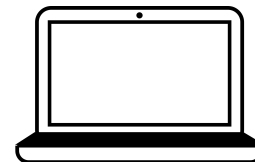# **Welcome!**

As you enter the room, please:

- sign in on the registration sheet

- find your assigned table and fill out a name tag

- complete <u>Before You Start Survey: Reflective Tools for Increasing Equity and Inclusivity</u>

Inclusive Teaching Workshop

Facilitated by: XXX

Learning Goals and Objectives

The goals for our participants are to:

- foster a reflective teaching style with a growth mindset toward improvement,

- empathize with how intersectional identities can inform experiences in education, and

- develop tools and strategies for inclusive practices.

Learning Goals and Objectives

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

- articulate the intersectional identities you hold,

- identify how different teaching practices can be received by diverse audiences,

- assess strategies that promote inclusivity, and

- create an action plan to address inclusivity in your classroom.

Ground Rules

1. Listen and speak with intention

2. Share time

3. Ask questions

4. Give the benefit of the doubt

5. Hold yourself and others accountable

6. Take the learning, but leave the stories

Expectations

Morning: Identity and Reflective Teaching
Afternoon: Distinguishing and Implementing Inclusive Teaching Practices

A certificate in Inclusive Teaching will be awarded if you:

- actively participate in discussion

- complete the online portions of the workshop as instructed

  - including the pre/post surveys, action plan, and final workshop evaluation
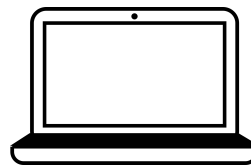
What is inclusive teaching?

Intersectionality Exercise

We ask you to place a post-it on the **2** identity categories in which:

Color/Shape	Action
Green square	you relate to most closely
Blue heart	you do not relate to closely
Yellow bubble	you feel the most oppressed or stigmatized
Pink star	you feel the most powerful or privileged

Talk to a neighbor about your placements after each color.

Intersectionality Exercise Discussion

- Which shape was the most challenging for you to categorize? Which shape was the easiest for you to categorize? Why do you think this is the case?

- Did you place multiple shapes in the same category?

- How do the different categories you identified with influence each other?

- As a group, where are the different shapes placed? How does this compare to your own categorization?

- What did you notice? What information is missing from these visuals?

- **Why did we do this exercise?**

Gallery Instructions

- Boards with different types of teaching contexts will be posted around the room.

  - large-enrollment lecture, discussion-based, virtual, and specify/other

- Use the large sticky notes to add examples of inclusive strategies that you think may work well in that teaching context.

- Keep adding throughout the day- we will revisit these as a group later!

Break

Start to add to Gallery

Supporting underrepresented learners

- **Prepare ahead of time-** provide resources in syllabi, talk about accessibility during first class, check in with TAs or other professors
- **Check in**- see how students are doing as individuals, especially if you notice a change in demeanor or behavior
- **Validate concerns**- if a student brings something to you, do not dismiss it - engage with concern
- **Provide community**- offer connection with other students, potential mentors, etc.
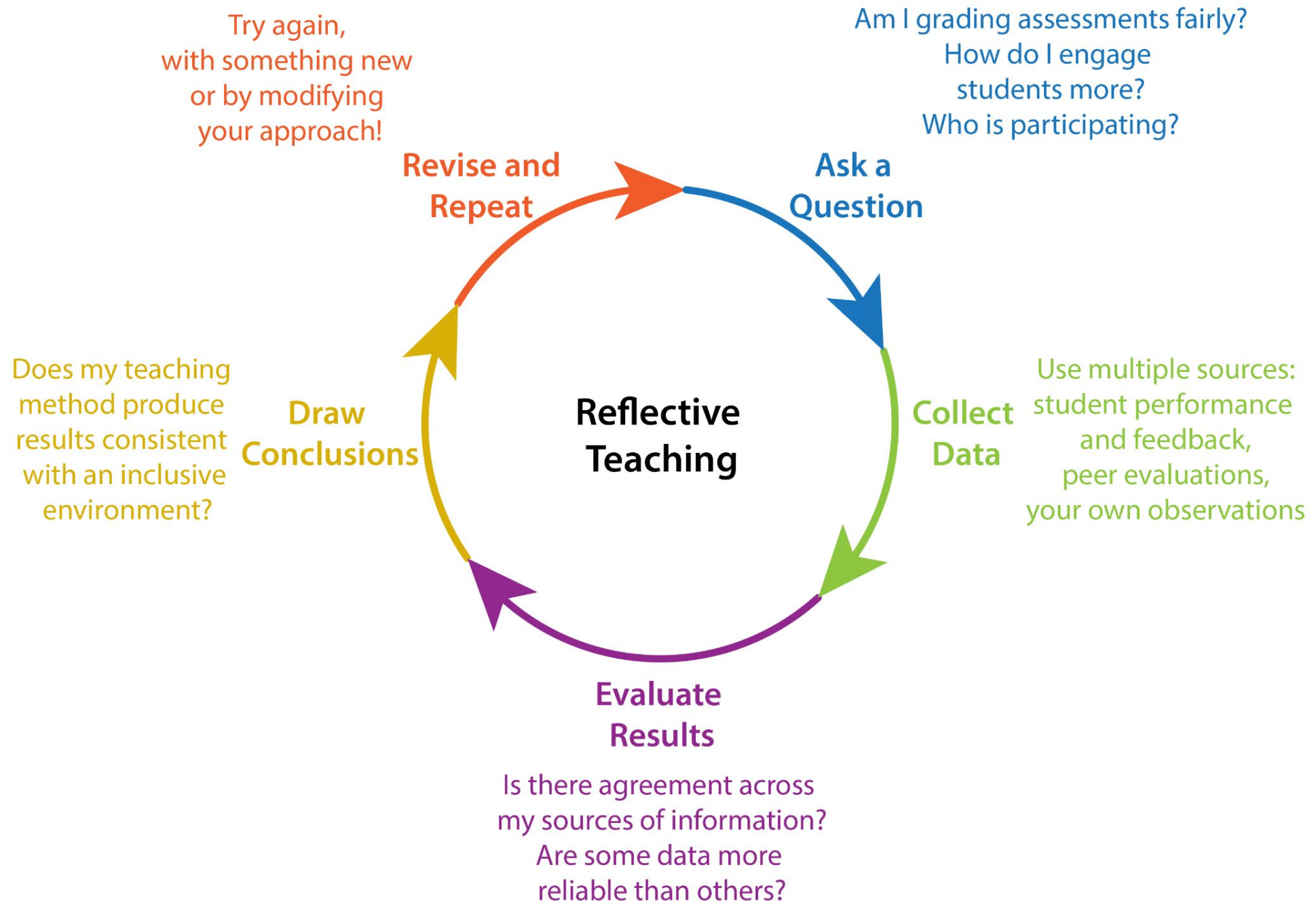- **Create psychological safety**

Identity Reflection
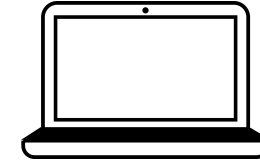
Think about how your identity has affected your educational experiences.

Select and answer **1** of the prompts in

Connecting Identity and Education

Try again,
with something new
or by modifying
your approach!

Am I grading assessments fairly?
How do I engage
students more?
Who is participating?

**Revise and
Repeat**

**Ask a
Question**

**Reflective
Teaching**

Does my teaching
method produce
results consistent
with an inclusive
environment?

**Draw
Conclusions**

**Collect
Data**

Use multiple sources:
student performance
and feedback,
peer evaluations,
your own observations

**Evaluate
Results**

Is there agreement across
my sources of information?
Are some data more
reliable than others?

014

Reflective Teaching: Worked Example

- Why might I use this practice?

- What is implied about my values and expectations for students?

- Which student behaviors are encouraged or discouraged by using this practice?

- Who is left out and who is welcomed to learn as a result of this practice?

- Do you think this practice is <u>generally</u> more or less inclusive? What could be done to modify this practice to ensure inclusivity?

Reflective Teaching: Try It Out!
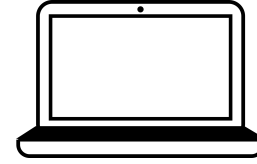
Work through this process yourself in:

Applying a Reflective Approach to a Teaching Practice

Wrap Up Morning Session

- complete <u>After You Finish Survey: Reflective Tools for Increasing Equity and Inclusivity</u>
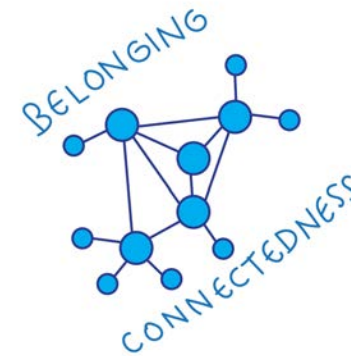
- share an insight or question from the session

Lunch

Continue to add to Gallery

Themes of Inclusive Teaching

- demonstrate respect and empathy for the whole student,

- encourage autonomy and self-efficacy,

- value open communication and transparent policies,

- foster belonging and personal connections, and

- center growth, accessibility, and flexibility.

Scenario-Based Activities

Complete: <u>Before You Start Survey: Scenario-Based Learning Applications</u>

- From <u>Description of Scenario-Based Learning Activities</u>, in your small groups 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

Remember to click **Show Answer** after submitting an answer for more information!

Scenario-Based Learning: group discussions

Switch up your small groups and:

- Share which scenarios each of you explored in your previous group.

- Talk about what you found:

  - Which theme(s) of inclusive teaching did each scenario 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?
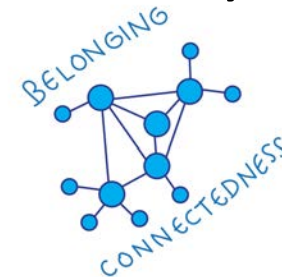
Break

Remember to add to Gallery

Video Critiques: Intent vs. Impact

- We will watch short videos that have 2 versions (Scene A and B).

- Group discussion after each scenario:

  - In Scene A:

    - think about good intentions, criticisms of practice, and potential negative impacts.

  - In Scene B:

   - think about what was done to avoid or correct those negative impacts, and other potential responses.

Video Critiques: Discussion Questions

- 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?

- 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?

Afternoon Survey
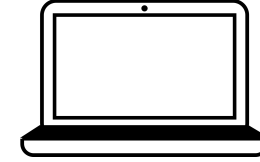
- complete the <u>After You Finish: Scenario-Based Learning Applications</u>

Break

Last chance to add to Gallery!

Gallery Showcase Instructions

- Move around the Gallery, feel free to take notes!

- Assemble at the board you want to discuss more with your colleagues.

  - This does not have to be at a board you contributed to!

  - Talk about what is on your board.

- A representative from each board is invited to report out a summary of what was discussed to the whole group.

Action Plan: Development
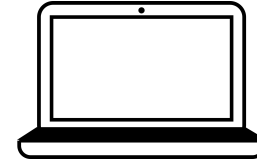
Write down a detailed plan for an inclusive strategy in <u>Making an Action Plan</u>.

If you finish with 1 strategy, repeat the process with another (up to 3) adding to each entry before re-submitting.
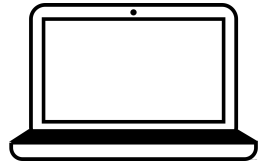
Raise your hand if you get stuck!

Action Plan: Share and Go around

- Pair with a neighbor: each share your ideas about your plans.

- As a whole group: share **1** inclusive teaching strategy you developed a plan for!

Thanks for participating!

Please remember fill out a <u>workshop evaluation</u>

Resource: Inclusive Teaching Module
Darcy G. Gordon, Catherine Drennan