

Inclusive Teaching Strategies: Reflecting on Your Practice

Do you or would you use any of the following strategies?

✓ = I use this in my teaching

~ = I sort of use this in my teaching

X = I do not use this in my teaching

☆ = I would like to try this, though I may need more information or resources

Instructor-Student Interactions

- Learn and use students' names -- what they choose to be called and how they pronounce it.
- Distribute a student background questionnaire early in the term to learn about students' experience with the course topics, educational background, professional ambitions, general interests, etc.
- Communicate your belief that all students can succeed and all students can learn a lot.
- Allow for productive risk and failure. Make it known that struggle and challenge are important parts of the learning process, not signs of student deficiency.
- Seek multiple answers or perspectives to questions.
- Be aware of your own generalizations about student experiences.
- Be aware of how humor might single students out.
- Refrain from asking individual students to speak for a social identity group.
- Communicate in writing and person your goal of making learning equally accessible to all students.
- Tell students why you are raising potentially sensitive or uncomfortable topics.
- Model productive disagreement, showing how to critique a statement or idea rather than the speaker.
- Stop or intervene in a discussion if comments become disparaging or devalue other students' experiences.
- Give verbal instructions with a written corollary.
- Allow ample time for any in-class activities that require reading, and provide guidance that reflects the fact that processing times will vary.
- Elicit feedback from students about their learning experiences during the course.
- Ask your program coordinator to observe your class and collect data about how you include or interact with different students.

Student-Student Interactions

- Encourage students to learn and use one another's names.
- Use icebreakers regularly so students can learn about one another.
- Establish guidelines, ground rules, or community agreements for class participation.
- In class, have students work in pairs, triads, or small groups.
- Have students write, share, or think about how their background can contribute to their learning.
- On the syllabus, identify collaboration or perspective-taking as skills students will build in the course.
- In class, explain the value of collaboration for learning. Speak of students' diverse perspectives as an asset.
- Provide students opportunities to reflect on what they learned through collaborative activities (formal or informal).
- Deliberately assign students to small, heterogeneous groups that do not isolate underrepresented students.
- Establish ways for students to intervene if they feel a certain perspective is being undervalued or not acknowledged.

Content

- Choose resources that deliberately reflect the diversity of contributors to the field.
- Use visuals that do not reinforce stereotypes but do include diverse people or perspectives.
- Use diverse examples to illustrate concepts.
- Be aware of references that are likely to be unfamiliar to some students based on their backgrounds.
- Teach a variety of approaches to the topic, even ones you disagree with.
- Deliberately choose activities with a range of student physical abilities in mind.
- Deliberately choose activities with students' range of financial resources in mind.

Instructional Practices

- Ask students to assess their own goals and help move them towards those goals.
- Assess students' prior knowledge about your subject and topics so that you can accurately align instruction with their needs.
- Help students connect their prior knowledge to new learning (e.g., before introducing a new topic ask students individually to reflect on what they already know about the topic).
- Invite students to identify examples that illustrate course concepts.
- Use a variety of teaching methods and modalities (verbal, visual, interactive, didactic, etc.) rather than relying on one mode of engagement.
- Ask students for concrete observations about content (e.g., a reading, image, set of data) before moving to opinion. (This can give everyone a common starting point and model analytical processes you want to teach).
- Create time in class for students to discuss and ask questions about class-related activities.
- Emphasize the larger purpose or value of the material you are studying.
- Structure discussions to include a range of voices: e.g., take a queue, ask to hear from those who have not spoken, wait until several hands are raised to call on anyone, use think-pair-share activities.
- Use brief in-class writing activities to get feedback on what students are learning and thinking.