

Being Human in Animal Biology: Aligning values with active learning modalities in a large introductory course

Amy Krist, Zoology and Physiology

Values informing the Instruction, I value:

- respect and inclusion
- affect and emotion
- contributions of all
- my best effort and enabling students to do their best
- generosity
- the good in all



Inclusive Pedagogies

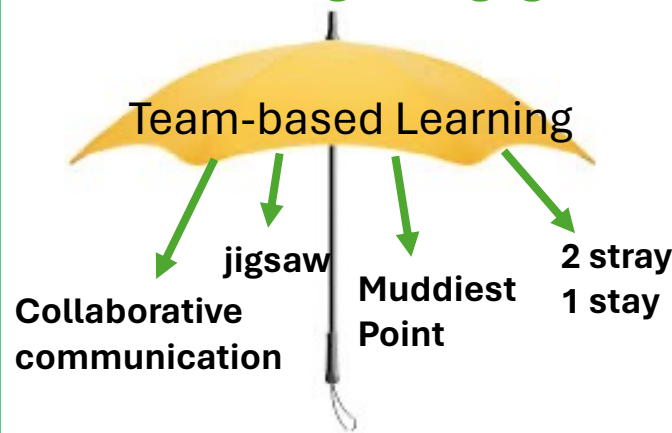
UDL: post optional videos and recorded lectures

Inclusive Pedagogy (Columbia's Guide): set explicit student expectations (knowledge surveys, student-generated code of conduct), establish and support a climate that fosters belong for all students, choose course content that recognizes diversity

Student learning Outcomes

1. When presented with a set of characteristics (condition), students should be able to differentiate (verb) among different phyla (standard) (Cognitive Blooms: Analysis)
2. When presented with a set of ecosystem functions (condition), students should be able to differentiate (verb) among different phyla (standard) (Cognitive Blooms: Analysis)

Active Learning Pedagogies



Assessments

Formative: iRats, tRats, practice questions in weekly quizzes

Summative: Knowledge surveys (pre and post), Final group poster integrating concepts and content that are shared in a Gallery Walk, exams

References

Bunnell, S. L., Jaswal, S. S., & Lyster, M. B. (2023). *Being Human in STEM: Partnering with Students to Shape Inclusive Practices and Communities*. Taylor & Francis.

Appert, L., Bean, C. S., Irvin, A., Jungels, A. M., Klaf, S., & Phillipson, M. (2018). Guide for inclusive teaching at Columbia. *Columbia Centre for Teaching and Learning*.