SIX TRAITS OF AN INCLUSIVE CLASSROOM

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Inclusive Teaching Initiatives
Introduction
Diversity - references the similarities and differences between individuals, accounting for all aspects of one’s personality and individual identity. It implies variety in characteristics like race, sex, gender, socioeconomic status, religion.

Equity - an approach that ensures everyone access to the same opportunities. It recognizes that advantages and barriers exist, and that, as a result, we all don’t all start from the same place.

Inclusion - refers to the efforts used to *embrace* differences. It describes how much people feel welcomed, respected, supported and valued.
INCLUSIVE PEDAGOGY

• Inclusive pedagogy refers to the ways in which courses, classroom activities, curricula, and assessment are designed and delivered to engage all students in learning that is meaningful, relevant and accessible. It embraces a view of the individual and individual differences as sources of diversity that can enrich the lives and learning of others. (Hockings, 2010)
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Diversity
exits
Honors
Incorporates
Activates
Accounts
Aware
Diversity exits

Six Traits of an Inclusive Classroom
Six Traits of an Inclusive Classroom
DIVERSITY AT THE UNIVERSITY OF CHICAGO

Racial and Ethnic Diversity

- White Students
- Hispanic/Latinx
- Asian American
- African American
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Edward T. Hall's Cultural Iceberg model (1976)

- Behaviour
- Some beliefs
- Values & Thought patterns
- A larger portion is hidden
- Some aspects are visible

**Notions of self**
Edward T. Hall's Cultural Iceberg model (1976)

- Behaviour
- Some beliefs
- Notions of self
- Norms
- Values & Thought patterns

Some aspects are visible
A larger portion is hidden
A larger portion is hidden
Edward T. Hall's Cultural Iceberg model (1976)

- Attitudes towards social status
- Values & Thought patterns
- Norms
- Etiquette
- Notions of self
- Behaviour

Factors are visible
Factors are hidden
A larger part
Edward T. Hall's Cultural Iceberg model (1976)

- Attitudes towards social status
- Gender roles
- Notions of self
- Norms
- Etiquette
- Values & Thought patterns
- Some beliefs
- Behaviour
- Objects are visible
- Objects are hidden

In the diagram, the visible part of the iceberg represents the surface-level aspects of culture, while the submerged part represents deeper, more complex aspects.
Edward T. Hall's Cultural Iceberg model (1976)

- **Behaviour**
- **Some beliefs**
- **Values & Thought patterns**
  - Etiquette
  - Norms
  - Notions of self
  - Gender roles
  - Approaches to problem solving
  - Attitudes towards social status
  - Facial expressions

Some aspects are visible
A larger portion is hidden

Attitudes towards social status
What might we want to know about our students?

<table>
<thead>
<tr>
<th>What</th>
<th>Why</th>
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<td>Preferred names and pronouns</td>
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<td>Prior experience with course concepts and skills</td>
<td>Help relate course content to student interests and increase motivations</td>
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<td>Professional goals &amp; General interests</td>
<td>Make adjustments to course</td>
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