

INCLUSIVE PEDAGOGY IN PRACTICE

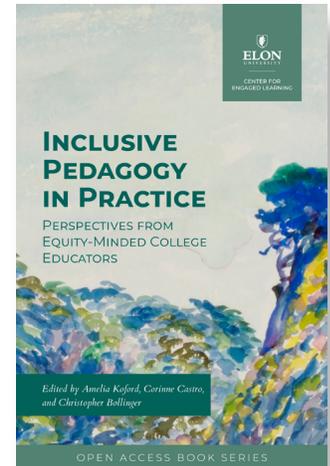
TEACHING AND LEARNING WORKSHOP

CHAPTER 1

The Learning Brain: Neural Processes and Inclusive Pedagogy

by Michael Czuchry and Christopher Bollinger

This chapter explores: 1) universal ways that the brain processes information, 2) cultural differences and their impact on processing and knowledge, 3) neurodivergence and how it can impact experience and learning, and 4) inclusive strategies that can facilitate the effectiveness of the learning process.



FOR FACILITATORS

Below are steps a facilitator can take to move a group through a faculty/staff development workshop after reading chapter one.

WORKSHOP GOALS

- Explore how understanding the ways the brain processes information might alter the ways we design, present, and facilitate assignments.
- Explore how understanding neurodivergence in our educational settings might alter the ways we design, present, and facilitate assignments.
- Explore how understanding the ways in which cultural differences impact learning for teachers and learners might alter the ways we design, present, and facilitate assignments.
- Explore inclusive strategies that might improve the learning process.

TIPS FOR FACILITATION

→ **SHARE** why you are looking forward to the discussion, provide a quick summary of the key issues of the chapter, and share potential discussion areas for the conversation today.

Consider the following questions:

- How might you design, present, or facilitate assignments given what we have learned about how the brain processes information?
- How might you design, present, or facilitate assignments given what we have learned about neurodivergence?
- How might you design, present, or facilitate assignments given what we have learned about cultural differences for instructors and learners?

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- What kinds of inclusive learning strategies might you engage to improve learning outcomes?
- Place folks into **SMALL GROUPS** of two or three. Request participants to do the following:
- Given the potential questions identified by the facilitator, participants will identify the question areas they are most interested in exploring in the discussion today.
 - Participants will identify and share a moment from their own teaching or facilitating that relates to something discussed in this chapter. (Be sure to include details.)
- Have the **SMALL GROUPS SHARE** what areas they were exploring and what they learned from the discussion. Engage the groups in a **LARGE GROUP DISCUSSION** about these issues. Augment the discussion with support resources and deepen the conversation where appropriate.
- **SUMMARIZE** what was discussed, connect participants with resources, and thank them for their contributions.

Cite this resource:

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