Achieving Inclusive Excellence through Pedagogical Innovation

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Inclusive Excellence Starts with our students

Gap between Whites and Blacks widened from 13 to 18 percentage points

Gap between Whites and Hispanics widened from 18 to 26 percentage points. (NCES)

From NCES: http://nces.ed.gov/programs/coe/indicator_caa.asp
Challenges

Low-income, First-generation students are more likely to:

- be older (23y, vs 20y)
- have a minority background (54% vs 26%)
- have children (38%) and be single parents (30%)
- be financially independent (no parent support for college costs)
- less likely to return after Year 1 (76% vs 84%)
- require remedial / developmental coursework (35% vs 23%)
- more likely to work more hours, and thus not get involved in campus support activities

Pell Institute (Engle and Tinto 2008)
Questions

How did you learn in college and what made you successful?

What are your standards of excellence for academic performance?
Critical Question

How do you define academic excellence?

Is academic excellence measured by the tools you use to ensure the students meet your goals (assessments) –

Or is academic excellence measured by students meeting your goals using the same path you did to get there?
General Recommendations (AACU)

High Impact Practices:

- First-Year Seminars (critical inquiry, frequent writing, collaborative learning)
- Common Intellectual Experiences (a “core” multidisciplinary/integrative program)
- Learning Communities (students linked with each other and with professors over multiple courses, with common readings via different disciplines)
- Writing-Intensive Courses (including final year projects)
- Collaborative Assignments and Projects (with emphasis on diversity)
General Recommendations (Pell Institute)

Incentivize quality instruction and advising by faculty:

- increase role of teaching in tenure
- increase rewards for adding students to faculty research
- assign best teachers to introductory courses
- teach faculty to direct students to appropriate resources on campus
- regularly provide every department their completion rates
General Recommendations:
Braxton et al. (2000), Braxton et al. (2008), Pascarella et al. (2011)

- **Active learning in the classroom** (class discussions, higher order thinking activities) increases social integration and persistence. Knowledge-level exam questions reduces institutional commitment and persistence.
- Student perceptions of faculty use of active learning is associated with increased perception of the institution commitment to student welfare.
- Effective instruction increases student enrollment in Year 2 of college.
Active Learning

What really is active learning?

Return to earlier question – it is fundamentally how we all learned, but not every student we teach (in fact most students), do not naturally do this. Providing a framework within class time for active learning makes sense.

Additionally, it provides real-time feedback loop between instructor and student.
Lessons from STEM

Scott Freeman et al. PNAS 2014;111:8410-8415

Changes in failure rate. (A) Data plotted as percent change in failure rate in the same course, under active learning versus lecturing. The mean change (12%) is indicated by the dashed vertical line. (B) Kernel density plots of failure rates under active learning and under lecturing. The mean failure rates under each classroom type (21.8% and 33.8%) are shown by dashed vertical lines.
Summary

- Paying attention to pedagogy decisions impacts inclusive excellence.
- Decisions regarding teaching can be made based on research and evidence.
- There is not one right way to teach, but there are a class of better ways to teach.
- Adapting teaching methods to student needs is not a lowering of standards – it enables students to achieve the same or higher standards.