

# INCLUSIVE PEDAGOGY IN PRACTICE

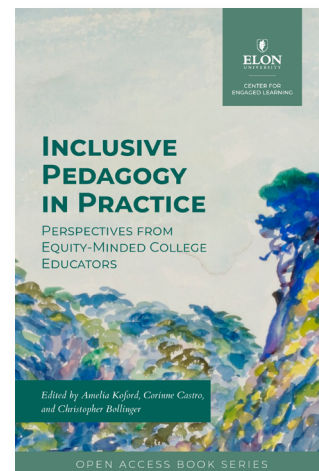
## TEACHING AND LEARNING WORKSHOP

### CHAPTER 3

## Facilitation Practices for Inclusive Teaching

by *Leslie Flores and Christopher Bollinger*

This chapter explores the role of facilitation in cultivating inclusion and enhancing learning. First, authors identify the ways in which relationships are foundational to facilitation and are always nuanced by sociocultural contexts. Second, authors closely examine the role of learner capacity and capability, which includes realizing and accepting challenging moments, constructing choices, reshaping our beliefs, and developing communal support as mechanisms to help us navigate such moments. Third, the authors detail two general families of facilitation techniques to help enhance capacity and capability in real time adaptation. Within the frame of listening and probing, they explore reflection, embodiment, and personalizing/depersonalizing. Within the frame of processing and deepening, they articulate how to use reflection in combination with redirection and/or deepening, and how to carefully craft and mobilize questions.



## 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 strategies to recognize and make use of relationships and sociocultural contexts to enhance learning.
- Explore strategies for integrating diverse content and modalities into your curriculum?
- Explore strategies to enhance learner capacity and capability?
- Explore strategies to better engage learners through listening, probing their thinking, guiding their processing, and/or deepening their understanding?

### 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.



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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?
- 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.

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Cite this resource:

Teaching and Learning Workshop from Flores, Leslie and Christopher Bollinger. "Facilitation Practices for Inclusive Teaching," in *Inclusive Pedagogy in Practice: Perspectives from Equity-Minded College Educators* edited by Amelia Koford, Corinne Castro, and Christopher Bollinger. Elon, NC: Center for Engaged Learning. <https://doi.org/10.36284/celelon.oa9>.