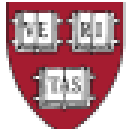


INCLUSIVE TEACHING SYMPOSIUM

TUESDAY, APRIL 25TH 11:15A - 12:15P



HARVARD
UNIVERSITY



Harvard Inclusive
Teaching Institute



INCLUSIVE CLASSROOM & COURSE DESIGN PRACTICES

HARRY HARDING, INSTRUCTOR - NICK MANLEY, INSTRUCTOR



INCLUSIVE TEACHING SYMPOSIUM

TUESDAY, APRIL 25TH 11:15A - 12:15P

Today's Agenda

Welcome & Opening Poll

Framing & Purpose

Touchstones

Interactive Tools

Wrap-Up & Reflection



Harry Harding

INSTRUCTOR,
HARVARD EXTENSION SCHOOL

MGMT E-4189 SECTION 1, CRN
14789: NONPROFIT LEADERSHIP
AND COMMUNITY ENGAGEMENT



Nick Manley

INSTRUCTOR,
HARVARD EXTENSION SCHOOL

DGMD E-30 SECTION 1, CRN
14285: INTRODUCTION TO MEDIA
PRODUCTION

INCLUSIVE

THE WHAT?

Membership. Belonging.

**All students reflect the institution &
the institution reflects All students.**

INCLUSIVE

THE WHY ?

**Build Connection. Build Community.
Cohorts with greater community =
greater learning experience
(enjoyment & outcomes).**

THE HOW?



Home Groups

Create sub-cohorts or "study-buddy" groups and encourage students to meet on and offline for resource and support.



Touchstones

Establish discussion practices and working agreements to cultivate a singular space for sharing, learning and to optimize engagement.



Project-Based Learning

Move beyond and/or traditional learning assessment methods (e.g. exams, composition) to active or practical ones. Mix-up your methods.

NPLCE Touchstones/Working Agreements

adapted from Parker Palmer <http://www.couragerenewal.org/touchstones/>



• Give and receive welcome.

People learn best in welcoming, inclusive spaces. We support each other's learning by giving and receiving openness to each other.



• Focus, focus, focus.

Multitasking about non class topics when together as a community limits yours and our collective learning and weakens the community we're building. Turn off distractions and any temptations to wander elsewhere (ie. texting, web surfing).



- **Be present fully.**

Be here with your convictions, successes, wisdom, your listening and speaking. Bring your uncertainty even your fears.



- **Speak your truth in ways that respect other people's truth.**

Our views of reality differ, but speaking one's truth does not mean interpreting, correcting or debating what others say. Speak from your center to the center of the circle, using "I" statements, trusting people to do their own sifting and winnowing.



- **Make Space, Take Space/Move Up, Move Back.**

This is vital for inclusion. Sharing airtime equitably creates more inclusive communities and teams.

NPLCE Touchstones Working Agreements (cont.)

- **When the going gets rough, turn to wonder.**

If you feel judgmental or defensive, ask yourself, "I wonder what brought her/him/they to this belief?" "I wonder what they're feeling right now?" "I wonder what my reaction teaches me about myself?" Bracket your judgment, listen to others—and to yourself—more deeply.



- **Learn to respond to others with honest, open questions.**

Minimize advice, corrections. With open questions we help "hear each other into deeper speech and discernment."



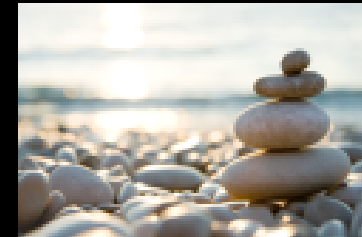
- Attend to your own inner teacher.

We learn from others and when attuned we learn from within ourselves. So pay close attention to your own reactions and responses, to your important teacher, yourself.



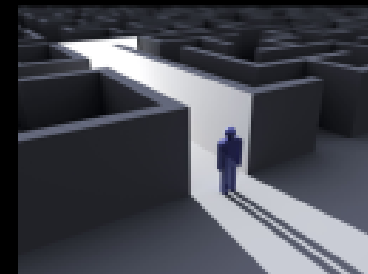
- Trust and learn from the silence.

Silence is a gift in our noisy world, and a way of knowing. Treat silence as a member of the group. After someone has spoken, take time to reflect without immediately filling the space with words.



- Know that it's possible...

to leave the circle/class with whatever it was that you needed when you arrived, and that the seeds planted here can keep growing in the days/months ahead.



Touchstones

PRESENCE

- ◆ *Give and receive welcome*
- ◆ *Focus, focus, focus*
- ◆ *Be present fully*

OUTWARD

- ◆ *Speak your truth in ways that respect other people's truth*
- ◆ *Make Space, Take Space*
- ◆ *Learn to respond to others with honest, open questions*

INWARD

- ◆ *When the going gets rough, turn to wonder*
- ◆ *Attend to your own inner teacher*
- ◆ *Trust and learn from the silence*
- ◆ *Know that it's possible...*

Which touchstone(s) resonate?
Which touchstone(s) might you incorporate into your classroom practice?



THE POWER OF TOUCHSTONES & INCLUSIVE PRACTICE

From the voices of the students...

SINCE 2020...

98%

...of NPLCE students surveyed agreed
that the course provided opportunities
to connect with fellow classmates.

STUDENT RESPONSES

Comments about the Course

Which aspects of this course were most helpful for your learning?

Comments

Community engagement project, Home groups, Meetings with Professors, Relevant Course material

Without exaggeration, all of them. Every class brought so much new knowledge for me, I felt like every week I was learning something that I could apply to work and life to be a better leader.

Some of the texts and resources were helpful in understanding course topics

All of it! The reading, the instruction, classes, peers and assignments

readings , class project

The deep course discussions, the incredibly safe space that we were encouraged to create together.

the sharing in class and the readings

I learned so much about leadership and how to engage with my community and be the best advocate and ally possible. The grounding practices and touchstones will come with me on every step I take in future leadership practices, but I genuinely can't pick from all the wonderful resources shared.

The touchstones. It helped bring me into focus.

The Canvas site was the best organized Canvas I've ever experienced in any class I've taken at the Extension School. And I've taken a lot

The teachers are kind and welcoming to students, and invited all students to be authentic, honest, forthcoming. This created a vibrant learning atmosphere.

The readings and learning materials were relevant, well-considered, accessible. I just wish I'd had time and bandwidth to absorb all of them and use all of them in my weekly practice.

STUDENT RESPONSES

Comments about the Course

Which aspects of this course were most helpful for your learning?

Comments

New ways of thinking about CE & leadership, interesting readings, inspiring guest lecturers with real-world experience, meaningful exchange with classmates throughout

The class was so interactive! It was my first time taking a class in HES. The professors were wonderful. The readings amazing. I really enjoyed the overall structure of the class.

I appreciated the thoughtful way this encouraged us to think bigger about leadership. The systems thinking was particularly helpful and I definitely thought that personal essays and papers were the perfect fit for this project (as opposed to a large group project).

The touchstones, the mindfulness practice, the small group discussions and the special guest speakers were absolutely enriching and helped to re-enforce what was being taught in class.

Respectful space that lives out course content

The class was a great example of the experience which I found so helpful because it gave direct examples

I learned more than I expected from the assigned videos and from completing the project.

STUDENT RESPONSES

Comments about the Course

Which aspects of this course were most helpful for your learning?

Comments

I enjoyed the variety of teaching methods (large and small group discussions, guest speakers, variety of reading/visual materials, etc.). I also appreciated the openness with which each student's individual experiences were considered and valued by the teachers.

The speakers, the experience of my fellow students, and the insight of the professors were most helpful for my learning

The guest speakers were exceptional. The touchstones were an interesting change from other courses and provided a framework for the other topics covered in the class.

Introducing community engagement perspectives and ideas that can be modeled in practice.

The expertise and warm nature of the instructors.

The guest speakers were insightful and entertaining.

~~Work groups were great way to connect in a large class. It was nice to be able to follow up on our projects with a small consistent group.~~

Broadening my knowledge of subject matter.

This course is a masterclass, not just in leadership and community engagement, but in pedagogy too. The instructors offered us an ideal balance of reading/videos, discussion, papers, and lecture. HES should honestly use this as a model on how to construct other courses. I mean that very seriously.

With that's said, to answer the question more directly, and with the understanding that the magic was in the mixture, the most helpful part of the course was the way in which we established "working agreements" in the beginning (/at the beginning of EVERY class session). These allowed the material we did cover to be discussed in a way that was well rounded, thorough, and helpful for all students.

Self awareness and self care in order to be a productive and influential leader.