



Engineering Inclusive Teaching

Faculty Professional Development

POWERED BY **WEPAN**

Action Check-List

Influence	Questions
Vicarious Experiences	<ul style="list-style-type: none">✓ Do I provide enough evidence to my students that other people with similar potential have succeeded in this course so they can too?✓ Are TA's trained to be cognizant of self-efficacy issues and to provide support accordingly by sharing some of the ways they were able to succeed?
Mastery Experiences	<ul style="list-style-type: none">✓ Do I sequence my lessons from simple to more complex?✓ Do I make it clear how to be successful in the course?✓ Do I provide students with strategies that they can use to monitor their understanding?✓ Do I have some means of assessing the current level of students in my course?
Social Persuasion	<ul style="list-style-type: none">✓ Do I provide feedback for incorrect work in way that students will still maintain their confidence in successfully achieving the subject matter? That is, they will try harder and not see the results as a lack of their ability?<ul style="list-style-type: none">✓ Do I emphasize common mistakes to let learners know that the errors made are not unique to them?✓ Is my feedback genuine? (i.e., Do I encourage students to aim feasibly higher, like from a C to a B+, rather than jump to an A?)✓ Do I provide a link between the content and student's degree end goals?
Physiological Response	<ul style="list-style-type: none">✓ Do I integrate engaging activities in my course that will peak students' interests and satisfaction?✓ Do I try to minimize students' frustration with challenging concepts?
General	<ul style="list-style-type: none">✓ Do I provide opportunities for students to work in groups and learn from each other?