Steps: Putting into Practice...

If nothing else, consider the following practices that promote inclusion, equity, and care while retaining academic rigor

- Learn students' names
- Revise course materials for warm inclusive language
- Choose course materials that invite multiple voices/perspectives
- Consider ways to scaffold activities and assignments
- Create rubrics and clear assessment plan
- Reflect on personal bias

37



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38