

Inclusive Teaching Framework & Strategies

Inclusive Teaching can be thought about from multiple viewpoints: Student-Student Interactions, Instructor-Student Interactions, Content and Process, & Community Building. The table below lists strategies to address inclusive teaching from each of these viewpoints.

<p>Student-Student Interactions: <i>Collaboration promotes learning and inclusion</i></p> <ul style="list-style-type: none"> • Explain the value of collaboration and that these skills need to be learned • Assess collaboration and ask students to reflect on what they learned • Use peer evaluation and distinguish individual vs. group accountability • Assign students to small, heterogeneous groups that do not isolate underrepresented students • Establish guidelines for class participation & group assignments • Be sure a group assignment warrants collaboration • Clarify the expectations and grading scheme for each assignment • Create time in class for students to discuss assignments or assignment expectations • Set up study groups 	<p>Instructor-Student Interactions: <i>Be intentional about the message of your interactions</i></p> <ul style="list-style-type: none"> • Know how you want to handle difficult situations (e.g. tension, inappropriate comments, disengaged students) • Incorporate discussion/participation guidelines into your course and reference them throughout the course • Use a moment of reflection or writing to stop a tense discussion and to help students re-evaluate a situation • Be an ally to students in marginalized situations • Model how to acknowledge an inappropriate comment that indicts the statement, not the speaker • Stop or intervene in a discussion if the comments become inappropriate • Return to the discussion in a future class period if there are still things to be resolved • Communicate high expectations and your belief that the students can succeed • Elicit feedback from students about the course (e.g. Mid-Semester Feedback or survey)
<p>Content & Process: <i>Motivate students to learn by helping them connect with course materials.</i></p> <ul style="list-style-type: none"> • Ask students about their prior knowledge • Ask students for concrete observations about the readings as well as analytical questions • Ask students to identify example situations that illustrate course concepts • Emphasize the larger purpose of the work • Avoid generalizations about student experience when you give examples • Identify the building blocks or fundamental knowledge & give students practice applying basic knowledge • Introduce students to your disciplinary framework or way of thinking <p><i>Structure classroom interactions to include all students</i></p> <ul style="list-style-type: none"> • Use a pace that lets students take notes during lecture • Establish guidelines for class participation • Use a queue for discussion and ask to hear from everyone • Use think-pair-share exercises to involve all students in discussion • Use “minute papers” to get feedback on what students are learning and thinking 	<p>Community Building: <i>Formal, planned interactions will more likely lead to an inclusive environment than simply hoping that good intentions will prevail.</i></p> <ul style="list-style-type: none"> • Provide opportunities for the students to get to know one another • Use discussion/participation guidelines to establish your expectations of student interactions • Model how to analyze ideas and statements rather than people. • Be an ally to students in marginalized situations & encourage other students to speak up if they notice something inappropriate • Avoid making generalizations about student experience during discussions • Allow for productive risk and failure within class. Make it known that this is part of the learning process. • Seek multiple answers or perspectives to questions. • Use icebreakers throughout the semester