

CREATING AN INCLUSIVE CLASSROOM

(ON-CAMPUS AND ONLINE) *



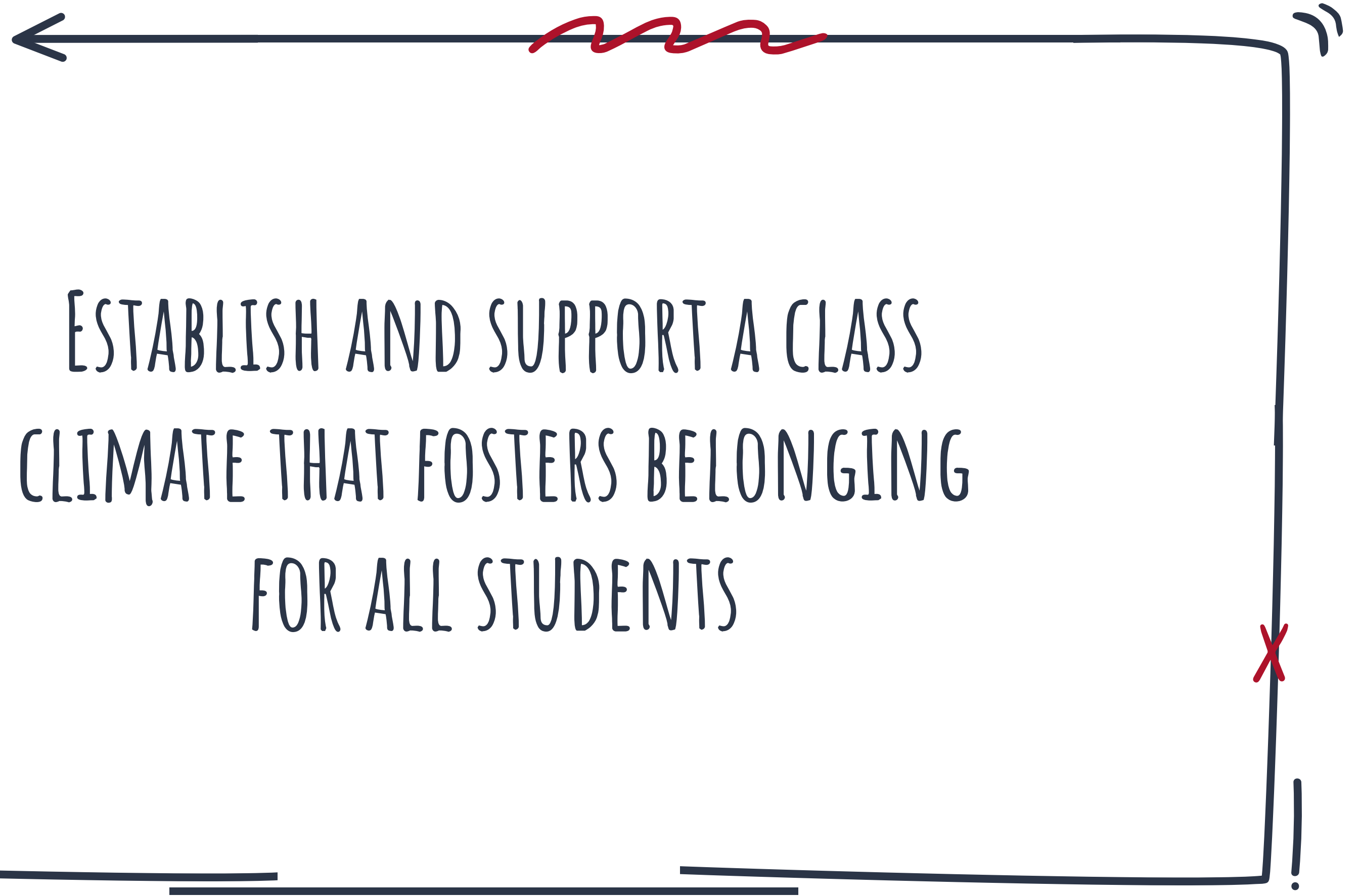
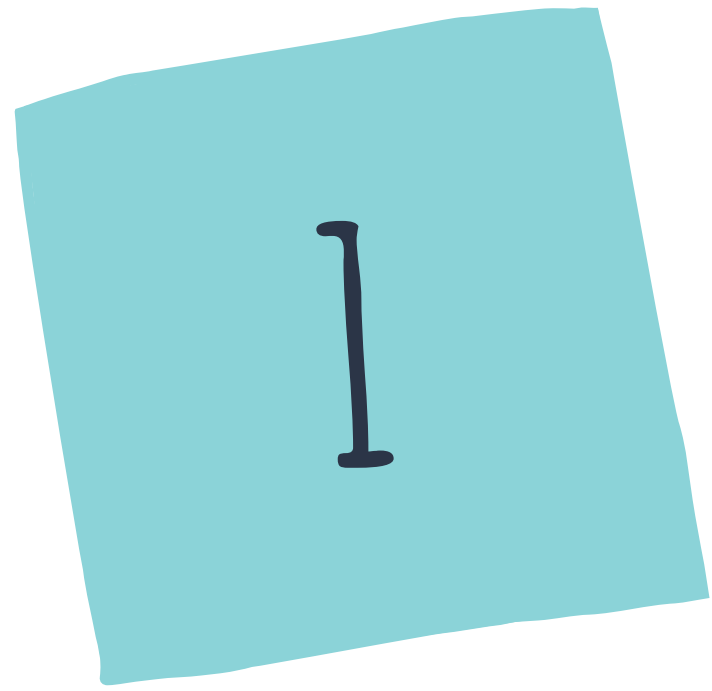
Implementing inclusive teaching strategies in your classroom does not require huge changes or full course redesigns. Nor does inclusive teaching demand the abandonment of favorite classroom techniques, topics, readings or assignments. Rather, it suggests ways to be more intentional about how you deploy those tools to create the best learning environment for your students. - Kachani, Ross, & Irvin



INCLUSIVE TEACHING PRINCIPLES

Based on the Guide for Inclusive
Teaching at Columbia



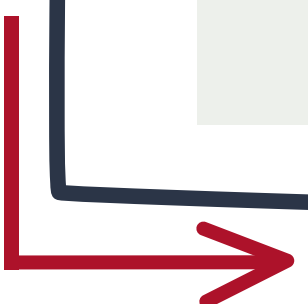


ESTABLISH AND SUPPORT A CLASS
CLIMATE THAT FOSTERS BELONGING
FOR ALL STUDENTS

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Build Rapport

Instructor-Student
Student-Student



BUILDING RAPPORT



Learn about your students - names, surveys, activities, office hours, etc.



Share your interests, passions, & learning process to include fears and struggles.



Provide students with opportunities to get to know each other.



Encourage dialogue about learning experiences.



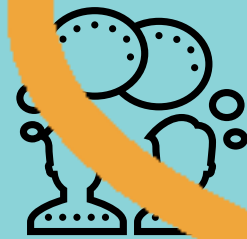
Design activities or assessments that allow students to draw on their diverse backgrounds.



ESTABLISH AND SUPPORT A CLASS CLIMATE THAT FOSTERS BELONGING FOR ALL STUDENTS

Build Rapport

Instructor-Student
Student-Student




Student as Individual

Value individuals and minimize
discrimination throughout class

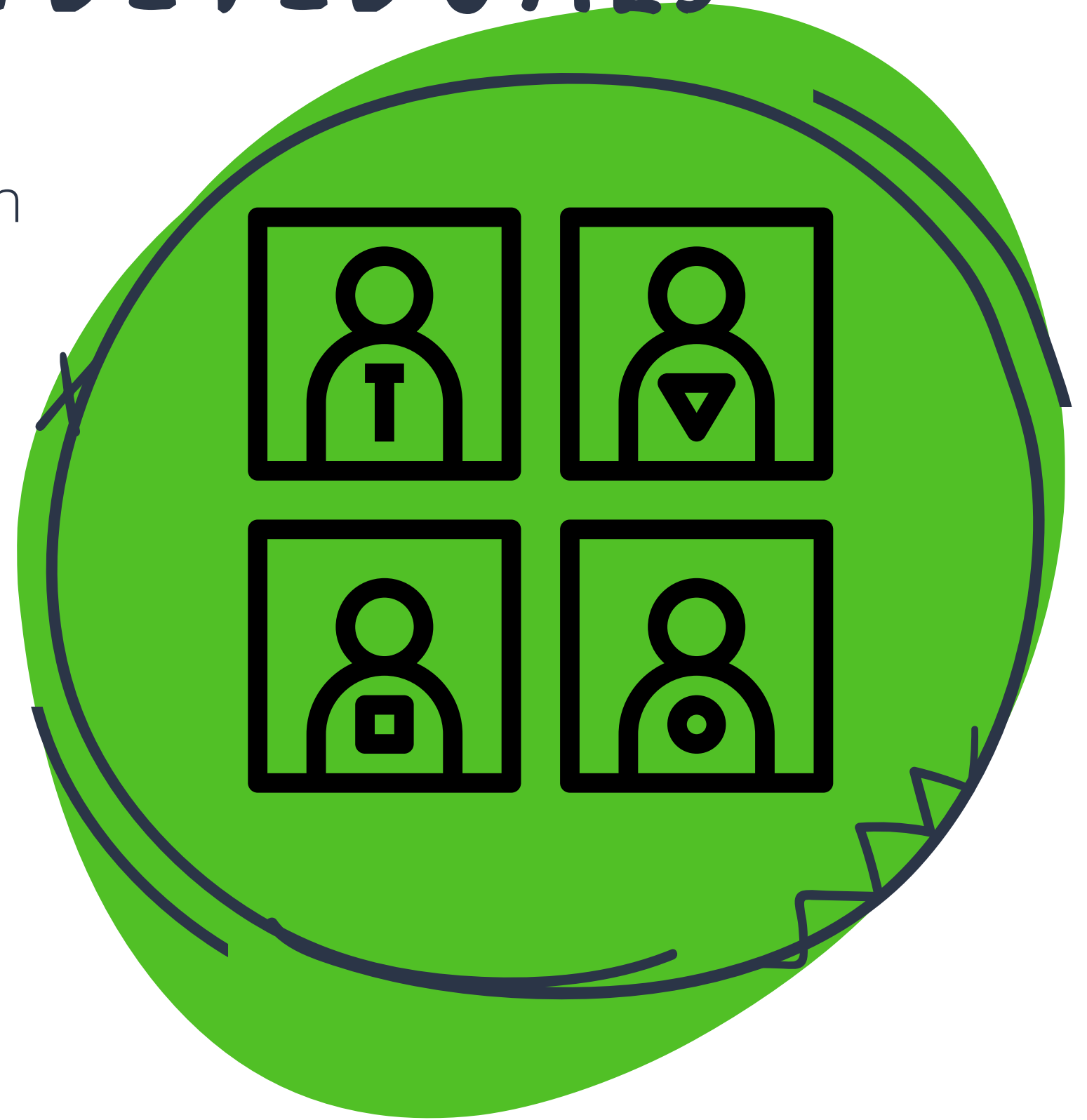


EACH STUDENT AS INDIVIDUALS

 Do not assume that an individual student can speak for the experience of an entire group.

 Pronounce names correctly.

 Ask for and allow students to use preferred pronouns.



ESTABLISH AND SUPPORT A CLASS CLIMATE THAT FOSTERS BELONGING FOR ALL STUDENTS.

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Student as Individual

Value individuals and minimize discrimination throughout class



Avoid making assumptions based on stereotypes.

Convey the same level of confidence

Avoid Assumptions



AVOID ASSUMPTIONS



Be mindful of stereotypes.



Focus on behavioral and controllable actions.



Be cautious of being overprotective or strict to any group or individual students.



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Microaggressions
Offensive & alienating comments


Address Behaviors and Attitudes



ADDRESS BEHAVIORS AND ATTITUDES

 Take responsibility - Address microaggressions, offensive and alienating comments, derogatory or negative racial slights, and insults to individuals or target group.

 Turn difficult moments into teaching moments.

 Ask students to use "I" statements to build a healthy rapport.



2



SET EXPLICIT STUDENT EXPECTATIONS



SET EXPLICIT STUDENT EXPECTATIONS


Be Explicit

Articulate explicit assessment Criteria



BE EXPLICIT

 Explicitly articulate assessment criteria.

 Share tools (grading rubrics), assignment guides, etc.

 Consider your grading scale- and offer lower-stakes opportunities.



SET EXPLICIT STUDENT EXPECTATIONS

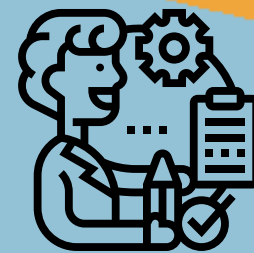
Be Explicit

Articulate explicit assessment Criteria




Feedback


Provide timely, clear & actionable feedback



FEEDBACK

 Provide clear, actionable, and timely feedback.

 Be reflective about the feedback you give as an instructor.

 Offer students anonymous feedback opportunities.



SET EXPLICIT STUDENT EXPECTATIONS

Be Explicit

Articulate explicit assessment Criteria



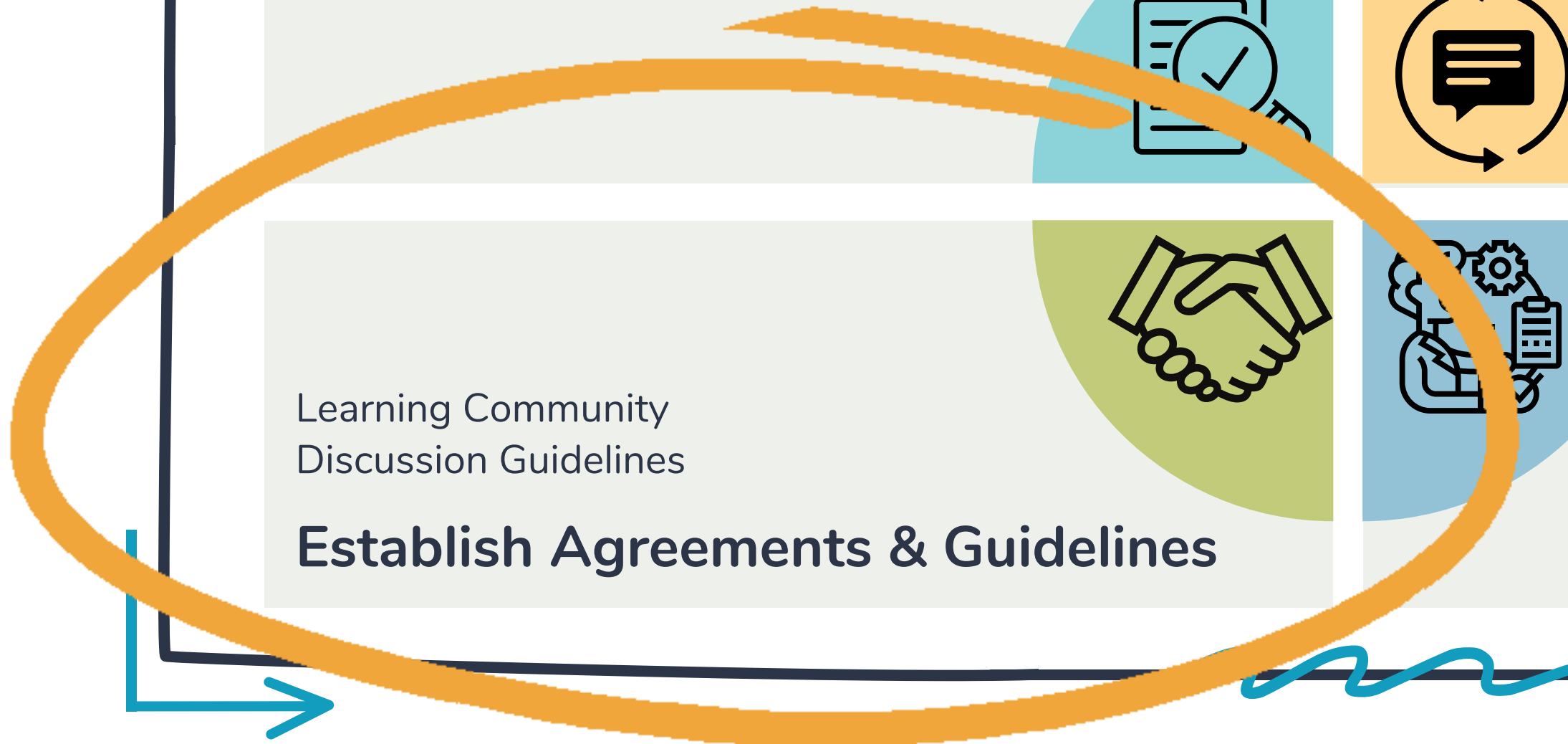
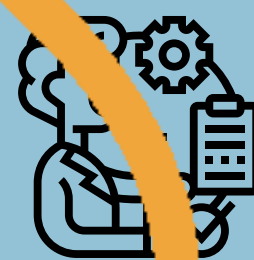
Feedback

Provide timely, clear & actionable feedback





Learning Community
Discussion Guidelines

Establish Agreements & Guidelines



ESTABLISH AGREEMENTS & GUIDELINES

-  Work with students to create agreed-upon guidelines for all members of the course.
-  Set up processes to get feedback on the course climate.



SET EXPLICIT STUDENT EXPECTATIONS

Be Explicit

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Feedback

Provide timely, clear & actionable feedback



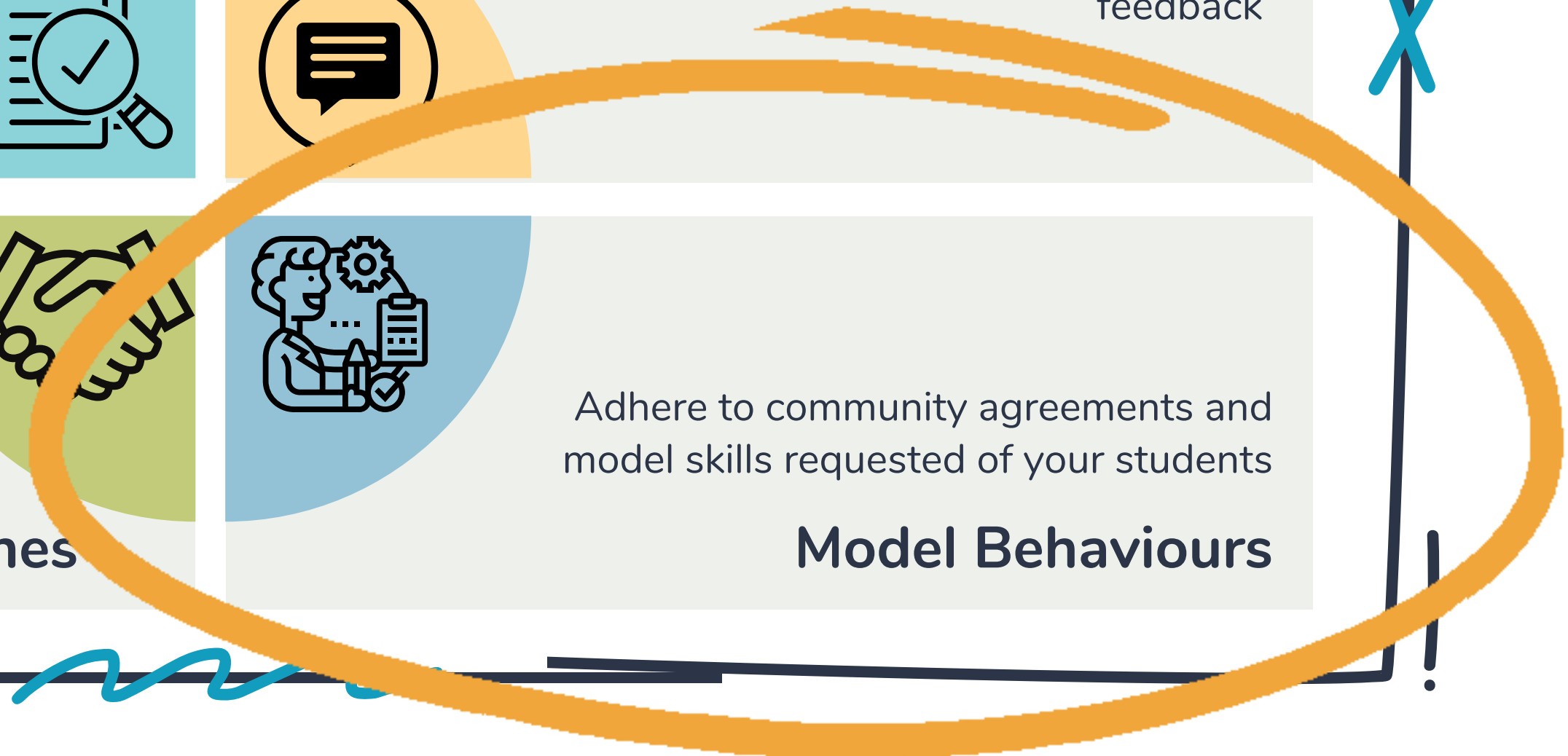
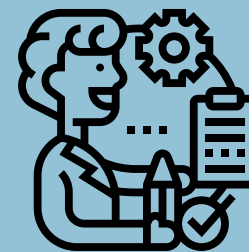
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Discussion Guidelines

Establish Agreements & Guidelines




Adhere to community agreements and
model skills requested of your students

Model Behaviours



MODEL BEHAVIORS

 Provide students with examples of student work.

 Be aware that you are modeling expected behavior, intentionally or unintentionally.



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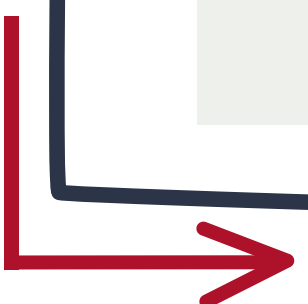


SELECT COURSE CONTENT THAT
RECOGNIZES DIVERSITY AND
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Course Content

Content that engages a diversity of ideas and perspectives



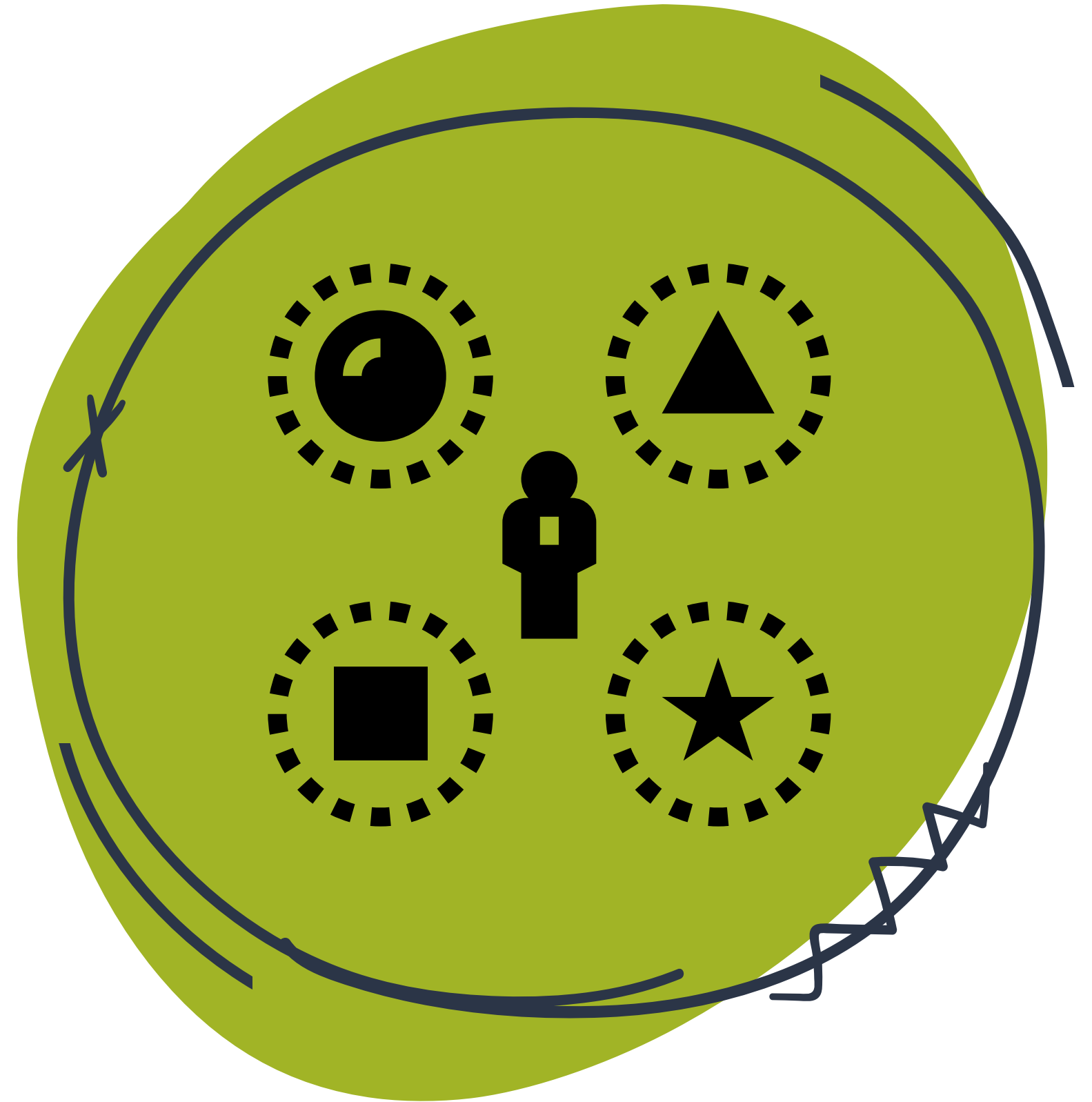
CONTENT



Select course content (readings, textbooks, and any other course materials) by considering whether certain perspectives are systematically underrepresented or absent.



Critically evaluate the presentation of material.



SELECT COURSE CONTENT THAT RECOGNIZES DIVERSITY AND ACKNOWLEDGES BARRIERS TO INCLUSION

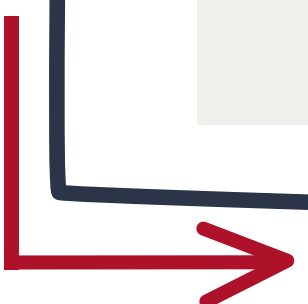
Course Content

Content that engages a diversity of ideas and perspectives



Authors

Choose content by authors of diverse backgrounds



AUTHORS

 Include materials written, created, or researched by authors of diverse backgrounds

 Discuss contributions made to the field by historically underrepresented groups



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Course Content

Content that engages a diversity of ideas and perspectives



Authors

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Use multiple and diverse examples that do not marginalize students.

Examples



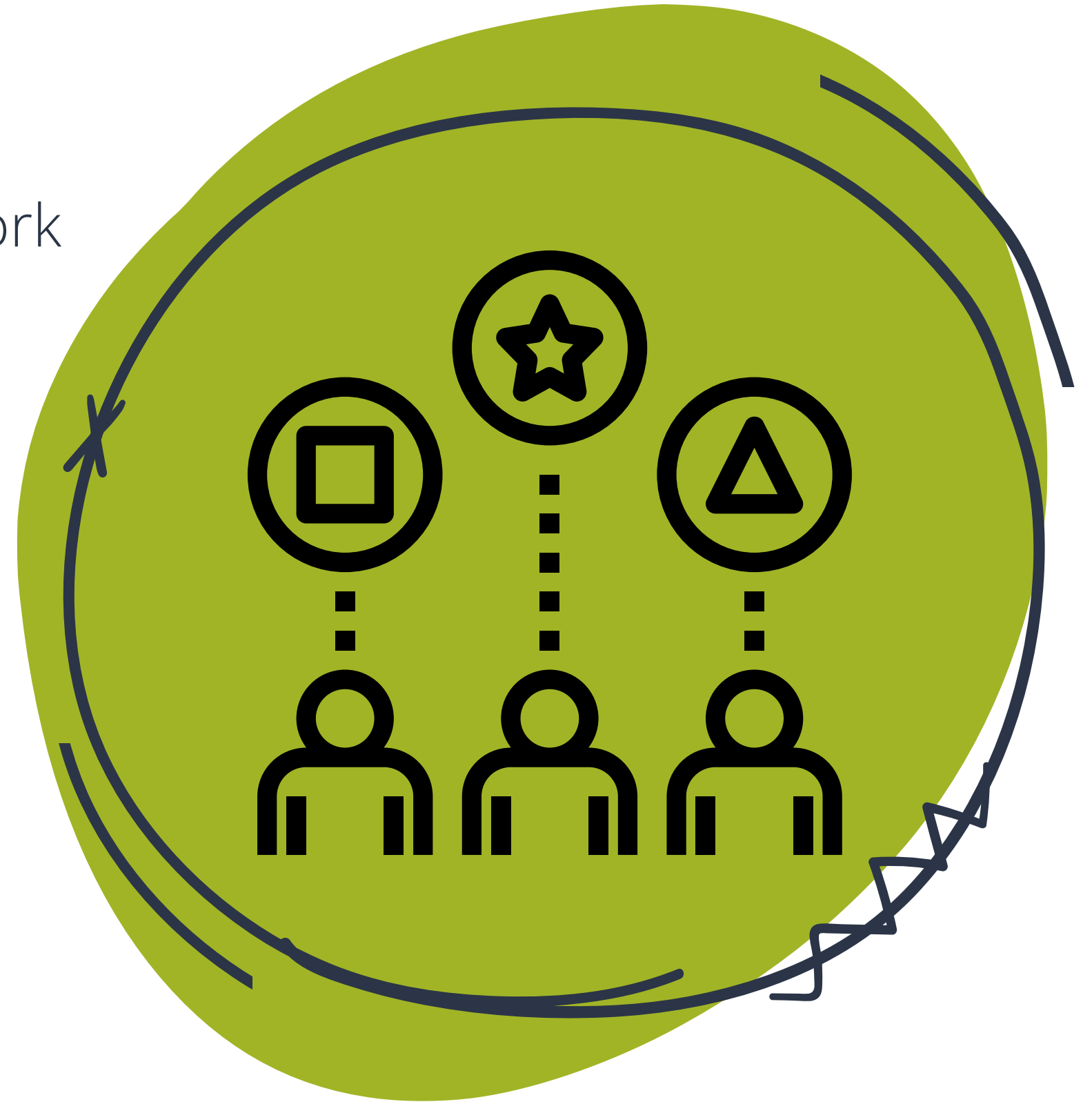
EXAMPLES

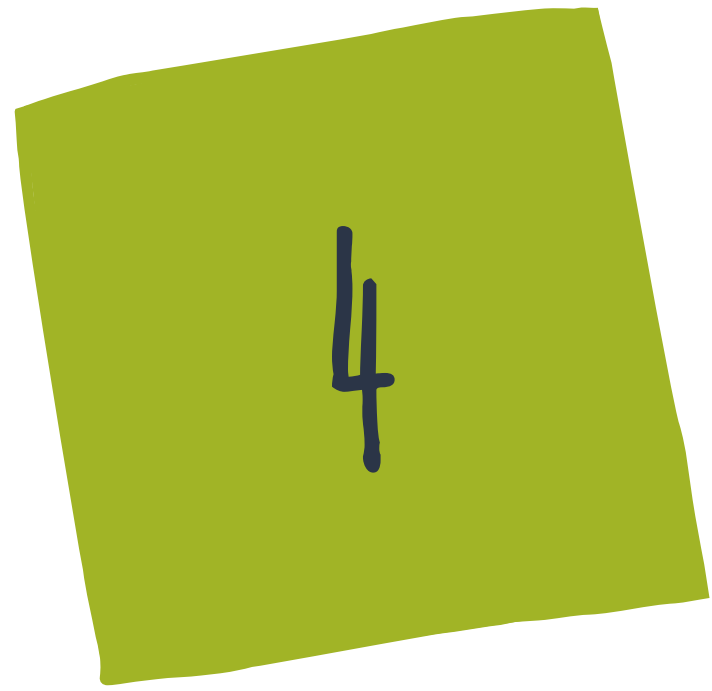


Use examples that speak across gender, work across cultures, and are relatable to people from various socioeconomic statuses, ages, and religions



Do not assume that all students will recognize the cultural, literary, or historical references you use





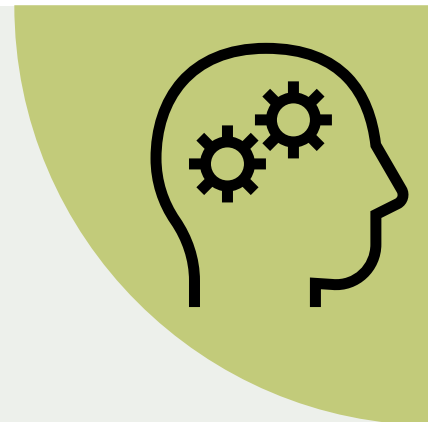
DESIGN ALL COURSE ELEMENTS FOR
ACCESSIBILITY




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Materials

Multiple means of representation and supporting materials



MATERIALS

 Ask the question, "How might this information present barriers to learners?"

 Ease barriers for learners by providing supporting materials.

 Adopt guidelines for accessible presentations and discussions.



DESIGN ALL COURSE ELEMENTS FOR ACCESSIBILITY

Materials

Multiple means of representation and supporting materials




Demonstrate Learning

Provide multiple means of action and expression



DEMONSTRATE LEARNING

 Consider all of the possibilities for participation and assessment in a course.

 Create course materials in a way that allows them to advance their learning.

 Provide scaffolding.

 Consider the use of technology in your courses.

 Offer informal assessment and feedback on progress.



DESIGN ALL COURSE ELEMENTS FOR ACCESSIBILITY

Materials

Multiple means of representation and supporting materials



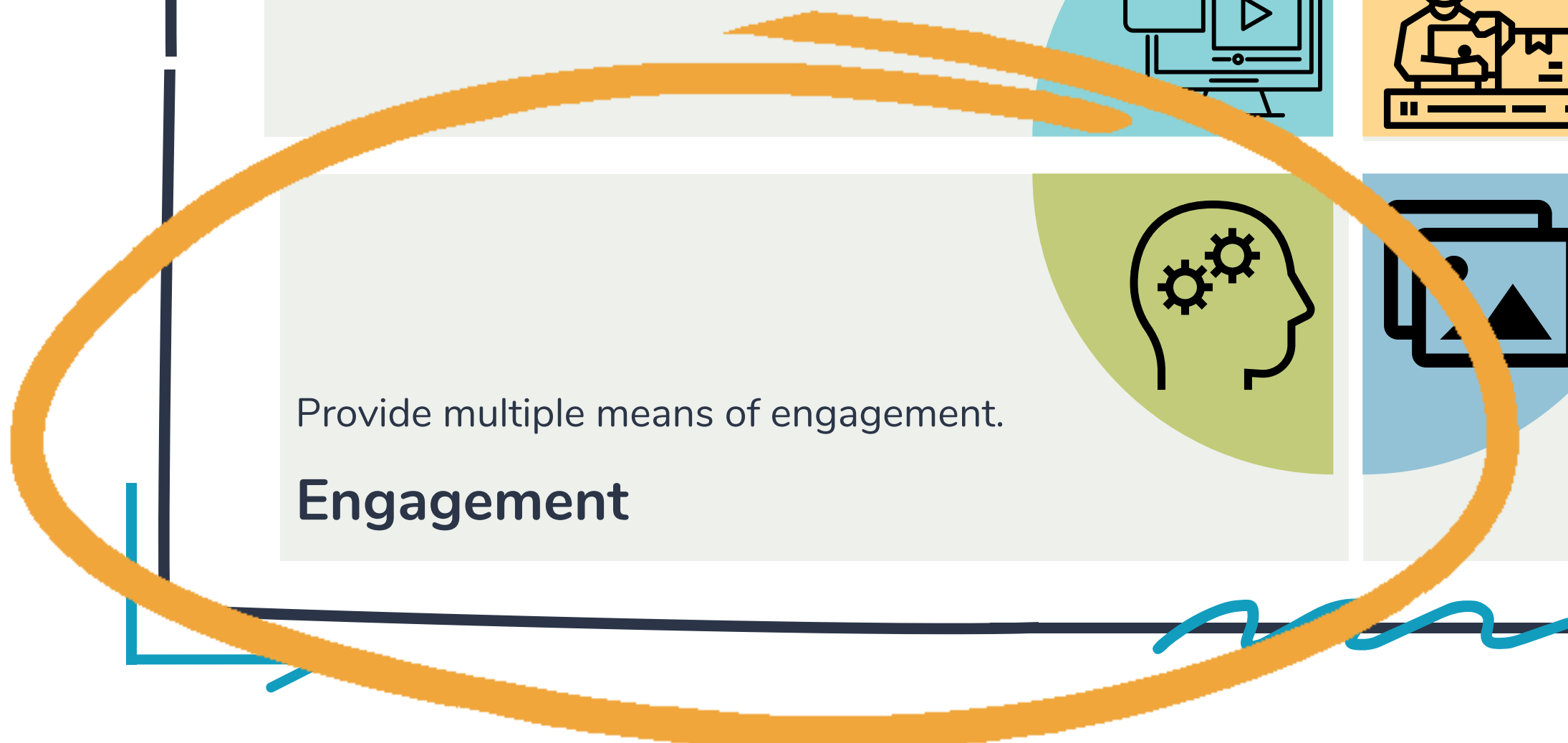
Demonstrate Learning

Provide multiple means of action and expression



Provide multiple means of engagement.

Engagement



ENGAGEMENT



Create a supportive class climate.

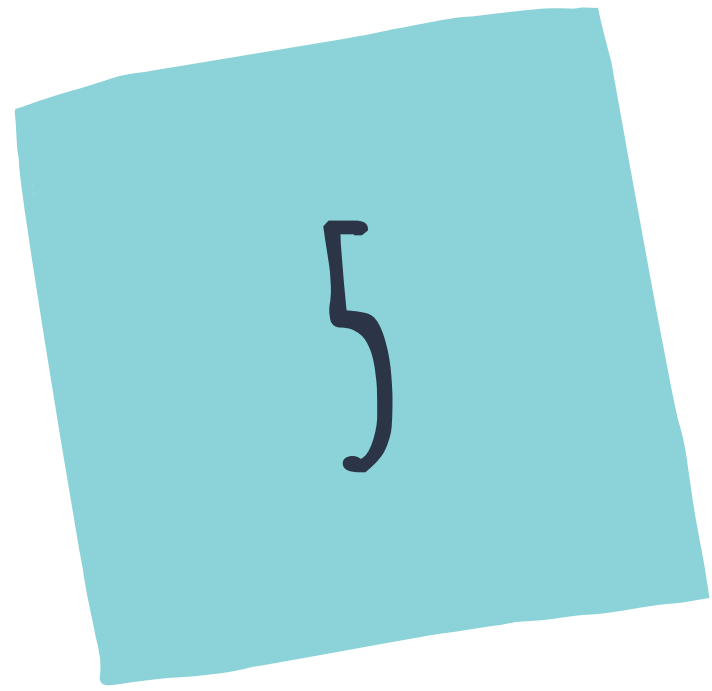


Allow for investigations or research on self-selected topics to draw on personal interests/relevance.

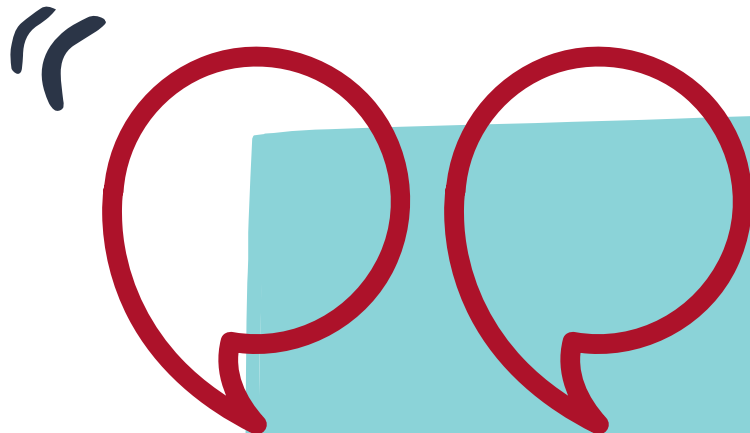


Increase options for assignments.

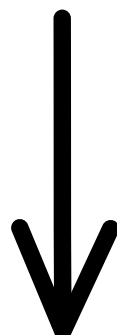




REFLECT ON YOUR BELIEFS ABOUT
TEACHING TO MAXIMIZE SELF-
AWARENESS AND COMMITMENT TO
INCLUSION



What are my identities, and how do my students perceive me?



What are my implicit or explicit biases? Do I propagate, neutralize or challenge stereotypes in my class?

How do I handle challenges in the classroom?

How might the ways I set up classroom spaces and activities foster inclusion or dis-inclusion?



ACTION PLAN - GETTING STARTED

Creating an action plan

1. Reflect on what you have been using/doing in the classroom
2. Review the checklist and mark what you do and what you can do
3. Select a few items and implement (or ask clarify/help questions)
4. Reflect on the implementation throughout the semester

Inclusive Classroom/Teaching Action Plan Checklist

Principle 1: Establish and support a class climate that fosters belonging for all students

Building rapport with my students

- I will learn and use my student's names in class, on emails, on assessment feedback, discussion boards, etc.)
 - I will have my students share how their name is pronounced (try out the web software [Namecoach](#))
 - I will remind students to let me know if I pronounced their name incorrectly.
 - I will ask my students their preferred name and use it.
- I will create a "Get to know you survey" for your students to complete.
 - [Example of Survey](#)
- I will share my interests, passions, & learning process to include fears and struggles with my students.
 - Online- Welcome video and throughout class (using "I" statements and sharing examples)
 - In person – First class during introduction and throughout class (using "I" statements and sharing examples)
- I will provide students with opportunities to get to know each other
 - Online- Introduction discussion board or another tech tool
 - In person- Introductions during first class
 - Collaborative activities to include Think-Pair-Share, class & group discussion, group projects, collaborative activities, etc.
- I will encourage dialogue about learning experiences
 - Ask student to use "I" statements and share examples.
- I will design activities or assessments that allow students to draw on their diverse backgrounds
 - Authentic Learning activities and assessments
 - Allow students to self-select readings and projects

My Notes:



RESOURCES

DIVERSITY, EQUITY & INCLUSION AT UNMC

<https://www.unmc.edu/diversity/index.html>

FACULTY DEVELOPMENT AT UNMC

<https://www.unmc.edu/facdev/>

COPH Inclusion Coordinator

Stacey Coleman

stacey.coleman@unmc.edu

