

Inclusive Teaching for Equitable Learning Microcredential



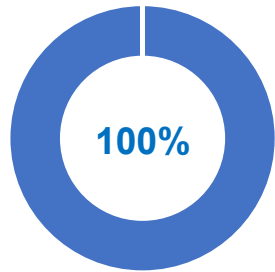
Inclusive Teaching for Equitable Learning

The five-module microcredential includes:

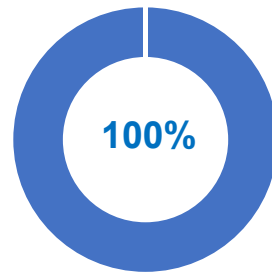
- Managing the Impact of Biases
- Reducing Microaggressions in Learning Environments
- Addressing Imposter Phenomenon and Stereotype Threat
- Creating Inclusive Learning Environments
- Designing Equity-Centered Courses

SDICCRC Fall 2022 Faculty Outcomes

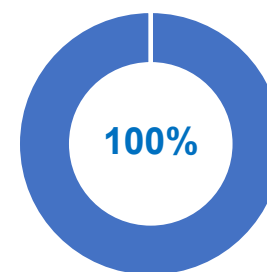
100% of course-takers would recommend the ACUE course to a colleague*



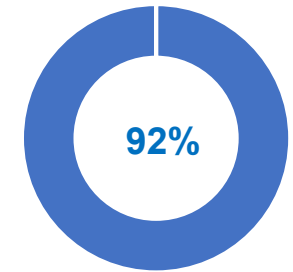
100% of course-takers report modules were helpful in refining their teaching practices*



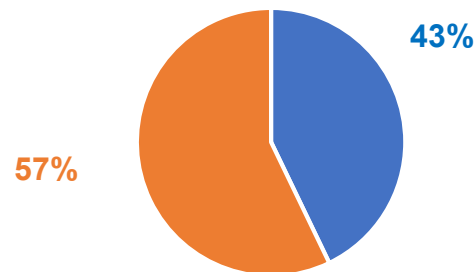
100% of course-takers found the content relevant to their work*



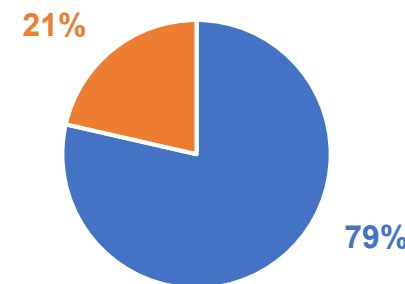
92% of course-takers report improvements in beliefs about inclusive teaching*



57% of course-takers were part-time compared to 43% full-time**



79% of course-takers were Non-CTE compared to 21% CTE**



*13 faculty members completed the program

**14 faculty members completed the program

The Power of Reflection

Learning Design:

- Foundational knowledge through higher order learning and
- Implementation of proven approaches, and
- Reflection on one's practice, and
- Refinement based on peer and expert feedback, leads to
- Successful transformations



Online, Asynchronous Course

Design:

- Modular
- Video-rich
- Facilitated, collaborative cohort
- Implementation, reflection, refinement
- Evaluated by ACUE national readers
- ~3 hours a week for 8 weeks

The screenshot displays a web browser interface for an ACUE Instructure course. The address bar shows the URL <https://acue.instructure.com/courses/274>. The page title is "Mini-Course Experience". A sidebar on the left contains navigation options: Home, Modules, Progress, My Credentials, Account, Dashboard, Courses, Calendar, Inbox, and Help. The main content area is titled "Course Introduction" and includes a welcome message: "Welcome to the ACUE Course! Start with the items in the Course Introduction, and then move on to complete the modules." Below this are four red buttons: "INTRODUCE YOURSELF" (with subtext "Introduce yourself to your facilitator and your cohort."), "COMMENTS & QUESTIONS" (with subtext "Share your comments and questions."), "COURSE GUIDE & JOURNAL" (with subtext "Read Course info and take notes using skeletal outlines."), and "COHORT CALENDAR" (with subtext "See all relevant dates for this term."). The first module, "1. Designing an Effective Course and Class", is expanded to show four sub-modules: "Establishing Powerful Learning Outcomes" (locked), "Aligning Assessments With Course Outcomes" (locked), "Aligning Activities and Assignments With Course" (with a red "START" button), and "Preparing an Effective Syllabus" (with a red "START" button). The bottom of the screen shows the start of a fifth module, "Planning an Effective Class Session".

Tentative Timeline

Module	Expected Date(s)
Managing the Impact of Biases	Feb. 27 – Mar. 12
Reducing Microaggressions in Learning Environments	Mar. 13 – Mar. 26
Addressing Imposter Phenomenon and Stereotype Threat	Mar. 27 – Apr. 9
Creating Inclusive Learning Environments	Apr. 10 – Apr. 16
Designing Equity-Centered Courses	Apr. 17 – Apr. 23
Make-up Week – All Reflections Due by 4/30	Apr. 24 – Apr. 30
Summary Discussion	TBD
End of Course Survey	TBD

If you have any questions, please
contact Robert Chu at
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