Learning Outcomes

- Students will be able to?
- D. E. I. → what does this mean as a learning outcome?
- Inclusive Assessment
Reflection & authenticity

- Reflection: Looking out and looking within

- Authenticity: Bringing our true selves and experiences to the conversations and the work

- Activity: Take a few moments to think about your approach to your work. Think about how you think about diversity/ equity/ inclusion in relation to your work.
Steps toward inclusive outcomes

1. Understand the purpose of inclusive education when designing or adjusting your outcomes.
2. Modify or create the outcomes as an inclusive outcome
3. Develop an inclusive assessment for your outcomes
4. Collect student feedback and adjust as needed

Source: https://campus.und.edu/assessment-accreditation/_files/docs/diversity-outcomes.pdf
Modify or create an outcome –

Understand your students to the best of your ability and try to develop ideas that can involve all of your students, especially those who may bring a unique perspective.

– Incorporate opportunities for students to share their experiences with the class for a more enriching educational experience for everyone, including the faculty member.

– Select outcomes that focus on higher levels of Bloom’s Taxonomy (Analysis, Synthesis, and Evaluation). This will help promote activities and assessments that will encourage students to think out loud and to think critically.
These learning outcomes are meant to be suggestions. They are flexible and may be “tailored” for each faculty member’s own needs and classroom situation. Hopefully, as we work with these learning outcomes, they will help to shape a shared community understanding of diversity, inclusion and equity, but we are currently at an earlier stage in that process.

These learning outcomes are fairly high level. Again, as we work with them (for those of us who choose to do so) we will continue to unpack them, work to make them more concrete and more specifically assessable. In a future iteration of this document, we will also need to create a “glossary” to accompany the (eventual) learning outcomes so that we can all have shared definitions for many of these complex and ambiguous terms.

In terms of “diversity”, “inclusion” and “equity”, graduates should be able to:

**Perspective-taking**
- Demonstrate openness to new perspectives and diverse others
- Evaluate diverse perspectives, and navigate the ambiguity and complexity that comes with multiple perspectives
- Reassess one’s own personal perspective when appropriate, a process that frequently requires courage and/or humility
- Listen while withholding judgement about the new or unfamiliar

**Communication**
- Seek points of connection and interact substantively with those who are different from oneself
- Demonstrate communication skills that enable intercultural communication, including effective listening skills
- Interact respectfully and appropriately in a variety of cultural contexts
In terms of “diversity”, “inclusion” and “equity”, graduates should be able to:

Collaboration
- Harness the power of diversity (through “Perspective Taking” and “Communication”) as a source for creativity, innovation and/or productive collaboration
- Demonstrate professionalism by working inclusively and co-creating an environment where each perspective is considered for the cooperative purpose of making progress toward common goals

Cultural knowledge and self-awareness
- Describe various elements inherent to one’s own culture and to other cultures: history, values, politics, communication styles, economy, beliefs, practices, etc.
- Interpret phenomena within a cultural context
- Recognize and critically reflect upon one’s own cultural biases
- In appropriate situations, consider that some of the norms and practices one espouses and treats as “universal” might actually be culturally dependent
- Interrogate structures of power and institutions from the standpoint of cultural inheritance
Don’t fall for the “three musketeers” fallacy, which states one assessment for all and all students for one assessment.

• Try using different measures to allow students different ways to show their knowledge and skills. This can be done by offering a choice of paper, poster, project, etc.

• One measure does not promote equity among students.

Source: Montenegro & Janokowski, 2017
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