

Introduce yourself to your group.

**Write your name (with
pronunciation if necessary) and
preferred pronoun on a notecard.**

Equity, Empathy, and Engagement for All Students

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HMS Curriculum Fellows Program

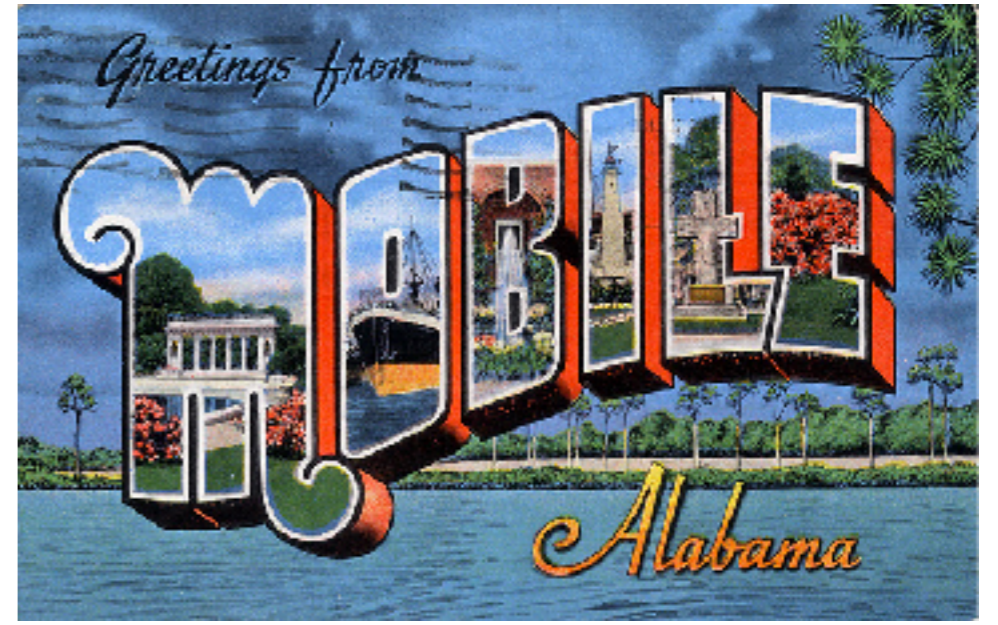
Education Workshop Series

November 1, 2017

**What comes to mind when you
see this word?**

Mobile

Take **~10 seconds** to think. We will then call on
volunteers to share their ideas.



**Activity: Make a mobile with
your group (10 minutes)**



Group Discussion

Tell us about your mobile.



Talk to your group for **~2 minutes**.

We will then call on each table. The person in your group with the **most recent birthday** will be the “reporter” for your group and will share your description with the class.



Group Discussion



1) When did you notice the differences in resource levels?

2) Why do you think you noticed when you did?

Talk to your group for **~3 minutes**.

We will then call on a few tables. The person in your group with the **longest last name** will be the “reporter” and will share your group’s answers with the class.



Group Discussion



- 1) Did your team ask for materials? Why or why not?
- 2) Did your team offer materials? Why or why not?
- 3) How did you feel about this task?

Talk to your group for **~3 minutes**.

We will then call on a few tables. The person in your group with the **shortest first name** will be the “reporter” and will share your group’s answers with the class.



Invisible Rules



In an unstructured environment, students are left to make their own assumptions about how to behave and what is expected of them in the classroom. This can lead to feelings of exclusion, anxiety, and frustration, which do not promote learning.

What is “allowed” during this activity?

I don't know the people at my table

What am I being “graded on”?

What's the “right way” to make a mobile?

I'm not as artistic as my peers

This isn't fair

Reflection



With regards to our students, what might the resource bag represent?

What is in your “resource bag”?

Spend **~2 minutes** writing a short answer on a notecard (don't put your name on the card)

Shuffle the notecards from your table and have each person select one. We will then ask for volunteers to read what is on the card they selected.

Reflection

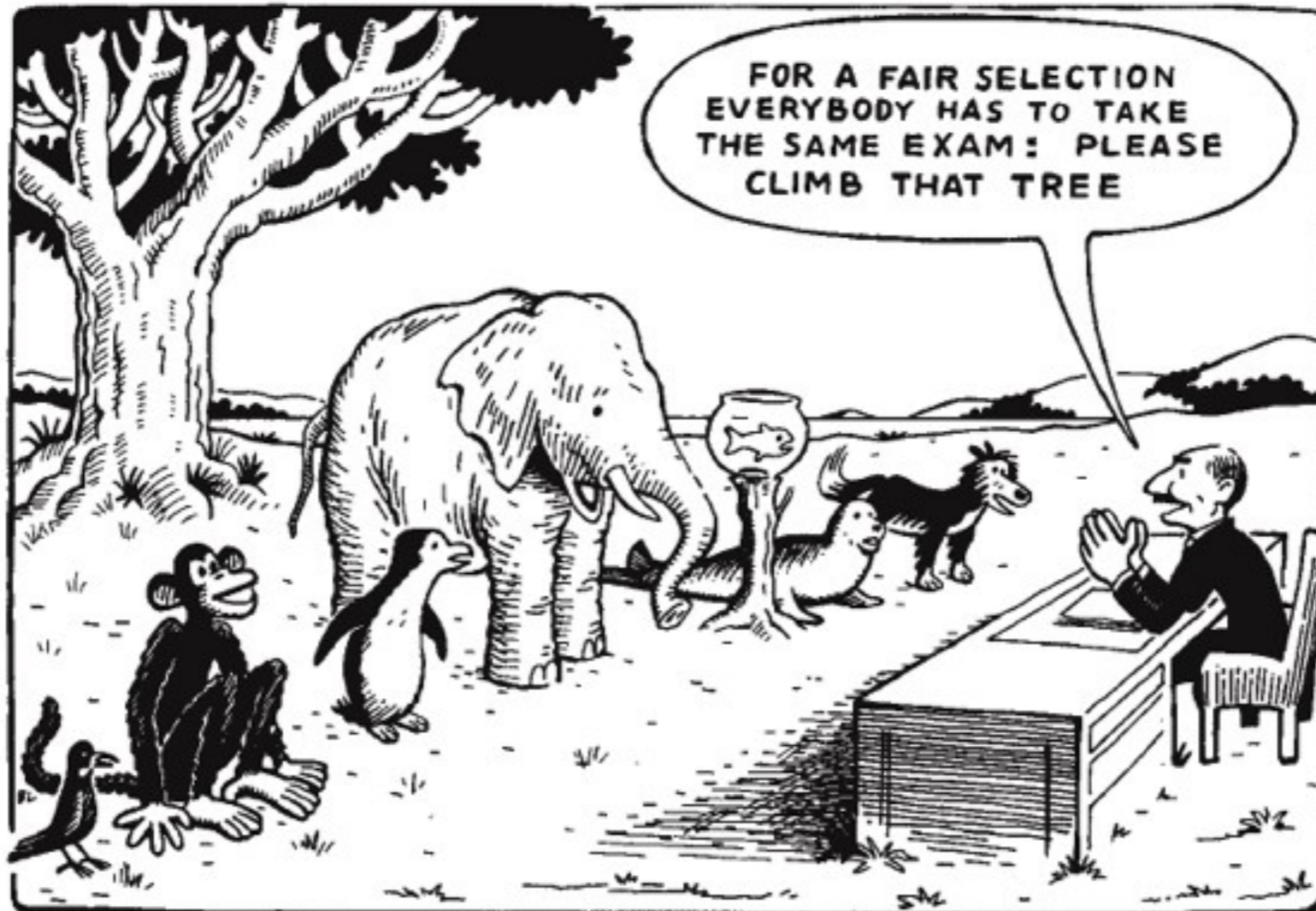


RESOURCE BAG

LANGUAGE	EDUCATION	SALARY
REST	SUPPORT NETWORK	FAMILY
STABILITY		UPBRINGING
BELONGING	UNDERSTANDING CULTURAL NORMS	HOMEWORK HELP
ABILITIES		"KNOWING THE RULES"
SKILLS	CONFIDENCE	FAMILIARITY
PRIOR KNOWLEDGE		

Equitable Teaching Strategies

*By introducing structure into the classroom, instructors maximize fairness and **equity**, and promote learning by all of our students.*



Equitable Teaching Strategies

5 Areas of Focus:

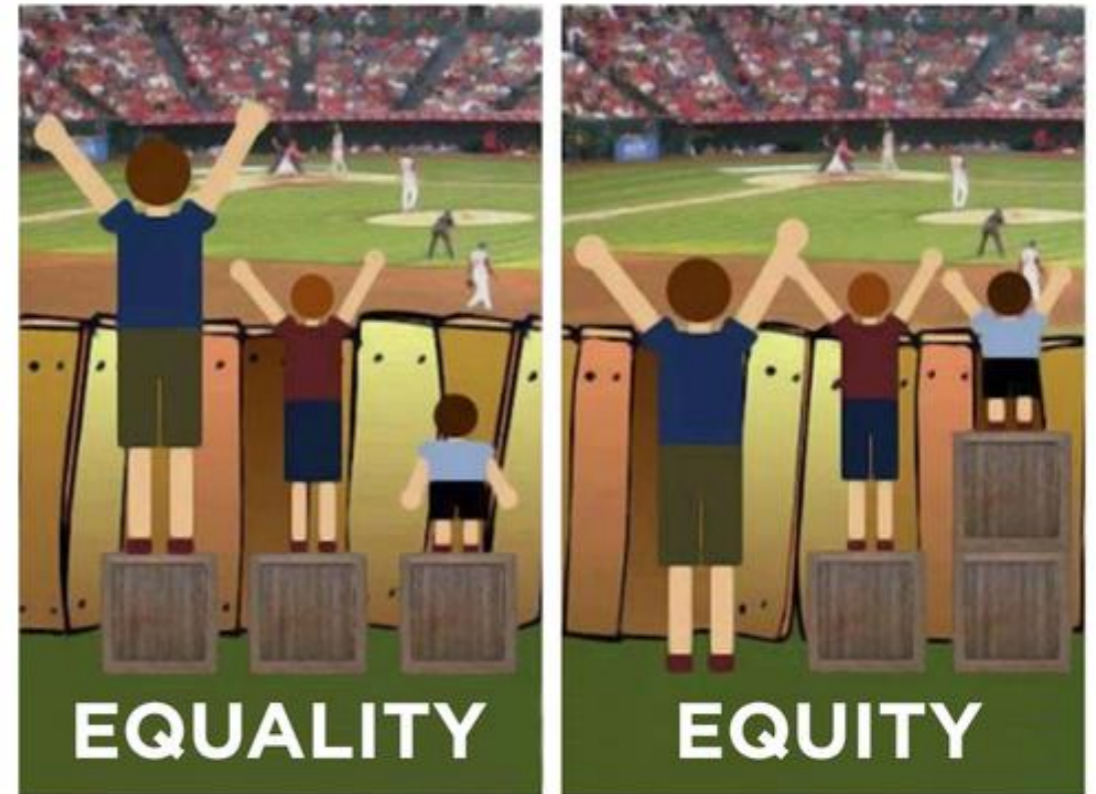
Giving students opportunities to think and talk about biology

Encouraging, demanding, and actively managing the participation of *all* students

Building an inclusive and fair classroom for *all* students

Monitoring behavior to cultivate divergent biological thinking

Teaching *all* students in your biology classroom



Giving students opportunities to think and talk about biology

Wait time

Allow students time to write

Encouraging, demanding, and actively managing the participation of *all* students

Hand raising

Assign reporters for small groups

Building an inclusive and fair classroom for *all* students

Learn or have access to students' names

Work in stations/small groups

Monitoring behavior to cultivate divergent biological thinking

Ask open-ended questions

Do not judge responses

Teaching *all* students in your biology classroom

Collect assessment evidence from every student, every class

Before you leave, please complete the survey on this session

Acknowledgements/Citations:

A Common Experience: Building Mobiles

Adapted from Kimberly Tanner, Marsha Penner, Kristin Patterson and original publications:

Lawrence, S. M. (1998). Unveiling positions of privilege: A hands on approach to understanding racism. *Teaching of Psychology*, 25, 198-200.

McIntosh, P. (2003). White privilege: Unpacking the invisible knapsack. In S. Plous (Ed.), *Understanding Prejudice and Discrimination* (pp. 191-195). New York: McGraw-Hill.

Equitable Teaching Strategies:

Kimberly D. Tanner. Structure Matters: Twenty-One Teaching Strategies to Promote Student Engagement and Cultivate Classroom Equity. CBE Life Sci Educ. 2013 Fall; 12(3): 322–331.

Take an implicit association test (IAT) at implicit.harvard.edu

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