Inclusive Teaching

CHICAGO CENTER FOR TEACHING

CENTER FOR IDENTITY + INCLUSION

Chicago Center for Teaching

THE UNIVERSITY OF CHICAGO

Key concerns for instructors

Am I reaching all of my students?

- Some students may be left out of the learning process

- Others dominate the classroom environment

- You feel uncomfortable about how a discussion is going (or a student's comment)

- You don't know how things are going

Teaching as balancing act

Allowing students the freedom to explore new concepts and work through a particular set of materials

Providing a framework through which that learning can be maximized for everyone in the room

Goals for Plenary

Help you start thinking about how to reach all of your students

- First considering who they are and what they bring to the classroom

- Who you are as an instructor

- What you can do from the first day of class to work towards creating an inclusive classroom

- Note: these are suggestions –we are in no way telling you how you must teach, but rather hope to help guide your own reflections about your teaching practices

What do we do…

1)…*when students are impacted by what's going on in the classroom in a way that hinders their learning?*

2)…*to set up the classroom from the beginning to minimize this kind of derailing?*

- Transparency
- Accountability
- Office Hours and Classroom Policies

Transparency

1) Learning goals
  - Learning goals help ensure that *all* students benefit from knowing what they will be learning throughout the course in terms of both skills and conceptual knowledge
  - Set learning goals but also communicate these goals to students on both the syllabus (if applicable) or in person to help reinforce what the course is about and your commitment to help each of them work towards these goals

2) If working with controversial material/topics, stating this from the beginning can help students prepare for the work they will set out to do together

3) Regardless of content, making it clear to students that they are expected to listen to and learn from each other can help set the tone from day 1

4) If one student is making others feel uncomfortable to the point that conversation has halted, or makes a remark that is offensive:
  - ask the student to clarify, redirect to the material/task at hand, or find another way to acknowledge what is going on to help move past it
  - follow up with the student afterwards and follow up with the class next time about this particular conflict

5) Allow students to make the decision whether or not to speak from their particular identity groups (avoid tokenism)

Accountability

1) Collective ground rules

- Have students generate rules for discussion on day 1 (along with you)

- *How many times is someone allowed to talk before everyone has spoken? How will they deal with a contrasting point of view? How will they respect one other's differing perspectives in conversations?*

- Often, students will be more mindful of their contributions if they've already established rules together and will manage discussion as peers

- These rules should align with learning goals and you do have the power to veto/add to as the instructor

2) Norms and expectations –asking students: "How do you know when you're prepared for class?"

3) Multiple forms of assessment: in person, quizzes, minute papers, recaps

4) Motivating feedback with clear instructions for improvement

5) Multiple forms of classroom engagement

- group work, allowing students "processing" time, giving shyer students other ways to participate

Office Hours & other Classroom Policies

1) Office Hours
- Tracking where students are and how they are doing in your course/lab/section
- Mandatory office hours are one option –once or twice a quarter either as check ins or to provide feedback on assignments

2) Technology in the classroom
- Often, we want to disallow the use of anything distracting
- Some things to consider: some students need technology to access materials due to a disability and others might find the cost of printing/buying materials prohibitive
- Suggestions: exceptions to no-technology clause, having designated screens up and screens down time, or making other accommodations that don't out students but also help them succeed (turn wifi off, provide materials in other format, etc.)

3) Disabilities statement on the syllabus; commitment to inclusive pedagogy/teaching; preferred pronouns/ names

4) Resources: library, writing center, English language institute, disability office, Center for Identity + Inclusion, etc.

Questions?

- Lunch by discipline w/CCT Fellow or staff member (check list out front)

- Afternoon session w/panel of undergraduates

Thank you!

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