Implementing Your Local Course Run

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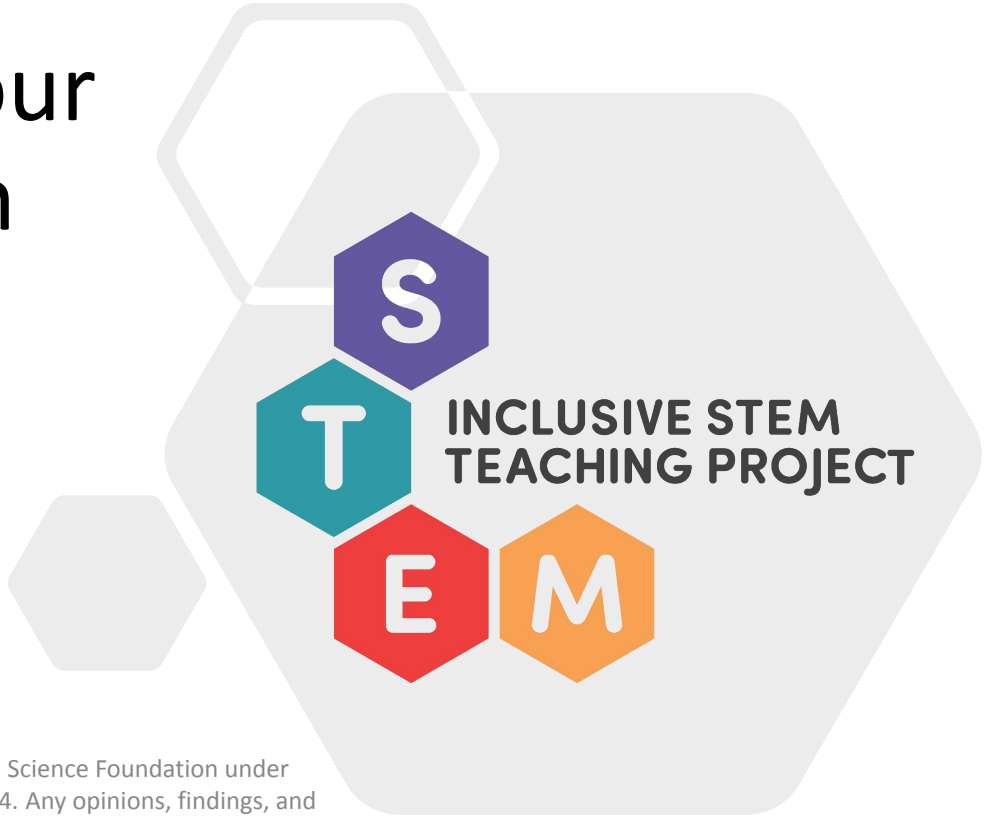

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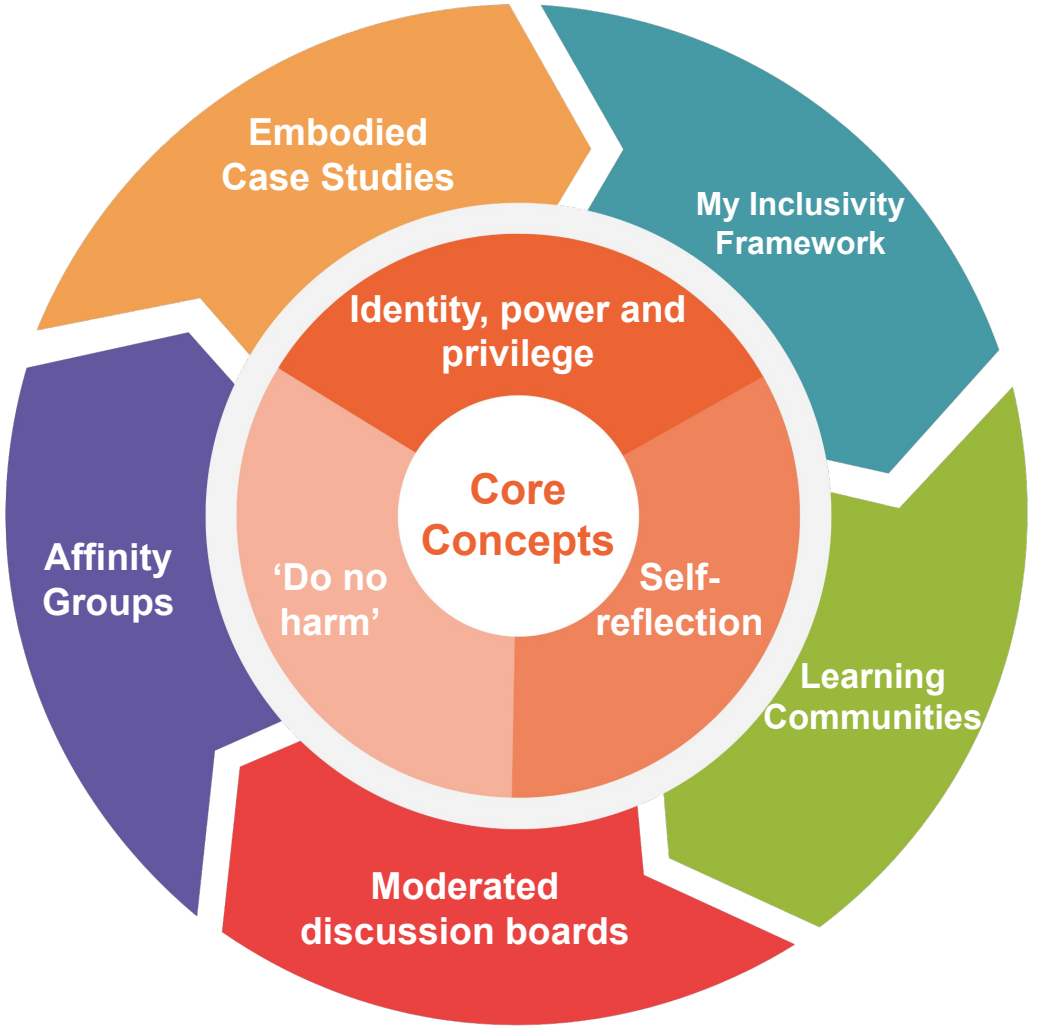
- **Core principles** that center identity, power & privilege; self-reflection and ‘do no harm.’
- **Delivery** thru free, open online course with local learning communities, synchronous affinity groups and moderated discussion boards.
- **Adaptable** so each institution, school and department with different social and academic processes, can adapt modality of course delivery.



Project accomplishments and engagement to date

5 (of 8 planned) course runs complete:

- 9,700 learners enrolled; 85% instructors; 75% STEM
- 2,300 learners completed the course; 2,196 research consenters
- 53% completion if clicked once
- 71% of completers answered *all* assessments
- 95 learning communities across 87 institutions; 770 participants
- 58 more facilitator teams applied for training this summer

On track to nationwide impact

- Across all higher ed: CC, 2-yr, 4-yr, R2 & R1
- 5,000 faculty who teach 1,000,000 STEM students per year (200/yr)
- 300 learning communities driving institutional change

INCLUSIVE STEM TEACHING PROJECT

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INCLUSIVE STEM TEACHING PROJECT

Open online vs local course option

Adapted for local needs	**Maintain consistent pedagogy**
Freedom of timing and delivery	Interactive exercises
Platform is edX Edge	Individual reflections
Facilitators design interest form or otherwise compile learner list	My inclusivity framework
Facilitators provide weekly updates and communications	Pre- and post-course self report surveys
Discussion prompts in person or on LMS	

Open online vs local course option

Local, independent course	**Open, online course**
Course is scheduled at a time best for learners	Course happens at set times each year
Flexible pacing	Pacing = 7 weeks
Flexible start and end dates	Start and end dates already determined
Course expectations can be tailored	Defined expectations for course

Open online vs local course option

Local, independent course	**Open, online course**
Facilitators decide whether to use LMS for discussion board	edX discussion board with moderation
Facilitators provide weekly updates and communications	Course admin provides weekly updates and communications
Facilitators design interest form or otherwise compile learner list	ISTP website contains form for learning community interest

Open online *and* local course

All videos, worksheets, individual reflections, and My Inclusivity Framework questions are operational
Conversation starters are provided
Local learning community meetings provide more in-depth examination of the course content
Learners who complete course requirements will earn a certificate
Inclusive Teaching administrators are available for support and resources

Registration & enrollment

Learners register with edX Edge; inform project coordinator

- *edX Edge is a different platform than edX*
- Login information can be the same as edX
- Learner verifies email address
- Send list of learners to project coordinator (inclusivestemteaching@gmail.com) to gain access to the course in edX Edge.
- Provide learner email addresses used to register in edX Edge

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Resources

Project coordinator will share documents specific to the local course run:

- Facilitator guidebook
- Suggested course schedule
- Sample discussion prompts
- Weekly communication templates

Completing & closing the local course

At the conclusion of the course

- Send list of completers
- Completion of online component is verified
- Project certificates sent
- Pre and post-course surveys
- Additional survey for learning community participants

10 Institutions with Local Runs

- Boston University
- Broward College/Community College
- Dalton State
- Georgia Tech
- Michigan Technical University
- Pacific University
- University of Connecticut
- University of Michigan
- University of Rhode Island
- University of Utah

Contact Information

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