



Teaching for Inclusion & Equity Intermediate Badge Artifact

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Class: Junior Honors Research Seminar (Psych 2751, 2752, 2 quarter sequence, 9 undergraduate psychology honors students)

Goal: Psychological science research has the potential for meaningful impact diversity, equity, inclusion, and justice. However, sometimes the important insights from our field can be trapped in academic journals, conferences, and dialogues. The goal of this assignment was to provide a platform for students to explore how they can take their expertise as researchers and create something shared outside academia for non-academic audiences and ideally oriented at the communities their research aims to serve.

Relevant Course Objectives: 1) Apply psychological research to a real-world domains and everyday decisions, 2) Communicate scientific findings to relevant audiences outside of academia, 3) Use research to contribute to the public good, 4) Create a more inclusive field of psychology

Approach: An “Application Product” assignment was added to the course. Students were instructed to take their accrued knowledge base and findings from their research projects and translate them for dissemination and application in a real-world context using an appropriate medium (e.g., blog post, infographic). Accompanying the product itself, which was completed as a class, students individually responded to the following prompts:

- **Message:** What is the primary message that you wish to communicate?
- **Audience:** To whom is this message intended, and what are the important characteristics of this audience?
- **Medium:** How (what format) will you convey this message; why is this manner effective?
- **Purpose:** Why is this work important. Who can it help and why does it matter?
- **Reflection:** How have your view, goals, values as a psychological scientist, educator, scholar, ally evolved with respect to our class theme – gender diversity and experiences of gender-based inequality.

Assessment summary: The product itself and student evaluations served as key points for assessment. The application product was evaluated on key criteria relevant to learning objectives (e.g., “The product has potential to make a positive impact on public good – that potential is made clear”, “Message is communicated in a manner appropriate for intended audience and is ethical, inclusive, responsible (e.g., challenges binary conceptualizations of gender)”).



The final product (scan QR code) was beyond my expectations. It was thoughtful and helpful – it was also beautiful and easy to interact with.



Student reflections were positive and aligned with course objectives (short excerpts from each of the nine students are below):

- “Overarchingly, I have learned that whatever I pursue in my career, I hope that I can contribute to work that will have positive impacts for people.”
- “Through this experience I have also realized how my own privileged identities have shaped my views on research, and I’d like to create more space for people with marginalized identities to express how they want this research to be done and what is important to them.”
- “I believe that this knowledge will be beneficial for me not only as a future psychologist, but as a community member to help stand with those being discriminated against.”
- “Ending this course with the application product as a class group project was rewarding. We were able to come together as a group to create a product that demonstrates the need for local resources”
- “As an ally, I increasingly recognize the position of power I have to advocate for change and acceptance, and to create platforms for people with marginalized identities...This application product felt like a nice bridge from nestling myself in literature to taking action outside of a classroom.”
- “I hope that this pamphlet serves as a helpful resource for people who seek out places where they can be their true selves while also not fearing for their safety”
- “Initially, my understanding of gender and gender-based discrimination was limited, influenced mainly by societal norms and conventional beliefs. Though I could observe the unfairness surrounding genders, I could not comprehend its complexity or how it affected people's lives”
- “I can confidently say that I have grown a ton in my knowledge of gender and gender-based discrimination.”
- “That is what the application project is about. Helping people find those resources to get resources and safe spaces that they need.”

Reflection and future considerations: I am so happy I added this project and I am so proud of what my students accomplished. I think this was a meaningful way to end the quarter. I felt intense optimism knowing my students could soon be leaders in psychology. Next time I teach this course, I want to restructure both quarters (I added this assignment after the first quarter of the sequence was complete) to make more space for this assignment and discuss it throughout the sequence. Although I am thrilled with what my students created, it felt rushed, and I think it deserves more time/attention.