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.
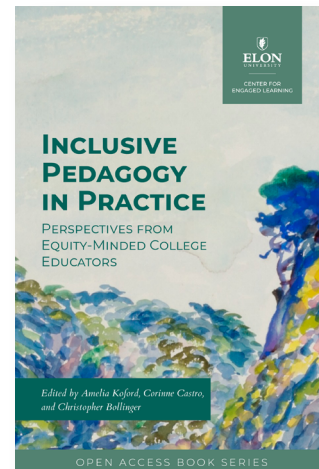
FOR FACILITATORS

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:

- Given what you have learned about syllabus statements, how might you craft one to respond to microaggressions?
- How might you use course surveys to learn more about learner identities and backgrounds? How might you use such information to better craft coursework/engagement?
- What strategies might you use to develop classroom norms for managing heated moments?
- How might you use Universal Design for Learning principles to enhance your inclusive pedagogies strategies?
- How might you address the "hidden curriculum" as it relates to your work with learners?

- How will you build deadlines that allow for reasonable flexibility while also maintaining accountability?
- What steps are you already or planning to take to make your curriculum accessible?
- How might you construct faculty and staff development programs for learning about inclusive pedagogy? What kinds of support systems (grants, workshops, release time, mentorship) are in place to support your efforts with inclusive pedagogy?

➜ 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.

ELON UNIVERSITY | CENTER FOR Engaged Learning