

Using the Equity Literacy Framework for Biology TA Professional Development

Apr 14, 2022 10:00-11:30 AM PDT
(1 PM EDT, 12 PM CDT, 11 AM MDT)

The Equity Literacy Framework consists of five skills you can adopt to promote equity in learning and teaching. In this workshop you will learn what these skills are, why we need to build them, and how to apply them to TA professional development. We will discuss how you as a faculty member or a TA can incorporate the skills by connecting them to concrete strategies for promoting classroom equity in Biology, as well as brainstorm how faculty, TAs, departments, and programs can work together to create a culture of equity in Biology learning and teaching.

About the Presenters

Kimberly Bell, Ph.D., is the Teaching Assistant (TA) Development Specialist in the Center for Excellence in Learning and Teaching (CELT) at Stony Brook University. She leads CELT's teaching professional development and TA training initiatives for TAs and Post-docs, collaborates with the Center for Inclusive Education (CIE) on pedagogy training for their graduate and postdoctoral fellowship programs, and assists STEM faculty in incorporating inclusive teaching practices, active learning, and formative assessment in both in-person and online courses. She is an instructor in Undergraduate Biology and the Undergraduate Colleges. Her research areas include developing and evaluating the effectiveness and impact on teaching confidence of both online and face-to-face TA training, as well as determining effects of active learning strategies and classrooms on student perceptions and outcomes. Kim was a member of BioTAP Cohort 3.



Francesca Williamson, Ph.D., is an Assistant Professor of Pediatrics and Education Specialist at the Indiana University School of Medicine. Her work is justice-centered and interdisciplinary, and she has expertise in research methodology and teaching and learning for socio-ecological justice (e.g., health equity, sustainability) in STEM disciplines. Her substantive research has primarily focused on implementation research approaches to studying educational change at the graduate student level and beyond (e.g., STEM graduate student learning communities) and strategies for supporting equity in STEM. She has also designed and led graduate student and faculty teaching development initiatives for graduate students in STEM and health professions for seven years.



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