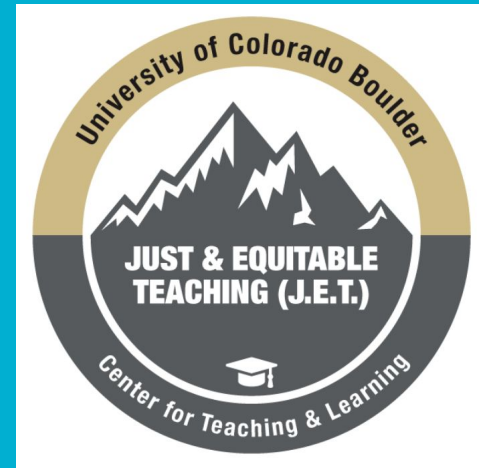


Just & Equitable Teaching (JET) Capstone: *Earth Matters* *Course Curriculum*



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Agenda



1. [IEC context](#)
2. Increase motivation & sense of belonging
3. Earth Matters course
4. JET capstone goals
5. Resources
6. Action plan with results
7. Reflection

Note: See “speaker notes” in slides 21-23 for an explanation of slide information.

The International English Center (IEC)

- Established in 1975
- Accredited with the Commission on English Language Program Accreditation (CEA)
- Has served students from 84 countries



Intensive English Program

A comprehensive



**Pathway to CU
(formally ESL
Academic Bridge)**



Legal English

An intensive course of study combining legal

The International English Center (IEC)

- Teaching academic English, U.S. academic skills (hidden curriculum, including accessing campus resources), and English for Specific Purposes (CU employees, TAs, law, etc.)
- **Intensive English Program** (8 levels; university preparation)



Intensive English Program

A comprehensive



**Pathway to CU
(formally ESL
Academic Bridge)**



Legal English

An intensive course of study combining legal

IEC Students ... in the Intensive English Program

Primarily high school graduates on F-1 visas seeking admittance to CU or other U.S. undergraduate degree programs

- Mostly start in the Fall
- Sponsored by country or family (external motivation)
- Mostly focused on STEM majors (internal/external motivation)
- Spring 2024 -
 - Most students: Kuwait, Thailand & Japan
 - A few students: Colombia, Ecuador, Mexico, Yemen, Saudi Arabia, Afghanistan, South Korea, China, Spain, Ukraine

Question: How can I increase students' sense of belonging & student motivation?

Some considerations for low motivation:

- Spring 2 session (March-May):
 - Spring fever
 - Ramadan/Eid
 - Culture shock, homesick, sick
 - Non academic goals, personal issues
 - Noncredit courses
 - College acceptance letters

JET Capstone Goals

- Create closer-knit community
- Increase motivation
- Increase perceived value of language course; preparing students for U.S. academic education
 - Explicitly relate course content to academic & personal goals, and to student interests
 - Teach content that students will remember in the future
 - Maintain high expectations and confidence in students

Earth Matters course

- Focus on Earth Matters course curriculum guidelines for faculty:
 - Student learning outcomes
 - Objectives
 - Tasks and Assessments
- Create assignment that explores diverse scientists and students' home country

RESOURCES

| Human Dimension | Caring | Learning How to Learn |
|---|--|---|
| Gaining a new understanding of themselves and others. Determine personal and social implications. | Acquire new interests, feeling or values about what they are learning. | Learning about the process of their particular learning and learning in general. |
| <ul style="list-style-type: none"> • Interact with others • Compare viewpoint • Discuss (world events) • Identify the impact • Plan (a change) • Determine (why actions occurred) • Advocate • Collaborate • Support • Resolve • Share | <ul style="list-style-type: none"> • Get excited about • Prepare to • Increase interest • Value • Reflect • Change • Adjust (beliefs) • Commit • Develop (a plan) • Explore • Express • Pledge | <ul style="list-style-type: none"> • Develop (a plan) • Identify resources • Construct knowledge about • Frame useful questions • Analyze • Inquire • Reflect • Research • Self-assess • Self-monitor |

- Unit 1 “Relevance and Rigor” & Unit 3 “Welcome and Support Students” of *The Norton Guide to Equity-Minded Teaching*
- Fink’s Taxonomy of Significant Learning and list of [verbs](#)
- Scientist Spotlights Initiative list of [diverse scientists](#)
- “The Kuwait Institute for Scientific Research: A New IAEA Collaboration Centre for the Environment” with [Kuwaiti leaders](#) in climate change research
- Climate Change Knowledge Portal: [Yemen](#)
- [CU Boulder Engineering article](#) about Kuwaiti CU Architectural Engineering student

Action Plan

TASKS - April 2024 (in progress)

- Review Student Learning Outcomes (SLOs) and Objectives of Earth Matters course
- Revise/simplify language of SLOs
- Add objectives related to Fink's Taxonomy: *human dimension, caring & learning how to learn*

JET IMPACT ON LEARNERS

- Keep high standards and scaffolding for university success
- Focus on relevance to student needs and interests “How will this course help you succeed?” (Artze-Vega et al, 2023, p. 69)
- Make syllabus accessible & motivating; co-translate SLOs
- Develop student appreciation for environmental issues and understanding of how topics relate to self and community

Action Plan

TASKS - April 2024 (in progress)

- Update chart of “suggested performance tasks and assessments” related to each SLO
- Create at least one task
 - Survey students about Earth Matters topic interests
 - Have students research diverse scientists in fields of interest

JET IMPACT ON LEARNERS

- Design with relevance to student academic goals (university admission & success)
- Learning about students and their interests is an important part of curriculum and influences the syllabus
- Cultural representation in course content increases motivation and helps students see themselves in course content

Earth Matters elective course – Current Student Learning Outcomes (SLOs)

Upon successful completion of this course, you will be able to:

- Demonstrate improved notetaking and questioning skills of guest speakers, site visit presenters and online videos
- **Critically reflect orally or in writing on environmental issues**
- Conduct research on sustainability topics culminating in an oral capstone
- Demonstrate improvement in expressing opinions and defending arguments, both in online discussion boards and in in-class discussions
- Demonstrate comprehension through appropriate response, either oral or written, to written and listening materials

Example of reflection SLO revision with tasks

| Suggested Performance Tasks, Activities & Assessments Earth Matters | | | | |
|---|--|---|---|--|
| SLO: Critically reflect orally and in writing on environmental topics, interests, <u>values</u> and own learning | | | | |
| Writing | Reading | Vocabulary | Speaking/ Pronunciation | Listening/ Note-Taking |
| <p>Responding to reflection prompts in Canvas assignments or discussions</p> <p>Weekly journal writing reflecting on various topics:</p> <ul style="list-style-type: none"> - Summarize and assess an issue - Recognize People, Planet & Profit in an environmental | <p>Reading about environmental topics provided by instructor or students</p> <p>Self-assessing journal entries and reflections; setting goals</p> <p>Taking carbon, water, clothing footprint quizzes</p> <p>Reading about</p> | <p>Using learned vocabulary in reflection discussions</p> <p>Taking vocabulary quizzes (fill-in-the-gaps; matching definitions; short answer) of important vocabulary to write about or discuss sustainability issues</p> | <p>Impromptu speaking</p> <p>Group discussions with interaction language</p> <p>Informal debates</p> <p>Responding to prompts that follow higher levels of Bloom's taxonomy:</p> <ul style="list-style-type: none"> - <i>Application</i>: apply, assess, predict | <p>Self-assessing notetaking ability; setting goals</p> <p>Referring to notes from videos, <u>lectures</u> and site visits during class reflection discussions</p> <p>Participating actively in group reflection discussions with different roles:</p> |

Revision of objectives using Fink's Taxonomy

Critical Reflection

- Analyzing sustainability topics orally and in writing
- Using higher levels of Bloom's taxonomy to reflect on the in-classroom and out-of- classroom experiences

Before

Critical Reflection

- Identifying interests related to Earth Matters topics
- Exploring and expressing values about environmentalism, sustainability, People Planet Profit, climate justice and related issues
- Discussing, journaling, recording, and writing about environmental topics and Earth events
- Advocating for people, wildlife and habitats through editorials or letters to elective officials
- Analyzing topics orally and in writing using critical thinking prompts (application, integration, analysis, synthesis, evaluation, creation)
- Self-assessing language skills, such as note-taking, interacting, discussing, presenting, reading, vocabulary-building, and comprehending
- Sharing goals for building language skills
- Self-monitoring learning (eg. "What strategies am I using that are working well or not working well to help me learn?")

After

The Kuwait Institute for Scientific Research: A New IAEA Collaborating Centre for the Environment

"Architectural engineers are doctors and buildings are their patients."

June 27, 2022

Name: AJ Alkhamees
Hometown: Kuwait City, Kuwait
Major: BS in Architectural Engineering
Year: Senior

A 7 year old with their dad walked into a grocery store in 2007. The dad comes out with a handful of groceries. The 7 year old, AJ Alkhamees, comes out with a 3-1 LEGO Creator Set.

Growing up, I was abnormally obsessed with Legos. It was something that slowly sparked my love for building things with my own creativity, whether with an instruction manual or using my own creativity. It wasn't until I bought my first LEGO Architecture set that I knew I loved working with buildings.

Living in Kuwait, I would constantly see new high rise buildings being built from the ground up.

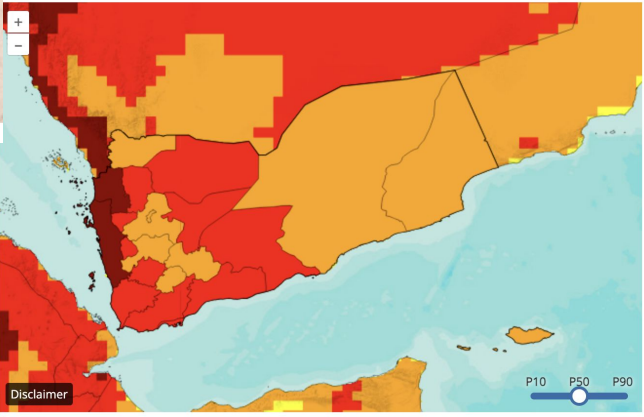


KISR has been designated for change and other human

Sarah Couture, IAEA Environment Liaison Officer



Republic of Yemen; (Ref. Period: 1995-2014), SSP5-8.5, 50th percentile



RISK FACTOR CATEGORIZATION

| | | | | | |
|----------------|---------------------|-----------------|----------------------|--------------------|----------------|
| Low Population | Moderate Population | High Population | Very High Population | Extreme Population | Extreme Heat |
| | | | | | Very High Heat |
| | | | | | High Heat |
| | | | | | Moderate Heat |
| | | | | | Low Heat |

Nzambi Matee


To help us prepare for what we are about to study in our work of Nzambi Matee. Engineer and entrepreneur built one brick at a time with her solution to the world's plastic waste. Her idea started when she and her company, Gjeretic one day and Matee realized she could do something out of all of her savings for her new idea of taking plastic waste and making bricks. Now, Matee's company successfully recycles plastic waste into bricks every day, whilst also tackling Kenya's housing problem and climate change in the area.



Creating a new assignment – draft:




Scientist & Science Discovery - Assignment Overview

The goal of this assignment is to discover scientists from different diverse backgrounds and to learn about climate change effects in different regions of the world. You and a classmate will find website articles, videos and graphics. Review these webpages and select information that you would like to present to your classmates. You can focus on your country and region or other parts of the world. You and your classmate will create (or use a shared) Google Slidedeck to make 2-4 slides about the person and place you research using APA citation. Use the [Purdue Owl](#)  for correct citation. You will then present what you learned and upload your slides on Canvas.



Directions

People - "Scientist"

1. Explore scientists, engineers, and other people who study and research environmental topics. Use this [Scientist Spotlights website](#)  as a starting point.
2. After searching "Scientist Spotlights," you can do a specific search on the [CU Boulder website](#) and/or Google for people from your own country, region or background. For example, a search could be "Kuwaiti architectural engineer and the environment." Here is an article in CU's Civil, Environmental, and Architectural Engineering website about a

Action Plan

TASKS - May - June 2024

- Get feedback from students
- Publish SLOs, objectives and chart in IEP Curriculum Guidelines
- Get feedback from assessment and curriculum coordinators
- Update Canvas course template with new assignment

JET IMPACT ON LEARNERS

- Examine and reflect on student feedback; acknowledge student comments in class
- Make JET practices easier for colleagues to employ in their teaching

Action Plan

TASKS - 2024 - 2025 academic year

- Teach again next Spring 2 session with focus on equity-minded tasks
- Get feedback from students

- Possibly add similar changes to other courses I teach
- Possibly do an inservice or Lunch & Learn about JET for IEC faculty

JET IMPACT ON LEARNERS

- Expand just and equitable teaching practices

Reflection

“How is my thinking about teaching changing?” *

- A lot of what TESOL faculty do is JET.
- There’s so much to learn!
- I think more and more broadly about student belonging and how students value class content.
- Teaching with DEI principles is doable and practical.

*(Tanner, 2012, as cited in Artze-Vega et al, 2023, p. 214)

References

Artze-Vega, I., Darby, F., Dewsbury, B. & Imad, M. (2023). *The Norton Guide to Equity-Minded Teaching*. W. W. Norton & Company.

Office of Curriculum, Assessment and Teaching Transformation (n.d.) *Fink's Significant Learning Outcomes*.

<https://www.buffalo.edu/catt/teach/develop/design/learning-outcomes/finks.html>

Slide notes with explanation

Slide 1 - Feel free to email me at barbara.flocke@colorado.edu with questions or comments.

Slide 5 -

- F-1 visa (80% attendance, sustained improvement in English skills, can repeat a level one time)
- Students often start in Fall semester, worn out at end of spring semester
- Family and country sometimes dictate what students study, not always what students are always passionate about
- Passionate about future studies; English is needed but not necessarily their interest

Slide 6 -

I'm focusing on Spring 2 2024, the second half of the Spring semester, because it is the most challenging time of year to teach and engage students at the International English Center. The IEC is a community of students, faculty and staff that is close-knit; however, during the Spring 2 session, it is hard to keep some students interested in joining IEC activities and classes.

- Spring fever is common across the university, especially after spring break
- When our mostly Muslim population is also celebrating Ramadan through daytime fasting, it is increasingly difficult to engage students in classes and motivate them to attend class and do their coursework. This is their first time living away from their family for this month-long religious holiday.
- This is often our Intensive English Program students' first time leaving their home country so they are experiencing culture shock and homesickness which often results in getting physically sick.
- Students have other goals that don't always correspond with their academic goals. Personal and/or family issues can also make it difficult for students to focus in class.
- IEC courses are noncredit and are meant to help students achieve their goals of being accepted into CU Boulder or another university. Students need English but are not necessarily interested in the language. They want to start studying their major, mostly STEM.
- Once students are accepted to a university, they have a hard time keeping their motivation up through the end of the semester. Even through classes are very useful for their future studies and success at the university, students start losing interest.

The Spring 2 session, especially when it overlaps with Ramadan, is often the session when student grades are lowest.

Slide notes with explanation

Slide 9 - The Norton Guide to Equity-Minded Teaching:

- Unit 1 was a primary resource for this project. It has pertinent information about learning objectives and revising curriculum to be more just and equitable, including referring to Fink's Taxonomy of Significant Learning
- Unit 3 gives useful ideas about syllabi and making them more approachable to students with ideas on co-creating learning objectives or translating so students understand and are excited to learn the content; faculty discuss their confidence in student success and learning while keeping high standards
- Fink's Taxonomy with screenshot of Human Dimension, Caring, & Learning How to Learn which I use to revise curriculum
- Scientist Spotlights, "The Kuwait Institute..." Climate Change Knowledge Portal, and CU Boulder Engineering article:
 - These links will be useful for students to research diverse scientists and learn about climate in their home country or region

Slide 12 - These are original SLOs which included a reflection goal focused on environmental issues

Slide 13 - This is a screenshot of some of the tasks and assessments for the critical reflection SLO.

- Newly revised SLO includes Fink's Taxonomy of **Caring** (interests, values) and **Learning How to Learn** (own learning)
- Tasks and assessments include Fink's Taxonomy of **Human Dimension** (group discussions with interaction language, group reflection discussions)

Slide 14 -

- This shows the original list of critical reflection objectives
- The second list uses verbs from Fink's taxonomy and focuses on the expanded critical reflection SLO
 - Identifying interests / Exploring and expressing values - These first two new bullets are important

Slide notes with explanation

Slide 15 - These are screenshots of websites that students can use for a new assignment. See slide 9 for links. Current Spring 2024 students are all from Kuwait and Yemen; thus the focus on those two countries.

- The Architectural engineer article is about a CU Kuwaiti student.
- The Scientist Spotlight about Nzambi Matee from Kenya has a video for students to learn about how she leads the creation of bricks made from recycled plastic trash (relates to Earth Matters course content and introduces diverse scientists from around the world)
- The Climate Change Knowledge Portal has a map of Yemen with information about climate change risks related to heat. Students are learning how to interpret and what language to use to describe maps and various graphics.

Slide 16 - Here is a screenshot of the assignment, still being created.

Slide 19 - I love reflection and it's also an important part of JET practices. The final two units of the *Norton Guide* book focus on reflection.

- I was happy to learn that the International English Center follows many principles of Just and Equitable Teaching. By being professionals who studied how to teach English as a second language, we naturally scaffold assignments and teach explicitly how to join group discussions and interact with university students, write essays for U.S. professors, visit professor office hours. We also have a lot to still learn and work to incorporate in our teaching.
- Taking this JET microcredential class with valuable readings and discussions has led me to reflect on my students, my class, my teaching practices and changes I want to incorporate in future classes. I highly recommend taking this course.
- Once you read the *Norton Guide to Equity-Minded Teaching*, you will realize that teaching with DEI principles can be done across the university and in schools across the U.S. The practical applications make sense for all students and help equalize course curriculum and create a sense of community and belonging in classes.