While waiting, please write on post-its: Characteristics of an Inclusive Classroom/Course
(1 idea per post it)
Inclusive Excellence in the Classroom: Valuing & Supporting All Learners

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Session Goal

To understand and apply principles of inclusive excellence in the classroom & beyond
By the end of the session, you will be able to:

- Explain inclusive excellence and why it matters
- Apply specific strategies to create an inclusive learning environment
- Reflect upon one's own positionality & the role it may play in pedagogical/curricular choices
Caveats

- Only 1-hour session: an introduction
- Diverse group: take what you need
  - Additional resources on handout & available from me.
Brief Table Introductions

- Name
- Pronouns (optional)
- Unit/Dept.
What are the characteristics of an inclusive classroom?

How is an inclusive classroom different from a diverse classroom?
In Inclusive Classrooms/Courses, All Students:

- feel supported to learn
- feel safe to express views in a civil manner
- feel respected as individuals & members of groups
- view themselves as people who “belong” in a community of learners (Saunders & Kardia, 2012)

Is this the case in your classrooms/courses?

How do you know?
1 Minute Pairs: Why does an inclusive classroom and campus matter?
There are a lot of reasons! Here’s some:

Evidence shows that diverse students who interact in an inclusive environment:

- develop more positive academic & social self-concepts,
- are more innovative (better at solving complex, routine problems),
- graduate at higher rates,
- achieve superior leadership skills,
- have higher levels of civic involvement, &
- exhibit lower levels of prejudice after graduation.

But its more than just having diverse students work together in class…

It’s about utilizing inclusive teaching strategies.
Reflecting on Inclusive Strategies

1. Read the “Strategies” handouts given to your table.
   • Pick one: classroom or environment

2. In the margin, mark each with the following:
   - not appropriate
   ✓ I already do this
   ≈ I sort of do this
   * I want to try it
Share Out

What is one good thing that you already have done or plan to do?
Strategies for Inclusive Classrooms/Courses:
Put post-its in appropriate space then gallery walk

- **Curricular Transformation** (content & assignments)
- **Interpersonal Awareness**
  - Faculty knowledge of diverse backgrounds of students
- **Inclusive Pedagogy**
  - Methods & formats
  - Interactions
- **Learning Environment**
  - Classroom climate
- **Intrapersonal Awareness** (faculty prior assumptions)
Intrapersonal Awareness
Positionality/Identity Reflections

We don’t see things as they are; we see them as we are. Anais Nin

- We must examine our own assumptions.
Free Write then Pairs (if time):
How might my positionality privilege certain learners? Consider:

- Choice in readings (e.g., identity of authors)
- Choice in class examples (e.g., who is a scientist, a couple?)
- Choice in visuals (e.g., images of people)
- Choice in language, slang, humor (e.g., “generics”)
- Choice in pedagogical strategies (e.g., expectation for participation)
- Communication style (e.g., impersonal/personal)
- Unconscious bias (e.g., social class, athletes)
Any Interesting Discoveries?
How might my positionality privilege certain learners?

- Choice in materials
- Choice in examples
- Choice in visuals, etc.
- Choice in language
- Choice in strategies
- Communication style
- Unconscious bias/assumptions
Although often unconscious, these biases can be unlearned & changed.

- Mental habit of association (Observation example)
- Strategies to counter bias (DeVine)
  - Detect-when do I do this?
  - Reflect-why?
  - Reject-the stereotype & replace w/ an alternative response
You can now (hopefully):

- Justify inclusive excellence practices
- Apply specific strategies to create an inclusive learning environment
- Reflect upon one's own positionality & the role it may play in pedagogical/curricular choices
Action Plan

- 2-5 things I plan to do in my efforts toward inclusive excellence are:
Ending Reflection

- Something I learned today was...
- Something I will do as a result of today’s session is...

- *Each of us can exercise the kind of inclusive leadership we need to interrupt the cycle of exclusion/oppression present on campus and in our community* (Tatum, 2017).

Thank you & please offer feedback!