

INCLUSIVE TEACHING STRATEGIES: REFLECTING ON YOUR PRACTICE *

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

- X = I use this in my teaching
- / = I sort of use this in my teaching
- = I do not use this in my teaching
- ? = I would like to try this, though I may need information or resources

CONTENT

	Choose readings 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, drawing upon a range of domains of information
	Avoid references that are likely to be unfamiliar to some students based on their backgrounds
	Emphasize the range of identities and backgrounds of experts who have contributed to a given field
	Use varied names and sociocultural contexts in test questions, assignments, and case studies
	Teach the conflicts of the field to incorporate diverse perspectives
	Deliberately choose course materials and activities with a range of student physical abilities in mind
	Deliberately choose course materials with students' range of financial resources in mind
	Analyze the content of my examples, analogies, and humor (too narrow a perspective may alienate students with different views or background knowledge)
	Include authors' full names-not just initials – in citations (to highlight gender diversity in authorship)

INSTRUCTIONAL PRACTICES

	Assess students' prior knowledge about my field and topics, so I can accurately align instruction with their needs
	Help students connect prior knowledge to new learning (e.g., before introducing a new topic, ask students 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
	Avoid giving verbal instructions without a written corollary (Multiple modes can be helpful to students with processing disabilities, as well as non-native English speakers)
	Ask students for concrete observations about content (e.g., a reading, image, set of data) before moving to analytical questions (This can give everyone a common starting point, and model analytical processes you want to teach)
	Use a pace that lets students take notes during lecture
	Allow ample time for any in-class activities that require substantial reading, and provide guidance that reflects the fact that processing times will vary (e.g., how to approach the task given that you may not finish reading, or what to do if you finish reading before the time is up, or while others are still reading)
	Clearly communicate the expectations and grading scheme for each assignment
	Dedicate time in class for students to discuss and ask questions about assignments or assignment expectations
	Emphasize the larger purpose or value of the material you are studying
	Carefully frame objectives when raising potentially sensitive or uncomfortable topics
	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, etc.)
	Use brief in-class writing activities to get feedback on what students are learning and thinking
	Use anonymous grading methods, when appropriate

ASSIGNMENT DESIGN

	Within an assignment, allow students to choose from several different formats for their response that all meet the assignment goals
	Across a course, provide a variety of types of assignments
	If a major project includes several different components (a written paper and an oral presentation, for example), allow students to determine the weight of each component
	If you must use multiple-choice exams to assess students' learning, consider offering an alternative assignment for students who don't test well, or who have slow internet connections
	Give students frequent opportunities to demonstrate their learning, including low-stakes chances to practice skills and assess their own progress toward course goals
	Allow students to revise their work to respond to your feedback
	Help students reflect on the processes they used to respond to major assignments or to study for exams
	For assignments that include a rubric, share it with students when they start to work on the assignment; you can even involve students in rubric creation
	Be transparent in your assignment design by specifying in each assignment its purpose, the process or task students should engage in, and the criteria that will be used to evaluate it

INSTRUCTOR – STUDENT INTERACTIONS

	Learn and use students' names – what they choose to be called, and how to pronounce it
	Clarify how you want students to address you, especially if you teach students from a range of educational and cultural backgrounds
	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.
	Encourage students to visit office hours, and use that time to ask about their experiences with course topics as well as their interests outside the class
	Communicate high expectations and your belief that all students can succeed
	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 to, or perspectives regarding questions
	Avoid making generalizations about student experiences
	Avoid making jokes at students' expense
	Refrains from asking individual students to speak for a social identity group
	Communicate concern for students' well-being, and share information about campus resources (e.g., Counseling Services, sexual assault prevention and awareness services, Services for Students with Disabilities, etc.)
	Communicate in writing and in person your goal of making learning equally accessible to all students. Welcome requests for documented accommodations as an opportunity to include everyone more fully in learning.
	Model productive, respectful disagreement, showing how to critique a statement or idea, rather than the speaker
	Elicit formative feedback from students about their learning experiences in the course (e.g., a CETL-facilitated mid-semester evaluation or other, informal session or survey)
	Ask a trusted colleague or consultant 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
	Collectively establish guidelines, ground rules, or community agreements for class participation
	In class, have students work in pairs, triads, or small groups

	For long-term teams, build in a structure for check-ins and opportunities for peer feedback about group process
	On the course syllabus, identify collaboration and 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 with 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
	Have students complete a self-assessment inventory and discuss with peers
	Set up study groups that deliberately group students with differing strengths
	Have students complete low-stakes small group activities that help them see and value the contributions of others
	Establish ways for students to intervene if they feel a certain perspective is being undervalued or not acknowledged
	Stop or intervene in a discussion if comments become disparaging or devalue other students' experiences

* Adapted from a document generated by the University of Michigan Center for Research on Learning and Teaching (CRLT). U-M further acknowledges that some of their content was adapted from Linse & Weinstein, Shreyer Institute for Teaching Excellence, Penn State, 2015.

For information about the research behind these strategies, see:

<http://crlt.umich.edu/node/90467>