



Inclusive Pedagogy



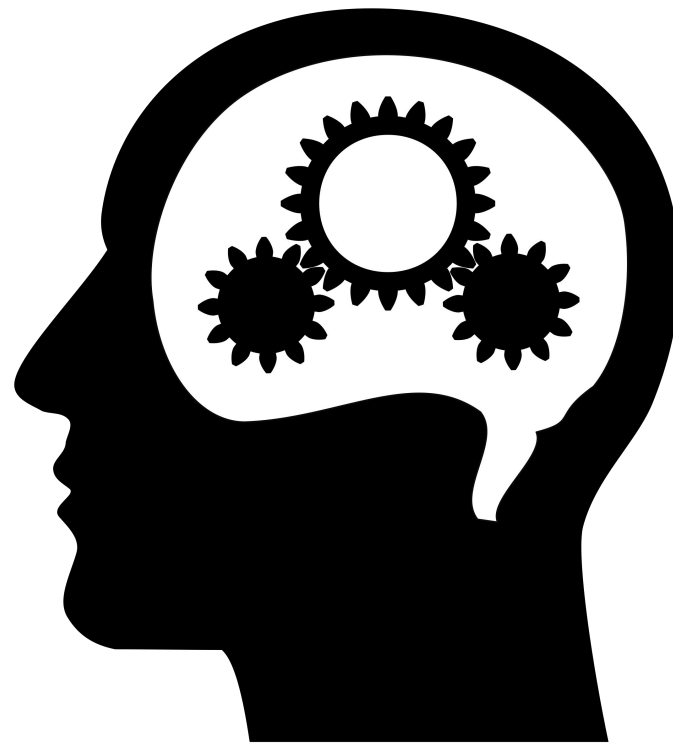
Luther Tychonievich & Brittany Halsey

Rubber duck Debugging



<https://www.thoughtfulcode.com/rubber-duck-debugging-psychology/>

Cognitive Load Theory



(goodfreepotos.com)

Practical Strategies

- I do- We do- You do
- Use-Modify-Create
- Elbow partner/think-pair-share
- Task and independent time--in class
- Walk a path/watch for hands
- Teacher proximity
- Getting student feedback

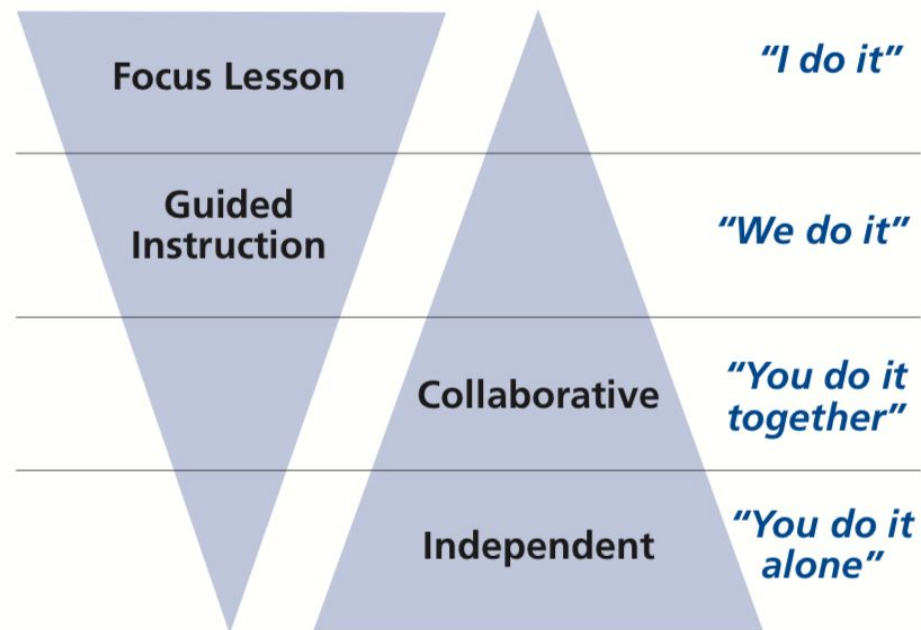


I do-We do-You do



Gradual Release of Responsibility (GRR) Instructional Framework

Teacher Responsibility



Fisher, D. (2008). Effective use of the gradual release of responsibility model. *Author Monographs*, 1-4.

I do

My first CS1110 lecture on functions...



We do

Think back to our session on Stereotype Threat...



You do-Think about a lesson you recently taught



- Write down the lesson in a brief description
- Which students will you lose first? Where will you lose them?

Use-Modify-Create

Task: write unambiguous instructions for how to create a paper airplane

1. Fold and crease the paper in half such that the middle of the two long edges touch.
2. Create a second crease, one end of which is also an end of the first crease, which causes a corner of the paper to touch the first crease.



Elbow Partner/Think-Pair-Share

- Think: silent, independent
- Pair: turn to your neighbor to talk
- Share: tell the whole class what your pair discussed



Think-**P**air-**S**hare

- How should you choose students to ask/answer questions?



Walk a Path

- Teacher proximity
- Watch for hands



Getting student feedback

- Exit slip
- Finger poll
- Anonymous question tools



Task/Independent Time

- Students: working independently
- Teacher: pulls students to conference with them about how things are going



Revisit Lesson



How would you use each of these strategies for this lesson?
(Keep in mind that you probably can't use all of these in one lesson)

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- Use-Modify-Create
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Exit slip

- Pretend your friend was absent from this session of the workshop today and s/he asks you to explain what we talked about. What would you tell him/her?



Summing it up

- Scaffolding
- Less pressure → more time to think/discuss
- Feedback

