

# INCLUSIVE PEDAGOGY IN PRACTICE

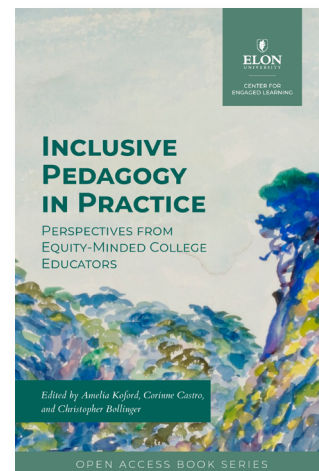
## TEACHING AND LEARNING WORKSHOP

### CHAPTER 2

## Adopting, Implementing, and Evaluating Inclusive Teaching Practices

by *Chris Drue and Christina Bifulco*

The chapter explores three teaching competencies: Understanding and addressing your and your students' identities, biases, prejudices, and fears and the impact they have on learning; developing classroom norms for managing heated moments; and making the material and the learning accessible. The authors share inclusive pedagogy strategies with low, moderate, and high levels of intensity.



## 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 for addressing identities, bias, and microaggressions.
- Explore strategies for developing classroom norms for managing heated moments.
- Explore strategies for making course content and learning accessible.

### 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?
- What kinds of inclusive learning strategies might you engage to improve learning outcomes?

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- 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** which 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:

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