

Modeling Equity-Minded Teaching: Inkshedding and Inclusive Syllabi

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Mindful Moment

Heather - I am.....

- In my 12th year at UWW
- A WI native
- A first generation college grad
- A UW-Madison alum
- A lover of WI sports (Badgers, Brewers, and Packers!)
- A daughter, wife, and mother
- The director of the LEARN Center
- A beer lover
- An avid reader
- A travel nut

Valerie Barske “I Am From”

- George Ella Lyon
(Kentucky Poet Laureate)
- Julie Landsman
(Activist, Retired Teacher)
- Response to the rhetoric of xenophobia and isolationism
- [About – I Am From Project](#)
(2020)
- I am from the smell of...
- I am from the taste of...
- I am from the sound of...
- I am from the movement of...
- I am from the feeling of...
- I am from...

What is equity-minded teaching?

Equity-minded teachers represent practitioners who “question their own assumptions, recognize stereotypes that harm student success, and continually reassess their practices to create change” (USC Center for Urban Education 2021)

<https://cue.usc.edu/equity/equity-mindedness/>



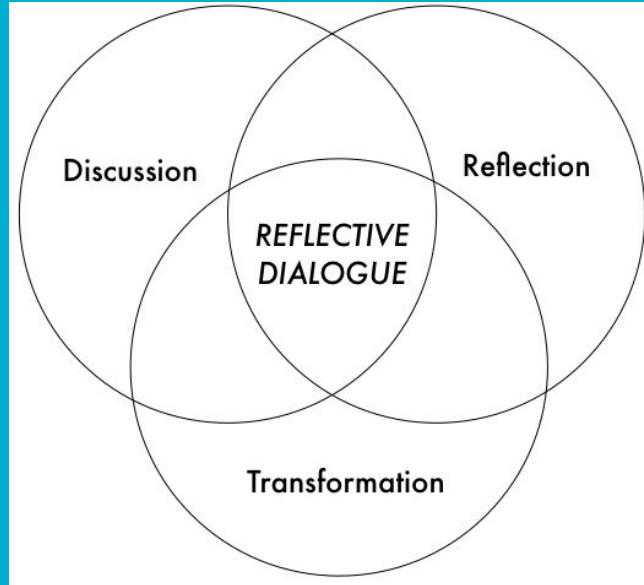
Reflective Dialogue

David Voelker - <http://davidjvoelker.com/reflective-dialogue/>

Builds community

Values listening

Brings forward new perspectives



“Call Us” (2021)

Read by the author

Amanda Gorman

Youngest Inaugural Poet in
US history and the first ever
National Youth Poet Laureate



Inkshedding - How?

One person starts with the paper

Person 1 writes their reflection about a line or part of the poem that stood out to them

Person 1 hands the paper to Person 2 to respond and add their reflection

Person 2 folds over Person 1's reflection and hands it to Person 3

Repeat until everyone has a chance to add their thoughts

Pass the paper back to first person to read aloud to group and group can add final comment/reflection

Choose one person from the group to share a thought to the larger group in one minute

Inkshedding - Why?

Adapted from Hunt and Reither (2005) –
<http://people.stu.ca/~hunt/www/whatshed.htm>

How I came to try it.....

Why might you do it.....

Inclusive Syllabus Activity

6 Principles of an Inclusive Syllabus



1

Learning-focused

2



Essential Questions

3



UDL Connections

4



Inclusive Motivating Language

5



Supportive Course Policies

6



Accessible Design

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Chapter 1: “Six Principles of an Inclusive Syllabus Design” by Kirsten Helmer (2021)

Kumar, Rita, and Brenda Refaei eds. *Equity and Inclusion in Higher Education: Strategies for Teaching*. Cincinnati: University of Cincinnati Press, 2021.

Inclusive Syllabus Pair and Share

How does the syllabus reflect inclusive principles?

What does the syllabus message to students?

Who belongs, who is welcome?

What inclusive elements might be added?

What are the main takeaways?

OPID and WTFS

Office of Professional and Instructional Development

Spring Conference on Teaching and Learning -
April 21 and 22, Madison - Call coming soon!

Faculty College - May 30 - Jun3

Wisconsin Teaching Fellows and Scholars “Equity-minded SoTL”

System Deadline - Dec 13

Local Deadline - sooner - talk to your teaching and learning center!

Find us at lunch if you'd like to chat!

Book Recommendations

Brookfield, Stephen. *Becoming a Critically Reflective Teacher* San Francisco: Jossey-Bass, 2017.

Gannon, Kevin M. *Radical Hope. A Teaching Manifesto*. Morgantown: West Virginia University Press, 2020.

Kumar, Rita, and Brenda Refaei eds. *Equity and Inclusion in Higher Education: Strategies for Teaching*. Cincinnati: University of Cincinnati Press, 2021.

Hogan, Kelly A. and Viji Sathy. *Inclusive Teaching: Strategies for Promoting Equity in the College Classroom*. West Virginia University Press, 2022.

Lang, James M. *Small Teaching: Everyday Lessons from the Science of Learning*. Jossey-Bass, 2016.

Blum, Susan D. (ed.). *Ungrading: Why Rating Students Undermines Learning (and What to do Instead)*. West Virginia University Press. 2020.

Felder, Richard M. and Rebecca Brent. *Teaching and Learning STEM: A Practical Guide*. Jossey-Bass, 2016.