Inclusive Teaching

OCCC Fall Inservice Thursday, Sept 23

Kim Puttman, Sachiko Otsuki, Patrick Misiti

Agenda

- Small Group Breakouts – Inclusive Teaching (30 minutes)

    1) Where are you struggling with this in your own teaching?

    2) Best practice ideas - What has worked?

- Learn From Each Other – Report Outs In Larger Group (10-15 minutes)

- Some further Ideas (15-20 minutes)

    - Using Art for Inclusion – Sachiko

    - Effective Assessment, Effective Learning – Patrick

    - More ideas on inclusion and engagement - Kim

Thank you!
Despite everything, you taught, and students learned.

Breakouts

- Small Group Breakouts – **Inclusive Teaching**

    1) Where are you struggling with this in your own teaching?

    2) Best practice ideas - What has worked?

How do we create learning communities?

All students belong!

- Questions or Feedback for Sachiko?

<Sachiko's presentation deleted to respect student confidentiality>

- Then on to...

Inventories of Inclusive Teaching

ACKNOWLEDGE EFFORTS

You work hard, and inventories help acknowledge those efforts

RECOGNIZE OPPORTUNITIES

You want to improve as a professional and as a person, and inventories identify opportunities to grow

DISCOVER GAPS

You understand there are gaps in your knowledge, and inventories help you fill those gaps

REMAIN MINDFUL

You want to be fully present in order to teach with intention, and inventories help you stay aware

WHY USE INVENTORIES AS LEARNING TOOLS?

INCLUSIVE TEACHING INVENTORY TOOLS

University of Michigan's Inventory of Inclusive Teaching Strategies

Designed for in-person, hybrid, and remote deliveries, This resource provides a framework of five interconnected research-based principles: Critical Engagement of Differences, Academic Belonging, Transparency, Structured Interactions, and Flexibility.   https://bit.ly/3EHKzVD

George Washington University's Inventory of Inclusive Online Teaching

Adapted from UM's inventory tool, this resource focuses specifically on online teaching and provides a framework of four categories: Content, Instructional Practices, Instructor-Student Interactions, and Student-Student interactions.   https://bit.ly/3CEFWKu

University of Wisconsin-Madison's Inclusive Teaching Inventory

Also adapted from UM's inventory tool, this a framework of categories: Self Work, Content, Instructional Practices, Instructor-Student Interactions, Gender Identity and Being and Ally, and Student-Student interactions.   https://bit.ly/3CAi9el

RESOURCES FOR INCLUSIVE TEACHING

University of Michigan's Inclusive Teaching Resource Spreadsheet

A substantial collection of resources labeled in five categories: Instruction, Care, Technology, Student Resources, and Diversity/Equity/Inclusion.

https://bit.ly/3AzNgX5

RESEARCH BASIS FOR INCLUSIVE TEACHING

University of Michigan's Research Basis Page

Some research-based evidence in support of Inclusive Teaching Practices

https://bit.ly/3kw4cbi

Kim's Random Assortment of Diversity and Equity Practices

Equity Practices: Treat each student as an individual

When inviting student participation, do not make assumptions about students' membership in any demographic groups. Allow students to self-identify when they feel comfortable doing so. Likewise, do not expect individuals to speak for the experience of an entire group; step in if students have this expectation of their peers

Guide to Inclusive Teaching at Columbia

Equity Practices: Address Challenging Moments Head On

Take responsibility for addressing challenging classroom moments, such as microaggressions, offensive and alienating comments, behaviors, and attitudes. Work to turn difficult moments into teachable moments, asking students to stop and reflect critically on assumptions and positions. When such moments occur, be sure to give adequate time and space to name and discuss the anxiety in the room.

Guide to Inclusive Teaching at Columbia

Top 10 Practices for Creating Inclusive Learning Environments

- **These 10 practices include:**
1. Ensure your course reflects a diverse society and world.
2. Ensure course media are accessible.
3. Ensure your syllabus sets the tone for diversity and inclusion.
4. Use inclusive language.
5. Share your gender pronouns.
6. Learn and use students' preferred names.
7. Engage students in a small-group introductions activity.
8. Use an interest survey to connect with students.
9. Offer inclusive office hours.
10. Set expectations for valuing diverse viewpoints.

ACUE Top 10 Practices for Inclusion

Use Diverse Images

- **Images of Empowerment**: Free images of women's lives and work, created by the William and Flora Hewlett Foundation, the David and Lucile Packard Foundation, and Getty Images; License: CC-BY-NC-4.0

- **Allgo Plus-Size**: Free stock photography collections featuring plus-size people; License: While attribution is not required, please credit

- **Disabled And Here**: Free stock photography featuring disabled BIPOC (Black, Indigenous, people of color), varied body sizes/types, sexual orientations, and gender identities in the Pacific Northwest; License CC BY 4.0

- **The Gender Spectrum Collection**: Free stock photos of trans and non-binary people, licensed CC BY-NC-ND 4.0

- **Nappy**: Free high-resolution photos of black and brown people, licensed Creative Commons Zero (CC0)

- **PICNOI**: Free photos of people of color; no attribution required, but can give credit by linking to site

- **#WOCinTech Chat**: Free photos of women and non-binary people of color working in the Tech field; licensed CC BY #WOCinTech Chat or wocintechchat.com

- **Redefining Women Icon Collection**: Icons of women; License: Creative Commons Public Domain CC0 1.0

From (Blicher, 2020)

What are you doing to encourage on-line learning?

Eight Considerations for Creating Interactivity in Online Learning Environments

- **Keep it relevant and on-topic**

- **Exploration is key to learner engagement**

- **Include interactive, reality-based scenarios**

- **Integrate quizzes or assessments at the end of each 'chunk' of the learning experience**

- **Tap into their emotions**

- **Incorporate opportunities for collaboration with other learners**

- **Aesthetic appeal**

- **Accessibility**

Thanks to Theresa Harper for bringing this forward – from Sheridan Library and Learning Services
https://sheridancollege.libguides.com/c.php?g=715931&p=5105238#collapseEIGHT

Equity Practices – Random Ideas

- It's OK to Pass (Skip your turn)
- Step Forward, Step Back
- Be clear about your social identity – Where do you have power or privilege?
- Be Flexible

What has worked for you?

Thanks again….

For showing up here to learn more, and,

For all that you do to help our students succeed

We hope you have a great year!

This presentation will be posted on the OCCC Equity and Inclusion Website.