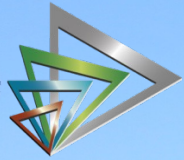


Welcome ELCC Learning Community!



Innovation Synergy
Education & Business Design



Inclusivity: Engaging All Your Students

Zala Fashant, Ed.D.
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Encore Professional Development
Innovation Synergy
Minneapolis, MN / Athens, Greece

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Encore Professional Development
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INCLUSIVITY: LEARNING DESIGNED FOR ALL

LEARNING DESIGN



Faculty and instructional designers should consider many factors when designing effective and engaging courses.

One they often overlook is a student's orientation to others and the world around them -- notably, if they are introverted or extroverted.

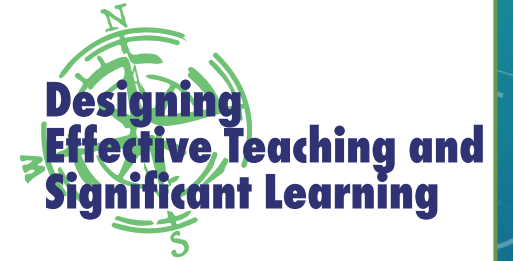
LEARNING DESIGN



Carl Jung popularized the theory of psychological types in 1912, and from this, Briggs and Myers developed the well-known Myers-Briggs Personality Type Indicator.

In plain language, extraverts (Jung's spelling) tend to gain energy by interacting with others, while introverts tend to gain energy by reflecting internally.

Jung: "There's actually no such thing as a pure introvert or extrovert."



Talk with Your Colleagues!

- *Do you consider yourself more of an introvert or extrovert?*
- *What characteristics do you possess that makes you lean that way?*

INTROVERTS VERSUS EXTROVERTS

Characteristics of Extroverts

- Extroverts gain energy from being with others. Their thinking feeds from the ideas of others.

Characteristics of Introverts

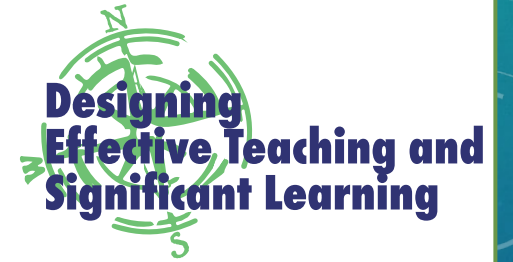
- Introverts often prefer to keep more to themselves, so being asked to contribute their ideas on the spot may stress rather than energize them.

THE CHALLENGE



Introverted faculty and designers tend to design courses with a more reflective, internalized approach.

Extroverted faculty and designers design courses that capitalize on student interaction. They don't mean to favor one or the other, but they unconsciously gravitate to that type of learning.



Chat with Your Colleagues!

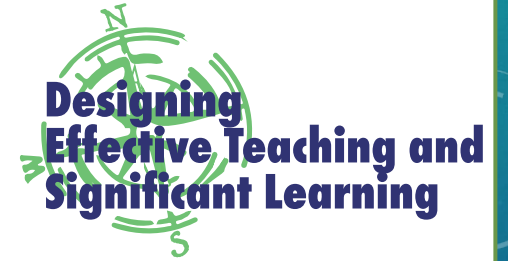
What experiences have you had as an introvert or extrovert that have you made you feel like one is more preferred than the other?

INTROVERTS VERSUS EXTROVERTS



Deidra Faye Jackson has pointed out that academics who demonstrate introverted characteristics are somehow less valued than their extroverted colleagues.

INTROVERTS VERSUS EXTROVERTS



Imagine a world filled with only one type -- we would obviously miss the talents of the other.

- Extroverts may rush forward to complete the work by checking the boxes, introverts may examine the work in a deeper dig.

Intentionally consider how to guide students to move from extroversion to introversion and vice versa, as both modes of being have benefits.

WHEN TO EXTROVERT AND INTROVERT



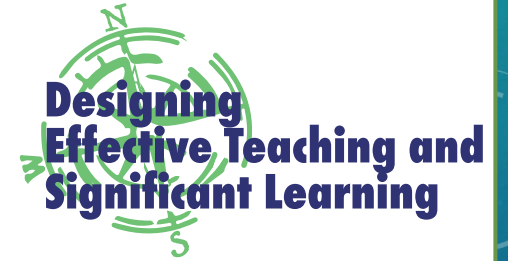
You may notice that extroverts enjoy talking in front of the class or during Zoom-type sessions, contribute more verbally in discussion posts and work more in groups.

Introverts may appear to hold back, not share much verbally at first and silently observe more in teamwork.

MYTHS ABOUT INTROVERTS

- **Introverts are shy.** Some may be, but not all.
- **Introverts are unfriendly.** Some people think that introverts are unfriendly because they don't tend to have large groups of friends, or they enjoy their own company.
- **Introverts can't be leaders.** Some people think an extroverted personality = leader. Introverts have the skills to make them effective leaders: listen to others' ideas, stay focused on long-term goals, and seem less threatening, so people may accept them in their roles.
- **It's hard to get to know introverts.** They prefer deep friendships with a handful of people. They may not warm to everyone who wants to small-talk, but real friends know them very well.

INTROVERTS IN ACADEMIA

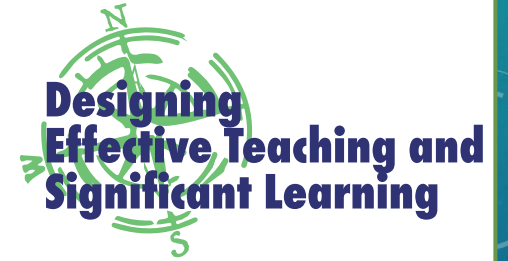


The fact that introverts are in the majority among college professors is noteworthy because introverts are a distinct minority in the general population.

The disproportionately high percentage of introverts in academe makes sense, given the work we do.

A preference for thinking about ideas and principles (coupled, of course, with high intelligence) is an undeniable asset in the pursuit of high-quality research and teaching.

WHY INTROVERTS MAKE EXCEPTIONAL TEACHERS



Now let's explore why introverts can excel in education, defying the conventional image of the extroverted, gregarious teacher and proving that great educators come in all personality types.

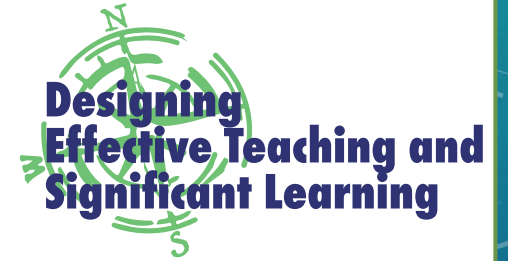
1. Deep Listening Skills
2. Reflective and Thoughtful
3. Appreciation for Individuality
4. Value of Deep Work
5. Calm and Steady Influence
6. Encouragement of Independent Learning

CREATING AMBIVERTS



*One of your goals in designing courses for significant learning should consider **transforming the skillsets of extroverts and introverts into ambiverts**, teaching them to learn from one another and move along the spectrum as the situation changes and requires a different approach.*

CREATING AMBIVERTS



Characteristics of Ambiverts

- Know when to push and when to pull back, know when to speak up and when to listen, and adapt to what the situation requires.
- Learn from one another to switch strategies to complete work.
- Are typically more emotionally stable and resilient.
- Think, act, behave in a more consistent manner.

Most of us are ambiverts. The more experience we get, we learn to be stronger ambiverts.

CREATING AMBIVERTS



continuum where they find comfort from previous learning experiences. Students can't expect faculty and designers to only cater to the ends of the introvert/extrovert spectrum.



CREATING THRIVING LEARNING ENVIRONMENTS



Introverts are often exhausted in their workplace because many of their colleagues don't know how to harness the power introversion.

Creating an introvert- *and extrovert*-friendly learning environment:

Respect boundaries. It takes up to 23 minutes for a person to regain focus after they've been interrupted.

Brainstorm alone. Research shows that if you want to maximize creativity, let people generate ideas by themselves before sharing them in a group.

CREATING THRIVING LEARNING ENVIRONMENTS



Shorten or target focus meetings. Many introverts are not fans of meetings or interactive F2F classes.

Don't force a certain type of communication. Encourage people to decide how they want to communicate (e.g., turning cameras on or off), even if it differs from yours.

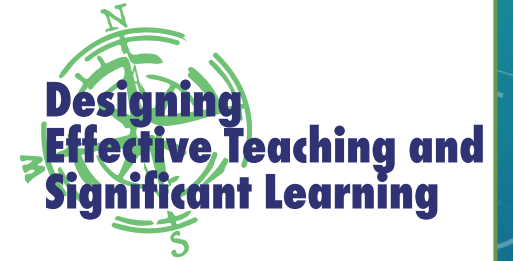
Provide the option of privacy. Extroverts may love to see everybody all the time, but introverts tend to need privacy. The solution is a flexible work environment that provides silence and private space for introverts, and lively, interactive open space for extroverts.

COURSE DESIGN STRATEGIES



- Online learning, as well as any course delivered using the learning management system tools, tends to create more of a balance between extrovert- and introvert-oriented learning.
- Providing opportunities and time for those who prefer to type responses is a successful strategy for all students using the discussions tool in the LMS.
- Students can post responses (text/video), ask questions, share experiences, provide resources, and discuss additional content are all strategies to demonstrate content application and integration.

COURSE DESIGN STRATEGIES



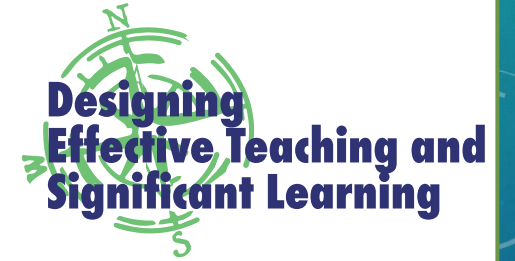
With a writing prompt posed, students are given thinking time to communicate a thoughtfully supported response.

Why discussions work to create ambiverts....

There is an expectation that everyone will have an opportunity to share their ideas and that each response will be valued.

The table on the next slide exemplifies how intentionally designed learning activities can benefit introverted and extroverted students.

COURSE DESIGN STRATEGIES



Learning Activity	How it is good for introverts?	How it is good for extraverts?
Online Chat in a Web conferencing platform.	They can take time to construct their answers by typing them in Chat.	They can respond verbally or in writing in Chat when a question to consider is posed.
One-Minute Paper	They can self-assess by formulating their questions and responses clearly.	They are encouraged to be reflective and self-assessing.
Online Polling	Gives an opportunity for providing feedback privately/anonymously.	Gives an opportunity to share their thoughts.
Discussion	Gets them involved with peers and faculty.	Gets them a chance to hear others' ideas.
Team Projects	Gets them involved with peers; lets them choose a role.	Allows for full participation and collaborating.
Think-Pair-Share	Gives both time and one-to-one sharing.	Gives a chance to share with the larger class after pair sharing.
Pairs work	Is less taxing than larger team work.	Allows for peer sharing and talking.
Assignment Rubric Self-Assessment	Provides the opportunity for students to reflect on their own or team's quality of work.	The reflection assignment allows them to share their self-assessment thoughts with the instructor.

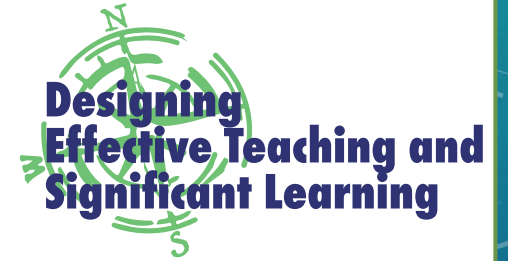
COURSE DESIGN STRATEGIES



Consider using these LMS tools to create ambiverts:

- Discussions
- Assignments/Assessments (Reflective and Forward-Looking)
- Self-assessment (reflections and quizzes)
- Groups (Team-based learning)
- Rubrics
- Checklists
- Competencies
- Awards (Badges)
- Surveys
- Chat

ACCELERATING QUALITY LEARNING



The Secret is... *Silence!*

The cost of distraction: *We are interrupted every 3 minutes and it can take up to 25 minutes to get back on track!*

The power of reflection: *Reflection is an essential process to retaining information in our brain, and to avoid making previous mistakes.*

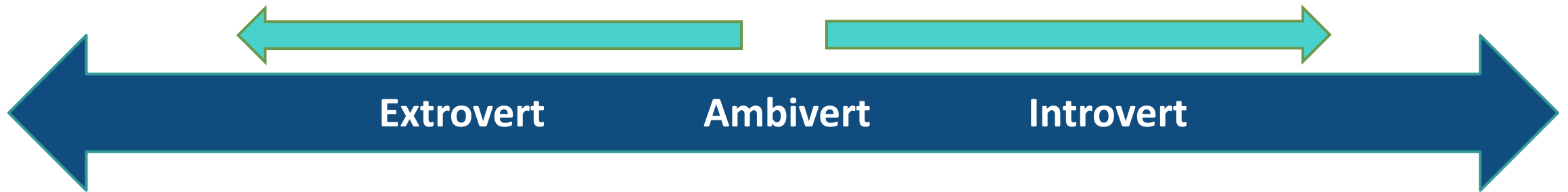
Design Practices

1. Block out interruption-free times
2. Batch interaction times
3. Have daily check-ins

DESIGNING FOR AMBIVERTS



How do your students have the opportunity to demonstrate learning equally?




Activities, Assignments, Assessments	Activities, Assignments, Assessments	Activities, Assignments, Assessments
	Striking a Balance	



Open Forum

Talk with Your Colleagues.

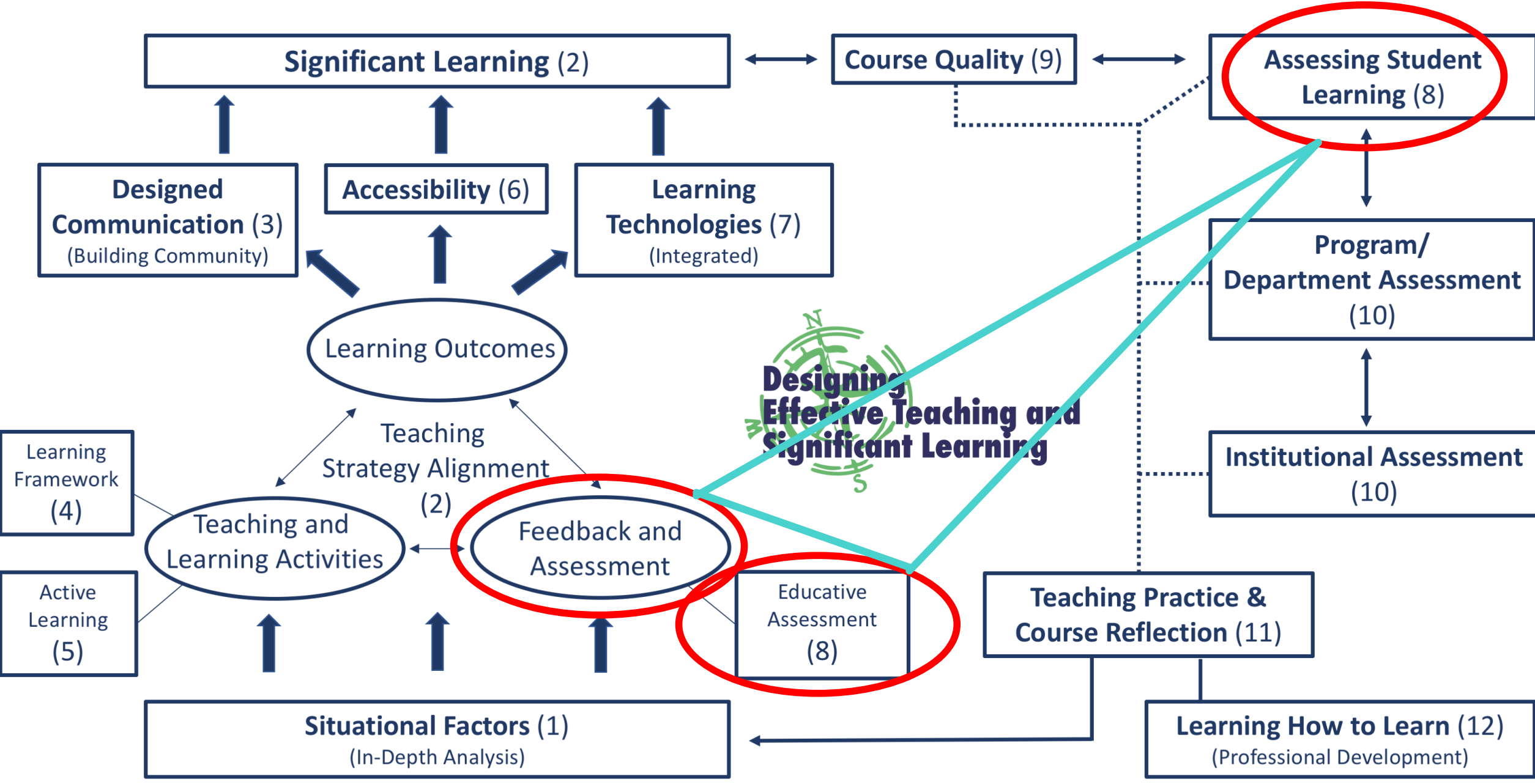
How have you used a variety of activities and assessments to ensure that introverts' and extroverts' needs are being met as you move them to becoming ambiverts?



Designing Effective Teaching and Significant Learning



THE POWER OF ASSESSMENT: EVALUATIVE TRIANGULATION



() Signifies Book Chapter

ASSESSING THE STUDENT VS. ASSESSING STUDENT LEARNING



Assessment in a course provides two opportunities to learn is occurring.

The **first** is assessing the student to give **individual grades**.

The **second** is assessing the larger picture of how learning take place in courses and progressing in mastering course concepts as a group.

Looking at the **second** we assess **group learning internally and externally**.

Internal measures how many students are meeting the outcomes for department outcomes for accreditation.

External measures could come in the form of licensure and certification exams.

Developing Assessments – Formative and Summative

Formative assessments are those which occur along the learning pathway of the course.

- **lower-stakes** assessments (lower weight on final grade)
- “form” or guide the direction of learning,
- offer feedback to faculty about how students are progressing
- provide benchmarks for students to measure their learning progress.

Unit or concept assessments: tests, quizzes, online discussions, assignments that measure unit objectives on the way to measuring a specific course outcome. Demonstrate where more practice or additional teaching is needed.

Developing Assessments – Formative and Summative

Summative assessments are those which occur at the conclusion learning a concept or outcome.

- final, **higher-stakes** assessments that measure the degree a student has mastered the course outcomes.
- assessments can be designed to measure more than one outcome.

Summative assessments include capstone projects, student portfolios, a comprehensive project or paper can be ways of using one summative assessment to measure learning which meets course outcomes.

Developing Assessments

Backward-Looking & Forward-Looking Assessments

Backward-looking examples of test questions:

- *What is the definition of race relations?*
- *Who invented the Xerox copying machine?*
- *What were the dates of the Civil War?*

Backward-looking assessments:

- Answers to these questions require memorization.
- Includes tests that use multiple-choice, true/false and matching sets of questions.
- Best measure Foundational Knowledge.
- Many learning platforms can automatically grade these kinds of tests and provide immediate, but limited feedback to students.
- Can help students develop the foundation for extended learning.

Developing Assessments

Forward-looking assessment questions could include:

- *Discuss how you can use what you read this week in your current or future job?*
- *What will be the greatest reward for you as you enter the position for which you are preparing?*
- *How would you respond to a customer or colleague that has a concern about the service they received?*
- *What do you want to accomplish in this course?*

Forward-looking assessments

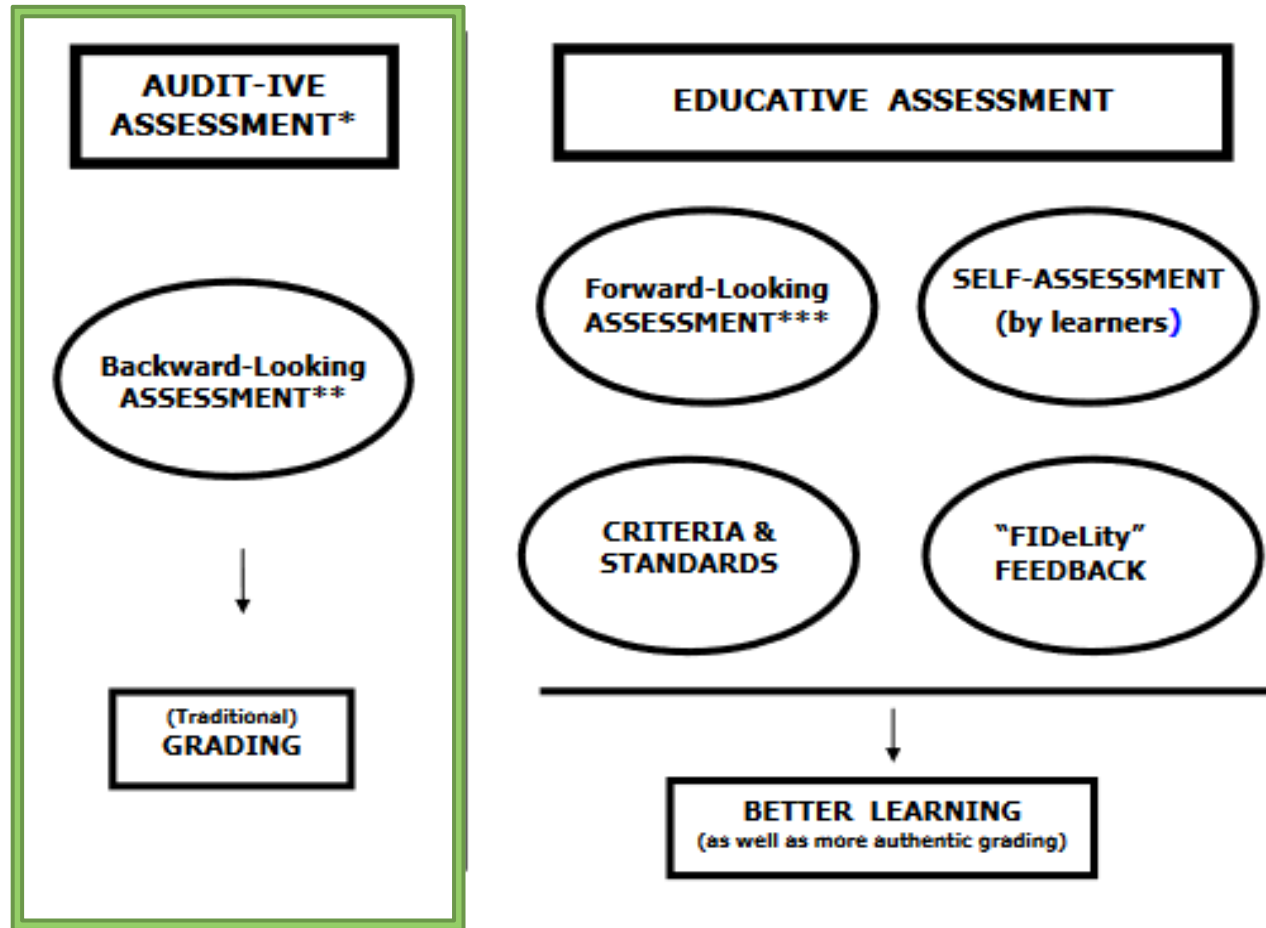
- Include case-studies, role playing, student research, inquiry method, debate, and problem- and team-based learning.
- Provide richer experiences and develops higher-level thinking.
- Best measure the remaining domains of the taxonomy.

AUDIT-IVE ASSESSMENT



Figure 3

AUDIT-IVE AND EDUCATIVE ASSESSMENT

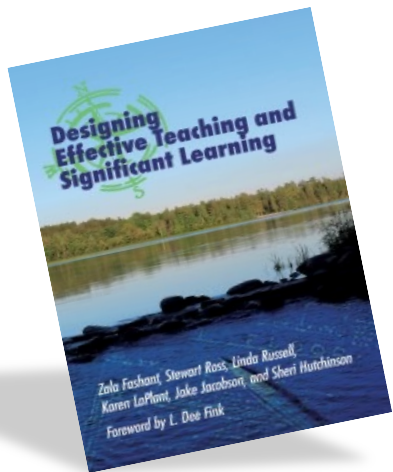
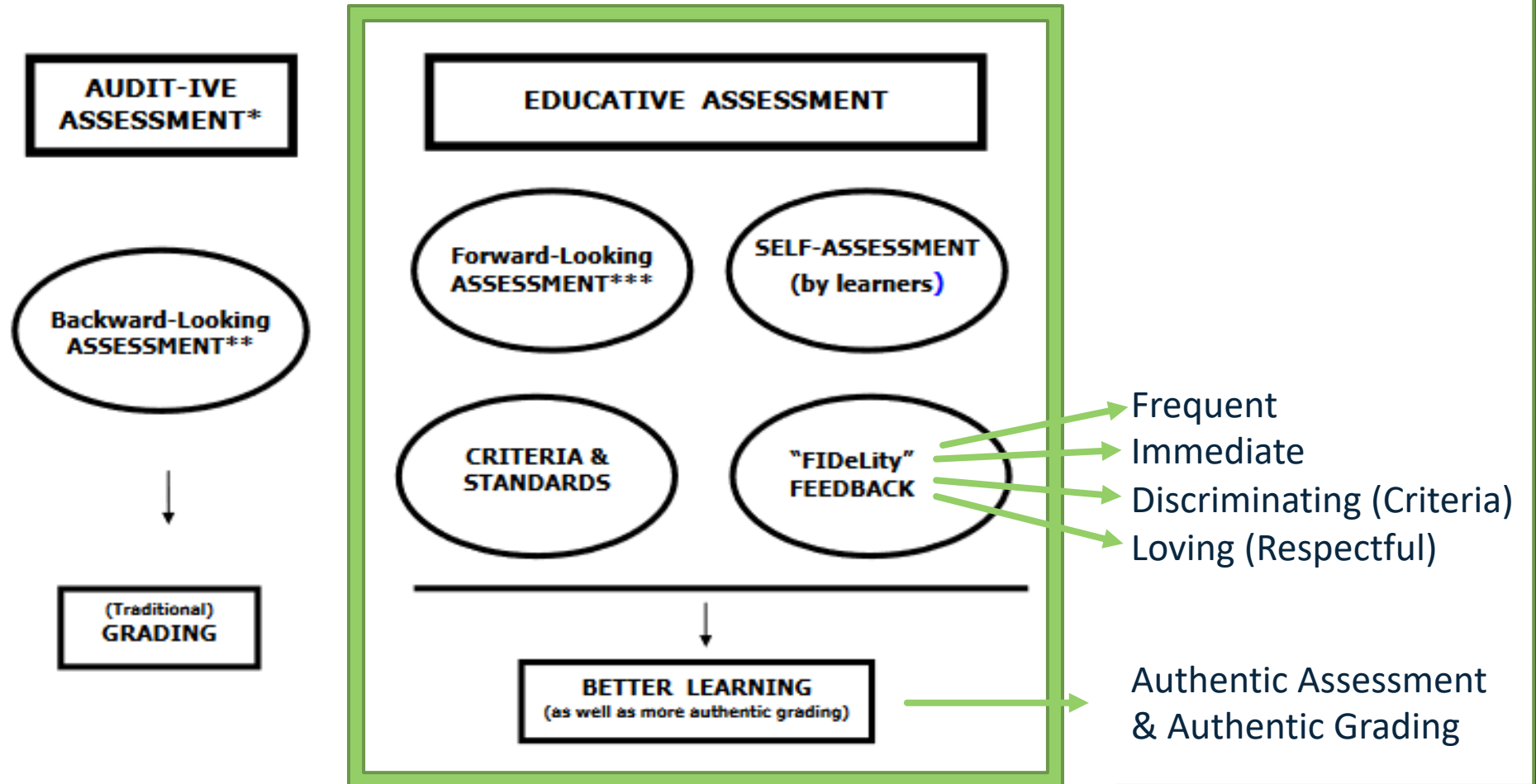


EDUCATIVE ASSESSMENT



Figure 3

AUDIT-IVE AND EDUCATIVE ASSESSMENT



ASSESSMENT VERSUS LEARNING ACTIVITIES

Before we go any further, we need to address this argument. As we have worked with faculty in workshops the question always arises, “Is this an assessment or a learning activity?” Let’s work from the premise that the same type of exercise can be used for either. Depending on how and when you are using it, the exercise can assess or provide practice. Table 8.2 provides a crosswalk to see how the same exercise can be

- an informal or formal assessment.
- a formative or summative assessment.
- can be the following learning types: (active, passive, connecting or reflective).

Final word: It is your choice. There is no correct answer, as long as the exercise matches the outcome.

Taxonomy Crosswalk for Assessment and Learning Activities Types

Taxonomy Area	Informal vs. Formal Assessment	Formative vs. Summative Assessment	Assessments and Learning Activities	Learning Types (Active, Passive, Connecting, Reflective)	Possible Technology Requirements LMS = Learning Management System
Application	—	—	Readings	Passive	Text/Internet/LMS
	Formal	Both	Case Studies	Active/Reflective	Paper/LMS
	Both	Both	Gallery Walks	Active	Posters/Whiteboards
	Both	Both	Four Corners	Active	Physical Space
	Both	Both	Jigsaws	Active	Posters/Whiteboards
	Formal	Summative	Oral/Video Presentation	Active	Projector/LMS
	Both	Both	Discussions (live/written)	Active/Reflective	Paper/LMS
	Both	Both	Student Self-Assessment	Reflective	Paper/LMS
	Formal	Both	Gaming/Simulations	Active/Connecting	Computer/Projector
	Formal	Both	Role playing/Dramatization	Active	Physical Space
	Formal	Both	Portfolios	Active/Reflective	Binder/E-Portfolio
	Formal	Summative	Authentic Projects	Active/Ref or Con	Paper/LMS
	Formal	Summative	Written Paper	Active/Passive	Paper/LMS
	Formal	Summative	Essay/Application Exams	Active/Connecting	Paper/LMS

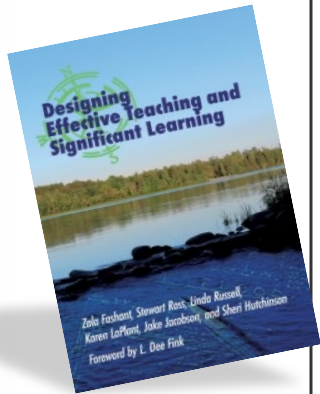


Table 8.2 Taxonomy Crosswalk for Assessment and Learning Activity Types can help provide ideas for additional and/or improving learning activities.

Taxonomy Crosswalk for Assessment and Learning Activities Types

Taxonomy Area	Informal vs. Formal Assessment	Formative vs. Summative Assessment	Assessments and Learning Activities	Learning Types (Active, Passive, Connecting, Reflective)	Possible Technology Requirements LMS = Learning Management System
Application	— Formal Both Both Both Formal Both Both Formal Formal Formal Formal Formal Formal	— Both Both Both Both Summative Both Both Both Both Both Summative Summative Summative	Readings Case Studies Gallery Walks Four Corners Jigsaws Oral/Video Presentation Discussions (live/written) Student Self-Assessment Gaming/Simulations Role playing/Dramatization Portfolios Authentic Projects Written Paper Essay/Application Exams	Passive Active/Reflective Active Active Active Active Active/Reflective Reflective Active/Connecting Active Active/Reflective Active/Ref or Con Active/Passive Active/Connecting	Text/Internet/LMS Paper/LMS Posters/Whiteboards Physical Space Posters/Whiteboards Projector/LMS Paper/LMS Paper/LMS Computer/Projector Physical Space Binder/E-Portfolio Paper/LMS Paper/LMS Paper/LMS



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Taxonomy Crosswalk for Assessment and Learning Activities Types

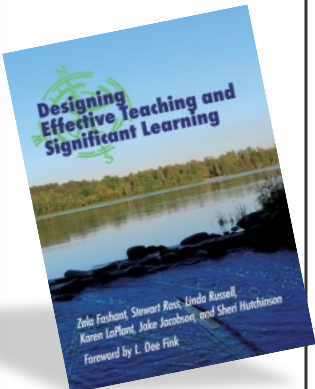
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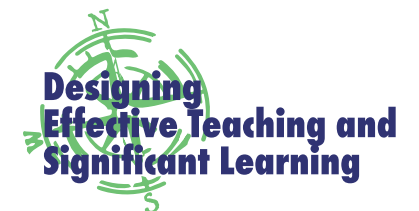
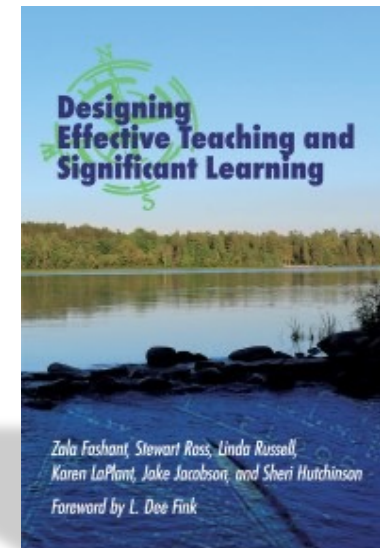
Table 8.2 Taxonomy Crosswalk for Assessment and Learning Activity Types can help provide ideas for additional and/or improving learning activities.

Fink's 3-Column Table Design Form

Course Name: Cellular and Molecular Biology Delivery Method: Face to face

Taxonomy	Learning Outcomes	Learning Assessments
<p>Foundational Knowledge Learners will understand and remember key concepts, terms, relationships, facts, etc. – Describes what learners will be able to do with information.</p>	<p>Students will have a clear understanding of the well-defined concepts of cellular and molecular biology.</p> <p>Students will be able to define pathological conditions in neurological as well as cardiological areas.</p>	<ul style="list-style-type: none"> Classroom assessment techniques (CATs) Quiz Multiple choice questions/ Descriptive tests
<p>Application Learners will perform/"do" important tasks – Describes the kinds of activities and tasks learners will be able to perform based on the information they have acquired.</p>	<p>The students will be able to focus on a particular area of research that best suits their interests.</p> <p>Students will be able to think systematically to solve a particular research question.</p> <p>Students will be able to apply theoretical principles into lab practices which would aid them in designing new protocols.</p> <p>Students will be able to troubleshoot protocols as well.</p>	<ul style="list-style-type: none"> Report assessment Case studies (Forward looking assessment)/ Reflections
<p>Integration Learners will identify/ consider /describe the relationship between "x" and "y" – Describes the kinds of activities and tasks learners will be able to perform when they synthesize, link to, or relate specific information to other information.</p>	<p>Students will be able to relate pathological situations to the molecular basis.</p>	<ul style="list-style-type: none"> Oral presentation Reflective writing The above formats would be subject to self-assessment and peer assessment.
<p>Human Dimension – Self Learners will better understand themselves – Describes the kinds of activities learners will be able to perform when they apply the information to themselves and to their interactions with others.</p>	<p>Students will be able to confidently express their own hypothesis to others in a logical and concise manner.</p>	<ul style="list-style-type: none"> Survey/Pre- and post-instruction questionnaire.
<p>Human Dimension – Others Learners will be able to interact positively and productively with others – Describes the kinds of activities learners will be able to perform when they apply the information to themselves and to their interactions with others.</p>	<p>Students will effectively communicate to others, discuss with evidence as in journal clubs, which would aid them in refining their own hypothesis.</p> <p>Students will cooperate with others as they work together as a team.</p>	<ul style="list-style-type: none"> Group discussions

<p>Caring Students will care more deeply about this subject or issues related to this subject – Describes the kinds of activities students will be able to perform when they connect the information to themselves and their personal lives in a meaningful way.</p>	<p>Students would show that they value the experience of contributing to their chosen field.</p>	<ul style="list-style-type: none"> Reflective writing/ Journal entries
<p>Learning How to Learn Students will develop the ability to learn better (more efficiently and effectively), both in this course and in life in general – Describes the kinds of activities students will be able to perform in order to continue to learn more about this topic in the future.</p>	<p>Students will share information with others about topics learned.</p> <p>Students will demonstrate ways they will continue to learn about their field.</p>	<ul style="list-style-type: none"> Develop a learning plan. Include plans for identifying professional memberships and possible conferences or webinars to attend, professional journals to read, and research internships in which they could participate.

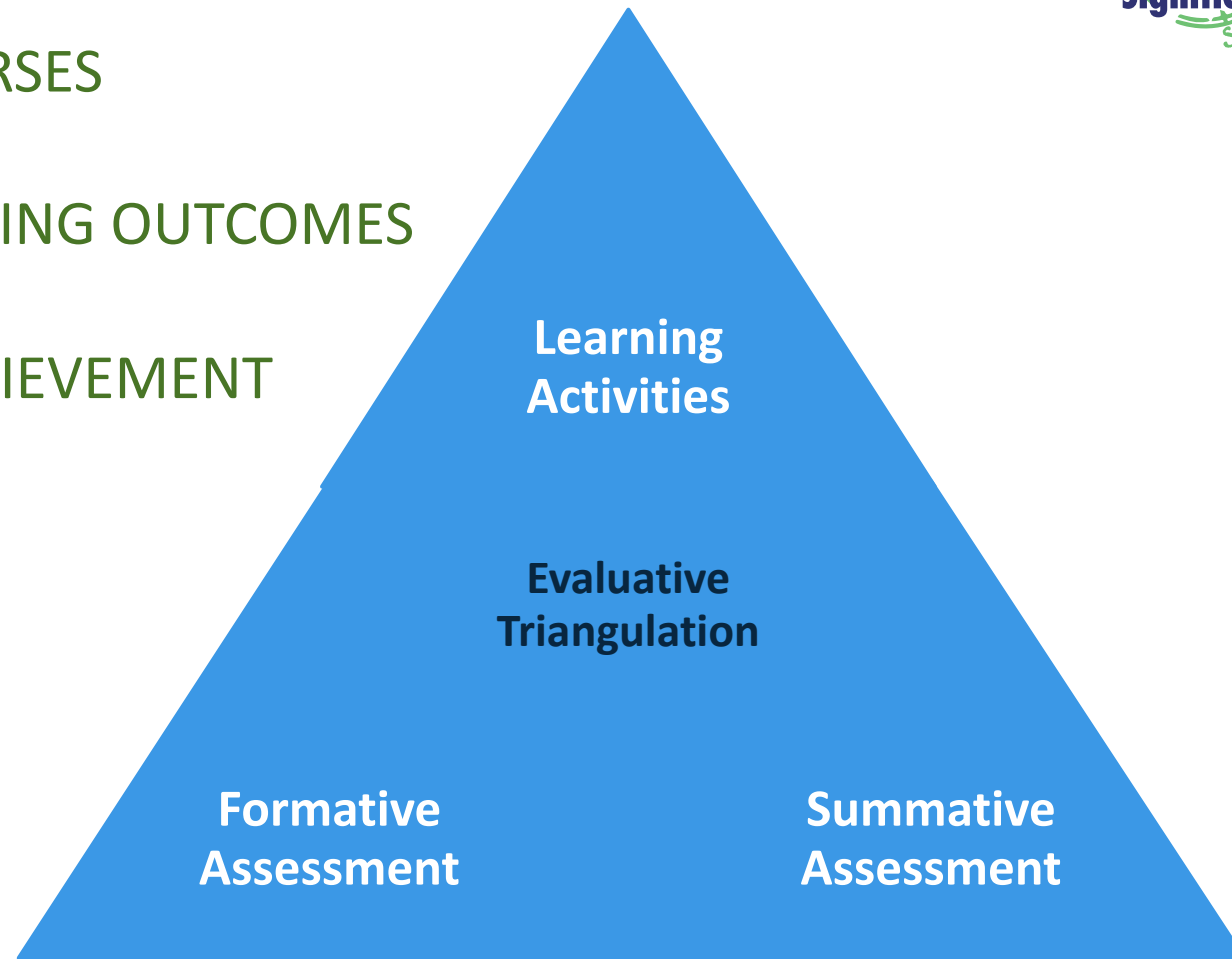


THINK ABOUT IT

CHOOSE ONE OF YOUR COURSES

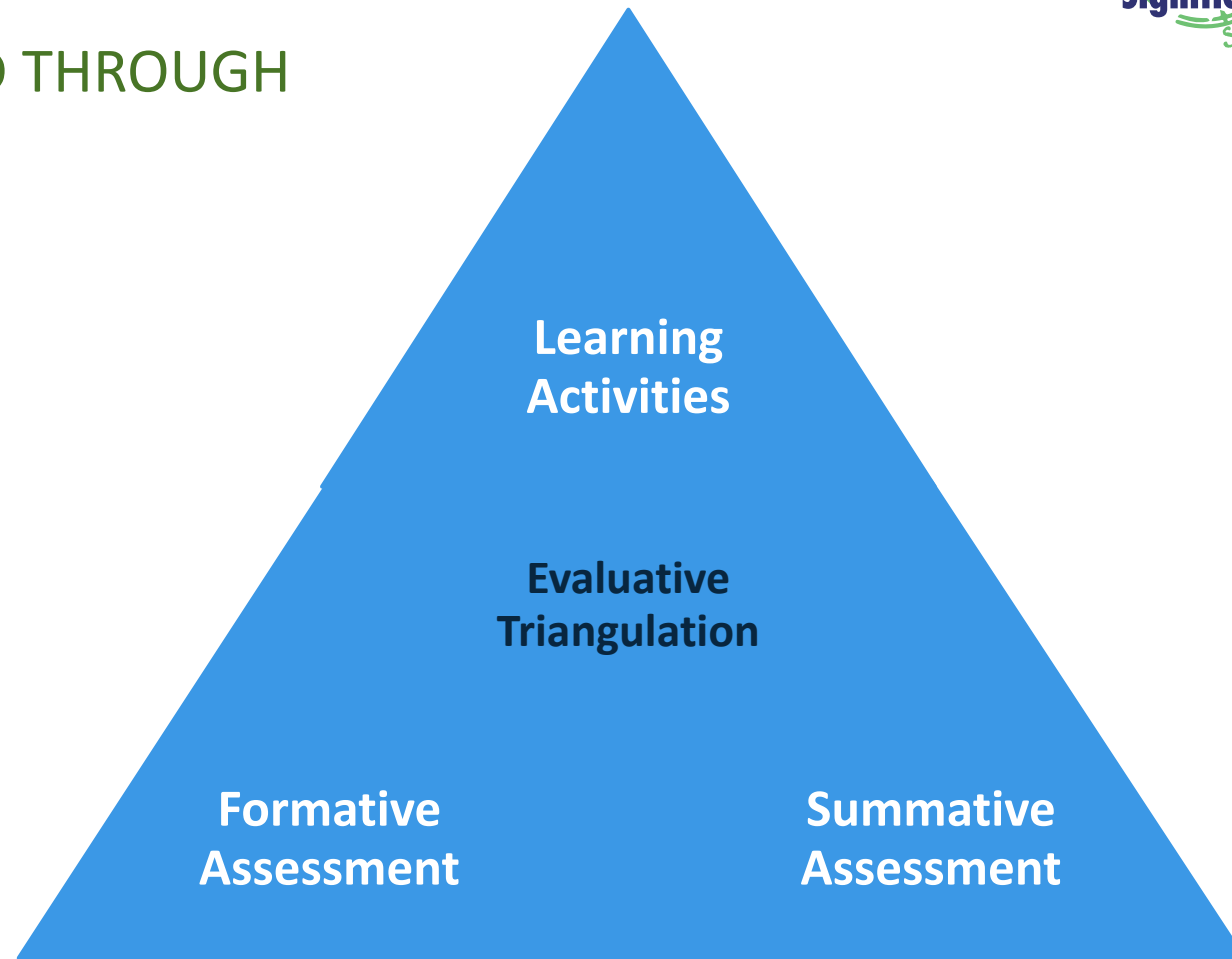
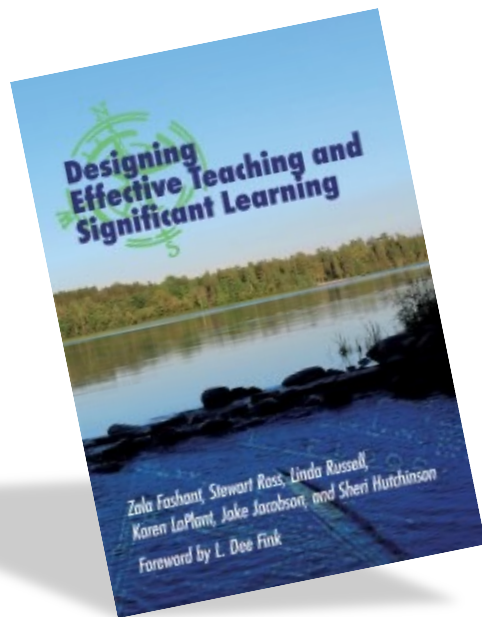
SELECT ONE OF YOUR LEARNING OUTCOMES

TRIANGULATE STUDENT ACHIEVEMENT



THINK ABOUT IT

THIS CAN BE ACCOMPLISHED THROUGH

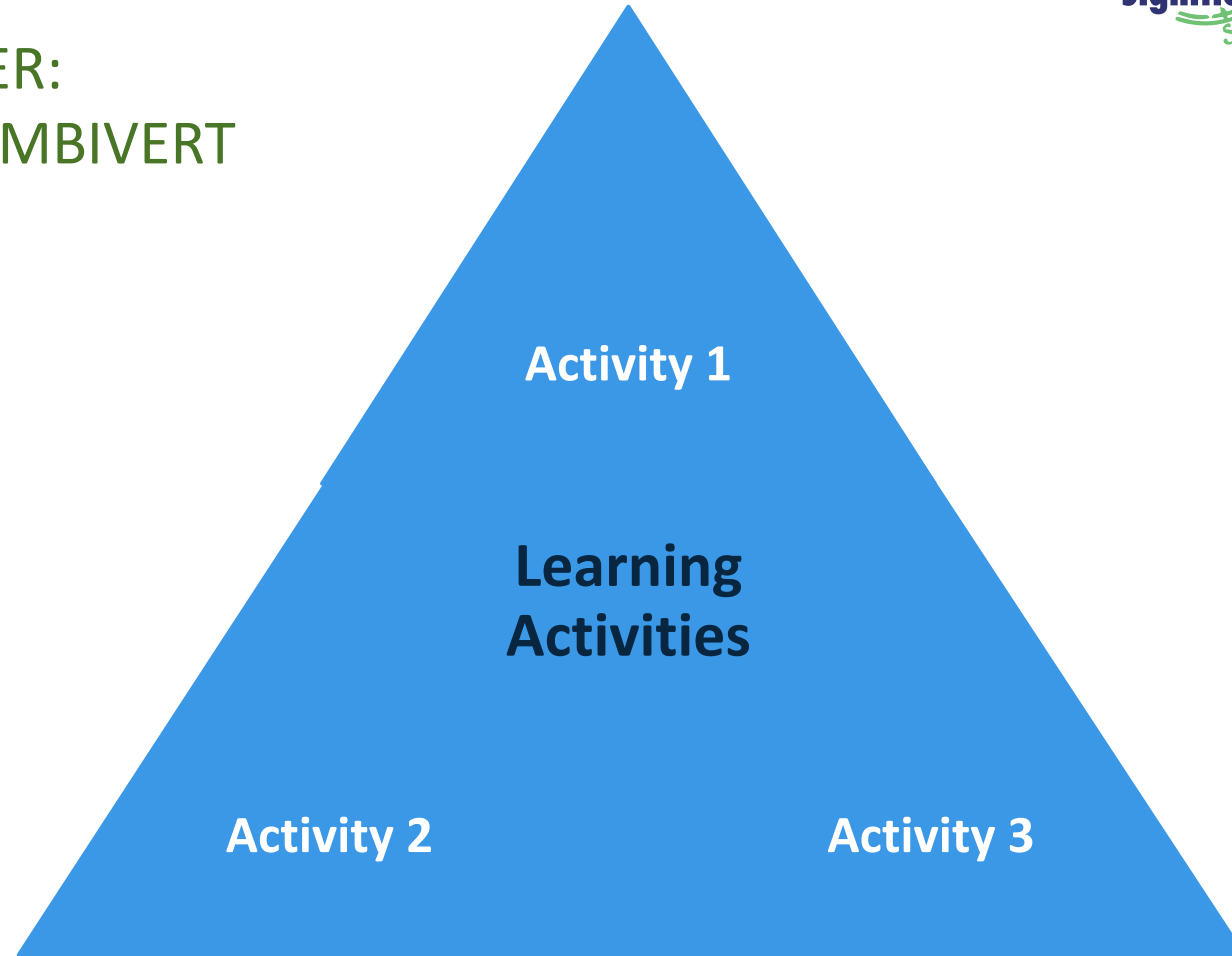


THINK ABOUT IT



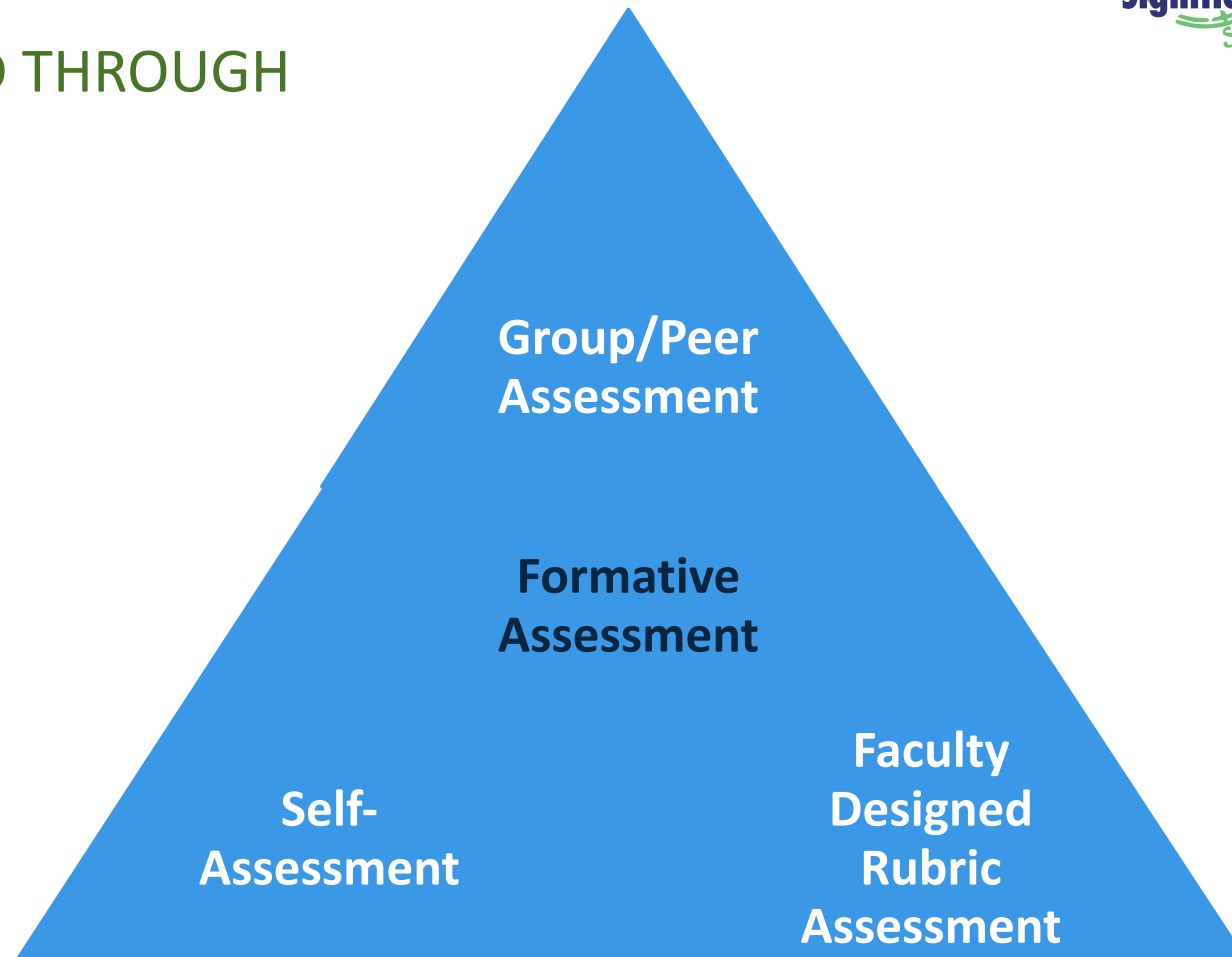
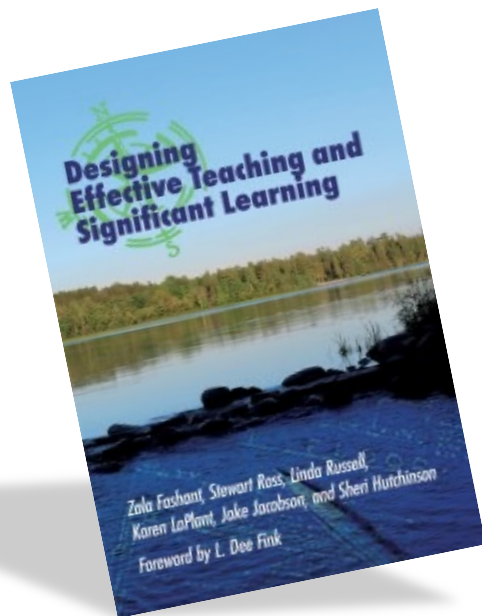
ACTIVITIES SHOULD CONSIDER:

- INTROVERT/EXTRAVERT/AMBIVERT
- LENSES:
 - ✓ reflective,
 - ✓ active,
 - ✓ passive,
 - ✓ Connective
- DOMAINS:
 - ✓ Cognitive
 - ✓ Affective



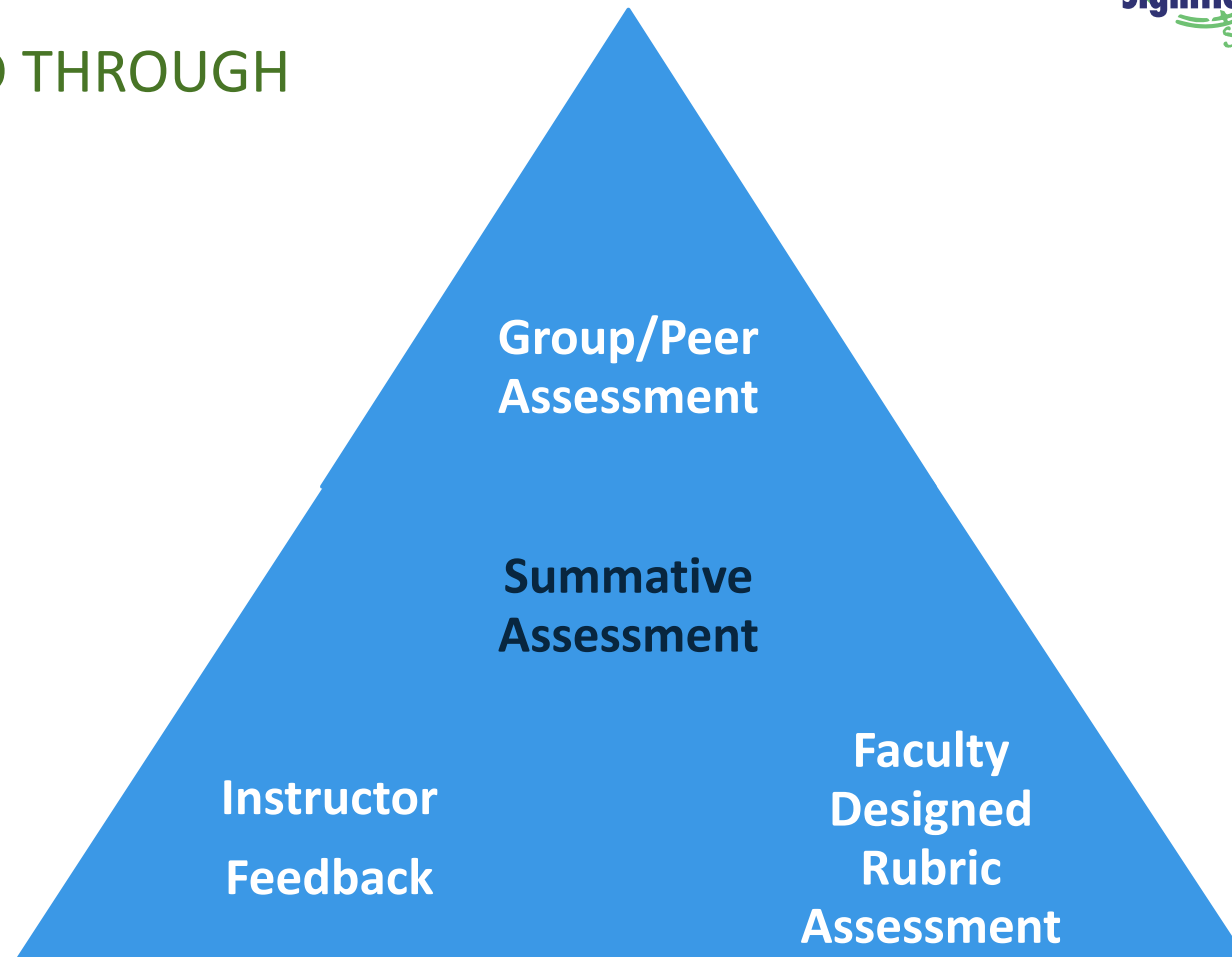
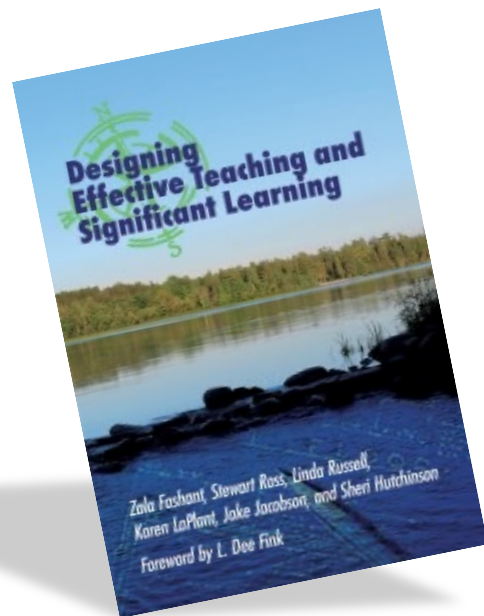
THINK ABOUT IT

THIS CAN BE ACCOMPLISHED THROUGH



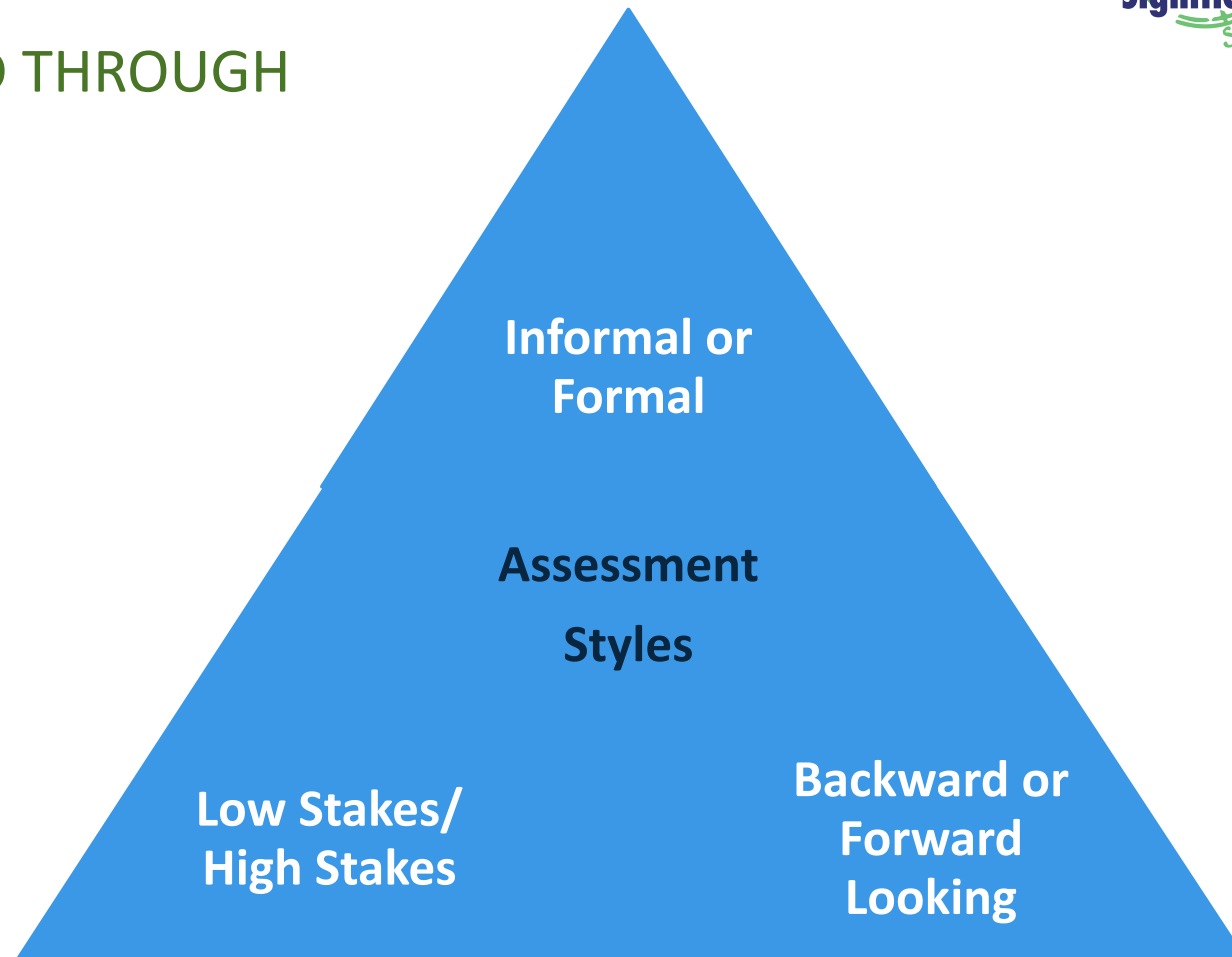
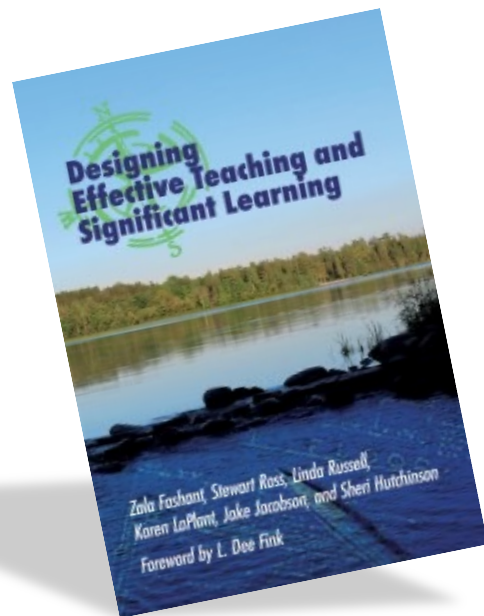
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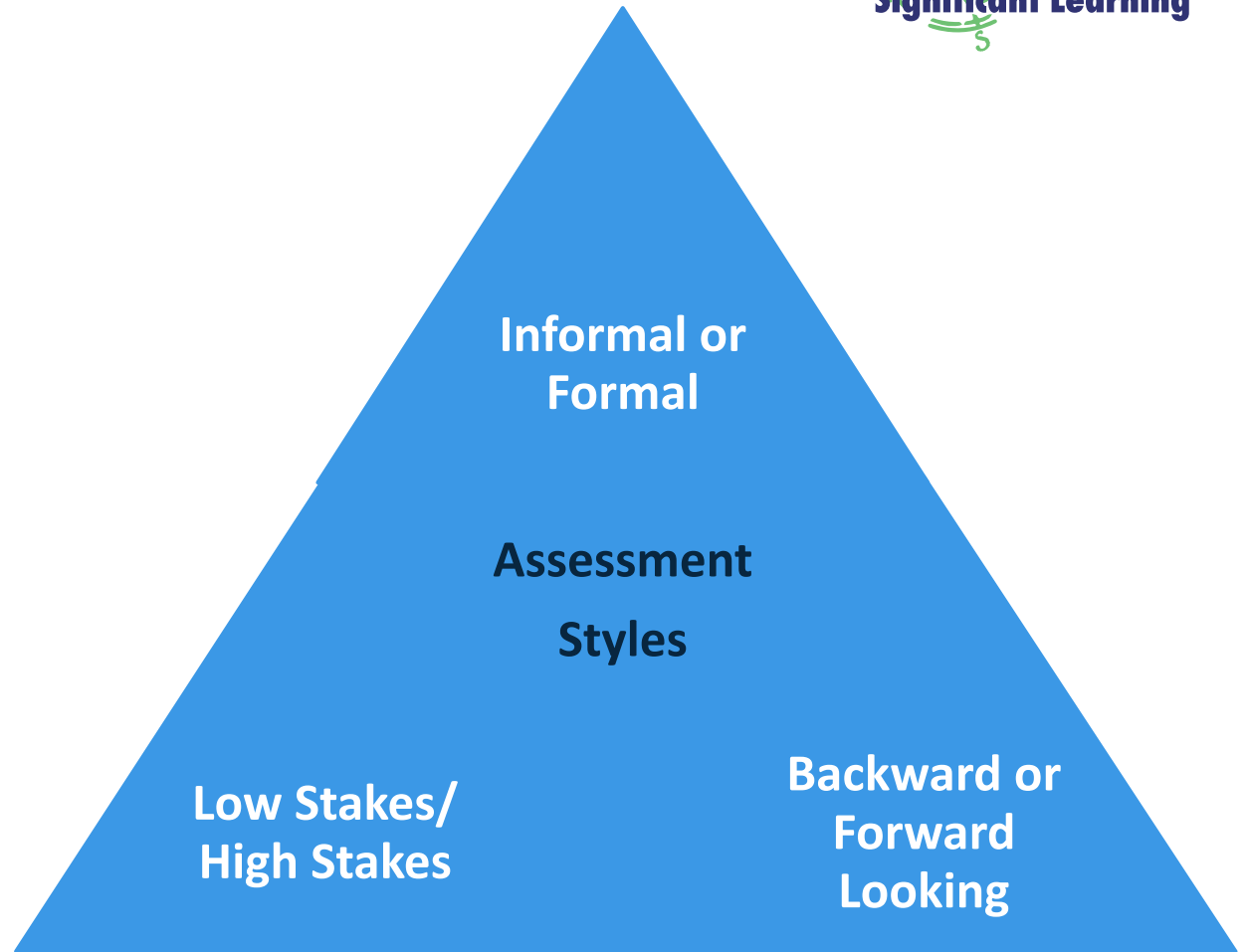
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NEED SOME HELP?

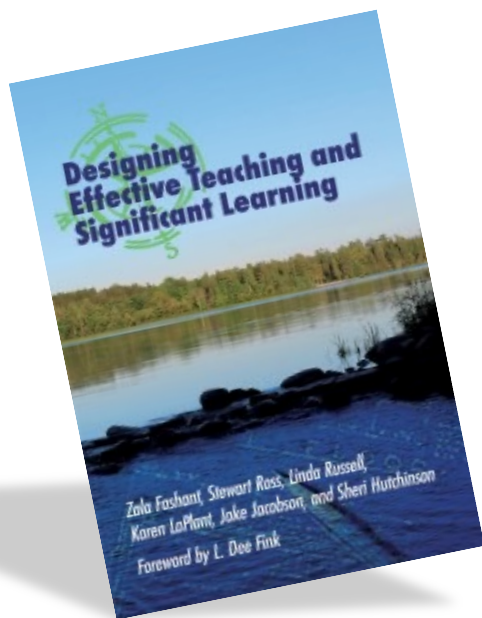
AI CAN HELP FRAME YOUR THINKING





ASSESSMENTS

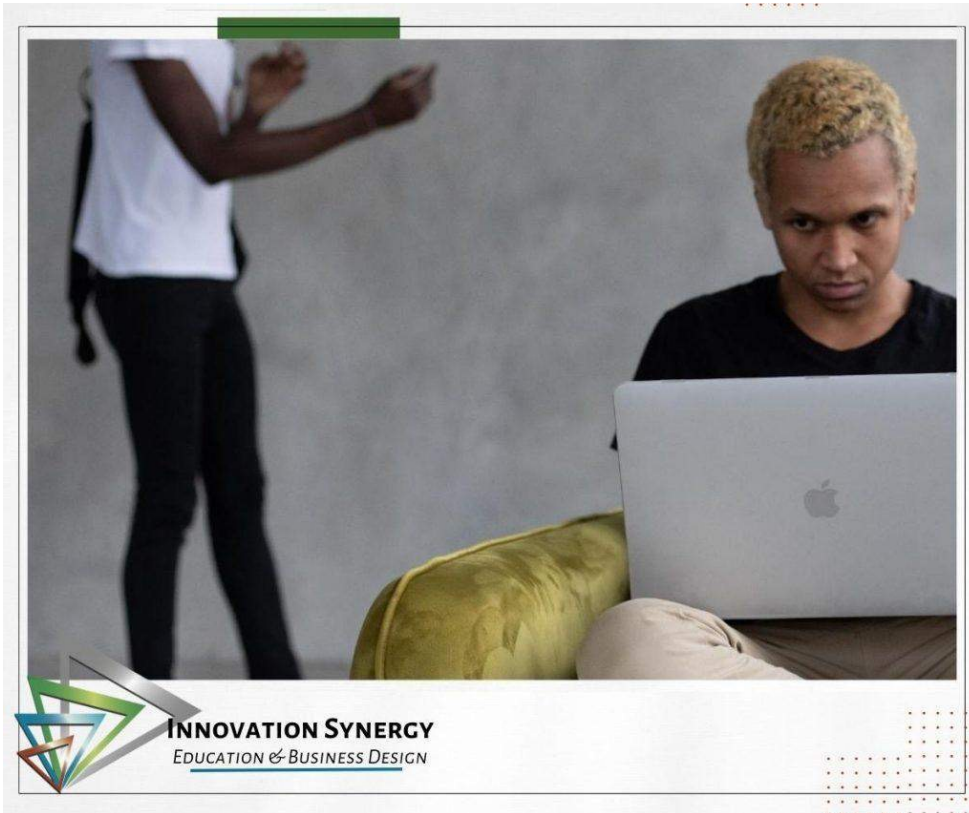
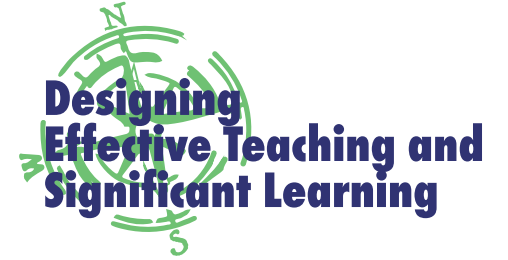
Assessments	Excellent	Proficient	Developing	Opportunity for Improvement
Informal and Formal Assessments	Weekly opportunities for informal assessments have been used including several CATs or LATs to engage students through feedback. Students are given ample opportunity to practice assessment informally prior to completing a formal assessment. Time/activities to reflect on their learning achievement is provided regularly.	Unit/bi-weekly opportunities for informal assessments have been used including several CATs or LATs to engage students through feedback. Students are given some opportunity to practice assessment informally prior to completing a formal assessment. Time/activities to reflect on their learning achievement is provided.	Several opportunities throughout the course for informal assessments have been used including one or two CATs or LATs to engage students through feedback. Students are given minimal opportunity to practice assessment informally prior to completing a formal assessment. More time/activities to reflect on their learning achievement is needed.	A few opportunities throughout the course for informal assessments have been used but do not include CATs or LATs to engage students through feedback. Students are given no opportunity to practice assessment informally prior to completing a formal assessment. No time/activities to reflect on their learning achievement is provided.
Formative and Summative Assessments	Each outcome has a sufficient number of formative leading to summative assessments to provide practice for mastery. Each assessment has a feedback opportunity by the student, peers, and/or faculty.	Each outcome has at least one formative assessment leading to a summative assessment to provide practice for mastery. Each assessment has a feedback opportunity by the student, peers, and/or faculty.	Each outcome has one summative assessment to measure for mastery. Many of the assessments have a feedback opportunity by the student, peers, and/or faculty.	One or more outcomes is missing a summative assessment to measure for mastery. Some assessments have a feedback opportunity by the student, peers, and/or faculty.
Backward- and Forward-Looking Assessments	The proper balance of backward-looking assessments for foundational concepts and forward-looking assessments for the application domains is achieved.	The proper balance of backward-looking assessments for foundational concepts and forward-looking assessments for the application domains is nearly achieved. One backward-looking assessment is used beyond foundational concepts.	The proper balance of backward-looking assessments for foundational concepts and forward-looking assessments for the application domains has not been achieved. Two or three backward-looking assessments are used beyond foundational concepts.	The proper balance of backward-looking assessments for foundational concepts and forward-looking assessments for the application domains has not been achieved. Four or more backward-looking assessments are used beyond foundational concepts.
Low Stake vs. High Stake Assessments	Consistently provided many low-stake assessments that lead to high-stake assessments.	Provided several low-stake assessments that lead to high-stake assessments.	Occasionally provided some low-stake activities/assessments that lead to high-stake activities/assessments.	Seldomly provided a few or didn't provided any low-stake activities/assessments that lead to high-stake activities/assessments.



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Designing Courses for Introverts and Extraverts: Inclusivity in Action



Student feedback is one of the greatest opportunities to both assess and improve course quality.

Having been both a dean and faculty member, I realize that we miss some key data as to why students do and don't engage in the courses we present. The design needs to include them so they know they have the opportunity to succeed in the course through significant learning as they develop the skills necessary in the workplace. In working with faculty during the pandemic, we realized the importance of designing courses so that extroverts and introverts can grow and as a result create ambiverts who are ready to advance at work. Using well-designed pedagogy and the tools from your LMS, we are making this dream a reality.

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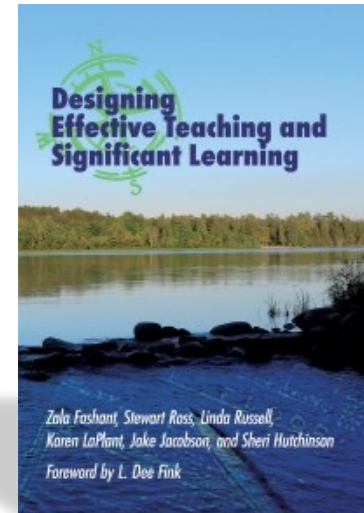
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Inclusivity: Learning Designed for All

Learn More... *a deeper dive!*

Zala Fashant Zala.Fashant@innsynergy.com

Karen LaPlant Karen.LaPlant@metrostate.edu



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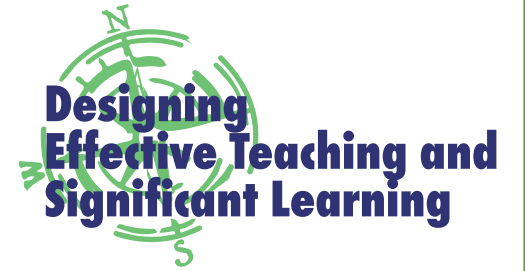
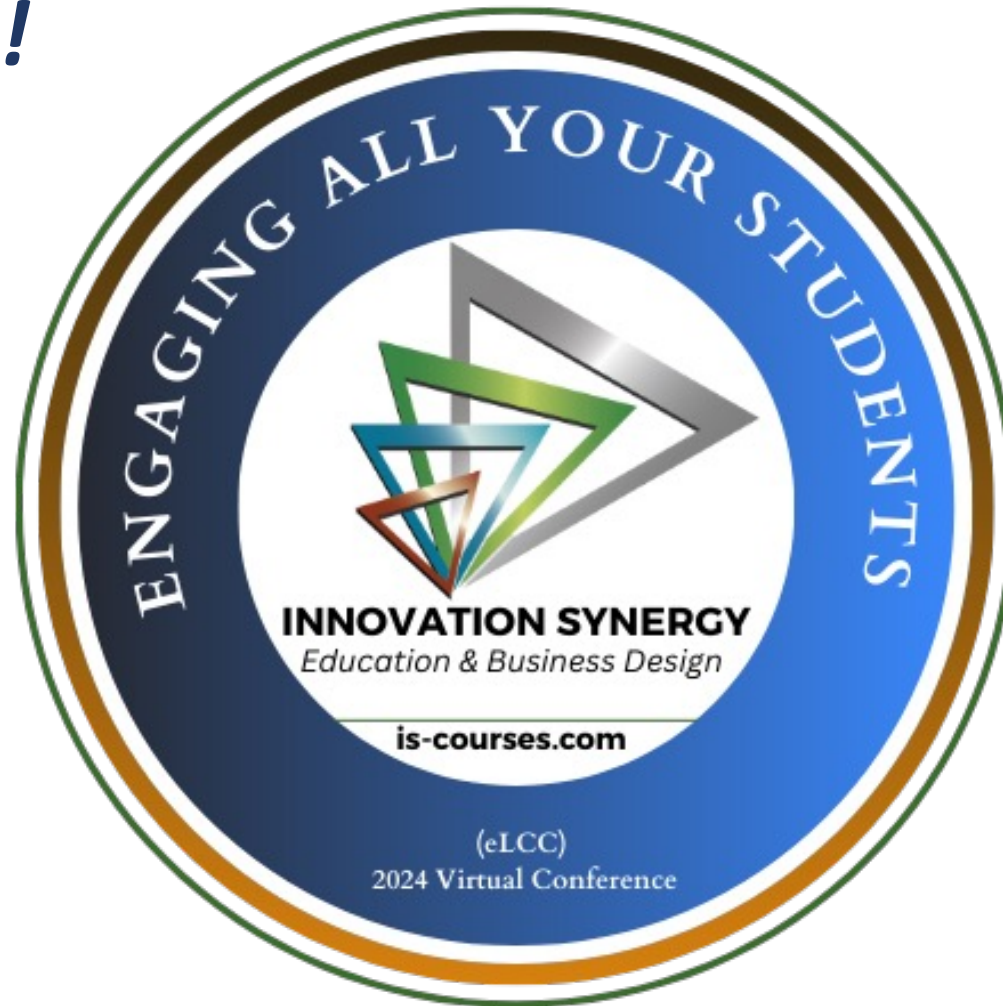
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