

Chapter 1 : Teaching Inclusively – Guide to Teaching First-Year Writing Requirement Courses

Learning to Teach Inclusively is intended for inservice and preservice courses in elementary education, inclusion, and teacher research, and for field experience seminars. It is also suitable for graduate courses in teacher research, supervision, and research in teacher education.

Consider each strategy in the following way: Adopting a cultural humility approach that constantly examines how my ideas, assumptions and values influence my teaching approach and relationships Increase personal awareness of your own worldview. Cultivate relationships with other members of privileged groups who actively work to dismantle oppression and create inclusive classrooms. Talk honestly about where you get stuck and ask for feedback and coaching When others point out your biased actions, thoughts, or behaviors you respond with humility and a growth-mindset to learn: This can include exploring the roots of your triggers, feeling your feelings, releasing negative emotions e. Connecting with students by understanding their perspective and amplifying their viewpoint to build authentic caring relationships Create opportunities in each class meeting for interpersonal dialogue where multiple perspectives are honored. Assist students in identifying the differences and similarities in shared opinions then point out the importance of diversity. Early in the start of the course, invite and engage students to co-construct class norms i. Use your co-constructed class norms i. Be aware of nonverbal communication e. Provide ample opportunities for students to learn about each other and from each other. Build opportunities to connect with students e. Convince students that you care about not only their academic success but also their well-being. Foster opportunities for group work. Academic conflict is fostered or even embraced by anticipating disagreements, demanding respect during the exchange of disagreement, and acknowledging the value of learning through crisis. Recognize both overt and covert forms of conflict then practice and model effective conflict resolution skills. Discuss how the course will help students function more effectively in diverse settings. Invite students to share cultural experiences with each other. Use personal anecdotes to create interest among students. Selecting course content and teaching in a way that is relevant to all my students Use visuals that signal diversity but do not reinforce stereotypes. Consider the impact of your reading list; choose readings that consciously reflect the diversity of contributors to your field including local history. Use varied names, symbols, markers and socio-cultural contexts in test questions, assignments, and case studies. When you invite guest speakers, ensure that they have varied backgrounds and experiences. Recognize how your choices of materials, readings, examples, analogies, and content organization reflect your perspectives, interests, and possible biases and may exclude others. Teach the conflicts of your field to incorporate diverse perspectives. Review curriculum for hidden forms of oppression and make appropriate changes. Relate specific topics within a course to previous and future topics. Provide students opportunities to make connections inside and outside of the course. Organizing course work that is meaningful, transparent, and invites collaboration, while monitoring student progress so you can provide timely support. Engage students using frequent active-learning techniques e. Use a variety of teaching methods; do not rely solely on one-way communication e. Provide brief intervals during class for students to reflect upon what they have just learned e. Use visual tools to convey course material e. Balance material that emphasizes practical problem-solving methods applied with that emphasizing fundamental understanding theoretical memorization. Invite students to share their knowledge in multiple ways. Offer a variety of ways to recognize student participation e. Foster student choice and control e. Allow students to accumulate grade points in a variety of ways e. Incorporate formative assessments with at least one within the first weeks so students can discover their knowledge and skill gaps with time to adjust and persist e. Allow students to work on projects that explore their own social identities. Incorporate noncompetitive, collaborative assignments such as group work. For group assignments, assign group membership randomly or strategically to create diverse groupings. Avoid allowing students to choose their own groups. Promoting a sense of belonging by cultivating a shared-power, growth-mindset climate Set high standards and communicate your confidence that each student is capable of achieving them. Legitimize student voice and visibility by sharing that you believe each has important contributions to make. Applaud creative solutions and sincere efforts to

learn. Help students understand that intelligence is not fixed. Talk to students about how they learn best and compensatory strategies to optimize success. Create a culture of shared-purpose by periodically collecting feedback to learn how students are experiencing your course; make adjustments as a result of what you discover. Constructive feedback is provided using characteristics that will empower students not shame them. Correct answers should be bragged about in large groups; incorrect work should be discussed privately to avoid humiliation. Demonstrate pride in student achievement. Avoid assuming that a student needs assistance or expressing surprise when students do well, which can convey that you initially had low expectations of them. Use a variety of strategies to encourage multiple perspectives and reduce over-participation by verbally assertive students. Avoid actions that promote tokenism either with eye contact or by request. Early in the course, discuss diversity and demonstrate that your course environment will foster a free-exchange of ideas. Encourage students to meet with you outside of class. Correctly pronounce student names and practice if needed until you get it right; do not discuss how difficult it is for you to pronounce names. Ensure that course materials are accessible for all students. Do not ask individuals with hidden disabilities to identify themselves in class. Also, do not complain to students about completing the online steps to schedule accommodations. Avoid assuming the gender of any student. When interacting with deaf or hard of hearing students with an interpreter, always give eye contact to the student, not the interpreter. Avoid religious holidays when scheduling assessments, especially high-stakes ones. Demonstrate a caring demeanor to everyone. Learn about your students. Compiled from the following sources: Weaving promising practices for inclusive excellence into the higher education classroom. To improve the academy. Ways to Build Relationships with Students The following tips are ways you can build relationships with students so that effective learning can occur. Building Class Expectations Together: Cedric Hackett, from Africana Studies explains how he shares power with students with a first day of class activity generating the expectations of both students and instructor. Teaching with Multiple Perspectives: Being asked to listen to a lecture with a new perspective is an engaging way to lecture and encourages students to hear the unique situations of others during discussions. Nanci Carr, from Business Law shares how she uses interactions with students and their stories to modify the kinds of examples she gives when explaining especially difficult material in class. This also demonstrates one of the principles from 5 Gears, prior knowledge. Teaching with Diverse Stories: Ron Davidson, from Geography shares how he uses short stories from different cultures to bring in diverse perspectives and draw students into the content through the power of stories. Ways to Promote Intellectual Reflection, Teaching Students to Succeed The following tips are ways you can modify your class assignments, discussions, and lectures so that students have a better chance to be reflective, and increase student involvement in their own learning. Anna Dawahare from English outlines an assignment that helps students remember the steps in learning anything they have mastered in their lives. It allows them to cultivate a growth mindset in their approach to learning difficult subject matter.

Chapter 2 : Teaching Inclusive - [PPTX Powerpoint]

This book--co-authored by a teacher educator, a diverse group of five pre-service student teachers, and their student teaching supervisor--takes a unique, illuminating look at the experience of student teaching from the perspective of student teachers. It is premised on learning to teach as an.

Inclusive classrooms are classrooms in which instructors and students work together to create and sustain an environment in which everyone feels safe, supported, and encouraged to express her or his views and concerns. In these classrooms, the content is explicitly viewed from the multiple perspectives and varied experiences of a range of groups. Instructors in inclusive classrooms use a variety of teaching methods in order to facilitate the academic achievement of all students. Inclusive classrooms are places in which thoughtfulness, mutual respect, and academic excellence are valued and promoted. It is helpful for students to know the extent to which you, as a GSI, have control. If students criticize or make suggestions about course content, texts, material, etc. When you have some control over the content including books, coursepacks, and other materials, the following two questions and their related suggestions are particularly pertinent: Whose voices, perspectives, and scholarship are being represented? Include multiple perspectives on each topic of the course rather than focusing solely on a single perspective. It would also be important to include the experiences and views of people with different socio-economic statuses in this example. If all the authors or creators of materials in a course are male or female, white or another group, liberal or conservative, etc. This guideline should be altered appropriately in courses where the focus of the course is to better understand a particular perspective or world view. Even these courses, however, can be attentive to the range of possible voices on a given topic. On a related note, it is important to include works authored by members of the group that the class is discussing. For example, if the course deals with topics related to Muslims or Islam and the syllabus does not include materials written by Muslim authors, the message sent to students may be that you devalue the contributions of and scholarship produced by Muslims. How are the perspectives and experiences of various groups being represented? Include materials readings, videotapes, etc. Books that include a section on some aspect of diversity at the end of the text or books that highlight women, people of color, people with disabilities, gay men, lesbians, etc. Be aware of and responsive to the portrayal of certain groups in course content. Avoid dichotomizing issues of race into black and white. Whenever possible, perspectives on racial issues from other groups should be included in course materials. If you have difficulty finding such materials, you should bring other perspectives into course lectures and discussions. Below you will find examples of the sorts of issues that might be considered in order to increase your awareness of multicultural issues during the planning process.

Accommodations Students may have religious holidays and practices that require accommodations at certain times during the academic calendar year. Students with disabilities may also require special accommodations. Contact Services for Students with Disabilities for information on ways that you can accommodate the needs of those students. At the beginning of the semester, ask your students to let you know if their attendance, their participation in class, or their ability to complete an assignment on time will be affected by their observance of religious holidays or practices, or because of a disability. Give advance consideration to requests for reasonable and fair accommodations. Some instructors ask for this information on data sheets that students complete on the first day of class.

Attendance Students who are different in a highly visible way women who wear Islamic clothing, African Americans or Asian Americans in a predominantly white class, students who use wheelchairs, etc. In particular, absences of such students may be noticed more easily.

Grading When you use different criteria to evaluate the performance of students from certain groups, this can create tensions in the class because students tend to share their grades. Furthermore, if these criteria are applied based on assumptions you have made rather than on accurate information regarding the students, some students may be unfairly penalized.

Cultural Reference Points Instructors who use examples drawn only from their own experience may fail to reach all students in the class. Given that examples are designed to clarify key points, you should collect examples from a variety of cultural reference points. You can also explain examples fully in order to reach a diverse classroom.

Instructional Strategies

Students bring an array of learning styles to a class. If you rely on a small repertoire of instructional strategies, you may provide effective instruction for only a small subset of your class. You should become aware of your preferred instructional strategies. For example, do class sessions always revolve around full group discussions of readings? Do students predominantly report out from small groups? Once you have a sense of your strategy preferences, you should consider alternative techniques that will help your students learn more effectively. If you typically give mini-lectures to students, you might consider using visual materials e. Preparing for Controversial Topics Before the course begins, do some thinking about what topics in your subject area may become controversial in the classroom – keeping in mind that the issues you think are controversial may not be the same ones that create conflict among your students. Thinking ahead about which issues in your class may create controversy can help you feel more prepared. Once you have identified which topics are most likely to produce tense conversations, reflect on how such conversations might actually contribute to – rather than detract from – your overall learning goals for the course. To entertain diverse perspectives? To converse respectfully across differences? If so, difficult dialogues may be an opportunity to foster these skills in your students. If you are still not sure if or how discussions on difficult topics relate to your learning goals, consider the quotes below – they may help you begin to imagine how difficult dialogues can fit productively into your classroom environment. I want to encourage my students to come to class with an open mind, willingness to learn from their peers, and respect for differences. This way, from the first day of class, they will know that controversial topics are not necessarily something to be afraid of, but can provide a forum for learning and growth. Setting Ground Rules for Conversation Plan on inviting students to get to know each other and try to get to know your students by name and interest. This helps build a sense of community, and may help you, as an instructor, anticipate and prepare for issues that may be hot buttons for your students. It may also turn otherwise conflicted situations into more collaborative discussions across difference. Have the class establish and agree on ground rules for discussion. Clarifying expectations about class discussions early on can prevent contentious situations later. You can supply an initial list of ground rules and ask the class if they would like to add to, subtract from, or change them. Initial ground rules might include: Always use a respectful tone. Sharing time by speaking and also allowing time for others to speak. No interrupting or yelling. No name-calling or other character attacks. Ask questions when you do not understand; do not assume you know what others are thinking. Maintain confidentiality what is said in the classroom stays in the classroom. In this process, it is useful to give consideration to assumptions that you may hold about the learning behaviors and capacities of your students. These assumptions may manifest themselves in your interactions with students. You may need assistance in order to become aware of your assumptions. You should consider getting to know your students to be an ongoing process related to developing a positive classroom climate that promotes excellence. Below are examples of assumptions, how they might be dealt with, and how you might learn more about your students through the process of addressing these types of assumptions. Students will seek help when they are struggling with a class. For a number of reasons, students do not always feel comfortable asking for help. In order to address this issue, you can request meetings with students as problems arise or make office hour meetings part of the course requirement e. The latter is an ideal method because it allows you the opportunity to meet one-on-one with every student. It also removes the stigma attached to going to office hours. Students from certain groups are not intellectual, are irresponsible, are satisfied with below average grades, lack ability, have high ability in particular subject areas, etc. It is essential that instructors have high expectations for all students. For example, if a student earns a grade of C or lower, you should inform the student of the need for a meeting to discuss his or her performance. If students are absent, you should show concern about their absence when they return by asking if things are all right with them. If there are repeated absences, you should request a meeting with the student to discuss the situation. It is important for you to make initial contact with students; however, at some point, students need to take the initiative. Students from certain backgrounds e. Furthermore, you need to be sensitive to cultural differences in writing styles, recognizing that many standards apply to the evaluation of good writing. If a specific type of writing is expected for a given class, it may be useful to assign a short, ungraded assignment early in the term to identify students who may need additional assistance in meeting that particular writing standard. Poor

writing suggests limited intellectual ability. You have a responsibility to be explicit about what is expected and share with students examples of good writing done by other students. You should also alert students early on of their need to improve their writing and should suggest resources to them, e. Older students or students with physical disabilities are slower learners and require more attention from the instructor. Most classes do include some students who require extra attention from the instructor but such students cannot be readily identifiable by physical characteristics. Students whose cultural affiliation is tied to non-English speaking groups are not native English speakers or are bilingual. If you feel that it is important to know whether students speak or understand other languages, you should ask this question of all students, not just those to whom you think the question applies. Students who are affiliated with a particular group gender, race, ethnicity, etc. One way to effectively deal with this set of assumptions is to pose questions about particular groups to the entire class rather than presuming that members of a certain group are the only ones who can reply. It would be best to let the class know that if any individual has experiences or information that she or he thinks would be beneficial to the class, she or he should inform you about such experiences or information. All students from a particular group share the same view on an issue, and their perspective will necessarily be different from the majority of the class who are not from that group. In their reading, students will relate only to characters who resemble them. This would most frequently occur in courses in which students read literature. Instructors should be careful not to treat with suspicion comments that suggest affiliation with a character that does not resemble the student in terms of race, ethnicity, gender, etc. For example, if a Caucasian student claims to feel her or his experiences resonate with an African American character, rather than dismiss her or his response, probe for further explication about why she or he feels the connection.

Chapter 3 : Learning to Teach Inclusively : Celia Oyler :

Learning to teach inclusively By Ali Press on January 8, in *Educational Development*, *External Teaching inclusively* is a key issue in higher education today, and to this end the University of Wolverhampton has put together a three unit OER module on *Learning to Teach Inclusively*.

Learn the latest developments in instructional design for online education and employ a variety of multimedia technology tools to design, create and evaluate engaging learning experiences. View Course What is inclusive teaching and education? Inclusivity in the classroom is a key issue, as students come from a diverse range of backgrounds and bring a variety of learning styles, abilities, and experience to each course. Despite the intricacy of such questions, though, inclusivity in the classroom actually begins with relatively small adjustments that, despite their size, can still ensure that more students are able to take and succeed in courses. Consider the following math problem as an example: Kate and her friend each drove from their house at Dupont Circle in Washington, D. Kate left at 8 AM and drove at an average speed of 62 mph. Her friend left at 7AM and drove at an average speed of 54 mph. Who arrived at the Met first? This math problem might seem innocuous enough, but certain concepts and language have the potential to alienate learners by excluding or distancing them, which in turn can decrease their engagement with the course as a whole. Here, for instance, there are the implications that the couple can afford two cars and a long drive just to visit a museum, which will not be true for many students assigned to solve such a problem. Further, many international students may not know what mph stands for. Many students, especially international students, may not know what is the Met. Teachers can avoid this kind of alienation and reach the largest number of students possible through inclusive pedagogy and teaching practices, such as double-checking language for unintended privileging, introducing new structures to in-class learning activities, and ensuring that material is covered with respect and awareness. Through these simple changes, teachers can remove at least some of the barriers and obstacles facing students, freeing their attention to focus on the material instead. These are important goals because students who lack a sense of respect for, belonging to, or engagement with a course are less likely to participate in it or its learning activities: These issues can lead in turn to larger ones: The burden is on both teachers and administrators to foster a positive learning culture where students feel welcomed, engaged, and included. Online learning options, such as free or low-cost massive open online courses MOOCs also offer new avenues for increasingly accessible and inclusive learning. Students enrolled in online learning opportunities, particularly MOOCs, often face fewer geographical barriers; MOOCs welcome learners regardless of location, even students from developing countries. Then too, online learning options are often more open to non-traditional students, especially adults with family obligations when demands on their time might prevent them from attending traditional classes: However, even as they benefit some underserved or non-traditional learners, these same characteristics of a MOOC can also become exclusive of other student populations, including those with lower grade point averages, those with less technological literacy, and those encountering online learning for the first time. Teachers and institutions considering online learning options, then, should keep in mind that inclusivity is not one-size-fits-all: MOOCs and other online learning options need further development in order to support and increase course completion among certain student populations, including female learners and learners with no previous postsecondary experience. How can you teach inclusively? Whether online , brick-and-mortar, or a combination of both, teachers can begin thinking about inclusivity in their classrooms along the following lines: How can course materials, assessments, and activities be made more accessible to all students? Offer multiple means and opportunities of assessment. Different students demonstrate their knowledge and development in different ways, so creating a variety of different assessment methods written and verbal, in-class and take-home, collaborative and individual will ensure that more students have a fairer shot. At the same time, though, ensure that students understand how they are being evaluated and graded. Incorporate different teaching techniques and assignment designs. Much like with the recommendation about assessments, using different teaching methods and forms of active learning will give students multiple opportunities and ways in which to learn. Review the course design and

materials to ensure that multiple viewpoints and perspectives are represented accurately and respectfully. This is one of the best ways to acknowledge possible differences regarding gender, sexual orientation, age, ethnicity, socio-economic status, and more. Design all course contents in accordance with accessibility and universal design principles. Apply digital technologies to promote inclusion in the learning environment. Cite this article as:

Chapter 4 : Learning to Teach Inclusively: Student Teachers' Classroom Inquiries by Celia Oyler

Learning to Teach Inclusively - a multi media open access module This course deliver a 30 credit 'tailor-able' module entitled 'teaching inclusively' that may be taken by teaching and support staff as part of an accredited professional development programme.

And we attended enough professional events together to know neither one of us was likely to pipe up with comments in a large group setting. Our goal when we work with faculty in workshops is to have them embrace the idea that the inherent diversity of their students is not a problem and acknowledge that a lack of structure in both course design and classroom environment hurts students unequally. We then provide some practical, easy-to-use tools to empower faculty to make their courses more inclusive. Course design The structure of the course design includes decisions about the number of assignmentsâ€™the distribution of low-stakes vs. Students on our campus, like many, are already noticing a lack of diversity in the syllabus and the need for enhanced practice via technology. For example, a course based on only a few high-stakes exams or papers i. Other students will wait to cram, not know how to approach peers outside the classroom, and not know about support services before it is too late. Increasing structure, such as building low-stakes, regular assessment into a class, levels the playing field. Performance on summative assessments improved for all students. Kelly has documented closing of the achievement gaps for underrepresented students and increased feelings of community in her introductory biology course. How to teach more inclusively One way in which you can immediately foster inclusive teaching is to ask, listen, and learn from your own students. For example, we recently facilitated a campus-wide conversation on inclusive teaching. Students often alluded to the course structure, for example: It is often the case where the professor only talks and goes through the lecture slides. After all, our faculty want all of our students to learn, but many of us, in the absence of training, teach in the way we were taught. If we truly want all students to successfully master the content of our courses, we must also provide the appropriate structure and guidance to do so. We succeeded academically and, for the most part, navigated a variety of classroom experiences successfully. The classrooms, students, and technology are shifting, so our teaching should as well. For some, learning to teach inclusively may mean an intensive redesign of their course, but in our workshops with faculty across the country, we also like to give them smaller, hands-on strategies that they can put to use right away. Here are a few: When you pose a question to your class, consider a think-pair-share, but actually give students time to think! Tell them there will be 1 to 2 minutes of silent reflection consider setting a timer and then you will let them know that discussion can begin. For example, the reporter should be the person whose home is farthest away, or the person with the most number of siblings. Do an anonymous index card swap to get a variety of ideas heard. Students can respond to a question you pose on an index card. Ask them to swap with a neighbor, and then swap 3 to 5 times until everyone has a card. Randomly call on students to read the card in front of them. To reflect and improve upon teaching practices more broadly, we suggest the following practices: Ask them early and directly for ways that they can feel included as well as what has previously made them feel excluded. Participate in peer observation and evaluation: Consider having a peer evaluate your resources syllabi, course management site, readings, etc. Invite a colleague or two! Attend teaching and learning workshops: Seek out workshops on inclusive teaching or classroom facilitation. Teaching inclusively makes it explicit to our students that we value them and their contributions. Online resources democratize education. The Daily Tar Heel. Increased structure and active learning reduce the achievement gap in introductory biology. Twenty-one teaching strategies to promote student engagement and cultivate classroom CBEâ€™Life Sciences Education, 12, â€™ Getting under the hood: How and for whom does increasing course structure work? Carolina Conversations holds its first event of the year. They are passionate about student success, equity, and inclusion in the classroom. They have expertise on inclusive techniques and active learning in any size crowd, because both teach courses routinely with hundreds of students. On their campus, they lead innovative classroom and diversity administrative initiatives that benefit all students, faculty, and staff. To learn more, go to [inclusified](#).

Chapter 5 : Inclusive Teaching Strategies

Learning to Teach Inclusively: Student Teachers' Classroom Inquiries by Celia Oyler and a great selection of similar Used, New and Collectible Books available now at blog.quintoapp.com

Chapter 6 : Teach Inclusively | California State University, Northridge

For some, learning to teach inclusively may mean an intensive redesign of their course, but in our workshops with faculty across the country, we also like to give them smaller, hands-on strategies that they can put to use right away.

Chapter 7 : Learning to teach inclusively - Learning & Teaching

Learn about your students (e.g., backgrounds, social identities, learning habits). Ways to Build Relationships with Students The following tips are ways you can build relationships with students so that effective learning can occur.

Chapter 8 : Why We're Speaking Up About Inclusive Teaching Strategies - ACUE Community

Although these NQTs are just beginning to teach inclusively, consider what they might do if such attitudes and methods were integrated into their initial teacher education courses right from the beginning as the key lens through which they viewed teaching and learning, and their students.