

Blended Inclusive Teaching Workshop Facilitation Guide

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Overview

What this Workshop is About

We are so glad you are interested in facilitating a blended inclusive teaching workshop! The intended audience for this workshop is anyone interested in inclusive education, including faculty, teaching staff, graduate teaching assistants, and postdoctoral fellows, especially those in active teaching roles. This workshop uses a combination of in-person and online (i.e., blended) activities. These activities leverage the best that online and in-person active learning has to offer and encourage participant's ability to empathize with students, evaluate instructional choices, and reflect on what inclusivity means in their teaching contexts. As a reflective, process-oriented workshop, facilitators and participants will spend time thinking about their own identities and experiences, how this informs their teaching practices, as well as critically examine common pedagogical practices. This workshop is appropriate for folks just starting out in their inclusive teaching journey as well as for seasoned teachers. We designed activities so that everyone can benefit from the workshop materials and hope you enjoy it as much as we do. Remember, have fun and learn a lot!

How to Use the Materials

Aside from this guide, which outlines the logistical and practical considerations for facilitation, the [Inclusive Teaching Module](#) contains reflection opportunities, application-based questions, and supporting materials to help guide participants through the learning experience. In the blended workshop, some of the online activities found in the Module will be used as is and others will be modified into an in-person activity or used in a different way than presented in the Module. In addition to fully reviewing this guide, we suggest going through the entire Module to familiarize yourself with the content and format of the sections before facilitating.

Learning Goals and Objectives

Goals

The learning goals for this workshop are:

1. foster a reflective teaching style with a growth mindset toward improvement,
2. empathize with how intersectional identities can inform experiences in education,
and
3. develop tools and strategies for inclusive practices.

Objectives

By the end of this workshop, participants should be able to:

1. articulate the intersectional identities you hold,
2. identify how different teaching practices can be received by diverse audiences,
3. assess strategies that promote inclusivity, and
4. create an action plan to address inclusivity in your teaching environment.

Expectations

For the Workshop

Although educators vary in the degree of familiarity and comfort with discussions of diversity, equity, and inclusion (DEI), we designed this workshop with the intention that there is something for everyone. Even as the designers and facilitators of this workshop, we learn something new each time it is offered. Because this is a dynamic field that constantly is growing, this guide and the companion [Inclusive Teaching Module](#) are not totally static resources. We have, and will continue to, edit and add to these materials as more research and best practices are shared. Despite the significant shifts in self-reported attitudes and skills we measure as a result of offering this workshop, it is not a cure-all. This workshop functions best when embedded into a larger institutional effort to increase DEI in your organization.

For Facilitators

It is vital that facilitators of this workshop model the inclusive practices and mindsets that we encourage of our participants. Chief among them is humility. We all have something to learn and cannot expect that we will perfectly facilitate every time. Staying open with a growth mindset helps us navigate challenging situations and learn from those moments. Along with modeling humility, we also want to model transparency. Be sure to describe to participants what is expected of them, how the activities are structured, and why they are designed that way (i.e., their alignment to specific learning outcomes).

For Participants

We know that talking about identity and teaching experiences can be emotional. That is why we strongly advocate for using ground rules/group agreements/community guidelines. These tenets not only set the tone for the workshop, but they clarify expectations for participants and create a system for accountability. These are fairly non-negotiable, we have had participants add to and clarify them, but we cannot abide

by removing list items. This is in service of creating a space where folks feel welcome to participate. We introduce these ground rules after introductions, but before moving on to the workshop content (Overview and Introduction section of this guide).

1. **Listen and speak with intention** - You will get the most out of this workshop if you are present and attentive when listening, and mindful and deliberate when speaking. Take a moment to relate your thoughts to today's objectives.
2. **Share time** - Create space for others to be heard and take part in the conversation. Notice how much you are talking, and who else is participating. Invite others to share their thoughts.
3. **Ask questions** - Test your assumptions by asking clarifying questions and restating what you hear. Approach asking and answering questions with openness and the intention to increase understanding of all participants.
4. **Give the benefit of the doubt** - We're all doing the best we can in the moment. Start from a place of positivity and give the benefit of the doubt to your colleagues. We want to foster an environment where it is safe to be vulnerable and make mistakes.
5. **Hold yourself and others accountable** - If you misstep, that is okay! Apologize, and correct the mistake if possible. We are all here to learn.
6. **Take the learning, but leave the stories**- We want to create a space where folks feel comfortable sharing their experiences. In that spirit, we want to take away ideas and skills we build here, but leave specifics from others' stories.

Planning the Workshop

People Power

Co-Facilitation

We advocate that co-facilitation (at least 2 facilitators) is a best practice, but acknowledge that is not always feasible. We typically offer this workshop with 2 facilitators. The benefits of co-facilitation include representing diverse perspectives, demonstrating collaboration, reducing reliance on a single person, and increasing capacity for workshop management. The downside to co-facilitation is that it requires the coordination of more people's schedules.

Participants

We typically will not facilitate this workshop with more than 25 people. It is an interactive, highly participatory curriculum, so we want everyone to have a chance to be heard. More

people means there are fewer opportunities for folks to share out with the whole group and other time constraints. We find that the minimum number of participants required for the activities and robust discussion is 8 people. Factor in some attrition into your recruitment efforts to make sure you have 8-25 participants.

Materials and Resources

In each section of Facilitating the Workshop, we will note which of the supplies listed here if any are needed. The physical space, technology, and files referenced in this section are needed in each part of the workshop, whereas the supplies are only mentioned in the applicable activities.

Physical Space

- Room for 25 participants maximum (room should hold ~30 people)
- Enough tables with 5 chairs at each to accommodate all participants during small group work
- AV equipment (see Technology)
- Available walls for hanging at least 8 poster-sized sticky notes (see Supplies)

Technology

- Facilitators:
 - Laptop connected to internet, a projection screen, and speaker
 - Audio and visual projection options for the room
 - [Inclusive Teaching Module](#)
- Participants:
 - Laptop or tablet connected to internet with access to the [Inclusive Teaching Module](#)

Files

Workshop files are found in the [Facilitation Guide and Appendix](#) section of the Module.

- Participants: Digital link sheet
- Facilitators: All other files

Supplies

- Poster-sized sticky notes (~15 sheets)
- 4 different shape and color combination sticky notes or stickers
 - Each participant needs 2 of each shape/color combination

- Large sticky notes
 - Each participant should have 3-5
- Name tags for each participant and facilitator
- Large markers
- Sign-in sheet
- Table number signs

Format and Timing Suggestions

One All-Day Session

This workshop can be facilitated as a one-day intensive retreat. We suggest if you pursue this option to provide meals/snacks as well as several breaks (noted).

- Morning 1: Identity - **(75 minutes total)**
 - Overview and introductions (in-person) - **30 minutes**
 - What is Inclusive Teaching? (in-person) - **5 minutes**
 - Intersectional identity activity (in-person) - **35 minutes**
 - Introduce Gallery Walk activity (in-person) - **5 minutes**
- Break **(10 minutes)**
- Morning 2: Reflective Teaching **(70 minutes total)**
 - Supporting under-represented students (in-person) - **5 minutes**
 - Connecting identity to education reflections ([online](#)) - **10 minutes**
 - Reflective teaching guided inquiry ([online](#) and in-person) - **40 minutes**
 - Wrap up and preview for next session (in-person) - **15 minutes**
- Lunch break **(1 hour)**
- Afternoon 1: Distinguishing Inclusive Teaching Practices **(60 minutes total)**
 - Overview, recap, review of inclusive themes (in-person)- **5 minutes**
 - Online work in small groups ([online](#) and in-person)- **30 minutes**
 - Scenario small group discussion (in-person) - **25 minutes**
- Break **(10 min)**
- Afternoon 2- Critiquing Teaching Practices- **(65 minutes total)**
 - Video critiques ([online](#) and in-person) - **60 minutes**
 - Debrief (in-person) - **5 minutes**
- Break **(10 minutes)**
- Afternoon 3- Gallery Showcase and Action Plan- **(80 minutes total)**
 - Gallery Showcase (in-person)- **30 minutes**
 - Action plan ([online](#) and in-person) - **50 minutes**

Two-Session Format

We often run this workshop as two 2 hour sessions one week apart.

Session 1: Identity and Reflective Teaching (**2 hours total**)

- Overview and introductions (in-person) - **25 minutes**
- What is Inclusive Teaching? (in-person) - **5 minutes**
- Intersectional identity activity (in-person) - **30 minutes**
- Supporting under-represented students (in-person) - **5 minutes**
- Connecting identity to education reflections ([online](#)) - **10 minutes**
- Reflective teaching guided inquiry ([online](#) and in-person) - **30 minutes**
- Wrap up and preview for next session (in-person)- **15 minutes**
- Homework ([online](#) in between sessions) (**30 minutes**)
- Session 2: Distinguishing Inclusive Teaching Practices (**2 hours total**)
 - Overview, recap, review of inclusive themes (in-person)- **15 minutes**
 - Scenario small group and large group discussions (in-person) - **20 minutes**
 - Video critiques ([online](#) and in-person) - **35 minutes**
 - Action plan ([online](#) and in person) - **45 minutes**

Other Possibilities

One of the intentions behind the design of this curriculum is that the activities build off one another and are somewhat modular. Depending on time and interest, there are more format variations possible. We have on occasion assigned the online version of the [Intersectional Identity Activity](#) as pre-work when time is limited. In those cases, we focus the remaining synchronous activities on reflective teaching and/or discussions and critiques of scenarios.

Preparing for the Workshop

Target Audience

We offer this workshop to graduate students, postdoctoral fellows, teaching staff, and faculty. We recommend extending invitations to graduate students and junior postdoctoral fellows together, or faculty, teaching staff, and senior postdoctoral fellows together. We believe a mixed group of graduate students and faculty has too many complicated power dynamics. Postdoctoral fellows pose a unique challenge as their experience is typically the most variable, which is why we include them in both graduate student and faculty targeted workshops. If including postdoctoral fellows and faculty together, be mindful of potential conflicts (see Assign seating section).

Communications

This workshop is extremely participatory and we acknowledge folks have very busy schedules. That is why it is important to get an accurate headcount for the event. Our strategy is to send out an interest form ([see Appendix](#)) 6-8 weeks ahead of the event and then follow-up with folks who expressed interest to confirm registration ([see Appendix](#)) about 1 month before the event. We find that this two-part interest/registration method minimizes attrition as it reinforces commitment. If it is an especially busy time of year and you have some flexibility, we also have success including a rank choice date/time option in the interest form. That way you can find the date/time that works for both the facilitators and prospective participants.

Assign Seating

We find that assigning small groups for some activities works well. Based on the registration information provided by participants, we like to compose groups with a mix of teaching experience, gender identities, and racial identities (if known). We typically assign 5-6 groups of 4-5 people. It is wise to try to have at least 2 people of a shared gender or racial identity (if known and if possible) in each small group, as the experience of being the only representative of a specific identity can trigger stereotype threat. If including folks of different roles (e.g., postdoctoral fellows and faculty), it is ideal to also have 2 people of a similar role/work experience in each group. However, just make sure not to assign a faculty member to the same group as the postdoctoral fellows in their lab. Print out a sign-in sheet for the participants to initial (to indicate attendance at event) and find their table as they enter the space ([see Appendix](#)). Due to some attrition on the day of the event, you may need to combine tables or rearrange the seating chart. We advise doing this to maintain 3-5 people per group.

Review All Materials

The most important thing you can do as a facilitator is be prepared! Be sure to review this guide, the online [Inclusive Teaching Module](#), and all other materials thoroughly. Comfort with the materials will help the workshop go smoothly and on schedule. Remember to arrive at the workshop space at least 20 minutes before the workshop begins, as some set up is required.

Facilitating the Workshop

Overview and Introductions

Synopsis

In-person and online. Introducing yourselves and the material can help set the tone for a transparent, candid, and inviting workshop.

Supplies

- Name tags for each participant and facilitator
- Large markers
- Sign-in sheet ([see Appendix](#))
- Table number signs

Timing: 25 minutes

Detailed Guide

As folks enter the room, encourage them to:

- sign in on the registration sheet
- find their assigned table and fill out a name tag,
- and complete [Survey 1 as a pretest](#) (for a hard copy [see Appendix](#)).

Then introduce yourselves. We typically introduce ourselves by using our first names, pronouns, role at the institute, and connection to the material. Sometimes, our workshop sessions are too large to have sufficient time for all participants to introduce themselves, in that case, we ask that participants introduce themselves before they speak for the first time and in their small groups. However, you may want to include introductions as this helps get participants comfortable.

After introductions we move to outlining the Learning Goals and Objectives and the Ground Rules (both described in detail in the Overview section of this guide).

Once these housekeeping tasks are completed we like to ask participants: what is inclusive teaching? We use PollEverywhere to compile anonymous open-ended short text-based responses. However, you can set up a poll in whatever format you desire. We review responses as they appear in real-time. After folks have responded, we define

inclusive teaching as a collection of approaches that both invites and enables people that embody diverse identities to successfully learn together.

Facilitation Tips

Assess agreement: Get an indication if folks agree to the ground rules. Ask participants to show a sign (thumbs up/down) of agreement. If someone does not agree, take a few minutes to discuss their concerns or suggested amendments (while keeping the existing rules in place).

Intersectional Identity Activity

Synopsis

In-person group activity. Participants indicate which categories of identity they feel are most salient, less salient, powerful or privileged, and stigmatized or oppressed for themselves and discuss in small and large groups. This activity aligns to:

- Goal 2: empathize with how intersectional identities can inform experiences in education
- Objective 1: articulate the intersectional identities you hold

Supplies

- Poster-sized sticky notes (~8 sheets)
- Large markers
- 4 unique combinations of color and shape sticky notes or stickers (to ensure participants with impaired color vision can distinguish the different options)
 - 2 of each shape/color combination per participant

Timing: 35 minutes

- Instructions overview: 5 minutes
- Activity: 15 minutes
- Discussion: 15 minutes

Detailed Guide

Before the session starts, hang 8 poster-sized sticky notes (they should be spaced out) around the room with the following labels written on them:

- Gender
- Race and Ethnicity
- Health and Ableness
- Sexual Orientation

- Socioeconomic Status
- Religion and Spirituality
- Immigration Status
- Specify (a catchall for categories not already mentioned)

Each participant should have 2 of each of the 4 different color and shape combinations before the activity begins. We recommend placing these at each seat in the room when setting up. We have found that unique color and shape combinations work best for accessibility.

Give a brief overview of the whole process: We will go through 4 rounds of questions corresponding to each of the different colors/shapes. In each round, place your 2 stickers in 2 categories that answer the question for you and then find a partner to discuss briefly.

Then walk participants through the activity step by step. First, ask participants to place a sticker on the two identity categories in which they relate to most closely (are most salient). After this placement, they should find someone at the same identity board to have a short discussion. Repeat this process for identities that: do not relate to closely (less salient), feel the most oppressed or stigmatized, and have the most power or privilege. Again, be sure to pause between each round for a brief partner discussion.

After the 4 rounds of placement and partner discussion, engage in a large group discussion. You do not need to ask all of these questions, but we recommend some combination of:

- Which color/shape was the most challenging and which color/shape was the easiest for you to categorize? Why do you think this is the case?
- Did you place multiple colors/shapes in the same category?
- How do the different categories you identified in each round influence each other?
- As a group, where are the different colors/shapes placed? How does this compare to your own categorization?
- What patterns do you notice? What information is missing from these visuals?

We like to end with a final question: **Why did we do this activity?**

With the goal of helping participants make the following connections:

- We all have multifaceted identities, many of which are not visible.
- Educational settings are diverse places. Even if 2 people share an identity, it does not mean their feelings about them are similar.

- Awareness of our own identities, and how they relate to the identities of others, is the first step to building empathy and an inclusive learning environment. This will ultimately make it easier for us to communicate with, teach, and mentor others.

Facilitation Tips

Build trust: this activity can be vulnerable and uncomfortable, so it might help to acknowledge this fact, remind folks of the ground rules, and provide your own examples during the instructions for each round (especially of the Specify category). Also, be sure to mention that folks are welcome to participate at the level they feel safe doing so and to remember the difference between safety (required for learning) and comfort (not always necessary to learn).

Connecting Identity to Education

Synopsis

Individual online reflection activity. In this section we will be bridging the identity-focused work in the Intersectional Identity Activity with the upcoming activity examining teaching practices. Briefly describe some strategies for supporting underrepresented learners and then have participants reflect on their own experiences in education. This activity aligns to:

- Goal 2: empathize with how intersectional identities can inform experiences in education
- Objective 1: articulate the intersectional identities you hold
- Objective 2: identify how different teaching practices can be received by diverse audiences

Timing: 15 minutes

- Description of some supports for underrepresented learners: 5 minutes
- Online reflection [Connecting Identity and Education](#): 10 minutes

Detailed Guide

Describe some broad strategies that are helpful for underrepresented learners. These are general practices that particularly help students feel supported in environments that might otherwise feel unwelcoming.

- **Prepare ahead of time-** know your resources and what you can provide to learners. Are there resources at your institution that you can provide? This can be

included in your syllabus. Examples include accessibility office, office for underrepresented students, counseling services, etc.

- **Check in regularly**- be willing to check in with students who might be struggling. Try to notice when someone seems like something is bothering them or if something is off.
- **Validate concerns**- when someone comes to you, try to validate them instead of giving excuses or explaining why they might be wrong
- **Provide community**- if you cannot provide shared community and support to the learner, can you connect them with people who can support them? Try not to directly connect them with a mentor/support based solely on shared background, but instead provide them a menu of options to choose from so they can select the person that is right for them.
- **Create psychological safety**- create an environment where learners feel safe. This can include providing options to step out, pass in group discussions, and respecting pronouns.

Next, invite participants to select 1 of the 3 questions found in the [Connecting Identity and Education section](#) to answer for their own reflective purposes. Remind participants this will not be shared out. The three question options address themes of identity affirmation in education, identity as an asset to learning, and identity in teaching.

Facilitation Tips

Participant signals: We like to ask participants to partially close their laptop/tablet when they are done with the reflection to help us keep track of where participants are in the activity.

Reflective Teaching

Synopsis

In-person large group discussion and individual online reflection activity. The Reflective Teaching cycle is introduced by the facilitators. Through a worked example, participants as a group answer a set of questions to demonstrate how to examine a focal teaching practice. After the worked example, participants are encouraged to try it out individually. The purpose of this activity is to get participants in the habit of reflecting upon their teaching style, rather than following a prescriptive checklist. This activity aligns to:

- Goal 1: foster a reflective teaching style with a growth mindset toward improvement
- Goal 2: empathize with how intersectional identities can inform experiences in education
- Objective 2: identify how different teaching practices can be received by diverse audiences
- Objective 3: identify strategies that promote inclusivity

Supplies

- Poster board sticky notes (~2 sheets)
- Large markers

Timing: 30 minutes

- Introduction and worked example: 10 minutes
- [Applying a Reflective Approach to a Teaching Practice](#) online: 10 minutes
- Debrief: 10 minutes

Detailed Guide

Describe the process of reflective teaching: Being a reflective teacher means that you systematically use self-reflection to critically examine your pedagogical choices, their impact on students, and potential solutions to classroom challenges. Similar to the scientific method, a reflective teaching practice starts with a question and requires you to gather data from multiple sources, evaluate that information, and draw conclusions to revise your teaching practices accordingly. Reflective teaching is an iterative approach to instruction that is always in process.

Provide an example of what this might look like:

- **Question:** Am I grading assessments fairly?
- **Data:** Look at student performance on assignments across time, feedback from students, invite a peer to talk about your grading scheme, and other observations you or your colleagues make.
- **Evaluation:** Is there a consistent pattern that emerges through the data/observations? Are some of these sources more reliable or important than others?
- **Conclusions:** Does my current method produce results consistent with an inclusive teaching and learning environment?

- **Next Steps:** Revise and iterate your practice. For example, add more detail to rubrics, modify exam formats, or institute more flexible deadlines.

We provide a set of questions that guide the process of examining focal teaching practices. If we examine the ways we teach, we can find areas for making our teaching practices more inclusive. When facilitating, we typically select the process of cold-calling (asking a student to contribute to class without them volunteering) as our worked example. Some potential responses are indicated below.

Cold-calling

- Why might I use this practice?
 - The instructor wants to encourage participation or is uncomfortable with silence.
- What is implied about my values and expectations for students?
 - The instructor values quick-thinking and frequent verbal contributions.
 - Students are expected to answer quickly and correctly when called upon.
- Which student behaviors are encouraged and which are discouraged by using this practice?
 - Some students may be stressed or anxious, which could negatively influence their reception of material, reducing motivation to participate.
 - Some students may find this motivating, or appreciate the opportunity to participate.
 - This practice may encourage quick-thinking or second-guessing.
 - This practice could discourage thoughtful responses.
- Who is left out and who is welcomed to learn as a result of this practice?
 - Socially anxious students may not feel comfortable in this classroom.
 - Shy students may feel like they are given a dedicated opportunity to participate.
- Is this practice more or less inclusive? What could be done to modify this practice to ensure inclusivity?
 - Less inclusive. Bias in who the facilitator calls on can marginalize some participants. This practice takes away a sense of autonomy in participation. To improve it, we could: randomize roll call using a roster/random number generator/etc., ask students ahead of time to indicate if they are willing to be called upon, establish that this is an expectation of class from the first day, normalize “passing”, and create a culture of respect and value for all contributions.

Participants then have time to repeat this process by themselves by selecting a different focal teaching practice of their own and working through [Applying a Reflective Approach to a Teaching Practice](#). After that, try a “go-around” where each participant can share what focal practice they analyzed, an insight from that analysis, or pass.

Facilitation Tips

Keep it moving: Brainstorming responses to the guiding questions for the worked example should go fairly quickly. We want participants to offer ideas, with one facilitator navigating discussion, and the other taking notes on a poster-sized sticky note.

Wrap Up Part 1/Homework Instructions

Synopsis

In-person and online. The content of this section will look slightly different depending on the format of your workshop. The purpose of this activity is to transition out of the Identity and Reflective Teaching sections and into application of these principles.

Timing: 15 minutes

- Both formats- Complete [Survey 1 as a post-test](#) (for a hard copy [see Appendix](#)): 5 minutes
- If one all-day session- Share an insight or question from this session: 10 minutes
- If two-session format- Preview of homework with instructions and demonstration: 10 minutes

Detailed Guide

After the reflective teaching practice go-around, invite participants to fill out the [Survey 1 as a post-test](#) from this part of the workshop (for a hard copy [see Appendix](#))

If one all-day session: Share an insight or question you have from this session. If you have time after the post-survey, you can do another go-around in the opposite direction with every participant having an opportunity to share, or if time is tight, ask for a few participants to offer questions and insights.

If two-session format: Review homework instructions and demonstrate course navigation.

Instruct participants to complete [Survey 2 as a pre-test](#) before starting the homework (for a hard copy [see Appendix](#)). Demonstrate how to navigate the [Scenario-Based Learning Applications section](#). Tell participants to use the link sheet to navigate to 3 different sections (Preparing Inclusive Materials, Designing Equitable Instructional Activities and Assessments, and Interacting with Diverse Students) of thematically-related scenarios that will help guide them in distinguishing more inclusive practices from less inclusive ones. For the homework, participants are invited to explore:

- 1 scenario question from [Preparing Inclusive Materials](#),
- 2 scenario questions from [Designing Equitable Instructional Activities and Assessments](#),
- and 3 scenario questions from [Interacting with Diverse Students](#).

Participants should **not explore** the video critiques as we will involve those in another activity.

Facilitation Tips

Elaborated explanations: Whether as part of homework or in small groups (see Discussion of Homework/Online Scenario Group Work), it is very important to remind participants to click the Show Answer button after submitting an answer to learn more in the online Module. There are incredibly detailed explanations that explain the logic and provide references and resources for each assessment in the course.

Overview and Review of Inclusive Themes

Synopsis

In-person review. The purpose of introducing inclusive teaching themes is to provide a heuristic for identifying more inclusive practices by comparing these broad themes to specific applications.

Timing: 5-15 minutes

- If two session format- Review of learning goals and objectives and ground rules: 10 minutes
- Both formats- Introduction of inclusive learning themes: 5 minutes

Detailed Guide

In a two-session format, we encourage facilitators to take time to review the ground rules and learning goals and objectives before discussing the themes of inclusive teaching. In

one all-day session, you can skip the ground rules, learning goals, and objectives and go straight into the discussion of inclusive teaching themes.

Introduction of inclusive learning themes:

- **Demonstrating respect and empathy for the whole student:** Mutual respect and understanding is vital to interpersonal educational dynamics. If you extend kindness, understanding, and appreciation to your students you will see it return.
- **Encouraging autonomy and self-efficacy:** By helping our students make educational decisions that are consistent with their values and instilling in them a belief that they can succeed, they can become empowered in their educational journey.
- **Valuing open communication and transparent policies:** By communicating with our students clearly and effectively, we can share a mutual understanding of not only what is expected when and how, but why. By engaging in open, transparent communication, we also demonstrate respect and encourage autonomy.
- **Fostering belonging and personal connections:** When we feel like we truly belong to a group, like as scientists, researchers, academics, or artists- we are more likely to persist in that group and make meaning out of our experiences. This process helps grow the network of our student's into a community where they feel at home.
- **Centering growth, accessibility, and flexibility:** We all have something to learn, so remaining amenable to change both big and small is important to adapt and adjust to the unpredictability of life. To help with that uncertainty, we must also tirelessly work to ensure that access - to educational content, instructor empathy, resources, and more - is preserved.

Facilitation Tips

What questions can I answer? Is an inviting way to normalize and encourage question-asking. Remember to pause for questions throughout the workshop, especially during the more exposition-heavy sections.

Discussion of Homework/Online Scenario Group Work

Synopsis

Small group work in person and/or online. The timing of this section will look slightly different depending on the format of your workshop. The shared purpose of these activities is to encourage participants to explore different teaching scenarios and

determine more inclusive responses using the online Module and compare ideas in small groups before sharing out more broadly. These activities align with:

- Goal 1: foster a reflective teaching style with a growth mindset toward improvement
- Goal 3: develop tools and strategies for inclusive practices
- Objective 2: identify how different teaching practices can be received by diverse audiences
- Objective 3: identify strategies that promote inclusivity

Timing: 50 minutes

- If one all-day session- small group work of scenarios: 30 minutes
- If two-session format- homework (described in Wrap Up Session 1/ Homework Instructions): 30 minutes
 - Both formats include [Survey 2 as a pre-test](#) (for a hard copy [see Appendix](#))
- Both formats- Small group discussion of scenarios: 10 minutes
- Both formats- Takeaways: 10 minutes

Detailed Guide

If one all-day session: small group work

First, instruct individuals to complete [Survey 2 as a pre-test](#) (for a hard copy [see Appendix](#)).

Then, in groups of 3-5 (depending on final enrollment) instruct participants to complete the Scenario-Based Learning Applications together. Each group should complete at least:

- 1 scenario question from [Preparing Inclusive Materials](#),
- 2 scenario questions from [Designing Equitable Instructional Activities and Assessments](#),
- and 3 scenario questions from [Interacting with Diverse Students](#).

Remind participants to click Show Answer after submitting an answer for more information. After the end of this activity, instruct small groups to disassemble and reform with different people.

If two-session format: individual computer work

Participants are expected to complete the [Survey 2 as a pre-test](#) (for a hard copy [see Appendix](#)) and homework (described in Wrap Up Session 1/ Homework Instructions) on their own before the start of the second session. You may want to open the workshop space for 30 minutes before the workshop is scheduled to begin and let participants know they can come early to finish the homework during that time.

Both formats: small and large group discussion of scenarios

Whether one session or two, in the (new) small groups, encourage participants to discuss the following:

- Which scenarios did you explore previously?
- Which theme(s) of inclusive teaching did each of these scenarios address?
- Did anything surprise you? What did you learn?
- How do you think your students will respond to the practices encouraged by these scenarios?
- What might be barriers to implementation? How could you resolve them?

After small groups have time to discuss, invite a representative from each small group to summarize what was discussed and any takeaways that emerged from their discussions.

Facilitation Tips

Monitor discussion: It helps to move around from small group to small group to listen in on discussion to have a sense for how it is going and if you need to redirect any conversation.

Video Critiques

Synopsis

Large group discussion with online resources. In this activity, participants watch short pairs of video scenarios. There are 4 scenarios, each with 2 scenes. Scene A is a less inclusive way and Scene B is a more inclusive way of navigating the same situation. A large group discussion follows after each scene. This activity aligns to:

- Goal 1: foster a reflective teaching style with a growth mindset toward improvement
- Goal 3: develop tools and strategies for inclusive practices
- Objective 2: identify how different teaching practices can be received by diverse audiences
- Objective 3: identify strategies that promote inclusivity

Timing: 35-65 minutes

Videos are found in the [Video Critiques section of the Module](#)

- If one all-day session- watch all 4 scenarios and discuss: 60 minutes

- If a two-session format- have participants vote on 2 scenarios they want to explore and discuss: 30 minutes
- Both formats: [Survey 2 as a post-test](#) (for a hard copy [see Appendix](#)): 5 minutes

Detailed Guide

Before you start watching videos it can help to provide some context for the activity: Responding in the moment is one of the most challenging parts of instruction. Our intentions to be supportive and mindful educators are a great place to start, but sometimes our intentions are not translated effectively into action or become muddled in missteps and mistakes. Perfection is not a realistic expectation; we simply must try our best, be thoughtful, and confront the impacts of our actions with humility, no matter our intention. The following video scenarios contain paired scenes grounded in real experiences that are meant for you to practice critiquing responses based on what you have learned about inclusive teaching so far. Each video contains two versions of the same scenario, one scene that is less inclusive (Scene A), followed by another that is an improved response (Scene B). We will critique and discuss each scene.

If you have limited time and cannot watch all 4 scenarios, have participants vote by a show of hands which 2 scenarios they prefer. Regardless of whether or not you can explore all scenarios, the following discussion questions can help guide the group conversation.

After Scene A

- What are some possible good intentions behind Scene A?
- What are some criticisms you can make of Scene A? What are the potential negative impacts?

After Scene B

- How does Scene B avoid or correct the criticisms and impacts from Scene A?
- How else could you respond to this or a similar situation in your own teaching context?

After discussion has ended, invite participants to complete [Survey 2 as a post-test](#) (for a hard copy [see Appendix](#)) before moving onto the next activity.

Facilitation Tips

Video player: You may play the videos through the [Video Critiques section of the online Module](#) or download them locally and embed them into your slides for ease of facilitation.

Gallery Showcase

Synopsis

In-person small and large group activity. We typically only implement this activity during an all-day workshop when we have more time for participants to continually think and add more ideas throughout the session. Participants brainstorm useful inclusive teaching practices in specific learning contexts and discuss implementation, including sharing their own inclusive teaching triumphs. This activity aligns to:

- Goal 3: develop tools and strategies for inclusive practices
- Objective 4: create an action plan to address inclusivity in your classroom.

Supplies

- Poster-sized sticky notes (with ~4 sheets)
- Large sticky notes
 - Each participant should have 3-5

Timing: 30 minutes

- Gallery debut: 10 minutes
- Form small groups discussion: 10 minutes
- Report out to large group: 10 minutes

Detailed Guide

Set up poster-sized sticky notes with four different types of teaching contexts around the room (e.g., labs, large enrollment lecture, discussion-based, virtual) after the Intersectional Identity Activity. These can be any teaching contexts that are most relevant to your participants. Invite participants to add examples of inclusive strategies that fit each context throughout the day.

When it comes time for the gallery debut portion, ask participants to move around the room, take notes, and continue to add to the different boards. Then invite participants to assemble around a board that they want to explore in more depth (you may have to

break groups up or ask to redistribute if too big). Remind participants this does not have to be a board that they personally added to. Encourage participants to discuss what implementation of the strategies on the board would look like in that context. Finally, have a representative of each board summarize what was discussed to the whole group.

Facilitation Tips

Time to think: This activity should be introduced early in the workshop, but will not actually take place until the end of the day. This gives participants time to add to the boards as they become more familiar with different inclusive teaching practices.

Action Plan

Synopsis

Individual online activity and partner discussion. In the final activity of the workshop, invite participants to create a personal action plan to take the next step in their inclusive teaching journey and discuss it with a partner. This activity aligns to:

- Goal 3: develop tools and strategies for inclusive practices
- Objective 4: create an action plan to address inclusivity in your classroom.

Timing: 45-50 minutes

- Create a detailed plan for 1-3 inclusive practices with the [Action Plan section of the Module](#): 20 minutes
- Pair with a neighbor and share ideas: 10 minutes
- Go around - share action plans/reflections: 15-20 minutes

Detailed Guide

Participants have the opportunity to apply what they have learned throughout the workshop and craft their next steps in implementing inclusive teaching practices. Participants use the [Action Plan section of the Module](#) to identify 1-3 practices they want to try and answer questions that are designed to have them think through the implementation considerations for each practice.

After participants have the opportunity to answer this series of questions, they are asked to pair up and describe their plans. The workshop concludes with another go-around, where participants are invited to share 1 teaching practice they want to implement.

Facilitation Tips

Remind pairs to share: During the paired portion of the action plan, give a 5 minute warning so that both members of the pair have ample time to share their ideas with each other. Typically the group share-out can go long, so be sure to leave plenty of time for that final part of the activity.

Afterwards, Evaluation, and Additional Information

Workshop Feedback

We want to continue to learn from our work as facilitators and offer the best possible learning experience to participants. To that end, we ask participants to complete a simple digital workshop evaluation form ([see Appendix](#)) at the very end of the workshop. This feedback helps us determine how we may tweak our facilitation practices, materials, or workshop format. It is very important to us that participants share honest feedback, so we like to use an online form to collect responses anonymously.

Post-Workshop Communication and Certification

After our workshops, we distribute the slides as pdfs ([see Appendix](#)). This meets the needs of participants for physical notes they can reference with our need as facilitators to keep folks focused and attentive during the workshop activities. In addition to slides, we also send out certificates ([see Appendix](#)) to the participants that complete all the workshop activities. In our post-workshop email, we also thank participants and remind them to complete the workshop evaluation form if they have not done so, yet. This is also a good opportunity to follow up on any questions or requests for resources that you could not attend to or answer during the workshop.

Potential Analyses

There are built-in pre/post tests embedded in the course site, but we understand if it is important to your institution if you measure your own outcomes. We strongly suggest using the same 8 questions on a seven-point Likert-like scale (1= Strongly Disagree, 4= Neutral, 7= Strongly Agree) we developed ([see Appendix](#)) that align to the learning goals and objectives, at the times stated in this guide. You can number each of your pre and post surveys with a de-identifying code to keep them anonymous, but also paired. After data collection, we illustrate our results using histograms of pre/post responses and analyze these data further (sample size permitting) using a paired Wilcoxon signed rank test for each of the 8 questions with a Bonferroni correction for multiple tests.

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Resource: Inclusive Teaching Module
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