The Seminar was a success!

Selected Participant Comments:

Transformative and illuminating.

Engaging, thoughtful, and motivating.

The whole thing was done wonderfully.

Engrossing (the time went by in a flash) with interesting content, lots of opportunity for participation and networking.

An exercise in expanding the realm of the possible within a philosophy course.

I wish it could have gone on for longer.

For an overview of the workshop, please see Appendix 1. For a list of facilitators and participants, please see Appendix 2. For a more detailed summary of participant responses, please see Appendix 3.

Summary of Participant Evaluations: 17 of 19 participants returned evaluations.

Quantitative Responses (4=Strongly Agree; 3=Agree; 2=Disagree; 1=Strongly Disagree)

The workshop increased my understanding of inclusive pedagogy 3.59
I found the introduction regarding transparent alignment and learner-centeredness helpful 3.59
I reflected productively about learning objectives 3.77
I reflected productively about learning activities/pedagogy 3.88
I reflected productively about assessment and how to give feedback 3.18
I reflected productively about teacher virtues/my growth 3.77
Summary of Facilitators’ Reflections on the Workshop in light of the evaluations:

Strengths
• The diversity of the facilitators teaching styles
• The content
• The well-organized format
• The non-judgmental/safe learning environment
• The self-reflexivity of the facilitators and the ample time for the participants to reflect
• 100% of respondents would recommend the workshop

Weaknesses
• Make the “inclusive” in the inclusive pedagogy more transparent (e.g. offer a more direct discussion of race and ethnicity, etc.)

Overarching Recommendations Going Forward:

• Keep the same basic structure and similar texts.
• Make the fact that everything we are doing is about inclusivity more transparent.
• Have no more than 20 participants. When we have more than 20 apply for a workshop, consider limiting the number to 20.

APPENDIX 1: An Overview

American Association of Philosophy Teachers
Inclusive Pedagogy Workshop
Harper College, Chicago, IL

The AAPT Workshop on inclusive pedagogy shows participants how to re-orient themselves to be more radically inclusive in the classroom, and to ensure that students of varying levels of success-readiness will flourish. Participants learn how to identify and select challenging, transformative, and inclusive learning objectives, how to design and assess sequences of learning activities to make the achievement of those goals highly likely, and how to reflect upon their own history and identity so as to become even more inclusive pedagogues.

Core Reading


Additional Required Reading

Kristie Dotson, “Concrete Flowers: Contemplating the Profession of Philosophy,” Hypatia, 26:2 (Spring 2011): 403-409.

**Optional Reading**


**Schedule**

8:00-8:30  
Informal meet and greet (continental breakfast provided)
8:30-9:00  
Overview: Transparent Alignment, Learner-Centeredness, Inclusive Courses
9:00-10:00  
Inclusive Learning Objectives
10:00-10:10  
Break
10:10-11:45  
Inclusive Learning Activities
11:45-12:55  
Lunch
1:00-2:30  
Inclusive Assessment
2:30-2:40  
Break
2:40-4:10  
Inclusive Teachers
4:10-4:45  
Tie it all together, concluding exercise

**Shared Meanings**

By “Learning Objectives“ we mean whatever is the answer to this question: How do you want students to be different after their time with you?
By “Learning Activities“ we mean whatever is the answer to this question: What will you design for students to do, and in which order, so that they end up different in the way you hope?
By “Assessment” we mean whatever is the answer to these two questions: How do you know if your students have changed in the way you hoped they would (at time X in the semester)? Given the answer to the previous question, how should you adjust?

**APPENDIX 2: Facilitators and Participants**

**Seminar Facilitators:**

Stephen-Bloch Schulman, Elon University, sschulman@elon.edu
David Concepción, Ball State University, dwconcepcion@bsu.edu
Alida Liberman, University of Indianapolis, alida.liberman@gmail.com
Jeanine Weekes Schroer, University of Minnesota-Duluth, jschroer@d.umn.edu
Rebecca Scott, Harper College, rscott1@harpercollege.edu
Seminar Participants:

Joshua Anderson  Virginia State University  janderson@vsu.edu
Elizabeth Bell  University of Wisconsin-Madison  ebell3@wisc.edu
John Beverley  Northwestern University  johnbeverley2021@u.northwestern.edu
Ashley J. Bohrer  University of Notre Dame  ajbohrer@gmail.com
Steven Burgess  Benedictine University  sburgess@ben.edu
C. Martin Caver  Louis University  ccaver@nl.edu
Shanti Chu  College of Lake County  schu@clcillinois.edu
Danielle Clevenger  University of Wisconsin-Madison  dclevenger@wisc.edu
Nicole Fice  Western University  nfice@uco.ca
Catherine Homan  Mt. Mary University  homanc@mtmmary.edu
Katie Howe  University of Chicago  khowe@uchicago.edu
Hannah Kim  Stanford University  hhkim43@stanford.edu
Lisa Kretz  University of Evansville  lk102@evansville.edu
Gina Lebkuecher  Loyola University (Chicago)  glebkuecher@luc.edu
Claire Lockard  Loyola University (Chicago)  clockard@luc.edu
Anna Malavisi  Western Connecticut State University  malavisia@wcsu.edu
Alessandro Palacio  University of Illinois-Chicago  amosca3@uic.edu
Heather Wilburn  Tulsa Community College  heather.wilburn1@tulsacc.edu
Brett Yardley  Marquette University  brett.yardley@marquette.edu

Note: We had funding for 20 participants. We accepted 21 on the assumption that someone would drop out. Two people did drop out. When the second dropped, we offered the spot to two people and they turned down the offer.

APPENDIX 3: Post-Workshop Evaluation Responses

QUANTITATIVE RESPONSES. (4=Strongly Agree; 3=Agree; 2=Disagree; 1=Strongly Disagree)

The workshop increased my understanding of inclusive pedagogy 3.59
I found the introduction regarding transparent alignment and learner-centeredness helpful 3.59
I reflected productively about learning objectives 3.77
I reflected productively about learning activities/pedagogy 3.88
I reflected productively about assessment and how to give feedback 3.18
I reflected productively about teacher virtues/my growth 3.77

Do you plan on implementing one or more innovation in a course as a result of your participation in the workshop? If yes, please describe at least one change and the motivation behind it.

• Yes I’ve been working on transparent alignment but I see how I can do it better
• Yes - I plan to rethink my learning objectives to be more skill-focused, to make a more specific class plan reflecting them using Fink's "castle top method", and I plan to keep what I learned from Alida's roleplaying activity in mind to be more mindful of how beginning students may feel alienated by course material.

• I want to try Rebecca's comment-making method -- I spent far too much time making comments that I wasn't sure were helpful to students. Having students reflect on comments might help change this.

• Doing a to-done list before mid-term evals

• Yes, having students explain to me how to write a paper, then follow their guidance, then show them how to transform the result into a better paper. This came out of dinner conversation with Rebecca.

• Yes. My classes started Monday and all of my classes are doing a version of the "I Am" assignment.

• I really want to implement more ways for students to express gratitude for one another and build solidarity within the classroom through learning activities.

• Yes - asking the learners to come up with their own learning objectives.

• I really liked the idea of asking students what kind of feedback they want and am thinking about how best to integrate that in my teaching

• Student feedback – stop, start, continue, usually I've only asked for feedback about the course, but from the workshop I realized that it is also important to get some feedback about how students see other students in the class, and themselves

• Yes, I will certainly incorporate a feedback form along the lines of what Rebecca showed us and implement something like Stephen's stop/start/continue (for the instructor, self, and peers) in my next class. I spend a lot of time (probably too much) providing students with feedback on their assignments, but I'm really not sure if they read all of it, so I hope that something like Rebecca's exercise will encourage them to do so and allow me to pitch my comments in a way suitable to each student. As for Stephen's assessment exercise, I would like to get students to be more aware of how their own behavior and contributions affect the quality of their classroom experience, so this seems like a good way to encourage reflection.

• Yes, several changes. I plan to use learning objectives and backward-design more effectively, to change the way I offer paper feedback, and to be as aware as possible of excluding people during activities.

• I do plan on incorporating some of the pedagogical strategies into my own teaching. One specific thing I will try to incorporate into my teaching is transparent alignment and creating clear and organized learning objectives to structure my courses. This was especially useful as a grad student who hasn't created a syllabus yet.

• One thing I plan on doing is interrogating my learning outcomes to help reveal where I may be choosing outcomes that are exclusionary in their nature. For example, the skill of charitable interpretation might be a learning outcome that is unduly hard or punishing for those who have to interpret texts that deny their identities. Two, I plan on having students fill out an assignment reflection when they turn in a paper or take a test that gives me insight into how students would like to receive feedback and what they feel they have shown growth in since the last assignment.

Has participation in the workshop changed the way you think about teaching and learning?
If yes, please describe one way in which your thinking has changed.

• I wouldn't say changed but definitely helped clarify so that I can improve

• Yes, one of the most valuable parts was being in the position of a learner and being asked to take the "two column notes" which helped me reflect on the instructors' pedagogical methods while also taking in the content/skills they were teaching.
• I noticed that what I was hoping my students remember might not actually be what I should want for them. I will be more intentional about the kinds of goals I set, and try to better-align my hopes for what they get out of my class with what they might actually need (especially since almost no one I teach will be a philosophy major). I also really resonated with Dave's comment after Jeanine’s session, about how we must love our students. I’m quite new to teaching, and I find myself being afraid that my students will recognize this newness and take me less seriously. Or I get frustrated when students don’t do what I ask, or when something in my class doesn’t go the way I expected. These worries and small annoyances have gotten in the way of me cultivating the love and care that, I think, Dave was right to mark as necessary for being an excellent teacher. And I had not thought enough about the ways that I need to (as Jeanine pointed out in her portion) take care of myself in order to love and care for my students.

• Yes- that who I am as a teacher (my history and identity) matters in the classroom, too
• Yes, it had made me more aware of ways to include student voices in class design
• Yes, I’ve been working on backwards design for a couple of years now, but this workshop really compelled me to think about how to select content to align with my goals and how to foster community in the classroom.
• The idea of thinking about pedagogies not as responding to particular groups of students and their needs but placing the onus on the instructor and designing learning activities that are success-compatible with as many students as possible is the biggest idea I will take away from this training.
• Yes, it has made clear the import of how you teach to inclusivity not just what you teach.
• It enhanced my understanding of the classroom being an inclusive, learner-centered space.
• I think Jeanine's section, which really foregrounded diving deeply into vulnerability changed the way I have been thinking about teaching, but in ways I don't think I am yet able to fully articulate.
• I should be thinking more about transparent alignment and learning-centered teaching
• Before this workshop (and reading for it), I was not familiar with the idea of transparent alignment, at least not the transparent part. I think a lot of my experiences of being a learner have probably involved a lot of practice/exercises where it hasn’t been so clear to me why I was asked to do what I was doing. While I’ve definitely been thinking more about alignment when writing syllabi, I see now that I should also be thinking about how to convey to students the reasoning behind the assignments and their order, etc.
• Yes, I’ve certainly come around to the use of carefully crafted learning objectives (although this was the focus of the early morning, I believe it ran through the whole workshop).
• I think this workshop helped to clarify some of the ways I thought about teaching and gave me new things to think about with regard to teaching and pedagogy. It made me excited to teach again. I really enjoyed all the sessions, but I think Jeanine’s section was especially helpful in facing some of the anxieties and insecurities I have as a graduate student who is still learning about how to teach philosophy.
• My biggest takeaway from the workshop is that inclusivity is not just about assignment design or accommodation. Each part/process of the whole teaching and learning experience needs to be interrogated to ensure that hidden exclusions, or as many as possible, are brought to light and addressed.

Considering content, format, presenters' style, or other variables, what would you say are the strengths of the workshop?

• The diversity of approaches and the open nonjudgmental environment and the passion of everyone involved
• Eliciting engagement from participants, interesting and varied content and teaching styles, good use of time including plenty of breaks, all the instructors seemed well-organized and well-prepared
• I loved the self-reflexivity that each facilitator practiced. The workshop also modeled the kinds of pedagogy that the facilitators were hoping we might adopt.
• Really liked the contents. And Alida’s demonstration
• Enthusiasm, clarity, openness to discussion
• The format and organization was really solid. The way things proceeded built a sense of community among participants. This allowed a sense of safety and belonging.
• I felt that the session engendered an easy rapport between facilitators and participants and amongst participants. It felt like a really safe environment to express opinions and share insights and questions.
• The whole thing was done wonderfully.
• The time to self-reflect for each component was great. The handouts were also very helpful.
• I think it brought together an interesting set of faculty, with different teaching backgrounds in a helpful way. I appreciated hearing from multiple facilitators and the multiple focus-points on different aspects of classroom teaching
• The different presenters and styles;
• The workshop was very engaging and presented a lot of useful information. I think that there was a good mix of providing us with concrete strategies as well as more abstract ideas (still very nicely illustrated) for us to take hold of and reorient our teaching practices around.
• Modeling behaviors to be implemented
• The presenters used their pedagogy strategies in real time; they were able to tap into our 'human' side, which can be neglected in philosophy; they gave some very helpful takeaways, without being just a list of tips handed out; they were certainly clear and articulate.
• The workshop was interactive, open, and friendly. I liked that the room was organized in a circle so I could see all of the participants, it made it easier to talk to and engage with them. I think all of the presenters had great energy which was effective at motivating participants to think deeply about the content of their session.
• The workshop did a nice job at modelling the behaviors it wanted to encourage. It also was also helpful to think about inclusivity in chunked domains (i.e., learning outcomes, assessment, activity design).

**Considering content, format, presenters’ style, or other variables, if you could change something about the workshop, what would it be?**

• I don't know if I would change anything. I like discussing theory so I would have enjoyed more of that but that doesn’t mean that that needed to be done or would be better or worse if it was done more
• I would have liked more time to address specific questions and strategies from participants about their pedagogical concerns or issues they had had
• I had a question about inclusive pedagogy that I did not get a chance to ask, but that I think is important for workshop participants to think about: what happens when being inclusive to one student comes up against being inclusive of another? I am thinking about Dave’s reflection about being a good teacher to his Trump-supporting students. I can quite easily
see/recall times when, in order to work toward having an anti-racist classroom, a teacher must shut down a racist comment or microaggression. At some point, there seems to be a sort of triage or ranking of who we will be including (and indeed, I worry about the language of inclusiveness precisely because it sometimes seems to flatten irreducible difference). Does it have to be ok, at the end of the day, to prioritize some students’ success over others, especially if these students have been systematically disadvantaged or excluded from philosophic spaces? I’m not sure how much sense this all makes since I can only see the last line I typed in this comment box, but basically: I would have liked to talk about situations where being inclusive to one student or one population or students might require being (or being perceived as) less inclusive of another.

- More coffee! and having more freedom to stand or move would have been nice
- More diversity along racial and class lines
- I wouldn’t change anything at this point. From my view, there are many more faculty members that would benefit from the workshop.
- Confront more meaningfully the political dynamics of how we define "success compatibility," and what topics or questions, if any, should be avoided or treated as academic abstractions as opposed to value-laden.
- I wouldn’t change anything
- I would have had it on a weekday afternoon/evening instead of starting on a Saturday morning so early. It was hard to really concentrate in the afternoon because I was so exhausted from it starting at 8am.
- I was really disappointed that inclusivity was rarely mentioned at all in the workshop. I was honestly incredibly surprised by David’s off the cuff definition of it at the very end because it didn’t seem to foreground marginalized or underrepresented groups in any way. I found the workshop overall to be very helpful in terms of general teaching and pedagogy, but not really at all about teaching *inclusively* which is why I attended the workshop in the first place.
- More diversity of the presenters and more coffee/tea!!
- There are two features of the workshop that I would have changed. First, I wasn’t always sure how the strategies and ideas we were being presented with were connected to inclusive pedagogy per se. I can see, for example, how transparent alignment would make for a better learning experience for almost any student in my class. But, if possible, I would have liked more content that was targeted at, say, how to engage students of color, especially when they are the minority in your class. Second, as was actually mentioned during the workshop, it would have been nice if the workshop was structured so that participants got to talk to more of the other participants during the day. I find it so, so helpful to hear what other teachers are doing in their classrooms, so changing up the composition of the groups throughout the day would have been beneficial so that each of us could get more perspectives.
- While I thought I learned a lot about effective pedagogy and as a group we identified many barriers to inclusivity, I would have liked to have seen more potential solutions generated to those barriers. Perhaps this is too much to ask in a one-day workshop, as we covered a lot of ground as it was. I suppose we could have spent a bit less time on identifying barriers to inclusivity (as many of the participants seemed well-versed in this) and a bit more time on concrete ways of overcoming them.
• I think it was really great! If possible, I would like more group-based activities, especially ones where we can talk to people we haven't had the chance to talk to yet.
• The workshop covered a lot of what has already been covered in other workshops done by the AAPT and other institutions. It would have been more helpful to take the time spent reviewing and use it to further explore the actual concept of inclusivity or work on conceptualizing more concrete strategies and processes for inclusive teaching. It would also be nice if more cross-pollination was encouraged by more collaborative activities that did not just involve ping-pong discussion with the facilitator or brief conversations with one's neighbor.

Would you recommend the workshop to others? If yes, how would you describe the workshop experience to others?

• Yes super engaging lots of great ideas lots of great discussion and very motivating and inspiring
• Yes! I would describe the workshop as engrossing (the time went by in a flash) with interesting content, lots of opportunity for participation and networking, engaging instructors, and a wide variety of activities, teaching styles, and group/individual work which both kept the workshop fresh and successfully modeled different pedagogical styles and tools.
• I would! This workshop was immersive -- it placed us in the roles that our students so often occupy, and asked us to reflect on and evaluate our own assumptions about what it means to be an inclusive teacher.
• Yes- an introduction to concepts and tools that'll help you think about teaching
• Yes, a crew of philosophers who think critically about best ways to teach Philosophy to others
• Yes. I’d say that the workshop really takes you beyond the traditional design workshops to another level that includes the whole person.
• Whole-heartedly. It was an exercise is expanding the realm of the possible within a philosophy course both for students and instructors, and it helps open your eyes to possible blind spots and room for growth in your teaching practice.
• Yes I would recommend it, I describe it as very helpful.
• Yes, it was very hands-on and tangible for philosophy educators.
• I would recommend it to people looking for more general teaching tools, but not folks looking for a deep dive into inclusive teaching.
• Yes, definitely. A very engaging workshop that all philosophy professors should experience
• Absolutely! This workshop was an engaging experience that provided lots of fodder for reflection on my teaching practices as well as some concrete strategies that I will definitely be implementing in my next course. It was an excellent way to spend a Saturday, and I wish it could have gone on for longer. The workshop left me especially excited to teach this coming semester and also hopeful about the future of pedagogy in philosophy classrooms.
• Yes. Experiential learning and paradigm shift in course construction
• Yes, definitely. It was at times transformative and illuminating.
• Absolutely! I would describe it as engaging, thoughtful, and motivating. I learned a lot from the workshop!
• Yes, I would recommend to others. I would say that this workshop is a great opportunity for those who are new teachers to review basic level pedagogy concepts and think about their connections to inclusive teaching.

Please report any other thoughts you have about the workshop, or things you would like to say to the facilitators, here.

• Thank you so much this was fantastic
• Thank you all so much, I really enjoyed the workshop and learned a lot. I look forward to enacting what I learned.
• Thanks to the facilitators for your hard work and thoughtful approach to pedagogy.
• Thank you again for a thought-provoking day!
• Largely just that I’m thankful you exist. It gets lonely out here caring about teaching.
• I really appreciated the workshop. It was one of the most meaningful conference/workshops I’ve been a part of.
• Thank you so much for a well-organized, thoughtful workshop. One of the best I’ve ever attended.
• Fantastic all around.
• When someone walks into a room, please don’t assume that they don’t belong there by asking them whether they are there for the adjunct meeting. Just assume they are in the right place in order to make them feel included. It’s an inclusive pedagogy workshop but it makes someone feel excluded and like they have to prove themselves when they are immediately asked if they are in the wrong room and are there for the adjunct meeting. It promotes the opposite of what the workshop is trying to do. Other than that, I felt like the facilitators were very dynamic and I really appreciated the self-reflection piece. My favorite was the second activity where the participants were given a demonstration of non-inclusive pedagogy.
• There were two moments in the workshop that, from an inclusivity perspective, really did not sit well with me. The first was at the very beginning when a deaf adjunct faculty member came into the room and their need for accommodation seemed to be treated by the facilitators (in their tone, gestures, and body language) as a huge inconvenience in a way that really disappointed me -- especially in a workshop on INCLUSION**. There was also a moment where David was talking about his own history (which I found otherwise interesting) in which he said something to the effect of ‘I grew up across the street from a transwoman in the 1970s who had mirrors on her ceiling, so I’m into weird stuff’ in a way that I found incredibly demeaning. In the first place, the comment about ‘mirrors on the ceiling’ really needlessly sexualized a transperson inside a cultural context where transpeople are generally excessively sexualized in a way that I found both harmful and demeaning. Additionally, the association of gender non-conformity with ‘weirdness’ was also stigmatizing in a way that made me incredibly uncomfortable. Transpeople aren’t ‘weird’ and we shouldn’t normalize that idea in academic spaces, even less in spaces purportedly devoted to inclusion.
• Thank you! You all did a great job!!
• Thank you for allowing me to participate! I’m very glad to have met you all.
• Thank you so much, I learned so much and had a great experience!