



PRESENTATION MATERIALS

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BUILDING SUSTAINABLE & INCLUSIVE EDUCATION PROGRAMS: A GRADUATE FOCUS FOR HIPS

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CREATE THE FUTURE

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College of Education





BACKGROUNDS

Steve

- K12 background
- Instructional technology / design
- Adjunct for 20+ years

Brooke

- Community college & university background
- Writing focus
- WSU EdD program graduate

E-LEARNING IN CONTEXT

To understand the nature of e-learning as an educational innovation

To evolve contextualized frameworks for change that align with organizational culture and practice

SUSTAINABILITY & INCLUSIVITY: A PROGRAMMATIC VIEW

Education for Sustainability

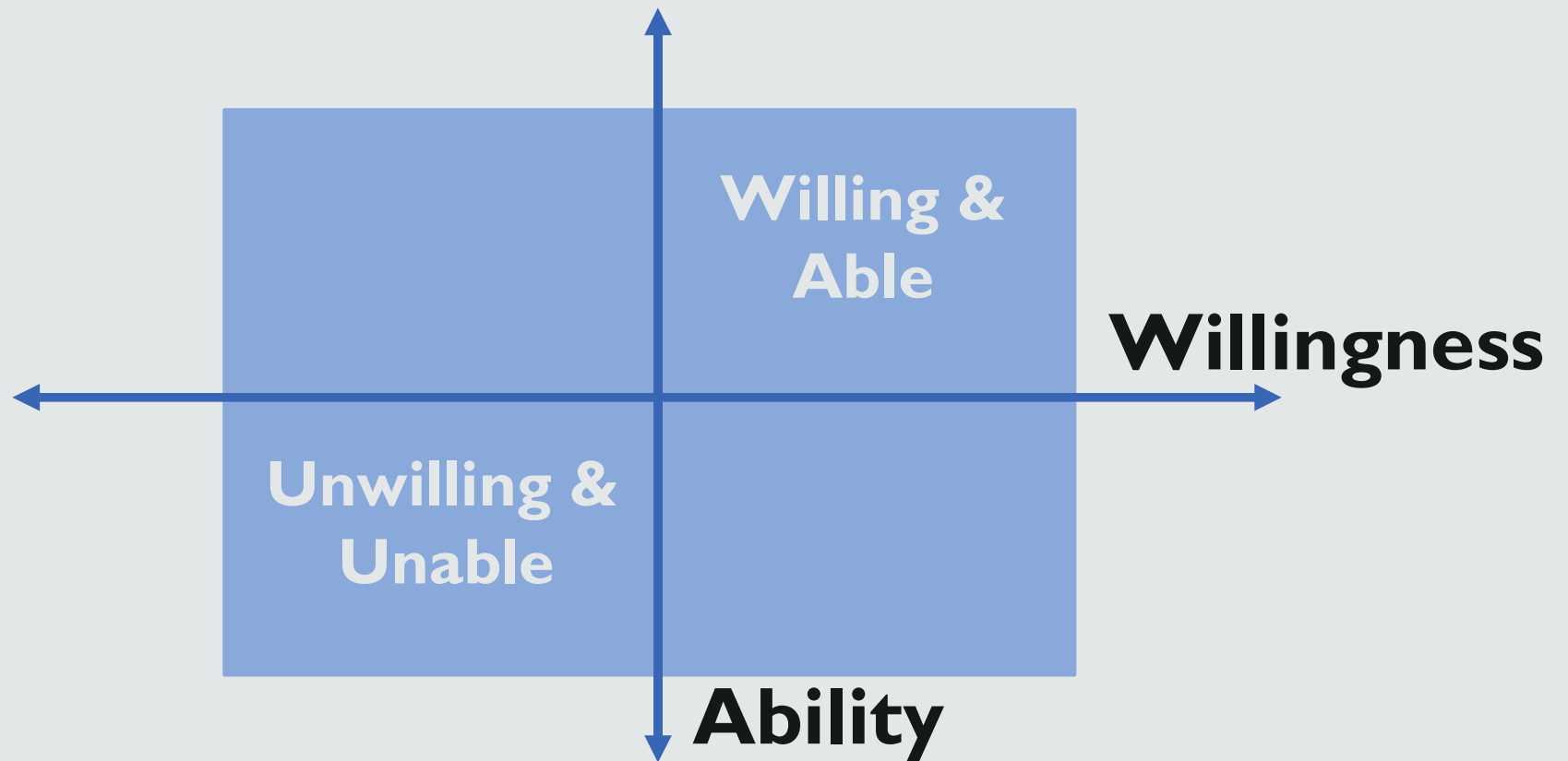
- Innovative & Constructive
- Integrative
- Process-oriented & Empowering
- Systemic & Connective
- Inclusive & Life-long
- Interdisciplinary Collaboration
- Growth & Change ARE Sustainability

(Sterling, 1996; Sterling & Thomas, 2006)

Inclusivity

- Sustainability “ensures inclusive and equitable quality education and promotes lifelong learning opportunities for all”
- Pedagogical methods
- Evolution of technologies
- Access & Support
- Awareness

FACULTY READINESS GRID



WHAT IS A HIGH IMPACT PRACTICE?

Brief Survey



WHAT IS A HIGH IMPACT PRACTICE?

Collaboration

Shared
experiences

Projects

Writing

Learning
communities

Horizontal
and Vertical
engagement



HIGH IMPACT PEDAGOGY

Helping students become meta-learners

Learning-centered course design

Using small groups in a powerful way

Service-learning/community engagement with reflection

Being a leader *with* students

HIGH IMPACT PRACTICES (AAC&U)

Potential for Graduate Programming

- Collaborative Assignments and Projects
- Common Intellectual Experiences
- Diversity/Global Learning
- ePortfolios
- Learning Communities
- Service Learning, Community-Based Learning

Not Aligned

- First-Year Seminars and Experiences
- Undergraduate Research

Inherently Aligned

- Capstone Courses and Projects
- Writing-Intensive Courses
- Internships (or practicums)

HIGH IMPACT TEACHING (AUSTRALIAN) BB0

- Setting Goals
- Structuring Lessons
- Explicit Teaching
- Worked Examples
- Collaborative Learning
- Multiple Exposures
- Questioning
- Feedback
- Metacognitive Strategies
- Differentiated Teaching

<https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/hits.aspx>

Slide 11

BB0

See slide 7 - it might be more approachable than this one related to Australia - if you want to use/integrate both into one slide, that's fine - I don't think we need both

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Figure 1 | Eight Competencies for Culturally Responsive Teaching



NEW AMERICA

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1. Recognize & redress bias

2. Design culturally-informed curriculum

3. Incorporate real-world issues

4. Model high expectations

5. Promote respect

6. Collaborate

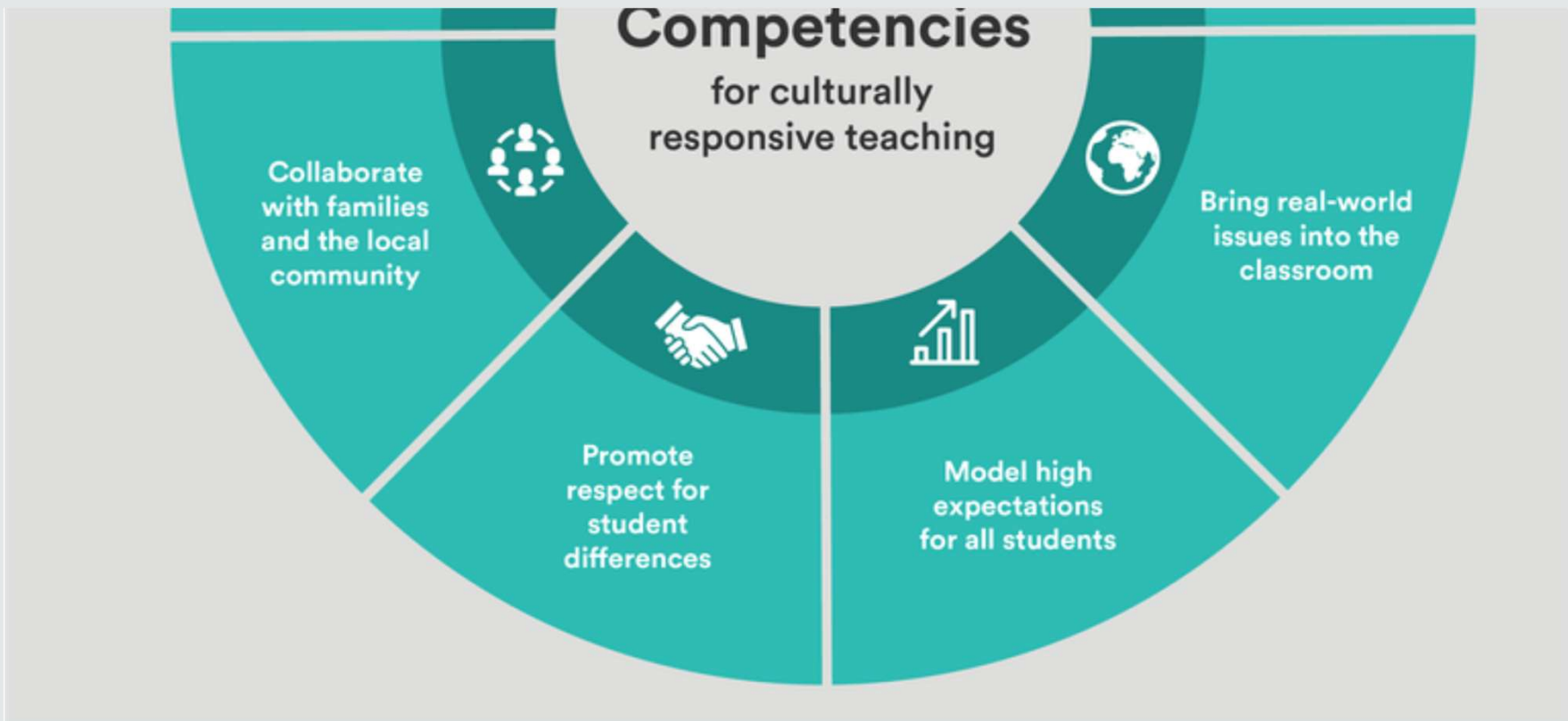
7. Communicate responsively

8. Reflect

Figure 1 | Eight Competencies for Culturally Responsive Teaching



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SIMPLE OPTIONS TO IMPROVE EQUITY

- Focus on a growth mindset and mastery
- Focus on mastering the materials
- You need to be a coach, assisting students in improvement
(Don't be the ref who calls fouls)
- Open the course prior to start date
- Send the syllabi out ahead of time
- Beginning of course survey
- Course pacing



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SIMPLE OPTIONS TO IMPROVE EQUITY

- Provide a variety of options to gather the information
 - My classrooms are generally flipped
 - Articles, OER materials, videos, previous student work
 - Accessibility review
 - Provide alternative texts for those who might want one
- Flexibility or choice in assignments
 - Grouping can be an option
- Rubrics for everything
 - Some exemplars (not always – that is generally subject focused)
- Grades should never be a surprise
- Allow multiple attempts on quizzes



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QUESTIONS

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