Welcome to
ACUE's Microcredential Course in
Inclusive Teaching for Equitable Learning

Welcome

Welcome to the ACUE microcredential course in *Inclusive Teaching for Equitable Learning*. Consider this a mini-graduate course in which you will dedicate at least 2-3 hours per week engaging with the material, implementing teaching practices in your classes, and composing a written reflection. Each module provides you with various research-based practices to implement in your classroom. Among these, you will select and implement the practice(s) that best suits your goals and students. The ACUE course is also community-based, and you will have many opportunities to learn from and share ideas with your colleagues about the teaching practices you are learning. Your facilitator will guide you through the modules; help to create an environment where questions, conversation, and learning are valued; and provide you with ideas and feedback.

Facilitator Corner

Some of the ways your facilitator provides guidance and encouragement are by

- sharing pedagogical insights,
- leading and contributing to discussions, and
- posting announcements.

Course Overview

To earn the microcredential, you will complete 5 modules, which taken together address the knowledge and skills needed to create more equitable learning environments. As you engage with each module, you will view videos of inclusive teaching practices featuring faculty and students from a wide variety of colleges and universities, as well as experts in the field of teaching and learning and diversity, equity, and inclusion. A set of resources designed to help you implement practices and deepen your learning is available, and you will have opportunities to participate in thought-provoking discussions to learn with and from your colleagues. Finally, you will reflect and write about your experiences implementing new teaching practices, which will be reviewed and scored by an ACUE National Reader.

Complete the following to earn a badge for each module:

- Engage with module content.
- Implement or plan to implement a teaching practice.
- Write a reflection of the experience.
- Complete the Practice & Reflect II survey.

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Module Components

The following table provides a description of the module components.

Module Component	Description
Introduction	Piques your interest and gets you thinking about and relating to the module topics
Learning Objectives	State what you will learn as well as the practices you can choose to implement
Expert Insights	Delve deeper into some of the module's practices with further explanations, supporting research, and commentary by nationally recognized experts in the field
Course Demonstrations	Show the effective practices recommended in the module being implemented by instructors from across the country in authentic classroom settings
Implementation Resources	Provide step-by-step guidance, course resources, and examples designed to help you implement module practices
Common Challenges & Misconceptions	Provide research-based clarifications and suggestions for addressing common challenges and misconceptions
Observe & Analyze	Showcases instructors using practices with different levels of proficiency and provides an opportunity to discuss the module practices more deeply with your colleagues
Practice & Reflect I	Serves as the culminating activity where you implement a research-based practice that you learned about in the module and then reflect upon it
Practice & Reflect II	Provides an opportunity to think about what you learned, what you implemented, and what you may implement in the future
Note to Future Self	Provides an opportunity to write a note about the key concepts, ideas, or practices you would like to remember from the module
References	Provides a list of faculty and experts featured in the module and a list of sources used to develop the module content

Course Learning Objectives

This course provides you with the following opportunities:

- Examine how implicit bias may affect your thoughts, decisions, and actions.
- Apply research-based practices to establish an inclusive learning environment.
- Reduce microaggressions in learning environments.
- Use practices to address imposter phenomenon and stereotype threat.
- Design and implement equity-centered courses.
- Earn a microcredential in Inclusive Teaching for Equitable Learning.

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Learning Objectives

for the

Inclusive Teaching for Equitable Learning Microcredential

1. **Managing the impact of biases**
   - Examine how implicit bias may affect your thoughts, decisions, and actions.
   - Mitigate the potential of implicit bias in grading practices.
   - Use empathy to create equitable learning experiences.

2. **Reducing microaggressions in learning environments**
   - Recognize and mitigate the impact of microaggressions.
   - Empower students to recognize and respond to microaggressions.

3. **Addressing imposter phenomenon and stereotype threat**
   - Reduce the impact of imposter phenomenon.
   - Reduce the impact of stereotype threat.
   - Counteract imposter phenomenon and sterotype threat.

4. **Creating inclusive learning environments**
   - Share academic and social support resources.
   - Foster appreciation for diverse identities.
   - Set expectations and manage for productive dialogue.
   - Provide equitable learning opportunities**.**

5. **Designing equity-centered courses**
   - Create an inclusive syllabus.
   - Incorporate diverse perspectives and experiences in your course.
   - Be explicit about assignment expectations.
   - Ensure your course is accessible to all students.

*"**Diversity** is a fact.*

***Equity** is a choice.*

***Inclusion** is an action.*

***Belonging** is an outcome."*

— Arthur Chan

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The Power of Reflection

ACUE's model is grounded in the evidence-based process of becoming reflective practitioners. At its core, it is a community-based faculty engagement process that involves learning about, reflecting on, applying, and adjusting the use of evidence-based diversity and inclusion practices. Faculty who invest fully in the reflective process are most successful transforming their teaching and thereby impacting student outcomes. Committing to inclusive teaching is likely a lifelong endeavor involving learning, reflecting, implementing, and adjusting our practices.

"The only way you're going **to learn** a new teaching practice is to do it. You have **to apply** what you've learned...then **reflect on** what worked well, what needs tweaking in the future, what [you've] missed, what students appreciate about it..." — Stephen Brookfield
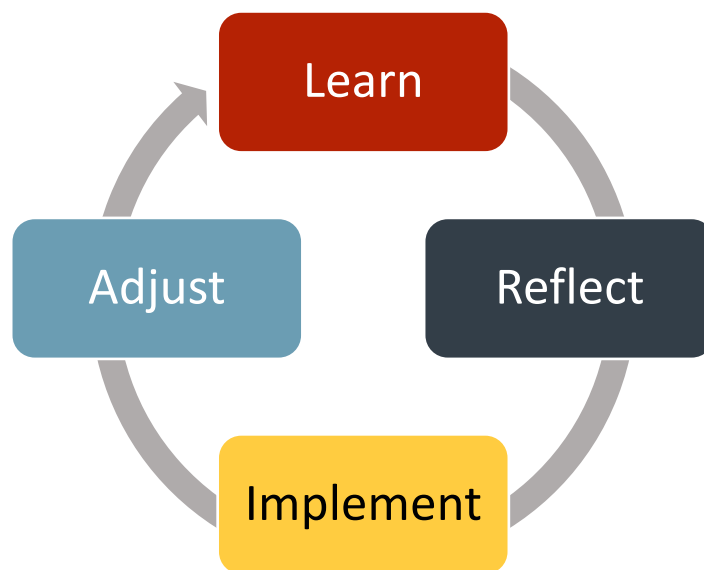
"Without reflection, how do I begin to know how well I am doing? Reflecting critically on what I do in the classroom slows the clock and allows me to carefully consider my current and future teaching actions and behaviors. Critical reflection is a tool for college faculty to use and alter their teaching practice in powerfully beneficial ways." — Catherine Haras

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Practice and Reflect

As the culminating activity of each module, you will be asked to implement a practice or plan to implement a practice presented in the module and then engage in a written reflection. After submitting the written reflection, you will complete a survey about the module experience as a whole. You will be asked to think about what you learned during the module, what you implemented, and what you will implement in the future.

The reflection assignment directions, examples, checklists, and rubrics are available in the course.

Directions → Examples → Checklists → Rubrics

Summary Discussion

At the end of the microcredential, your cohort will participate in a summary discussion, which allows you additional time to learn from your cohort colleagues. This is the ideal time to share your teaching practices, discuss how your students responded to the teaching practices, and solicit feedback from your colleagues. The content in the course is enhanced greatly by the interactions you have with your cohort colleagues.

The summary discussion may take place in one of the following ways:

- **Synchronously: face-to-face or virtually using a web-conferencing tool**
- **Asynchronously: in your ACUE Canvas course on a discussion forum**

*"We must meet distrust, disdain, and disregard by instead extolling the **brilliance**, the **dignity**, and the **morality** of the students that we serve."*

— Dr. J. Luke Wood

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Build Our Community

Although this course takes place online, community building is an important component for meeting our course outcomes. To ensure a productive and collegial learning experience for all course-takers, we need everyone to do their best to engage in the following behaviors:

- *Actively participate*. The course experience is more enriching when it includes a greater number of diverse voices and perspectives.

- *Read and respond to the discussion threads*. Research shows that learning is enhanced when online discussion participants read each other's posts, provide meaningful feedback, offer encouragement, and share relevant resources.

- *Demonstrate respect for differences*. We all come to the table with different experiences and viewpoints. In order to get the most out of this learning opportunity, show respect for differences by seeking to understand, asking questions, clarifying understanding, and/or respectfully explaining your own perspective.

- *Be timely*. To ensure a full group discussion in the discussion forums, it is imperative that you post no later than the deadlines as listed in each module.

- *Be specific*. We encourage you to offer specific evidence from the videos or your own course experiences when posting to the discussion forums.

- *Use an appropriate tone and language*. In online environments without verbal or physical cues, humor and sarcasm can be mistaken as cold or insulting. Please pay special attention to your tone and language use before submitting discussion posts.

- *Be generous*. Be generous with your knowledge, insights, and time. Your weekly posts are not merely requirements for participation; they are your contributions to our learning community.

- *Respect confidentiality*. Some of the topics/issues we discuss may be sensitive and/or personal. While it is okay to talk about the things that you are learning with your colleagues, please do not share what other participants post without their explicit permission.

Set Your Goals

Take a moment as you begin this journey to consider your goals for taking this course. The course is not graded, but there are minimum requirements for earning the microcredential. Like all endeavors, the levels of growth, personal satisfaction and impact resulting from engaging in the course are tied directly to your level of effort. Here are some comments made by course-takers explaining why they took the course and the impact after the course experience:

"I'm taking the course in inclusive teaching because none of my graduate work included diversity, equity, and inclusion."

"As an educator, I strive to deliver an exceptional educational experience to all my students. In order to fulfill this goal, I am determined to grow professionally through educational courses and credentials, such as the Inclusive Teaching for Equitable Learning course."

"My students will benefit from my being enlightened by this course. Diversity and inclusion is the most important part of what we do here."

"The modules covering growth mindset and imposter syndrome have been very effective with all of my classes."

"It was particularly helpful because the resources and experts provided guidance based on principles I already believe in: student-centered learning and safe learning communities."
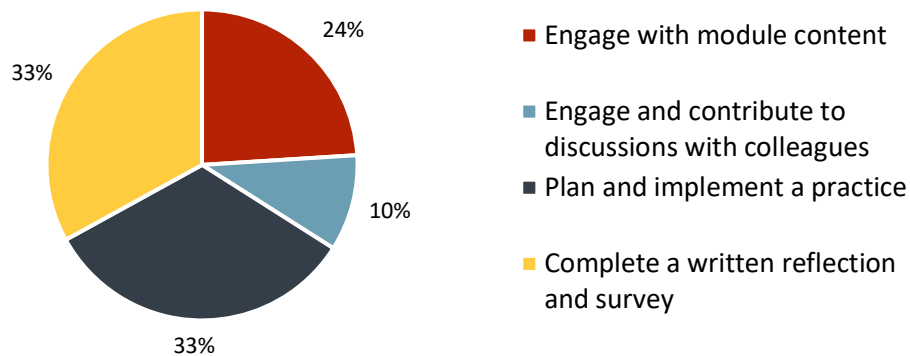
"This course empowered me to take chances."

"I am not a teacher, but an awakener." — Robert Frost

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How To Be Successful in This Course

Consider the goals you have for engaging in the *Inclusive Teaching for Equitable Learning* course as you determine how to allocate time to complete course requirements. Faculty surveyed have shared that it takes on average 6 hours to successfully complete each module; therefore, ACUE recommends that course-takers allocate a minimum of two weeks per module. The Module Time chart below provides a visual representation of the typical time spent completing a module, followed by an example weekly schedule.

Module Time

- Engage with module content — 24%
- Engage and contribute to discussions with colleagues — 10%
- Plan and implement a practice — 33%
- Complete a written reflection and survey — 33%

Example Weekly Schedule

Day	Task
Monday–Friday of the first week (or get a jumpstart on the weekend)	Engage in module content.
Monday–Wednesday of the second week	Contribute to and engage in Observe & Analyze discussion. Consider implementation of new teaching practices.
Thursday–Sunday of the second week	Submit reflection (P&R I) and complete survey (P&R II).

Life Happens

Due dates for every module are provided on the course schedule and posted in Canvas. However, we recognize that sometimes things come up, such as conferences, new committee assignments, and personal events. Or sometimes it is necessary to wait an extra week to implement a strategy effectively. In these instances, we recommend you contact your course facilitator to let them know that you will submit module work after the due date.

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Course Resources

Resource	Description
Course Guide	Provides a comprehensive description of course components, navigation in Canvas, and criteria for success
Course Facilitator	Serves as the guide and mentor, assisting course-takers as they learn about, implement, and reflect on teaching practices
ACUE Technical Support	Provides technical support at support@acue.org
ACUE Reader	Scores Practice & Reflect I written reflections using a scoring guide
ACUE Academic Director	Collaborates with course facilitator to ensure course-taker success
Community of Professional Practice	Serves to sustain the development and application of research-based teaching practices during the course and after it is completed

"What we learn with pleasure we never forget." — Alfred Mercier

Course Schedule

The course schedule that provides each module's start and due dates is located on the Syllabus page in Canvas.

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