RIT HHMI Inclusive Excellence —Classroom Practice

Goals

- Introduce faculty to *metacognitive strategies that improve student identity and learning*
- Create classroom environments that *encourage a sense of belonging and growth mindset*
- Increase faculty and student awareness about *stereotype threat, gender bias, and the impact of societal stereotype*

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Program Activities

- Faculty participate in a series of co-learning workshops, developed to encourage metacognitive practices in the classroom. Activities will include demonstrating how to approach a given learning task, monitoring comprehension, and evaluating the progress toward the final completion of a task.
- Workshops run as a year-long cohort to encourage a sense of community for faculty to openly express concerns and questions.
- Faculty share information about discipline-specific metacognitive activities and form a peer-mentoring group to support one another through implementation.

Cohort Objectives

- Create new guidelines and promote existing classroom materials that encourage student metacognition (critical awareness of one's thinking and learning process).
- Encourage faculty understanding of student identity, and ways to instill in them a positive place in science.
- Support students in recognizing how disciplines connect (e.g. math concepts and physics).
- Increases faculty use of metacognitive approaches with intention, transparency and consistency.

—Engaging all students in science—

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