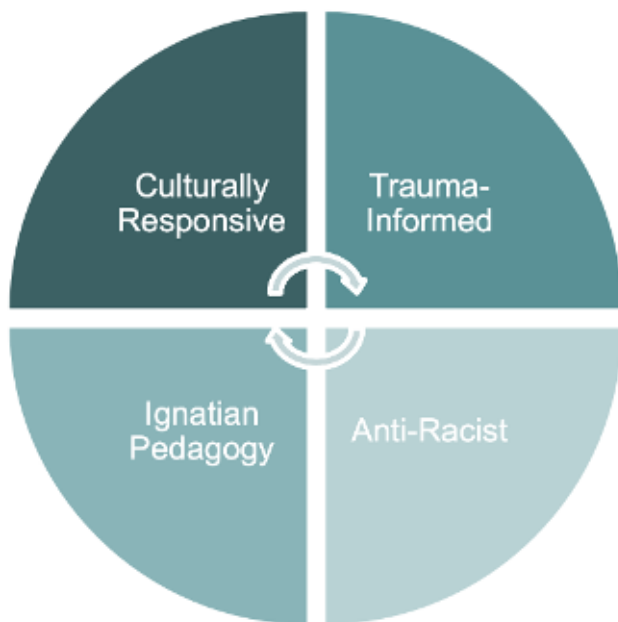


Pedagogical Frameworks

While we review different paradigms, what is resonating with you?

How might you utilize some of the effective pedagogical practices in your course?



Culturally Responsive Teaching

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

Trauma Informed Pedagogy

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

Anti-Racist Pedagogy

Offering a critical lens to consider how privilege and power 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 pg. 64)

Ignatian Pedagogy

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

Pedagogical considerations utilized and/or discussed during today's workshop:

- Culturally Responsive Teaching
- Anti-Racist Pedagogy
- Trauma Informed Teaching
- Relationship-Rich Education
- Ignatian Pedagogy
- Constructivism - facilitators as instructors
- Bloom's Taxonomy
- Expectancy-Value Theory
- Humanistic Psychology/Pedagogy (Rogers)
- Integrated Course Design
- Situational Factors
- Warm Inviting Language
- Wise Feedback
- Student Agency, Self-efficacy and Self-regulation
- Getting to know students names
- Pre-student surveys
- Transparency in teaching - Purpose/Task/Criteria (support)
- Consistency in course structure and class structure
- Scaffolding of assignments
- Formative and Summative Assessment

Pedagogical Hallmarks:

Consider the following hallmarks/themes that seem to be repeated in each of the pedagogical paradigms discussed during today's workshop.

How might you incorporate some of these practices into your teaching?

Connection creates community

Instructor prioritizes connections within the educational experience; connecting with students; connecting students w/ peers; and connecting course information with personal meaning, professional skills, and larger systems. ***Pedagogical practices: pre-course surveys, learning students names, icebreakers, reflection prompts, active learning techniques.***

Instructor Presence

Instructors enact reflective knowledge of their teaching situation, approach instruction and course design with a reflective knowledge of their students' and teaching situation. Instructor presence remains kind, thoughtful, while also academically rigorous. ***Pedagogical practices: student surveys, formative assessments, inviting language, WISE feedback.***

Instructional Consistency and Clarity

Assessing learning early and often; clearly articulating goals and objectives; scaffolding instruction and assignments to support learning; making clear instructional decisions. ***Pedagogical practices: consistent instructional structure; offering consistent course communication; revising course goals throughout the semester; clear rubrics and grading structure.***

Context is Key

Understanding the situational context of teaching and learning is a critical design consideration. Taking distinct pedagogical approaches in response to learning conditions; leveraging technology, course materials, and inter-intrapersonal skills with deliberate intention. ***Pedagogical practices: Responsive pedagogical decisions to students' needs; prioritizing student well-being and care; understanding and communicating systems and conditions that impact learning.***

Situational Factors Worksheet¹

One of the first steps in the course design process is to carefully collect and analyze information about various situational factors that will affect the course. Thorough analysis not only helps you identify important needs and contextual factors but also helps you answer later design questions about learning goals, meaningful forms of feedback and assessment, and appropriate teaching and learning activities. Skipping this step or doing a cursory job can easily lead to misinformed decisions later on.

Note: For any given course, the following situational factors will vary in their importance. As you answer the questions, concentrate on the factors most relevant to your course.

Specific Context of the Teaching/Learning Situation

How many students will be in the course? Is the course lower division, upper division, or graduate level? How long and frequent are the class meetings? How will the course be delivered: live, online, or in a classroom or lab? What physical elements of the learning environment will affect the class, considering the needs of all students, including those with disabilities?

General Context of the Learning Situation

What learning expectations are placed on this course or curriculum by: the University, College and/or Department? the profession? society?

Nature of the Subject

Is this subject primarily theoretical, practical/applied, or a combination? Is the subject primarily convergent (working toward a single right answer) or divergent (working toward multiple, equally valid interpretations)? Is the field of study relatively stable, in a period of rapid change, or in a situation where paradigms are challenging each other?

Characteristics of the Learners

What is the life situation of the learners (e.g., working, family, professional goals)? What are students' reasons for enrolling? What prior experiences, knowledge, skills, and attitudes do students usually have about this subject? What do you already know, or what can you reasonably infer, about the students who will take your course? For example, what are their learning goals, expectations, and learning preferences?

¹ Adapted by the University of Virginia, Center for Teaching Excellence, from L. Dee Fink, *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses* (San-Francisco: Jossey-Bass, 2003): 68-73; and L. Dee Fink, *A Self-Directed Guide to Designing Courses for Significant Learning*, 2003.

Characteristics of the Teacher

Have you taught the subject before, or is this the first time? Will you teach the course again in the future? What prior experiences, knowledge, skills, and attitudes do you have about the subject? What is your attitude toward students? What beliefs and values do you have about teaching and learning? What are your strengths in teaching?

Special Pedagogical Challenge

What special situation(s) in this course challenge(s) both students and teacher to make this a meaningful and important learning experience (e.g., fear of the subject, student preconceptions about the subject, or the use, restriction, or banning of generative AI)? How does student wellbeing impact what you do in your course and how you might do it?

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