



Building Inclusive Communities in Introductory Laboratory Courses Led by Teaching Assistants

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Abstract

Building inclusive classroom communities in our freshman-level laboratory courses is a priority in serving our diverse student population. Challenges in building inclusive communities in high-enrollment teaching-assistant-taught laboratory courses requires careful consideration as the course coordinator is not the primary interface in the classroom. Several key areas in course design were the primary focus for this initial course revision including options for presentations as well as an inclusive syllabus statement. Students in two large introductory courses were asked to respond to a climate survey at the end of the semester. The survey addressed how these changes affected the perception of motivation, stress, learning, and sense of belonging. The positive feedback received demonstrated small changes can impact student perceptions of an inclusive community in laboratory courses staffed with teaching assistants.

Keywords: inclusive, community, TA

Citation: Watkinson E. 2024. Building inclusive communities in introductory laboratory courses led by teaching assistants. Abstract 68 In: Boone E and Thuecks S, eds. *Advances in biology laboratory education*. Volume 44. Publication of the 44th Conference of the Association for Biology Laboratory Education (ABLE). DOI: <https://doi.org/10.37590/able.v44.abs68>

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