Adopting Inclusive Teaching Practices

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Workshop Presenters

Roberta Chevrette, Ph.D.
Assistant Professor, Department of Communication
Studies and Women's and Gender Studies
Roberta.Chevrette@mtsu.edu

Aleka Blackwell, Ph.D.
Associate Professor, Department of English
Aleka.Blackwell@mtsu.edu

Workshop Overview

1. What Does *Inclusive Teaching* Mean to You?

2. Defining *Inclusion* and *Inclusive Teaching*

3. Principles for Inclusive Education
   a) Teaching all Students – Exploring Identities in the Classroom
   b) Preventing Prejudice and Promoting Social Justice
   c) Choosing Appropriate Materials
   d) Evaluating Your Syllabi
   e) Adapting and Integrating Lessons – Best Practices

4. Why Does Inclusive Teaching Matter, and Why Should You Care?

5. Challenges for Adopting Inclusive Teaching Practices

6. Building and Sustaining Inclusive Teaching Practices

Exercise: What Does *Inclusive Teaching* Mean to You?

We will use breakout rooms…

…to briefly discuss what it means to be inclusive in your classrooms and disciplines.

After brainstorming, develop a definition of inclusive teaching that summarizes and reflects everyone's contributions.

After five minutes, we will reconvene to share definitions.

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Defining Inclusion and Inclusive Teaching

Teaching is about much more than our disciplinary content. The learning environment we create is directly correlated with learning outcomes: a student's sense of belonging predicts motivation, engagement and achievement (Zumbrunn et al., 2014). Inclusive teaching recognizes the significance of diversity in the learning process and aims to foster inclusion.

Inclusive teaching reflects approaches to teaching that take into account the diverse needs and backgrounds of all students in an effort to create a learning environment where all students feel valued and where all students have equal access to education.

being welcomed

being valued and respected

having my preferred form of communication used

building positive relationships

being listened to

being given information

being actively involved

being given choices

having my specific requirements and care needs met

Inclusion is

"Diversity is being invited to the dance. Inclusion is being asked to dance."

-Verna Myers, Social Commentator Author, Lawyer

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THE SEVEN
PRINCIPLES
FOR INCLUSIVE
EDUCATION

Teaching All Students
Exploring Multiple Identities
Preventing Prejudice
Promoting Social Justice
Choosing Appropriate Materials
Teaching And Learning About Cultures & Religions
Adapting and Integrating Lessons Appropriately

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[Seven Principles of Inclusive Education](#)

Teaching All Students & Exploring Identities in the Classroom

- Students' feelings of belonging are strongly correlated to their ability to learn. By the same token, feeling excluded, marginalized, or devalued on campus or in a class or discipline can be a significant barrier to student learning (Ambrose et al., 2010; Walton & Cohen, 2011).

- Student awareness of and appreciation of diversity are maximized when instructors create structured opportunities for classmates to learn about and from one another (Johnson et al., 2014; Gurin et al., 2013).

- Students are more likely to persist through challenges when instructors communicate high standards and provide clear paths to success for all students (Dweck, 2006; Steele, 2011; Yeager et al., 2014).

- Transparency about norms and expectations benefits all students' learning but is also especially beneficial for first-generation college students and other groups who have been traditionally underserved by higher education (Eddy & Hogan, 2014; Stephens et al., 2012).

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Teaching All Students & Exploring Identities in the Classroom

- **Listen carefully to students' questions and comments.**

  Learning is a dialogue between students and faculty. Allow and encourage students to feel comfortable enough to ask for more information or to seek clarification of information that has already been given. Draw upon the prior knowledge and life experience that students bring to the classroom. Integrate their comments and questions authentically into discussion.

- **Expect students' backgrounds and abilities to be different.**

  Try to be considerate of these differences and help the students reflect on their individuality and to cultivate a sense of belonging in your learning community.

- **Encourage all aspects of each student's individuality.**

  Let students know it is okay to be themselves.

Preventing Prejudice and Promoting Social Justice

"All of us are influenced by the legacy of institutionalized inequalities that permeate history as well as the stereotyped ideas and images we encounter every day. The best way for an educator to address preconceived stereotypes and to prevent them from escalating into feelings of prejudice and bias is to create awareness" (Tanenbaum, 2015).

GROUP ACTIVITIES	MEDIA	COPY
Abrahamic Religions Similarities Activity		
Acceptability of Prejudice Activity		
Advertisement Analysis Activity		
Atheists and Christians Activity		
Create A Meme		
(Español) Crear un meme		
Cross-Cultural Social Attitudes Activities		
Cultural Awareness Activity		
Gender Stereotypes Activity		
Generations Activity		
Entertainment Personality Group Activity		
Gay Rights Movement Timeline Activity		
Identity Star Activity		
Insider/Outsider Activity		
Language Activity		
Microaggression Activity		
(Español) Actividad de las Microagresiones		
National African American History Museum Activity		
Non-Verbal Communication Activity		
Physical Appearance Categorization Activity		
Social Media Activity		
Subtle Prejudice Activity		
Understanding Cognitive Dissonance Activity		

Teaching > Podcasts

PODCASTS

We list and briefly describe podcasts that can be used for diversity or prejudice and discrimination courses.

Disability Bias

Gender Bias

General Prejudice

LGBTQ+ Bias

Racial Bias

Implicit Bias

Religious Bias

Weight Bias

BREAKING THE **PREJUDICE HABIT**
AWARENESS HARMONY ACCEPTANCE ADVOCATES

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Choosing Appropriate Materials - Curriculum

- "**Content** plays a large role in creating an inclusive learning environment where students see themselves as reflected and valued—or the opposite" (Columbia Center for Teaching and Learning, 2020, p. 18).

- "It is a question of **control over perspective**, which is enacted in different aspects of education systems" (Zidani, 2020, p. 2).

- One theme of inclusive teaching research is the "need to question exclusive **assumptions embedded in disciplinary curricula**" (Lawrie et al., 2017, p. 6; see also Hockings, 2010).

- "Recent work also suggests the potential of **disciplinary ways of thinking to foster inclusion**" (Lawrie et al., 2017, p. 6).

Choosing Appropriate Materials - Evaluating Your Syllabi

Examine:
- ✓ Policies
- ✓ Terminology
- ✓ Readings
- ✓ Representation
- ✓ Guest Lecturers
- ✓ Activities
- ✓ Assessments
- ✓ Planning

Creating a Postive Classroom Experience

- Promote Respect in all Situations
- Discuss Student and Teacher Expectations
- Set Clear Objectives
- Define Classroom Etiquette
- Encourage Open Dialogue

1. Create a Participatory Classroom

- Establishing ground rules for communication
- Considering activities and valuing different forms of participation
- "Engaging in dialogue, listening actively, making students feel heard and accepted, recognizing their needs and challenges, and their unique contributions" (Zidani, 2020)
- Sharing your own stories, embracing difference, and validating students' knowledge and experiences
- Allowing students to engage in decision making processes

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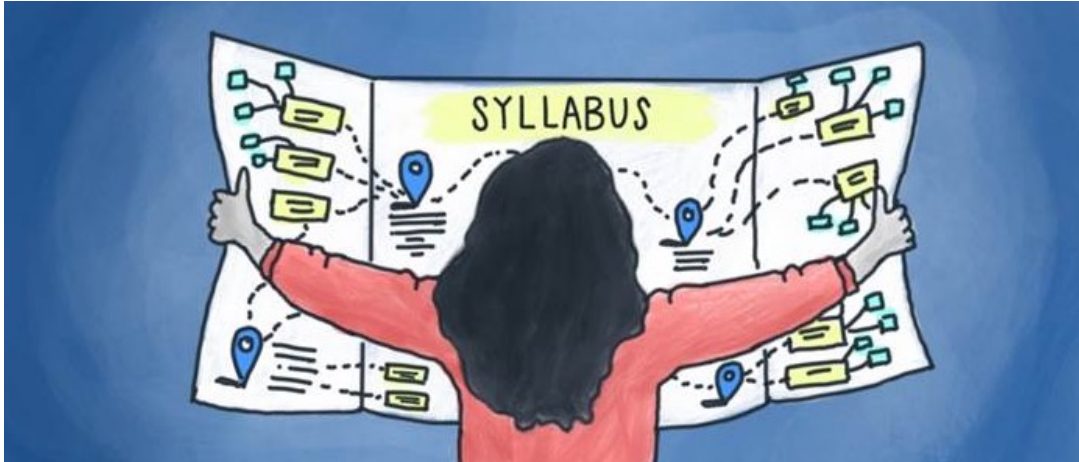
2. Interrogate Syllabus Content & Structure

- Rethink assignments and tests
- Consider different ways of organizing beyond chronological/linear
- Avoid tokenizing
  - Placing "diverse", "cultural", or "global" perspectives in the last week or two marginalizes them "and communicates to students that they need not place the same importance on them" (Zidani, 2020, 5).

Adapting and Integrating Lessons – Best Practices (see Fuentes, 2021)

3. Center Diversity in Description, Objectives, & Approach
- Diversity statements
- Center authors of marginalized backgrounds
- Consider intersectionality

4. Decolonize the Syllabus Policies
- Acknowledge different holidays
- Territorial acknowledgements
- Explain office hours
- List pronouns and avoid gendered language & assumptions
- Doctor's note policies
- Deadlines and late work
- Cost of materials, technology & resource expectations
- Awareness of mental health issues, different abilities, neurodiversity, etc.

5. Engage in Reflexivity/Consider Positionality

southernbelle
@fortunafiasco

Requiring doctor's notes to excuse absences due to illness is inherently classist in a country w/o universal healthcare and I really wish we talked about it more.

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Why Do This and Why Should You Care?

- **Changing student demographics in higher education (society)**
  - As of 2019, Black and Latinx students represented 42% of the student population
  - Increased enrollment of women, people of color, nontraditional students, ESL students, students with disabilities in the past 20 years
  - Since 2000, "Most colleges require diversity education," and inclusion continues to be a topic at the forefront of higher education discussions (Humphreys, 1998)
- **Improves student/staff/faculty retention, progress (student graduation)**
  - Educational researchers have documented "the positive impact on student learning that these curricular changes are having" (Humphreys, 1998)
- **Fosters and empowers a culture of engaged learners**
  - A diversified curriculum can help bridge differences, both on campus and in society
  - Learning about diverse U.S. and global cultural traditions brings groups of students together rather than dividing them
  - Personal growth (lifelong learner) and professional practice
- **Could provide an additional mechanism for staff and faculty evaluation**

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(Humphreys, 1998; Office of Postsecondary Education, 2006; U.S. Department of Education National Center for Education Statistics, n.d.)

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Challenges for Adopting Inclusive Teaching Practices

- Arvin, Tuck, & Morrill (2013) argue that "inclusion goals overall are central to hierarchical processes in settler states."

- The language of diversity and inclusion can be a form of giving lip service, or what Ahmed (2012) calls a non-performative.

- "There is often a tendency to focus on one form of oppression and pay less attention to, or leave others out, despite the fact that a vast body of research shows that all forms of oppression are interconnected" (Orelus, 2012, p. 35).

- "Avoiding unwarranted epistemic exclusions is an exceedingly difficult task. It may well be impossible" (Dotson, 2012, p. 24).

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Building and Sustaining Inclusive Teaching Practices

One of the most vital ways we **sustain ourselves** **is by building communities** of resistance, places where we know **we are not alone.**

— *Bell Hooks* —

AZ QUOTES

"If you are not a part of the solution, you are part of the problem"
—Eldridge Cleaver, Writer, Political Activist

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