INCLUSIVE TEACHING PRACTICES

University of Wollongong (Australia)

- Know your students
- Scaffold student learning
- Offer students flexibility, variety and choice
- Be available and approachable to guide student learning
- Make expectations clear using accessible language
- **Be a reflective practitioner**

Center for Teaching (Vanderbilt University)

- **Recognize any biases or stereotypes you may have absorbed**
- Treat each student as an individual, and respect each student for who s/he is
- Aim for an inclusive curriculum that reflects the perspectives and experiences of a pluralistic society
- Do not assume that all students will recognize cultural, literary or historical references familiar to you
- Give assignments and exams that recognize students' diverse backgrounds and special interests

University of Washington

- Communicate Respect, Fairness, and High Expectations
- Communicate expectations, consider students' prior knowledge, orient students to ways of teaching in the course, use inclusive language
- Support Student Success
- Establish good working relationships in class, help students learn strategies for successful studying in the discipline
- Foster Equitable Classroom Participation
- Plan for Diversity in Teaching
- *Consider what and how you teach*

Implementing Strategies and Pedagogy to Meet the Needs of Culturally Diverse College Students
Dorinda Carter Andrews, Ed.D.

Write responses to the following questions:

1. I consider my greatest strengths working with/relating to culturally diverse students to be . . .

2. I consider my greatest challenges working with/relating to culturally diverse students to be. .

3. I do/do not consider myself to be culturally competent, because . . .

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What are the things that we do well in our college/department/unit/office to meet the needs of culturally diverse students on our campus?	What are the challenges of culturally diverse students on our campus?
What are the questions that we still aren't asking? What areas need improvement for meeting the academic needs of culturally diverse students?	**Areas to Consider:** • Issues of Access • Curriculum and Instruction • Faculty and Staff Training, Learning, and Development • Systems, Policies, and Procedures

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INCLUSIVE PEDAGOGY FRAMEWORK

Who is the student?

What are the students'/subgroups' needs and strengths? *Critical Learning Domains*	• **Cognitive** – How can I support students' learning by building on their prior knowledge and encouraging use of appropriate strategies and skills? • **Social/Affective** – How can I help students understand and negotiate the cultural codes for performing well in college while maintaining a strong sense of self?	How can my teaching/advising/etc. embody my understanding of diverse learners' commonalities and uniqueness?
What programs and practices are available to support this student in the college setting? *Essential Policies*	• How do classifications both expand and limit my ability to advocate for all students? • How do policies, programs, and legislation impact the students' learning environment?	What are my/is our moral obligation to all students?
How can I collaborate to support student learning? *Guiding Principles*	• **Multiple Perspectives** – How could I think differently about this? • **High Expectations** – How can I hold high expectations for all students? • **Knowledge-Based Practice** – What do I already know and what do I need to learn to support the learning of all students? • **Accountability** - How can I hold myself and students accountable?	How can I apply my/our guiding principles in my teaching/advising/etc?
How can I position this student for success? *Classroom Strategies*	• **Planning** – How can I respond to all students' needs and strengths in my planning? • **Teaching** – How can I accommodate all students in my teaching? • **Assessing** – How can I make sure my assessment	What specific changes will I/we make to my/our own teaching to accommodate all students?

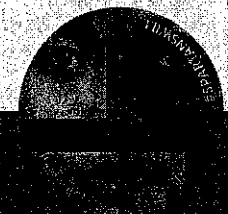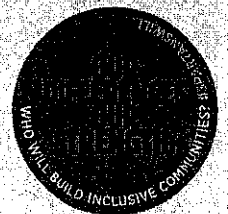# BUILDING INCLUSIVE COMMUNITIES

1

SETTING UP AN INCLUSIVE CLASSROOM

The Tips for Building

Inclusive Communities

Series was designed to

address questions from

faculty, staff, students, and

community members about

how to create inclusive spaces

in classrooms, meetings, on

study abroad, in community

settings and beyond. Every

Tip in the series is designed

to share basic details about

different methods for creating

inclusive communities in a

way that is quickly accessible

to the reader.

BUILDING INCLUSIVE COMMUNITIES is a university-wide initiative that reflects Michigan State University's core value of inclusion and its rich history in supporting the efforts of every student to realize their full potential through academic pursuit. Students, alumni, faculty, and staff carry this message forward, on campus and across the globe to help build inclusive communities where diversity and differences are acknowledged as strengths.

It is the mission of the Office for Inclusion and Intercultural Initiatives to promote Building Inclusive Communities so that our differences will be acknowledged as our strength, so that we can be different together, and that our many voices sound together to form one will. The need to embrace and share this message has never been greater.

Why Build Inclusive Communities? When we participate in the process of Building Inclusive Communities we create the opportunity to see the world differently, in our research, in the work we pursue, in the classroom, in social relationships, as consumers, voters, partners, families, travelers, and more. Building Inclusive Communities starts with a frame of mind and a deep-seated understanding that inclusion is at the core of MSU's values and the very foundation of our life-long educational journey. But results don't occur overnight. It takes time and commitment to sustain. Together we will create a supportive and welcoming environment for all Spartans.

BUILDING INCLUSIVE COMMUNITIES

SETTING UP AN INCLUSIVE CLASSROOM

Research shows that diversity makes us smarter. Designing an inclusive classroom that allows students to share differing opinions in a brave space where people are treated with dignity can result in good learning outcomes for all. Conflict is a natural part of learning, and differences of opinion expressed in appropriate ways allow everyone to grow. An inclusive classroom allows the instructor to manage conflict in a way that harnesses differences so that they serve as learning opportunities for all.

Here are some key elements to consider when designing an inclusive classroom.

1 Dialogue: Introduce concepts of dialogue and share with students that you are inviting them into a space where dialogue (as opposed to debate) is encouraged. Challenging students to listen actively, share constructively and think critically is often more productive than searching for one right answer. Using dialogic methodology balances power in the room, seeks to increase understanding across difference and adds to the common pool of knowledge. (See "Dialogue" handout # 5)

2 Listening: Explicitly teaching students how to practice active listening techniques can have life-long benefits. Rather than listening just long enough to respond, encourage students to listen generously and lead with curiosity. Asking good questions will result in far more learning than our cultural habit of frequent self-involved interjections.

3 Learning Edges: Share with students that real learning is often messy and we learn when we make mistakes and experience discomfort. Invite them to bravely view discomfort as opportunities to extend their knowledge.

4 Hot Buttons: Helping students understand what may press their buttons and elicit discomfort and inviting to pre-think ways to respond constructively in those moments of discomfort in the classroom can help individuals and a class collectively respect one another and move toward dialogue.

5 Group Norms: Developing classroom guidelines collectively and referring to them frequently can help students remember the rules that they collaboratively agreed upon when things get tense. Be sure to include, "Don't freeze people in time," – which gives participants the opportunity to take risks (which is what learning is about), make mistakes and not be "frozen" there in perpetuity. Ensuring that students "expect/accept discomfort" also normalizes the experience and reminds them that it is through challenge that we learn and grow.

6 Community: Spending time in the classroom with ice-breakers and assignments (like a testimonial assignment) help students get to know one another and view one another as worthy of being treated with respect during discussions on topics that challenge ways of knowing, values, beliefs, and perspectives.

MICHIGAN STATE UNIVERSITY
OFFICE FOR INCLUSION AND INTERCULTURAL INITIATIVES

Strategies to Create an Inclusive Course

As instructors, it is important to foster an environment that respects diversity and fosters an open environment in which all students are able to participate and learn. Below are issues to consider when designing and leading a course.

Syllabus

☐ Use the Mindful and Learner-Centered Syllabus Checklist (PDF)

☐ Utilize an interfaith calendar website for a calendar of religious holidays when planning tests, assessments or assignment due dates.

☐ Include in your syllabus procedures for making up assignments that are missed due to religious holidays.

Textbooks and Resources

☐ Choose a textbook with gender neutral terms. Check to see if examples and photographs include people of all genders and of various races and ethnicities.

☐ If you do use materials or resources that are not written in neutral language, such as older books and articles, point this out to your students. You may use this as an opportunity to discuss how diversity and inclusion issues have evolved over time in your discipline.

Your Students

☐ Ask students how to pronounce their names and work hard to pronounce them correctly. Also, ask students how they would like to be addressed in class.

☐ Address students consistently. If you refer to a few students by using their first and last names, be sure to use first and last names for all students.

☐ Treat students as individuals whose identities are complex and unique. Example: You can ask open-ended questions to solicit students' reports of their experiences or observations without calling on a student to speak for his or her race/gender/culture.

☐ Be aware of possible student anxiety about their performance in a competitive classroom environment. All students - including those whose personal or cultural histories may include being a target of stereotypes and discrimination - need clear standards and evaluation criteria, straightforward comments on their work delivered with tact and empathy, and early feedback so that they can change their learning strategies or get help if needed.

Communication

☐ Provide some linguistic redundancy. Many students, particularly non-native speakers of English, benefit from both seeing and hearing language (e.g. using a dry erase board or PowerPoint) and from hearing key ideas stated in different ways.

☐ Avoid highly idiomatic English. Idioms are especially confusing for non-native speakers of English or any student who may have been raised in another country or another region of the U.S. While the expressions may be colorful, many students may miss an important concept if the phrase in unfamiliar (e.g. "once in a blue moon," "between a rock and a hard place").

☐ Provide an opportunity for students to give anonymous feedback on the classroom climate such as via an anonymous discussion thread in Blackboard, or an anonymous survey tool.

☐ Don't assume that students who don't talk don't know the material. Being quiet in the classroom and not "showing off" are considered respectful in many cultures. For some students' silence in the classroom may have been learned in response to negative experiences with participation (e.g. being interrupted by others, not getting credit for their ideas, having others talk to them in a condescending or dismissive way).

Presenting Content

☐ Use gender neutral language in lectures, presentations, assignments, and exams.

☐ Be aware of gender and underrepresented groups used in examples. Use examples with women and underrepresented students in desirable roles.

☐ Promote a respectful classroom climate with egalitarian norms and acceptance of differences. For example, you can encourage student projects involving diverse perspectives, discuss guidelines or "ground rules" for good participation, and monitor language use for implicit assumptions, exclusions, or overgeneralizations.

☐ Encourage full participation while being aware of differences which may influence students' responses. Example: You can make eye contact with everyone, increase your wait time to include less assertive and/or more reflective students, ask questions that draw out quieter participants or challenge dominant students in small groups, or talk with students outside of class to provide encouragement.

☐ Vary your teaching methods to take advantage of different learning styles and to expand the repertoire of strategies tried by each student. Example: You can foster peer relationships with in-class collaboration, include concrete examples whenever possible, use visual or dramatic presentations, or value personal knowledge and experience when students share it.

☐ Use diverse examples rather than ones which assume a particular background or experience. Examples that come easily are often those which come from our own experiences. Make sure you aren't consistently assuming all your students share that experience. For example, notice when many of your examples are based on cultural or regional knowledge, hobbies favored predominantly by one gender, or political or historical knowledge unfamiliar to those from other countries.

☐ Watch the type of humor that occurs in your classes to be sure it denigrates no one.

Examine Your Classroom Behavior

In this section critically reflect about what you do when you are teaching.

☐ Do you prepare yourself to address diversity issues in class discussions? Don't assume that your discipline is immune.

☐ Do you treat your students equally? Do you make less eye contact with some students?

☐ When you notice that a student is unprepared for class, do you respond differently depending on your perceptions of their social group? Do you find yourself assessing the attractiveness of students? Does their attractiveness affect your treatment of them?

☐ When lecturing, do you use phrases such as, "It's easy to see..." or "I'm sure the answer is obvious to all..."? Such phrases implicitly exclude students who may not understand and discourages them from asking questions.

☐ Check your own assumptions. Assume that not all students in a class are heterosexual. Assume that some of your students are non-Christians. Do not make assumptions about a student's gender identity, race or ethnicity based on appearance.

☐ Do you use outdated terms for social groups? It's important to be sensitive and use appropriate language for social groups.

☐ Do you allow students to interrupt each other?

☐ Do you give feedback that includes praise? Do you use group activities to foster student confidence?

Group Projects and Presentations

☐ Make sure small groups are heterogeneous. If possible, groups should contain more than one member from each group to avoid singling out.

☐ Include group check-ins by asking for the group's overall plan of action and weekly updates. You may offer useful suggestions and also guide their efforts remembering to allow students to make their own decisions about how to proceed.

☐ Use peer evaluations to assess group work which will evaluate the group process and the product.

☐ Consider implementing Team-Based Learning as a teaching format to provide students with valuable experience that is reflective of problem solving in real-life workplace environments. Visit CELT's Team-Based Learning website to learn more.

Discussions

☐ Create a safe classroom environment by setting some ground rules for discussion. Establish a contract with your students that outline rules for respectful classroom conduct.

☐ Ensure all students are able to participate in class discussion and group activities.

☐ Use a random system for asking questions or encouraging class participation to ensure every student has an equal chance to contribute.

☐ Monitor class discussions to make sure that one group (or person) is not dominating.

☐ Allow students to finish their question or comment before answering or responding.

Assessment and Evaluation

☐ How students are evaluated should match course objectives. The evaluation procedure should be made clear through a grading rubric.

☐ Clarify expectations for classroom activities.

☐ When assigning students tasks, each task assigned should be non-gender specific and of equal contribution.

Setting Ground Rules for Class Discussions

All classes—whether lecture, seminar, discussion group, or laboratory section— should have explicit rules for discussion and interactions. If there is time in the schedule, these rules should be developed by the class as a whole at the beginning of the term and distributed on paper, Blackboard or by email. Asking students for input signals that you value their perspective and it is likely that they will take the precepts more seriously. If there are time constraints, instructors can begin the process by sharing a proposed set on the first day of the term or in the syllabus.

Classroom discussions provide an opportunity for students to gain skills in communicating and to learn the value of collective exploration. Responses to violations of the ground rules for class discussion should also be discussed at the beginning of the term and be included in the syllabus or distributed once they have been determined.

Examples of ground rules or guidelines include:

- Respect the opinions of others in class discussions. When you disagree, make sure that you use arguments to criticize the idea, not the person.
- Be an active listener even if you don't agree with what is being asserted. If you decide to object or make a comment, it should be clear that you were listening.
- Avoid generalizations.
- Don't interrupt.

- This classroom is a safe space for disagreement. The goal of class discussion is not that everyone agrees but that everyone in the class gains new insights and experiences.
- When offering an opinion or answering a question, support your assertion with arguments and evidence, not generalizations.
- Don't attempt to dominate discussion. Be open to the ideas and experiences of others in the class. If you are nervous about speaking in class, remember that your perspective is valid and the class deserves to hear it.
- If a statement is made that offends you or you think might offend others, speak up and challenge it but always show respect for the person who made it.
- Speak from your own experience. Use "I" not "we" or "you."
- Be conscious of body language. Nonverbal responses can also indicate disrespect.
- Students whose behavior is disruptive either to the instructor or to other students may be asked to leave the classroom.
- Private conversations during class are not appropriate—especially when others are speaking.
- Texting is not allowed during class.
- Laptops can be used for note-taking and class-related activities only.
- Class discussions are private and should not be shared without permission.

Sources

Checklist: Responding to student diversity. (n/d). Eberly Center for Teaching Excellence, Carnegie Mellon, Pittsburg, PA. Retrieved from http://www.cmu.edu/teaching/trynew/checklist-studentdiversity.html

Creating a positive classroom climate for diversity. (2015). University of California. Retrieved from https://faculty.diversity.ucla.edu/our-library/creating-a-positive-classroom-climate-for-diversity

Diversity checklist: Guidelines for course planning. (n/d). Schreyer Institute for Teaching Excellence, Penn State University, PA. Retrieved from https://www.schreyerinstitute.psu.edu/pdf/DiversityChecklist.pdf

Freeland, R. (2007). Collected wisdom: Strategies & resources for TAs. Eberly Center for Teaching Excellence, Carnegie Mellon, Pittsburg, PA. Retrieved from https://www.cmu.edu/teaching/resources/

Mindful and Learner-Centered Syllabus Checklist

Checklist Directions: Please use this checklist to determine whether your course syllabus includes these components of a learner-centered syllabus.

Course Information

☐ Course Abbreviation and Number

☐ Course Title

☐ Semester and Year (Start Date to End Date)

☐ Number of Credit Hours

Instructor Information

☐ Name

☐ Office Address

☐ Office Hours and Other Contact Information

☐ Telephone Number

☐ Email Address

If the instructor has a teaching assistant, include contact information.

Departmental Information

☐ Name of Department

☐ Location of Departmental Office

☐ Preferred Contact Information for the Department

Course Goals and Learning Outcomes

☐ Discuss how the course fits into the overall curriculum. Answer the question "Why is this course useful?"

☐ List 4-5 broad-based learning outcomes that reflect what the students will learn and skills they will develop by successfully completing the course.

☐ Orient students to the discipline if this is an introductory course.

Learner Objectives

☐ List three to five major learning objectives.

For example:

What will students know or be able to do after completing the course?

Or what skills or competencies do you want them to develop?

If appropriate, be clear about what the course does not address.

Describe Course Format

☐ Specify textbooks and readings by author and editions. When possible, explain connections to the course goals and how the text and readings address them.

☐ Explain whether you expect students to have completed readings before class sessions and the degree of understanding that you expect (e.g., successfully complete pop quizzes, be able to discuss concepts, or apply reading information to problem-solving scenarios).

☐ Explain other requirements such as group assignments, individualized consultation, etc.

☐ If readings are placed on reserve in the library, discuss library policy.

☐ Identify additional equipment or materials needed and where students can obtain them.

Assignments (Papers, quizzes, exams, projects, etc.)

Be as specific as possible about:

☐ Types of exams, quizzes, exercises, projects, papers, etc.

☐ Expectations for performance

How will Students Be Evaluated?

☐ Explain how students will be evaluated and grades assigned.

☐ Include components of final grade, weights assigned to each component, grading on a curve or scale, etc.

Course Policies

Discuss your policies clearly regarding:

☐ Attendance

☐ Late assignments

☐ Make-up options

☐ Extra credit

☐ Deadline extensions

☐ Reporting illness

☐ Cheating and plagiarism

☐ Expected classroom behaviors

☐ Expectations for attendance, assignments, and examinations

☐ Describe students' responsibilities in the learning process

☐ Visit ISU Catalog website for the grading policies regarding incomplete marks

Course Calendar

☐ Provide a course calendar that outlines topics to be covered, reading requirements, assignment due dates, etc. If necessary, revise it and be sure students get an updated version.

☐ Important Dates: List important dates such as last drop date, registration dates for the next semester, etc. Visit ISU Academic Calendar website for semester detail information.

☐ Dates and times of any exams scheduled outside of class time (If needed, visit Online Testing Center website for additional information)

☐ Date and time of final exam

☐ Visit Interfaith Calendar website when scheduling projects, presentations, and exams to consider any potential conflicts.

Additional Learner-Centered Information

☐ Provide a glossary of terms and jargon commonly used in the subject area.

☐ Inform students about sensitive or potentially disturbing information or activities covered in the course.

☐ Estimate student workload. Give students a sense of how much preparation and work the course requires. But be realistic; they don't believe either scare tactics or soft-pedaling. (Remember that yours is not the only class that they're taking.)

☐ Include information on how to succeed in the course, such as:

    ☐ Check your Iowa State email regularly

    ☐ Log into the course website on Blackboard daily

    ☐ Communicate with your instructor and visit during office hours

    ☐ Create a study schedule so that you don't fall behind

    ☐ Information about campus resources such as tutoring, study skills help, etc.

    ☐ Resources for obtaining additional help, such as tutors, teaching assistants, supplemental instruction (if any).

Recommended Iowa State University Syllabus Statements

☐ Statement on Academic Integrity:

To promote integrity and deter dishonest academic work, it may be useful to consider including a statement of expectations and consequences related to academic misconduct in your course syllabus. Visit Office of Student Conduct Academic Misconduct webpage for statement examples.

☐ Statement on Disability Accommodation:

Iowa State University is committed to assuring that all educational activities are free from discrimination and harassment based on disability status. All students requesting accommodations are required to meet with staff in Student Disability Resources (SDR) to establish eligibility. A Notification Letter form will be provided to eligible students. The provision of reasonable accommodations in this course will be arranged after timely delivery of the Notification Letter to the instructor. Students are encouraged to deliver Notification Letters as early in the semester as possible. SDR, a unit in the Dean of Students Office, is located in room 1076, Student Services Building or online at www.dso.iastate.edu/dr/. Contact SDR by e-mail at disabilityresources@iastate.edu or by phone at 515-294-7220 for additional information.

☐ Statement on Dead Week:

This class follows the Iowa State University Dead Week policy as noted the ISU Policy Library; as well as section 10.6.4 of the Faculty Handbook. Visit ISU Policy Library website for policy wording.

☐ Harassment and Discrimination:

Iowa State University strives to maintain our campus as a place of work and study for faculty, staff, and students that is free of all forms of prohibited discrimination and harassment based upon race, ethnicity, sex (including sexual assault), pregnancy, color, religion, national origin, physical or mental disability, age, marital status, sexual orientation, gender identity, genetic information, or status as a U.S. veteran. Any student who has concerns about such behavior should contact his/her instructor, Student Assistance at 515-294-1020 or email dso-sas@iastate.edu, or the Office of Equal Opportunity and Compliance at 515-294-7612.

☐ Religious Accommodations:

If an academic or work requirement conflicts with your religious practices and/or observances, you may request reasonable accommodations. Your request must be in writing, and your instructor or supervisor will review the request. You or your instructor may also seek assistance from the Dean of Students Office or the Office of Equal Opportunity.

Consider Including these Examples of Inclusive, Professionalism and Mutual Respect Statements:

☐ Relevant to the ISU Inclusive Language policy stating, "All university publications and communication, whether oral or written, shall use inclusive language and illustrations. Inclusive language refers to language that makes every attempt to include comprehensively all groups in the community. Whenever possible, selection of academic materials will also reflect efforts to uphold this university policy." Visit Inclusive Language Policy - Policy Library website.

☐ Regarding name, gender identity and/or gender expression, "Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records."

☐ In reference to mutual respect and professionalism, "You are expected to treat your instructor and all other participants in the course with courtesy and respect. Your comments to others should be factual, constructive, and free from harassing statements. You are encouraged to disagree with other students, but such disagreements need to be based upon facts and documentation (rather than prejudices and personalities). It is the instructor's goal to promote an atmosphere of mutual respect in the classroom. Please contact the instructor if you have suggestions for improving the classroom environment. It is preferable if students discuss issues directly with the instructor, however, students may also leave a note in the instructor's mailbox.

☐ Related to University policies, "Students in this course are responsible for being familiar with the University's student rules and policies. Visit ISU Policy Library website."