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Using Best Practices of Teaching and Learning to Make Your Meetings More Inclusive and Productive

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Using Best Practices of Teaching and Learning to Make Your Meetings More Inclusive and Productive

Jessica Kohout-Tailor, Ed.D.
Clemson University Libraries





A detailed botanical illustration featuring a variety of plants and flowers. In the top left, there is a pink flower with a yellow center and green leaves. Below it is a large yellow flower with a dark red center. To the right, there are green leaves and small red flowers. In the bottom right, there is a white flower with a pink center and green leaves. The background is white, and the plants are arranged in a way that frames the central text.

**“Love challenges, be
intrigued by mistakes, enjoy
effort and keep learning.”**

-Carol Dweck



Participants will be able to:

- Identify best practices of teaching and learning and apply them to facilitating meetings.
 - Describe classroom management strategies to ensure that meetings are inclusive of all voices.
 - Revise or create content for a meeting from the strategies learned.
 - Gain peer feedback on revisions or creation of a meeting plan.
- 
- 



Background

- Undergraduate Experience Librarian
- Work with first-year composition instructors and students
- Outreach for undergraduate students
- “One-shot” sessions
- Previous middle school librarian
- Different way to conduct meetings
- Find me on Twitter @jkohout_tailor

The slide features decorative floral illustrations. In the top right corner, there are pink and purple flowers with green leaves. In the bottom left corner, there are green leaves and a small white flower. In the bottom right corner, there are green leaves and small red flowers. The central text is enclosed in a thin black rectangular border.


Agenda for Session

- Small group & whole group activity
- Lesson with direct instruction
- Workshop time



Group Activity Overview

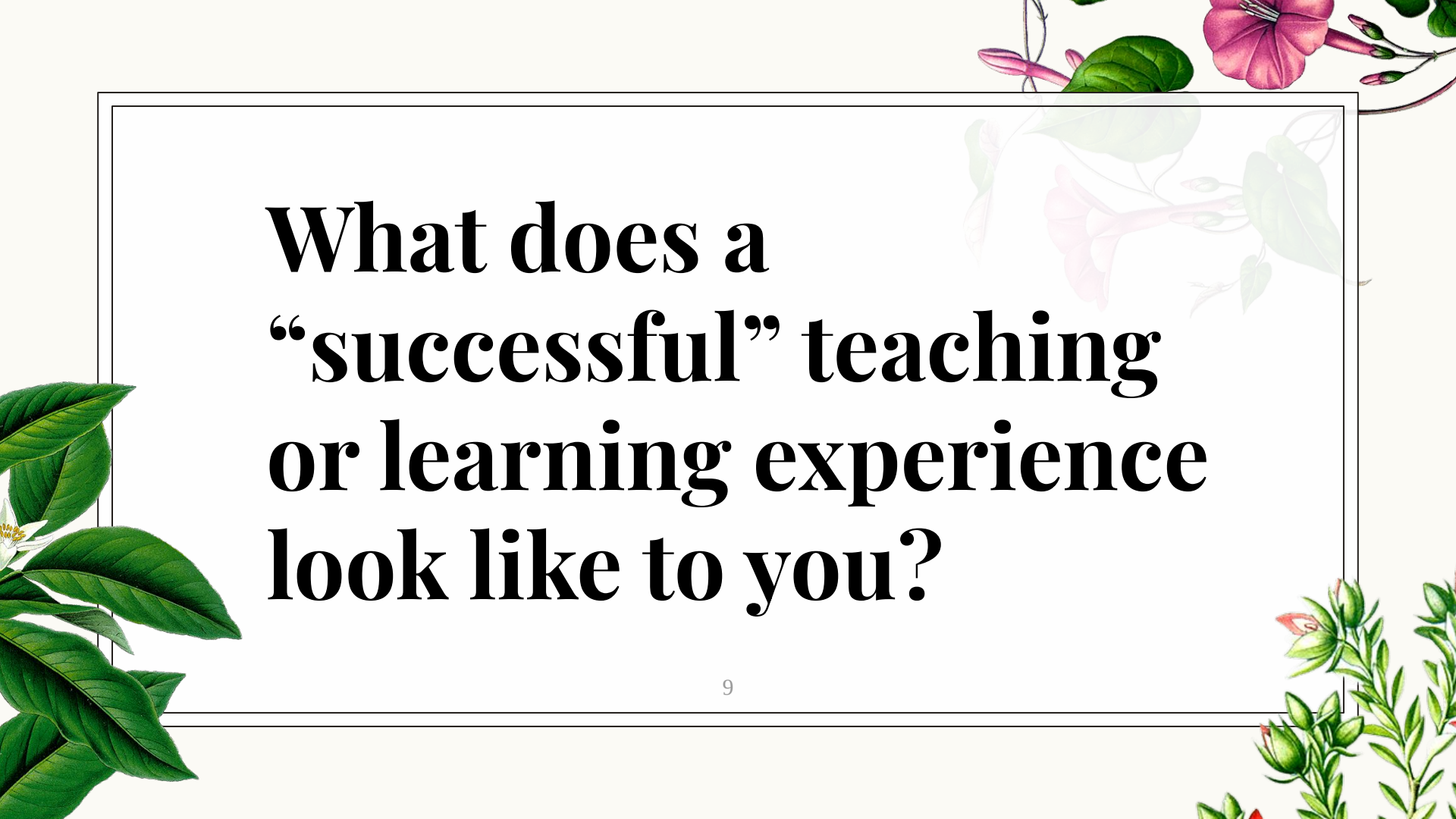
- Find or create a group with 3 or 4 members
- You will be asked 3 questions to discuss with your small group
- Allow time for everyone in your group to share
- Be ready to share with the whole group



**Introduce yourself, your
role in your institution,
and describe what
meetings you lead or that
you participate.**

The slide features decorative floral illustrations. In the top right corner, there are pink and purple flowers with green leaves. In the bottom right corner, there are green leafy plants with small red flowers. On the left side, there are large green leaves and a small white flower with yellow stamens.

**What does a “successful”
meeting look like to you
(as participant and/or
facilitator)? What makes
it successful?**

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**What does a
“successful” teaching
or learning experience
look like to you?**

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**Are successful teaching
experiences and meetings
related? If so, how?**



learner

[lɜr-ner] [SHOW IPA](#) 

[EXAMPLES](#) | [WORD ORIGIN](#)

[SEE MORE SYNONYMS FOR learner ON THESAURUS.COM](#)

noun

- 1 a person who is [learning](#); student; pupil; apprentice; trainee.

(Image from <https://www.dictionary.com/browse/learner>)

Learner Needs



- ✓ **Building on Prior Knowledge**
- ✓ **Differentiating Instruction or Multiple Modalities**
- ✓ **Modeling and Scaffolded Learning**
- ✓ **Practice and Feedback**
- ✓ **Reflection and Revision**



Backwards Design

- Grant Wiggins and Jay McTighe (1998)
- Learning goals are considered first and then learning activities
- What learners will know and do by end of course/session/lesson
- Helps ground to learning outcomes

Instructional Design



- ✓ Understanding Learner Characteristics
- ✓ Creating Effective Learning Outcomes
- ✓ Creating Effective Instructional Materials
- ✓ Designing Assessment that Measures Learning
- ✓ Reflection and Revision





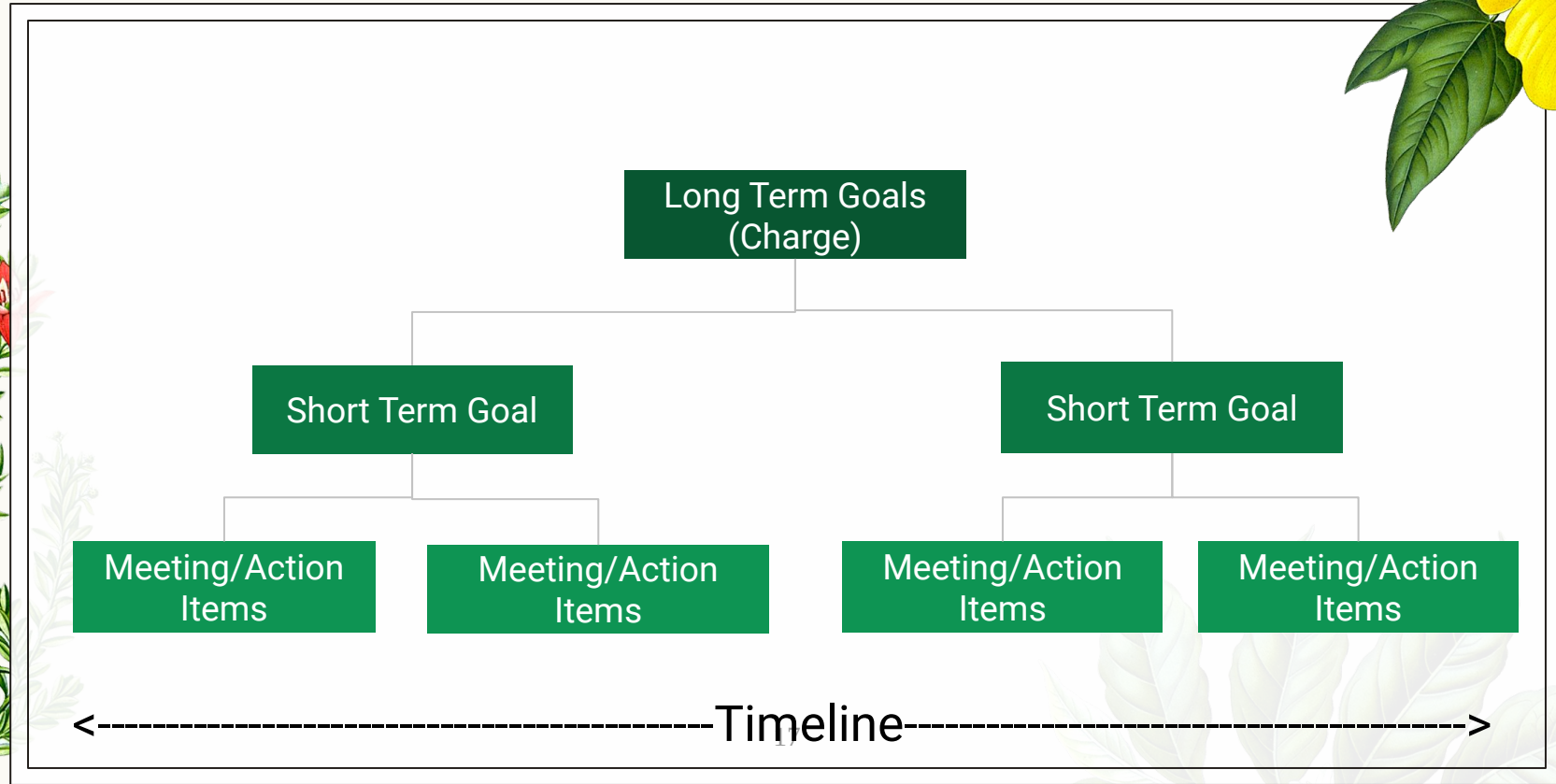
Learner Characteristics

- We may or may not know the learning needs of our colleagues or those we are interacting with during meetings
- Using multiple access points for information or multi-modalities, can help learners engage with content
- Examples: Written directions for activities in addition to spoken directions, providing explicit goals of the meeting, opportunities for feedback and questions



Effective Learning Outcomes

- Statements that describe the knowledge or skills that learners should acquire by end of lesson or course
- Role within meetings
 - Long Term Outcomes/Goals
 - Short Term Outcomes/Goals
 - Individual Meeting Outcomes/Goals
- Timelines
 - Check Ins
 - Clarification



```
graph TD; A[Revise Composition Curriculum] --> B[Short Term Goal?]; A --> C[Short Term Goal?]; B --> D[Meeting/Action Items]; B --> E[Meeting/Action Items]; C --> F[Meeting/Action Items]; C --> G[Meeting/Action Items];
```

Revise Composition Curriculum

Short Term Goal?

Short Term Goal?

Meeting/Action Items

Meeting/Action Items

Meeting/Action Items

Meeting/Action Items

←-----Timeline-----→



Designing Effective Instructional Materials

- ◉ What will the teacher and learners do to meet the learning outcomes?
- ◉ What learning activities will be used? Lecture, problem-based learning, active learning, etc.
- ◉ Feedback protocols: 2 “stars” and 1 “stair” or solution-based feedback



Designing Assessment that Measures Learning

- Revisit outcomes. Have you met outcomes of meeting?
- Make sure that the products your group creates meet the assigned task.
- Revisit areas that may have gaps
- Ask for clarification if needed



Reflection and Revision

- ◉ Metacognition is important in the learning process
- ◉ Where are we with meeting goals?
- ◉ What went well? What would I do differently next time?
- ◉ What are next steps for me as a leader/facilitator?
- ◉ Does everyone have an opportunity to voice their opinion or provide feedback?




Scenario

You are part of a group that includes a graduate student and an experienced writing instructor. The group is tasked with creating an in-house presentation on resources to support other instructors in the department. As you continue to meet, you realize that you and the experienced writing instructor have dominated the conversations.

1. What strategies could you use in your next meeting to ensure that the graduate student has the opportunity to contribute? How does this change if you are the meeting facilitator or not?



The Lesson Plan

- Lesson plans organize learning objectives (outcomes), activities, reflection, assessment for learners and teachers
 - Can vary in their format and design
 - Like lesson plans, agendas could help organize meetings (depends on the needs of your meetings, such as size of committee/group, task, learner needs)
 - Can be detailed
 - Can be general
- 



The Lesson Plan

- With recurring meetings, end with “Next Steps” and begin with a synthesis of last meeting

[Link to example agenda](#)



Inclusive Spaces

- Safer environment
- Important for all learners to be valued and respected
- Norms (we'll discuss more in depth!)
- Recognize that learners bring a variety of experiences with them which can benefit the team
- Use the strengths of team members to help accomplish tasks



Inclusive Spaces

- Provide multiple pathways for learning – we process information differently
 - Send out agendas in advance for people to know what to expect
 - If you need someone to be ready to present/provide something, give them a heads up or ask beforehand
 - Collaborative minutes or rotate who takes minutes
 - Allow for people to edit or give feedback on minutes



Inclusive Spaces

- Use “Parking Lots” for questions or concerns (can be physical or digital)
- Communicate feedback options (email, phone, etc.)
- Designated time within meeting for questions and concerns





Inclusive Spaces – Community Building


- Biased towards yes
- Everyone plays an important role
- Establish how often to meet and get feedback on when works best for everyone
- Ask for help
- We are all in this together!

A detailed botanical illustration serves as the background for the slide. It features a variety of plants: a pink flower with a dark center in the top left, a yellow flower with a dark center in the bottom left, a large green leafy branch in the top right, a lemon on a branch in the bottom right, and a branch with small red flowers in the bottom center. The central text is framed by a white rectangle with a thin black border.

Classroom Management




Classroom Management

- Structure/routine
 - Engagement of learners
 - Getting to know learners & building relationships
 - Adaptability
 - Reflection
- 




Norms

- “Shared agreements about how a group will work together” (Boudett & Lockwood, 2019, p. 12)
 - Synonymous with expectations
- 



Norms

- Collaborative work may replicate power dynamics in an organization or society
 - People might be hesitant to speak up
 - Historically privileged voices may dominate conversations (Boudett & Lockwood, 2019)
 - Learners process information, learn, and communicate differently
- 



Example of Norms



Be here now.

Treat each other with
dignity and respect.

If you commit to
something do it.

Share the air.

Actively listen to
teammates.

Ground statements in
evidence.

Take an inquiry stance.



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**What are some norms
you might want to use
in your meetings?**



Implementation of Norms

- Limit to 5-7
- Provide examples
- Groups revise or create new
- Display to remember
- Revisit and adjust as needed
- Norms check-in



Scenario

You are facilitating a larger group meeting with people from both the community and your institution. What are some possible norms for the group meeting?



Monitor and adjust!

”



**How do you or other teachers that
you know make classrooms more
inclusive so that everyone's voice is
heard? What about meetings?**





**Any questions so far
before we workshop?**



Meeting Preparation

- Think of an upcoming meeting that you can prepare for or a meeting that you have already had where you can revise how it went. This can also include a meeting where you were a participant.
- Prepare your own meeting agenda. Think of the following:
 - Learner characteristics
 - Goals
 - Activities to reach goals
 - Assessment
- You will be sharing this with your partner



<https://tinyurl.com/MeetingRevision>



Feedback & Revision

Now share with a partner. Each partner share your meeting plans or agendas. Partners will provide feedback. Look for and ask questions about the following:

- Is the meeting inclusive to gathering everyone's voices? If so, how?
- How do we know if the goals of the meeting were met?

Participants will then revise their meeting plans to reflect this feedback.



Thank you!

Any questions?

You can find me at @jkohout_tailor & jkohout@clemson.edu



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