

Intentional Pedagogy Framework

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What is the Intentional Pedagogy Framework?

- *A set of questions to guide us through an intentional decision making process for teaching potentially sensitive, polarizing, or controversial topics*
- *Most useful when applied to resources, teaching approaches, and/or lesson plans in STEM courses*
- *The Framework is just a first step, best paired with post-implementation reflection*

Introduce yourselves and your teaching context

Please say your name and:

- ❖ The subject(s) you teach & controversial topic you're working on today
- ❖ Where you teach: state and kind of institution
- ❖ The age range/level you teach, if not already mentioned
- ❖ Who are your students?

What potential sensitive, polarizing, or controversial topic are you using this Intentional Pedagogy Framework to explore?

Think of your approach when teaching this topic (e.g. what resource you use in class, a teaching strategy, or specific lesson plan)

1. CONSIDERING YOUR TEACHING APPROACH: CLASSROOM ENVIRONMENT AND ASSESSMENT

What course/student learning objectives (LOs) or essential questions will using this approach accomplish?

How will you assess your LOs? Do all LOs need to be formally assessed to meet your classroom needs?

3. CONSIDERING YOUR ASSUMPTIONS

Have you made any assumptions during this process? Assumptions about students in your class? Assumptions about the implementation of this approach?

Would you like to update your responses to any part of the Framework, or are you ready for implementation?

2. CONSIDERING YOUR TEACHING CONTEXT: WHAT IS THE POTENTIAL FOR DISCOMFORT?

CHALLENGES TO ENGAGE WITH THE DISCOMFORT

FOR THE INSTRUCTOR

What are the challenges, struggles, or risks to you as an instructor in using this approach? What are the consequences?

What professional, institutional, course, emotional, etc. support can help mitigate these challenges for you?

FOR THE STUDENTS

What are the challenges, struggles, or risks for students as they engage with this topic and/or teaching approach?

What professional, institutional, course, emotional, etc. support can help mitigate these challenges for your students?

OPPORTUNITIES TO ENGAGE WITH THE DISCOMFORT

What are the opportunities to engage with the discomfort of using this approach, as opposed to other options?

4. CONSIDERING YOUR TEACHING: WHAT ARE YOUR NEXT STEPS?

0. Starting Questions

What potential sensitive, polarizing, or controversial topic are you using this Intentional Pedagogy Framework to explore?

Think of your approach when teaching this topic (e.g. what resource you use in class, a teaching strategy, or specific lesson plan)

- Examples: vaccines & weight
- Our teaching contexts

1. Considering your teaching approach: Classroom environment and assessment

What course/student learning objectives (LOs) or essential questions will using this approach accomplish?

How will you assess your LOs?
Do all LOs need to be formally assessed to meet your classroom needs?

- SLOs change over time, may or may not be within your control
- How do you plan to assess your SLOs?
- Does every SLO need to be assessed?

2a. Considering your teaching approach & context: What is the potential for discomfort?

Challenges for the instructor

What are the challenges, struggles, or risks to you as an instructor in using this approach? What are the consequences?

What professional, institutional, course, emotional, etc. support can help mitigate these challenges for you?

- Weight:
 - Personal history and experience with diet culture, weight stigmas (personal biases)
 - Institutional support: other faculty
- Vaccines:
 - I live in FL
 - Union language helped me understand the state policies

2b. Considering your teaching approach & context: What is the potential for discomfort?

Challenges for the students

What are the challenges, struggles, or risks for students as they engage with this topic and/or teaching approach?

What professional, institutional, course, emotional, etc. support can help mitigate these challenges for your students?

- Weight:
 - Unexpected discomfort (re: eating disorders; embarrassment among peers)
 - Campus and online resources, colleagues: rewriting the lab with alternative assignments
- Vaccines:
 - Surprise antivaxxer
 - Vaccine informational websites

2c. Considering your teaching approach & context: What is the potential for discomfort?

Opportunities to engage with the discomfort

What are the opportunities to engage with the discomfort of using this approach, as opposed to other options?

- Weight:
 - Sit with own biases
 - Further education for instructor
 - Alternative assignment & trigger warnings

3. Considering your assumptions

Have you made any assumptions during this process? Assumptions about students in your class? Assumptions about the implementation of this approach?

Would you like to update your responses to any part of the Framework, or are you ready for implementation?

- We made lots of assumptions about our students not having eating disorders and about their comfort levels around their peers. They were incorrect.
- Review each semester (iterative reflections for the instructor)

4. Considering your teaching: What are your next steps?

*This is a time to reflect after the
implementation*

Are there items in the Framework that you
would like to update?

Did you discover unexpected areas of
discomfort?

Would you want to (or need to) change
your teaching and/or classroom
environment for the next
implementation?

Final Prompt

Before leaving for a break, take a few minutes to write a reflective response to these questions:

- Did this set of guided questions (Intentional Pedagogy Framework) impact your confidence in implementing the sensitive/polarizing content in your course(s)?
- Have you re-evaluated your long-term goals for implementation?
- Are there any areas or items of support you wish existed to help your implementation?

Thanks

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Questions?

