

Equity & Inclusions Scholars Project: Learning Activities Questionnaire [LAQ]

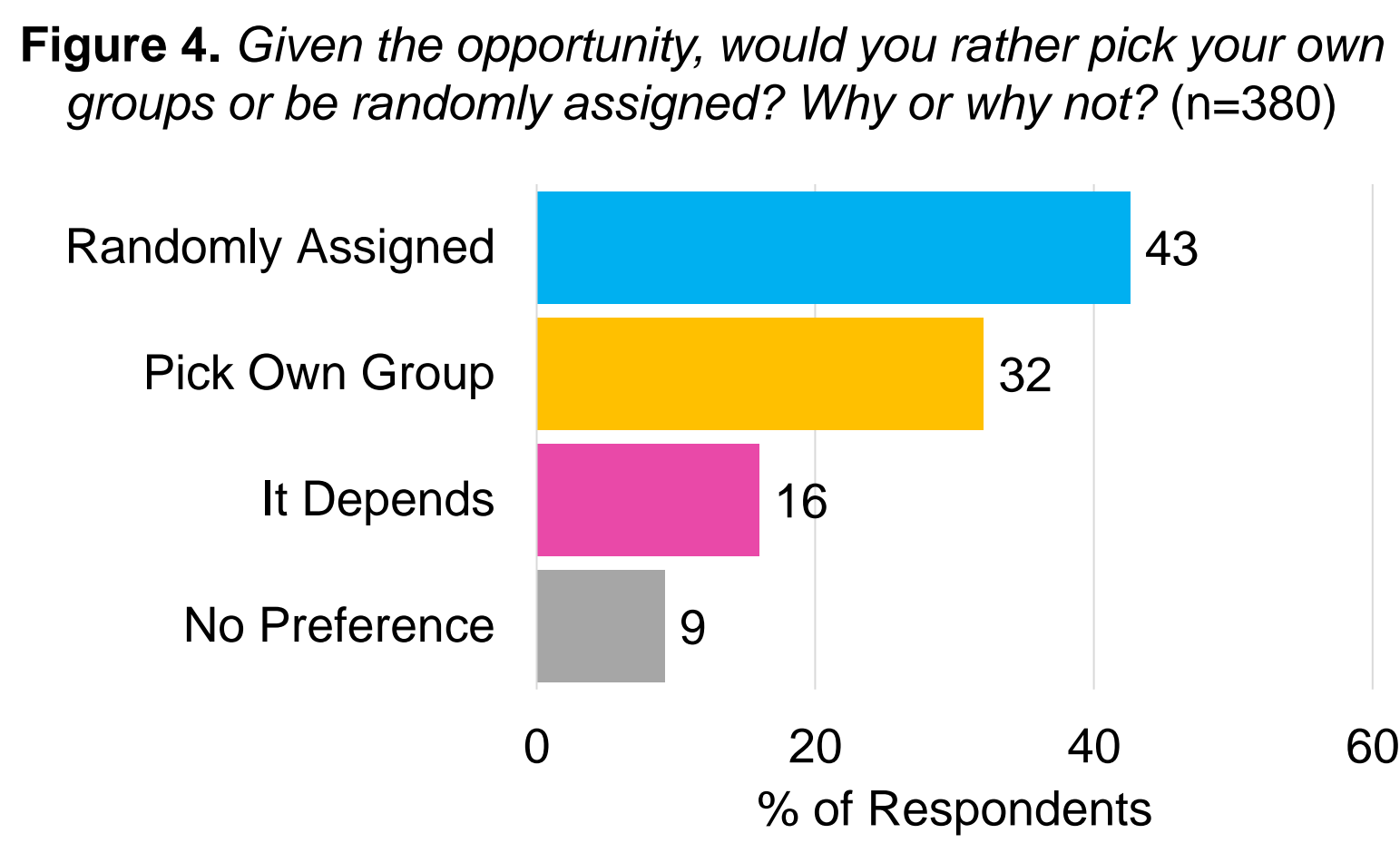
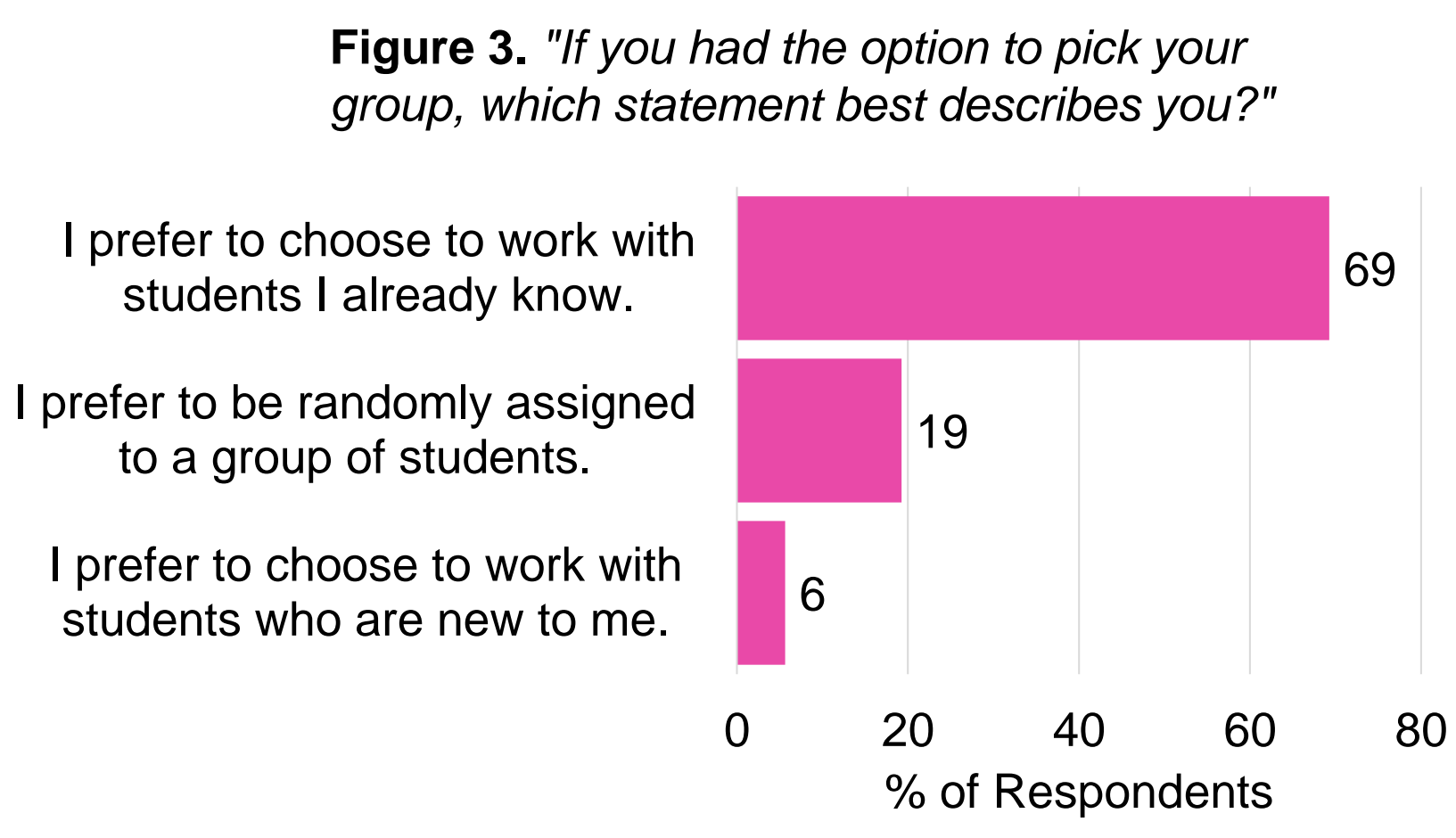
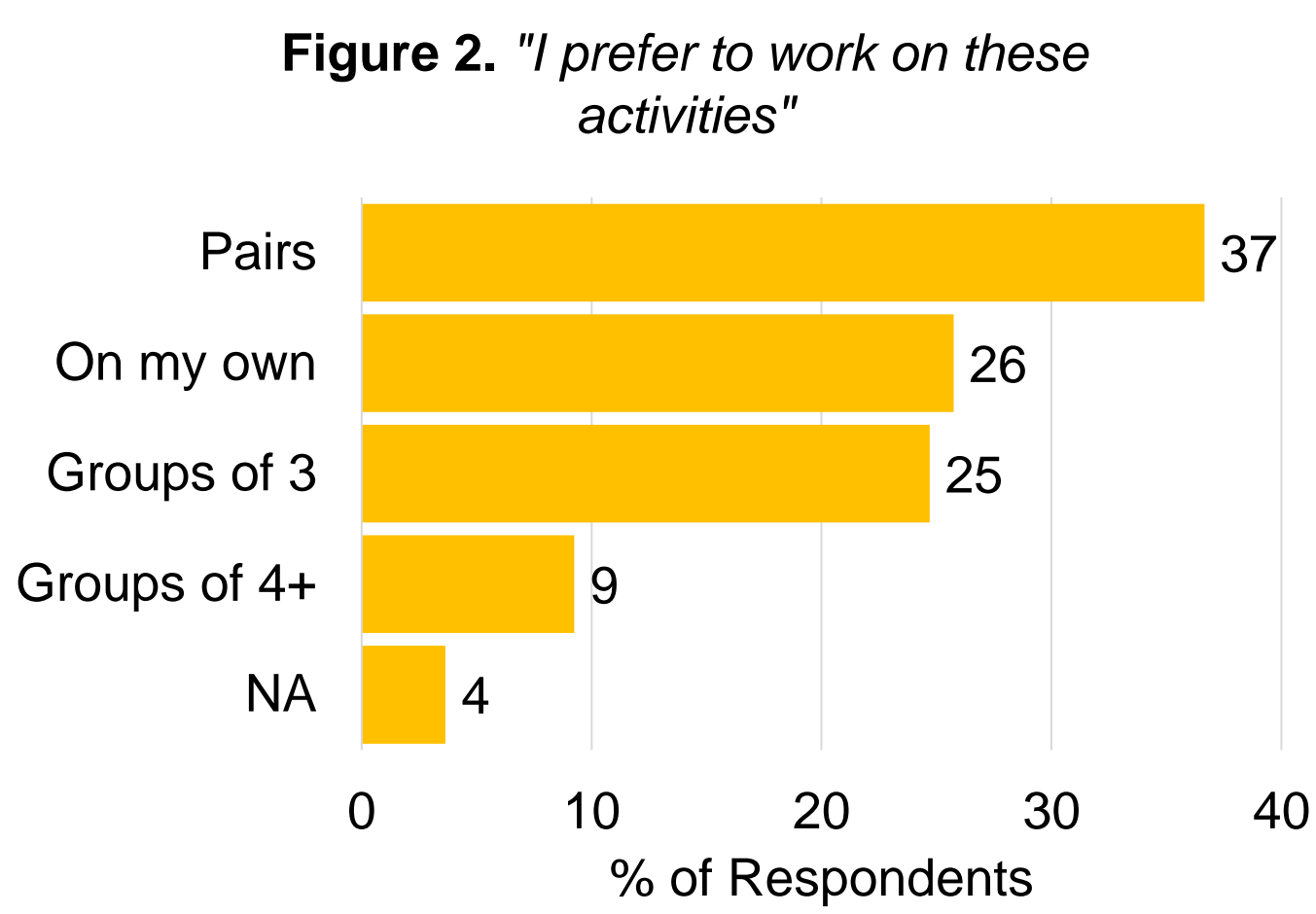
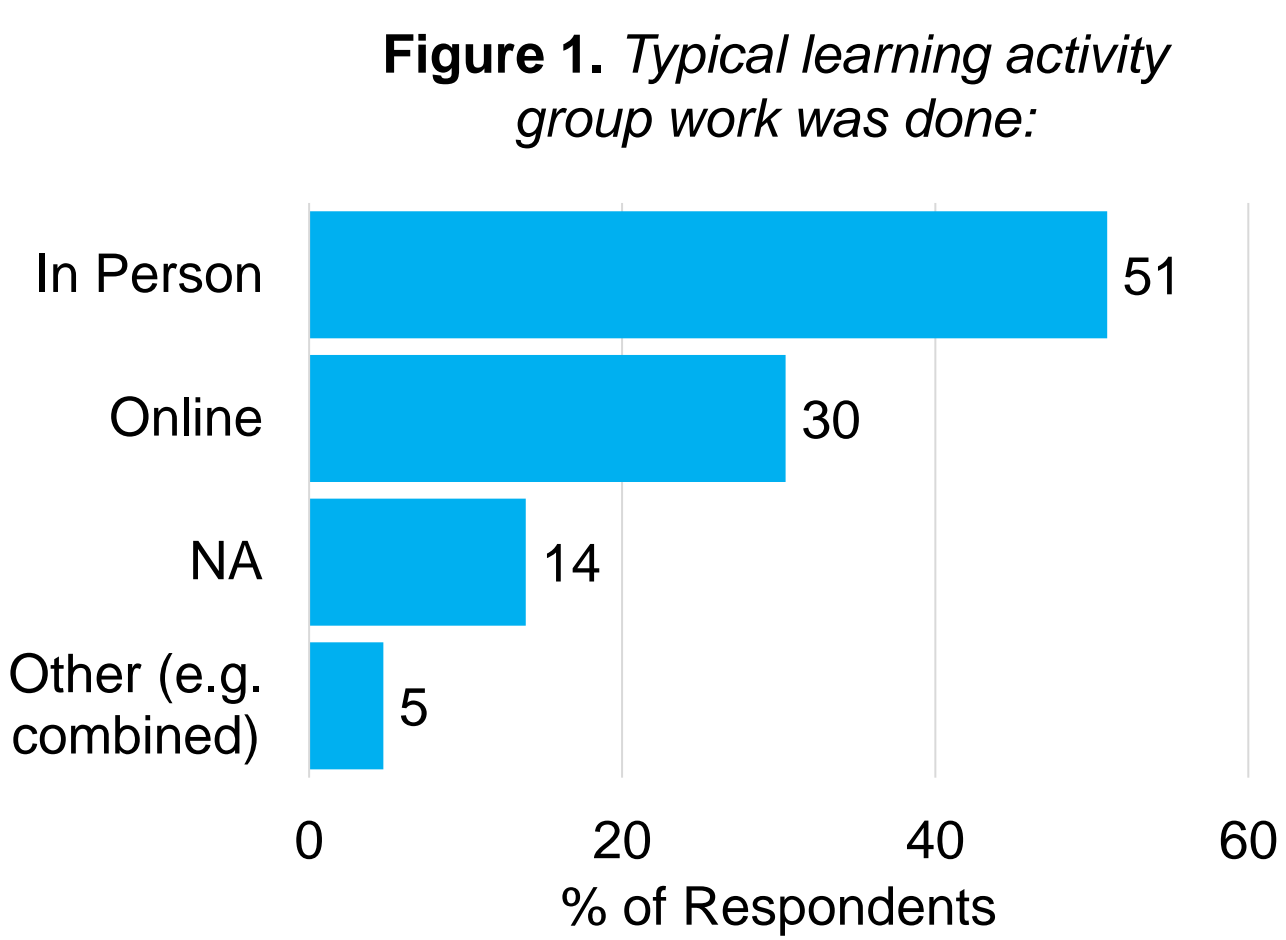
Project Goals

- Identify how **Group Learning Activities** impact learning, equity, and inclusion in the classrooms of BIOL112 (n=820), CHEM121 (n=1095), PHYS100 (n=194)
 - Learning Activities** in this context are in-class exercises that can be done as a worksheet, problem question, clicker question, or any other type of question posed by the instructor where students are asked to think through the problem first (in pairs, groups or alone), provide an answer and then discuss a solution (either in the same class or later class).

Classroom Environment (N=2109)

Student Preferences for Group-Based Learning Activities

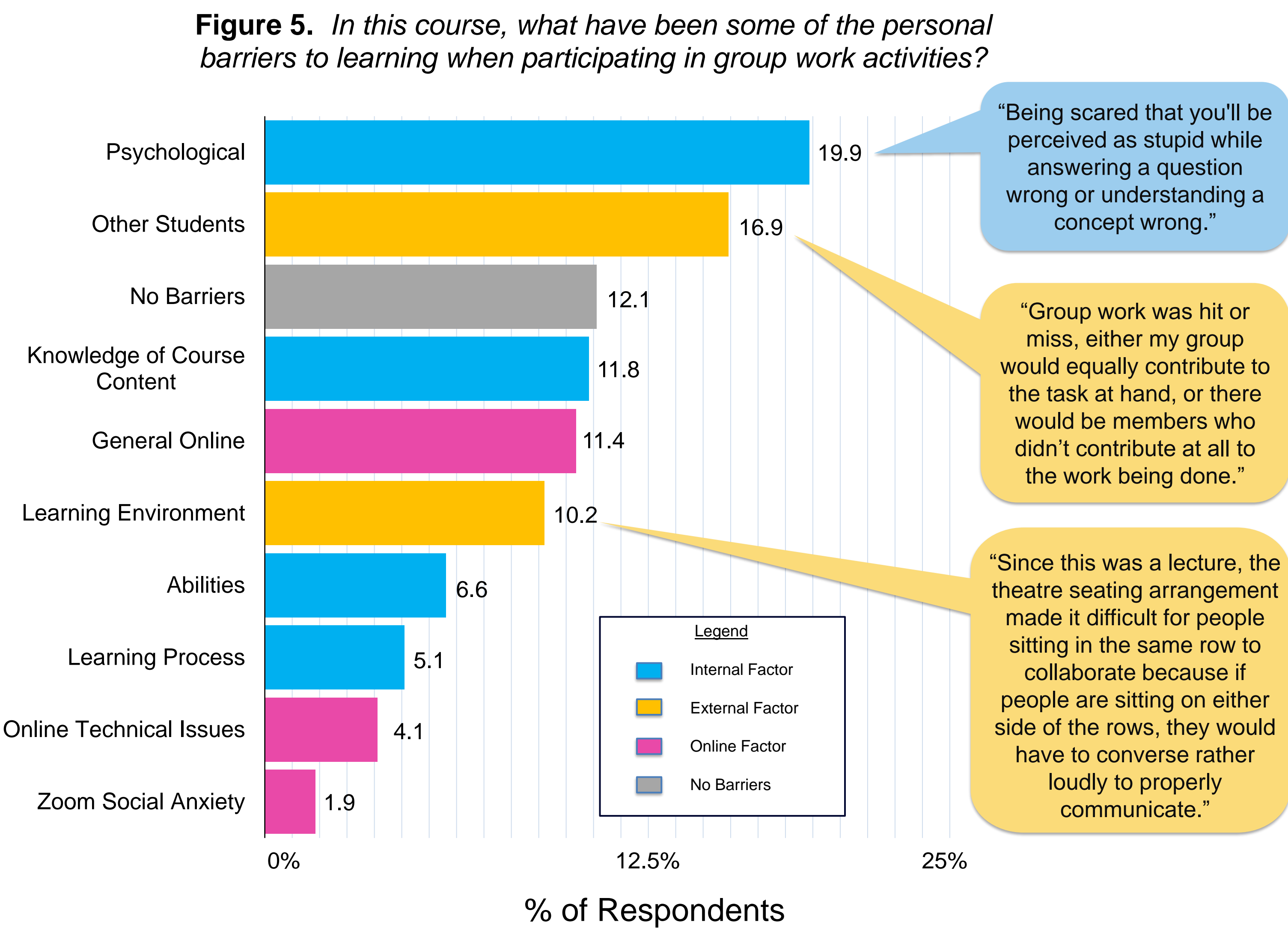
Students prefer working in **pairs** and with students they already **know**. Given the opportunity, students preferred **randomly assigned** groups.



Barriers to Learning (n=1014)

Responses were coded based on internal (personal) factors, external factors, online, and no barriers.

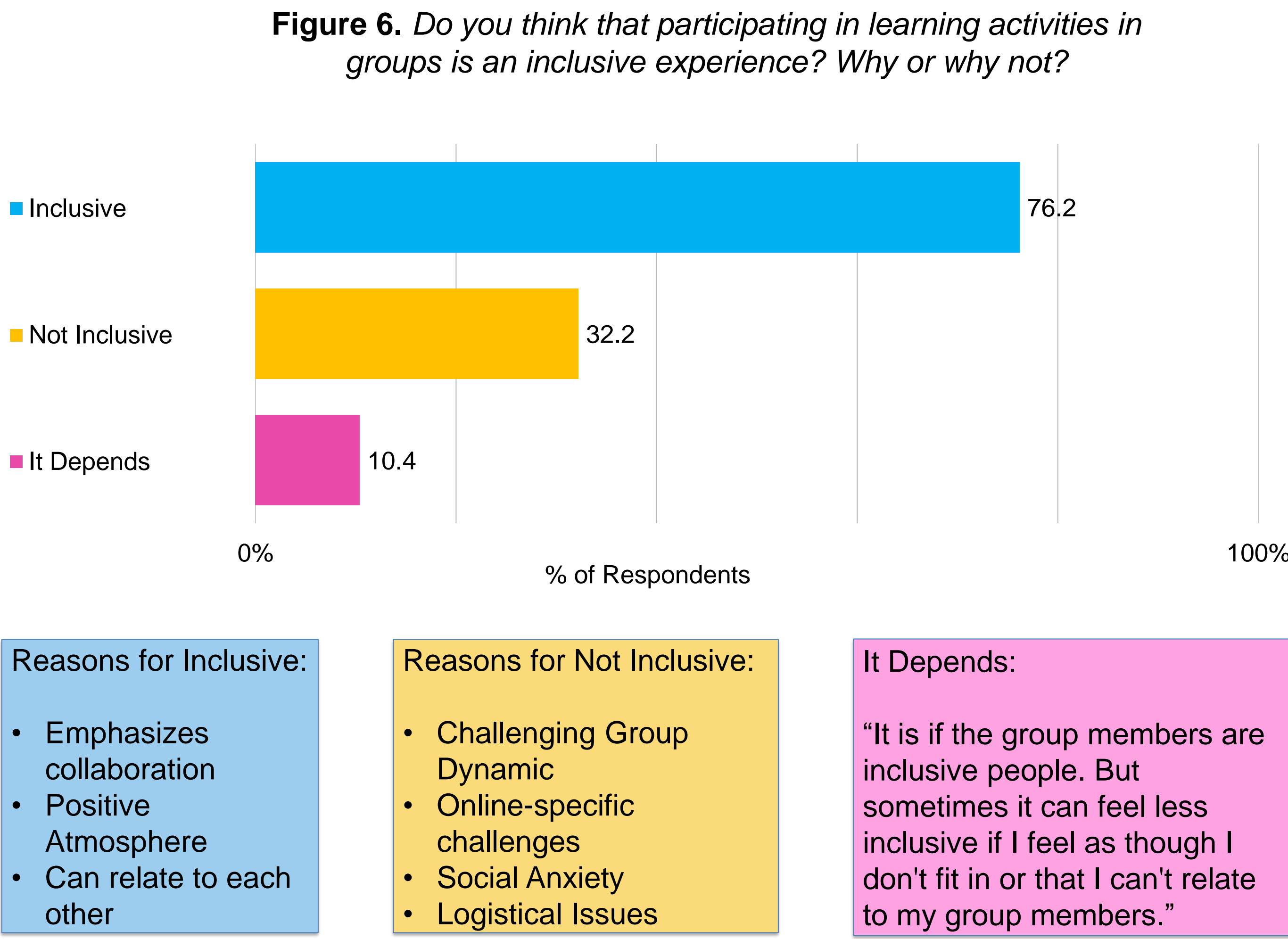
Internal, psychological factors were the predominant barriers to learning. How might educators overcome these internal barriers?



Inclusive Experiences (n=345)

In March 2021, Biology 112 students were asked if they think participating in learning activities in groups is an inclusive experience.

Most students responded that they think it is an inclusive experience.



What's Next?

Our analysis is on-going...

Are there differences among identities (race, gender, sex, etc.) with respect to preferences for in-class group learning activities, barriers and inclusive experiences?

What can we do to improve our classroom experiences to be more inclusive, remove barriers and promote better learning?

Overcoming Barriers

Implementation solutions that can overcome barriers:

- Ask students to brainstorm **first**.
- Create opportunities for students to highlight their own **contributions**
- Ask students to set expectations for their **own behavior** for group work.
- Promote **self-regulation** skills.
- Fostering** students' sense that the class has value for them.



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Resources - Inclusive Teaching Practices :

UBC CTLT <https://inclusiveteaching.cltt.ubc.ca/resources/resources-for-faculty/>

CBE-Life Science Education – Inclusive Teaching Guide

https://lse.ascb.org/evidence-based-teaching-guides/inclusive-teaching/?_ga=2.252936073.1213549780.1651006486-1577610735.1650651744