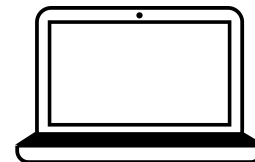


# Welcome!

As you enter the room, please:

- sign in on the registration sheet
- find your assigned table and fill out a name tag
- complete Before You Start Survey: Reflective Tools for Increasing Equity and Inclusivity





# **Inclusive Teaching Workshop Series**

## **Session 1: Identity and Reflective Teaching**

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

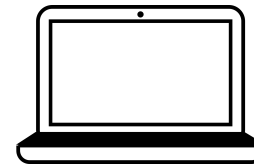
# Expectations

Session 1: Identity and Reflective Teaching

Session 2: Distinguishing and Implementing Inclusive Teaching Practices

A certificate in Inclusive Teaching will be awarded if you:

- attend both sessions in person and actively participate in discussion
- complete the online portions of the workshop as instructed
  - including the pre/post surveys, homework, action plan, and final workshop evaluation





# What is inclusive teaching?

# Intersectionality Exercise



We ask you to place a sticky note on the **2** identity categories in which:

Color/Shape	Action
Green bubble	you relate to most closely
Blue square	you do not relate to closely
Yellow heart	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

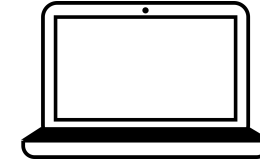


- Which shape was the most challenging for you to categorize? Which shape was the easiest for you to categorize? Why do you think this is the case?
- Did you place multiple shapes in the same category?
- How do the different categories you identified with influence each other?
- As a group, where are 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?**

# Supporting underrepresented learners

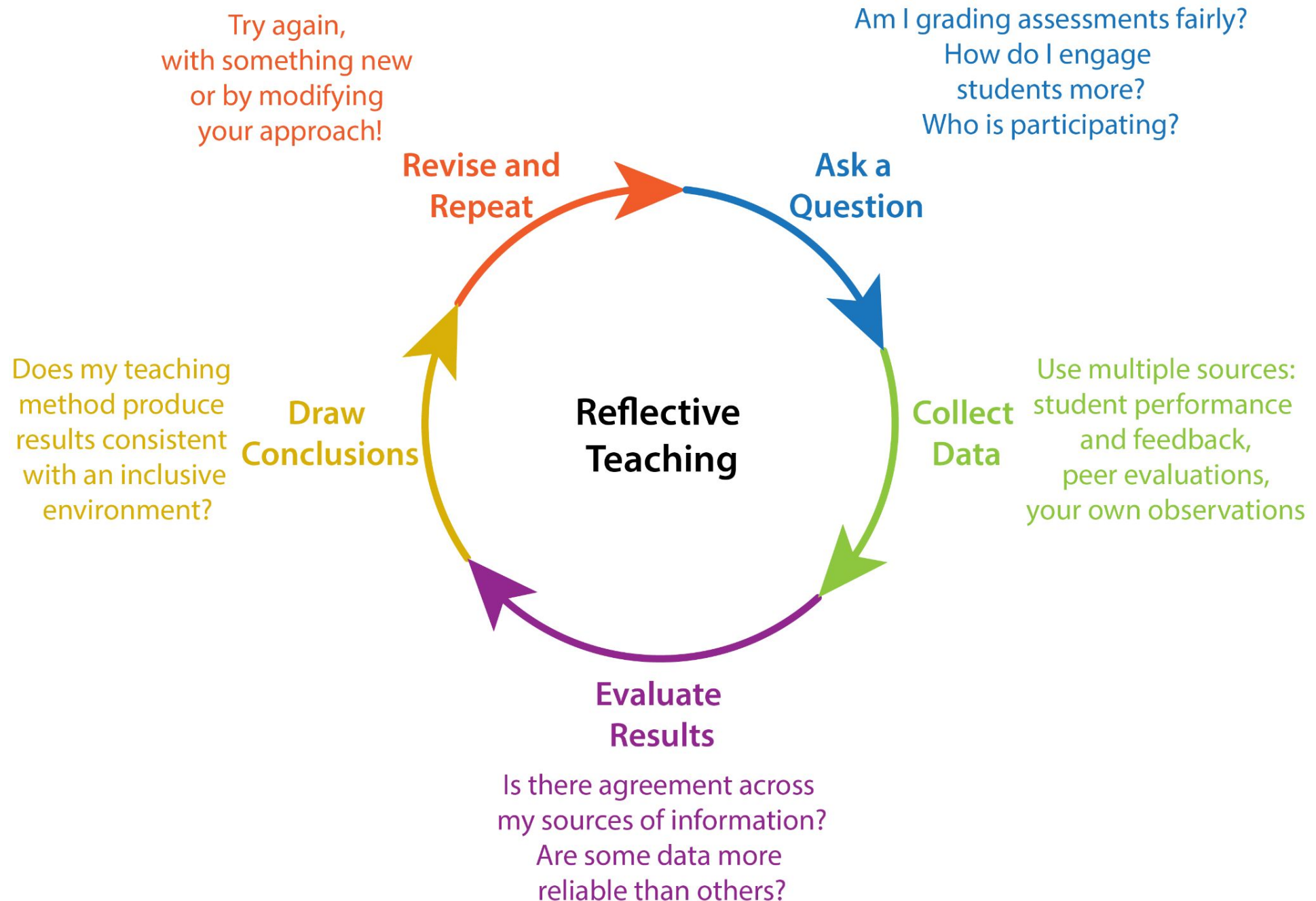
- **Prepare ahead of time-** provide resources in syllabi, talk about accessibility during first class, check in with TAs or other professors
- **Check in-** see how students are doing as individuals, especially if you notice a change in demeanor or behavior
- **Validate concerns-** if a student brings 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.

Take ~10 minutes to select and answer **1** of the prompts in Connecting Identity and Education

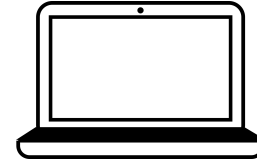


# Reflective Teaching: Worked Example



- 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 generally more or less inclusive?  
What could be done to modify this practice to ensure inclusivity?

# Reflective Teaching: Try It Out!

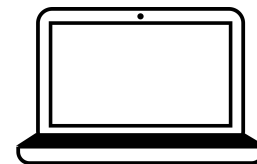


Take 10 minutes to work through this process yourself in:

Applying a Reflective Approach to a Teaching Practice

# Wrap Up Session 1

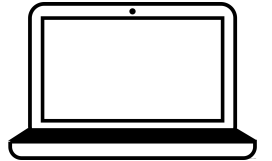
- fill out After You Finish Survey: Reflective Tools for Increasing Equity and Inclusivity
- share an insight from the session
- homework assignment preview



# Homework

Complete:

Before You Start Survey: Scenario-Based Learning Applications



- From Description of Scenario-Based Learning Activities, 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!



# Welcome back!

As you enter the room, please:

- sign in on the registration sheet, fill out a name tag, and find your assigned table





# **Inclusive Teaching Workshop Series**

## **Session 2: Distinguishing and Implementing Inclusive Teaching Practices**

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:

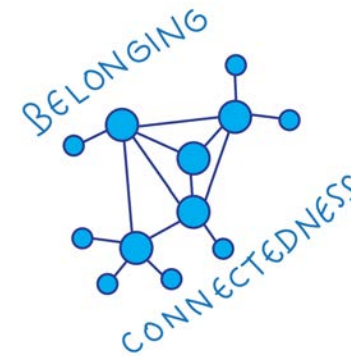
- articulate the intersectional identities you hold,
- identify how different teaching practices can be received by diverse audiences,
- assess strategies that promote inclusivity, and
- create an action plan to address inclusivity in your classroom.

# Ground Rules

1. Listen and speak with intention
2. Share time
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# 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.

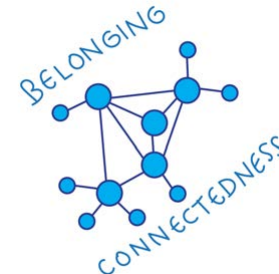


# Scenario-Based Learning: group discussions



Assemble into small groups and take 10 minutes to:

- Share which scenarios each of you explored for your homework.
- 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?



# Video Critiques: Intent vs. Impact

- We will select 2 scenarios that each have 2 versions (Scene A and B).
  - Scenario options:
    - encouraging an inclusive teaching culture
    - supporting students during difficult circumstances
    - shifting language use when using humor
    - keeping discussion on track after disruptive questions or comments



# Video Critiques: Intent vs. Impact



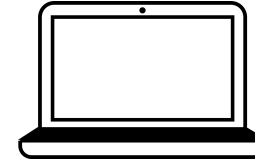
- Group discussion after each scenario:
  - In Scene A:
    - think about good intentions, criticisms of practice, and potential negative impacts.
  - In Scene B:
    - think about what was done to avoid or correct those negative impacts, and other potential responses.

# Video Critiques: Discussion Questions



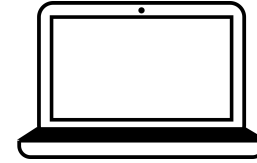
- What are some possible good intentions behind Scene A?
- What are some criticisms you can make of Scene A? What are the potential negative impacts?
- How does Scene B avoid or correct the criticisms and impacts from Scene A?
- How else could you respond to this or a similar situation in your own teaching context?

# Survey Break



- complete the After You Finish: Scenario-Based Learning Applications

# Action Plan: Development



Take 20 minutes and write down a detailed plan for an inclusive strategy in Making an Action Plan.

If you finish with 1 strategy, repeat the process with another (up to 3) adding to each entry.

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 your workshop evaluation

MIT OpenCourseWare  
<https://ocw.mit.edu/>

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

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