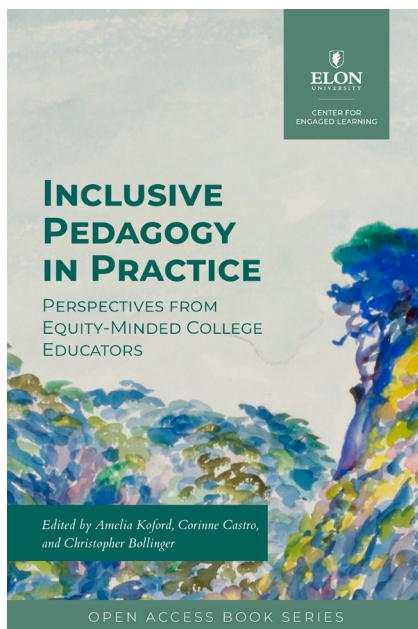


READING GROUP GUIDE



INCLUSIVE PEDAGOGY IN PRACTICE

PERSPECTIVES FROM EQUITY-MINDED
COLLEGE EDUCATORS

Edited by Amelia Koford, Corinne Castro, and Christopher Bollinger
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Access supplemental resources including additional questions specific to each chapter at www.CenterForEngagedLearning.org/books/inclusive-pedagogy-in-practice.

FOR DISCUSSION

1. How do the authors define inclusive pedagogy, and how do these definitions align with your current understanding of inclusive teaching practices? In what ways does the book challenge or expand your concept of inclusion in higher education?
2. The editors write that inclusive teaching requires a willingness to be vulnerable, an expectation of continuous change, and a recognition of idiosyncrasy and context, and they note that this “messiness” requires reflexive practices. How might you practice self-reflection in the spirit of cultural humility?
3. Despite the strong arguments for inclusive pedagogy, the book also highlights challenges that educators face in implementing these practices. What are some of the obstacles you anticipate encountering in adopting more inclusive pedagogical practices in your own teaching, and how might you overcome them?
4. The book outlines strategies for faculty development in inclusive pedagogy. In your opinion, what types of professional development opportunities would best support you and colleagues in embracing inclusive pedagogical practices?
5. One key theme in the book is rethinking assessment practices to align with inclusive pedagogy. What changes would you consider making to your own assessment methods in order to create more equitable opportunities for all students to demonstrate their learning? How can educators balance fairness with rigor in assessments of learning?
6. What aspect of inclusive pedagogy do you feel most motivated to implement in your teaching? How do you plan to assess the impact of these changes on your students’ learning experiences and outcomes?

ABOUT THE BOOK

Learning to teach is a continuous process of trying, failing, accepting imperfection, and unlearning things we used to know. The messy process of learning to teach is best done in community. The contributors to *Inclusive Pedagogy in Practice: Perspectives from Equity-Minded College Educators* share some of the lessons we have learned through conversation, research, and experience, and bring you, the reader, into a community of college educators engaged in the ongoing process of learning to teach inclusively.

This edited collection contributes to the literature on inclusive teaching by sharing examples of ways to motivate, engage, and evaluate with diversity, equity, and inclusion in mind. The book's contributors invite readers into the richly described contexts of our classrooms and co-curricular settings across campus. The editors identify three themes that emerged organically during our time cultivating a community of equity-minded educators: a willingness to be vulnerable, an expectation of continuous change, and a recognition of idiosyncrasy and context.

Table of Contents

INTRODUCTION

INCLUSIVE TEACHING APPROACHES

- 1) The Learning Brain: Neural Processes and Inclusive Pedagogy
- 2) Adopting, Implementing, and Evaluating Inclusive Teaching Practices
- 3) Facilitation Practices for Inclusive Teaching

INCLUSIVE TEACHING APPLICATIONS

- 4) Restorative Writing Pedagogy: Repairing Harm and Developing Agency in the Writing Classroom
- 5) The Blind Leading the Sighted: What's Right with This Picture
- 6) Diversity, Equity, and Inclusion in Online Classrooms

CONCLUSION

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The Center for Engaged Learning at Elon University brings together international leaders in higher education to develop and to synthesize rigorous research on central questions about student learning.

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