Session Objectives

• Discuss what inclusive educators do
• Identify key predictors for inequities in learning & the student experience
• Identify strategies that support inclusion and equity in the classroom
• Share resources to support inclusive teaching
Approach Inclusive Teaching as a Mindset
The Pyramid of Success

Success

Effective and Engaging Practices

Relational: Trust/Mutual Respect/Authentic Care

Perceptions: (e.g., how we view them and our role)

Wood & Harris III
Pyramid of Success

“Every system is perfectly designed to achieve the results that it gets.”

W. Edwards Deming
Predictors of Inequity

Instructor Implicit Bias

“Indeed, teachers’ level of implicit racial bias predicts the size of the racial achievement gap in their classrooms (Van den Bergh, Denessen, Hornstra, Voeten, & Holland, 2010).

Create an Identity Safe Classroom

Identity safe classrooms communicate that all students are:

• Valued
• Respected
• Capable of success
Confronting Our Biases

- What are some biases you may have about students that you wish to interrogate? What sort of practices or processes may help you?

Take the Implicit Bias Test

Engage in self-reflection

Blind grading

Reflect on "gut feelings"

Speak and act with intention
Predictors of Inequity

Instructor mindset is a **stronger predictor** of student achievement than instructor level of teaching experience, tenure status, age, gender, race/ethnicity.

- **Instructor Growth Mindset**
  - When an instructor espouses a fixed mindset... Overall course grades are lower
  - Students report more negative experiences in class
  - Racial opportunity gaps are twice as high
  - Students report more negative impact of instructor on motivation to succeed

Canning, E. A., Muenks, K., Green, D. J., & Murphy, M. C. (2019). STEM faculty who believe ability is fixed have larger racial achievement gaps and inspire less student motivation in their classes. *Science Advances, 5*(2), eaau4734.
Creating a Growth Mindset Culture

Communicate that ability is something that students develop

Assure students that ability can be improved by applying effort, seeking feedback, and developing learning strategies

Give students an opportunity to learn from their mistakes by providing specific, constructive feedback and connecting students with resources to support their learning

Think-pair-share Activity:

How does this statement message a growth mindset?
What are some growth mindset messages you wish to share with students?

In two weeks, we will have our first exam of the term. The exam is designed to assess your learning and comprehension of the material that we have covered so far, and has been written to help you assess your areas of strength, as well as areas where you may still have room to grow your understanding of course material. If you have been having trouble with any of the concepts or assignments we have completed so far, or you are unsure about your preparedness for this exam, please reach out to your TA or myself, or come to our drop in hours, to get connected with resources.
Be a “Wise” Educator with Wise Feedback

**DO:**

• Convey your high expectations
• Convey confidence that students can meet those expectations
• Offer appropriate support and guidance to help them meet those expectations

**AVOID:**

• Attributing success to innate abilities
• Make assumptions (e.g., "study harder")
• The "feedback sandwich"
Make Students Feel Welcome
Get to Know Your Students

Learn names

Learn how to pronounce names

Ask about pronouns and preferred names
Teaching Tip: Use Blackboard

• Model by adding preferred name, the pronouns you use, and pronunciation
Belonging & Mattering

Social Belonging:
Feeling valued and connected to others in one's learning community

• **Share a story** about a challenge you faced and how you resolved or improved those concerns over time with the use of strategies.

• Share at the beginning of term, at a pivotal moment in the course (e.g., after an exam), or in response to students expressing concerns about their own belonging or potential for success.
Build Community Through Inclusive Activities
Core Values Exercise

- Students rank their core values
  - [https://sites.lsa.umich.edu/inclusive-teaching/core-values/](https://sites.lsa.umich.edu/inclusive-teaching/core-values/)
Web of Connectedness Exercise

• Students pass a ball of yarn during a discussion
  • https://sites.lsa.umich.edu/inclusive-teaching/web-of-connectedness/
Structure Learning
Assign and rotate roles in groups

Take time to teach students who to participate in group discussions

Provide clear instructions on a screen or worksheet

Assign a task to make groups accountable for their work
Create Discussion Guidelines with Students

- Resource on discussion guidelines
  - https://sites.lsa.umich.edu/inclusive-teaching/discussion-guidelines/
Fumble Forward!

https://tinyurl.com/gtaorientation23