

Teaching Innovation Learning Lab

Getting Started with Inclusive Teaching

GTA Orientation, August 2023

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Session Objectives

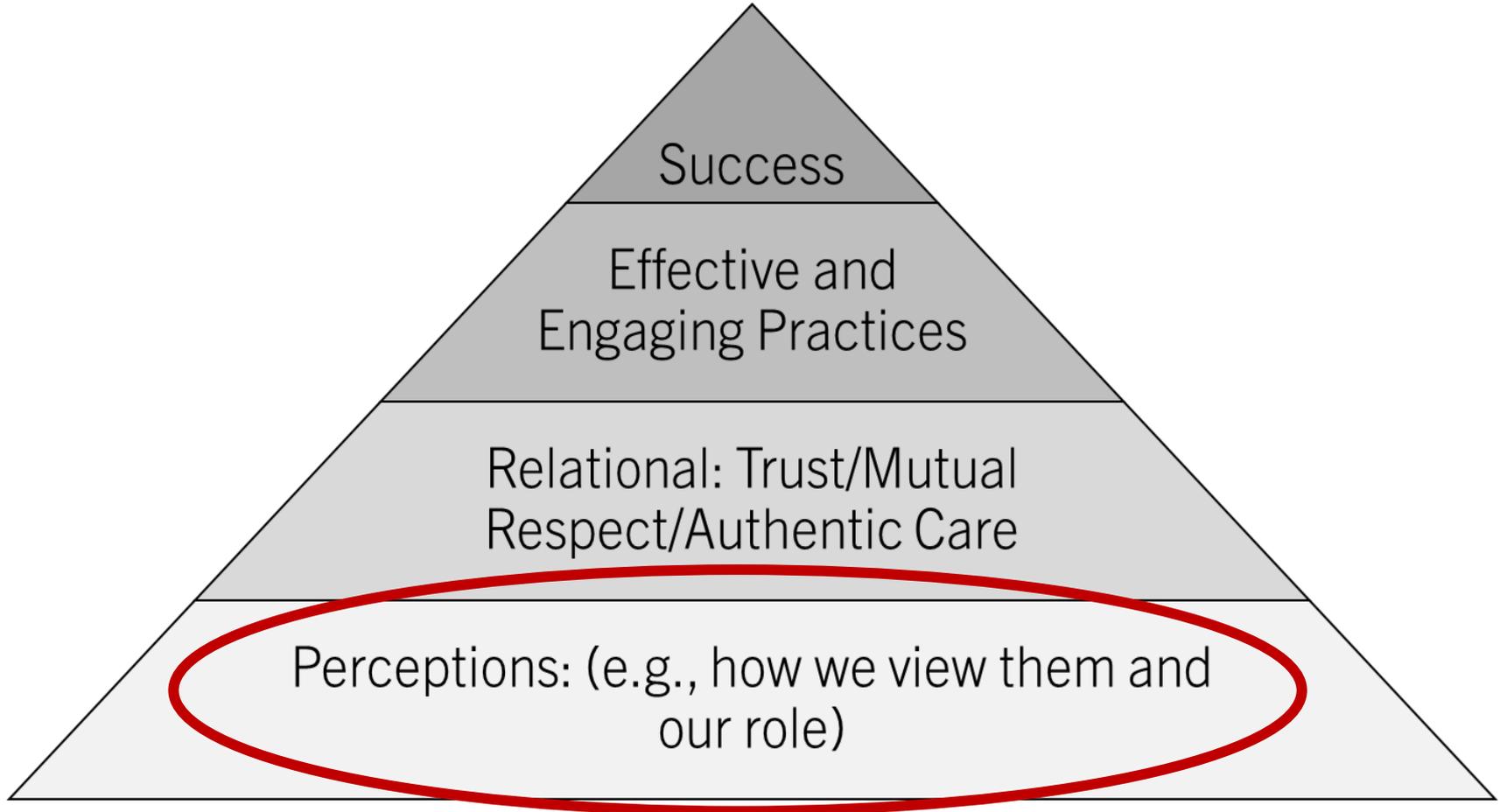
- Discuss what inclusive educators do
- Identify key predictors for inequities in learning & the student experience
- Identify strategies that support inclusion and equity in the classroom
- Share resources to support inclusive teaching

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Approach Inclusive Teaching as a Mindset

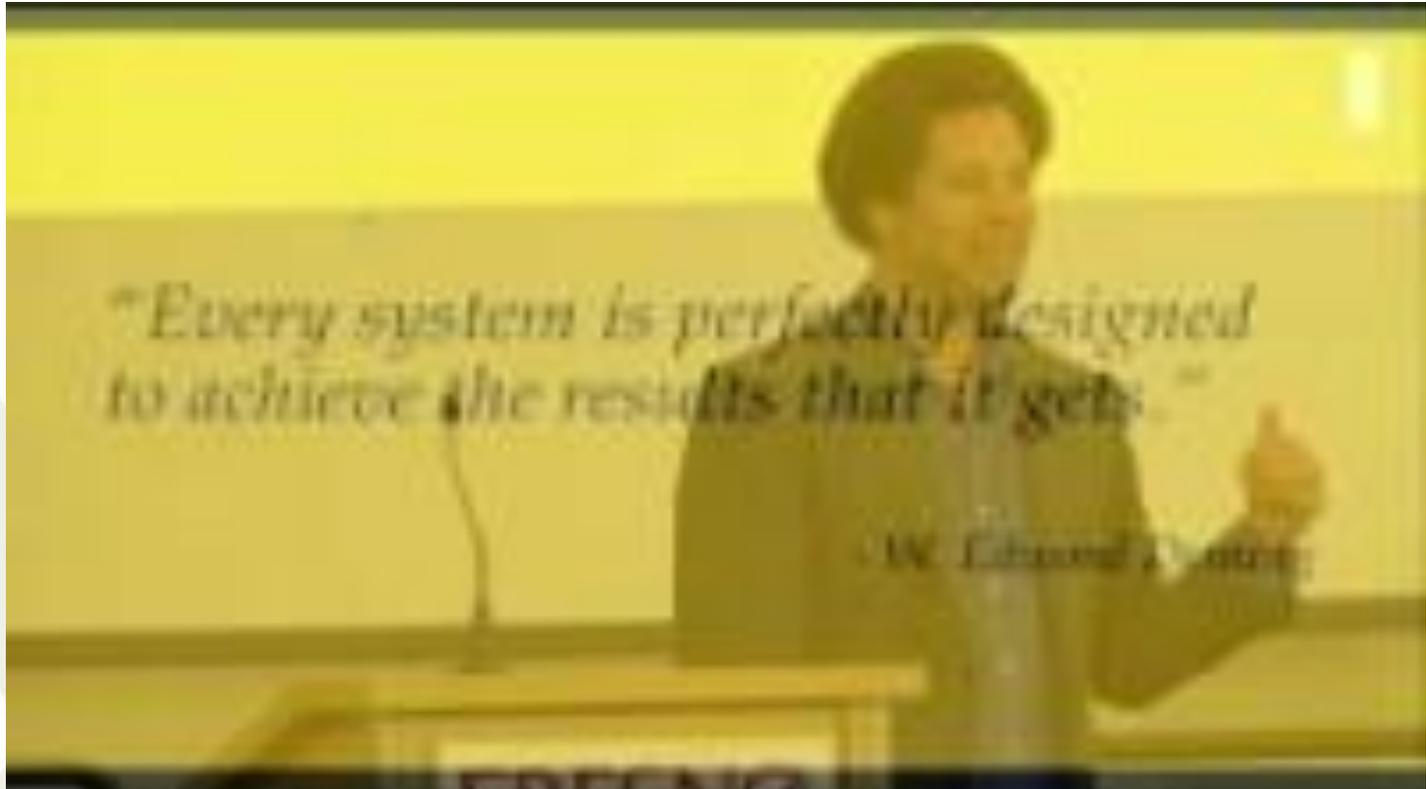
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The Pyramid of Success



Wood & Harris III

Pyramid of Success

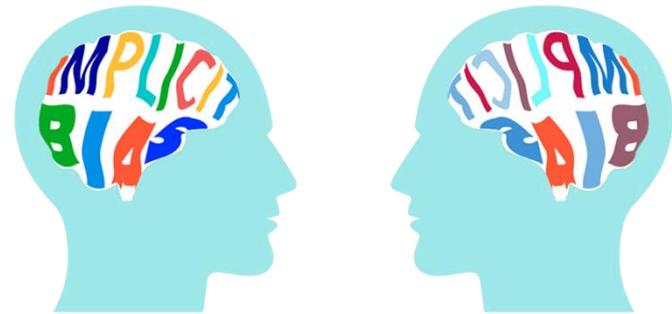


Predictors of Inequity

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).

From Walton et al. (2013). Affirmative Meritocracy. *Social Issues and Policy Review*, 7(1), p. 14



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 Growth Mindset

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

When an instructor espouses a fixed mindset...

Students report more negative experiences in class

Students report more negative impact of instructor on motivation to succeed

Overall course grades are lower

Racial opportunity gaps are twice as high

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

Taken from Ryan, K., Boucher, K., Logel, C., & Murphy, M. (n.d.). *Overview: Effective Growth Mindset Culture Messages – The College Transition Collaborative*. Retrieved October 3, 2022, from <https://collegetransitioncollaborative.org/overview-growth-mindset-messages/>

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"



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Make Students Feel Welcome

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Get to Know Your Students

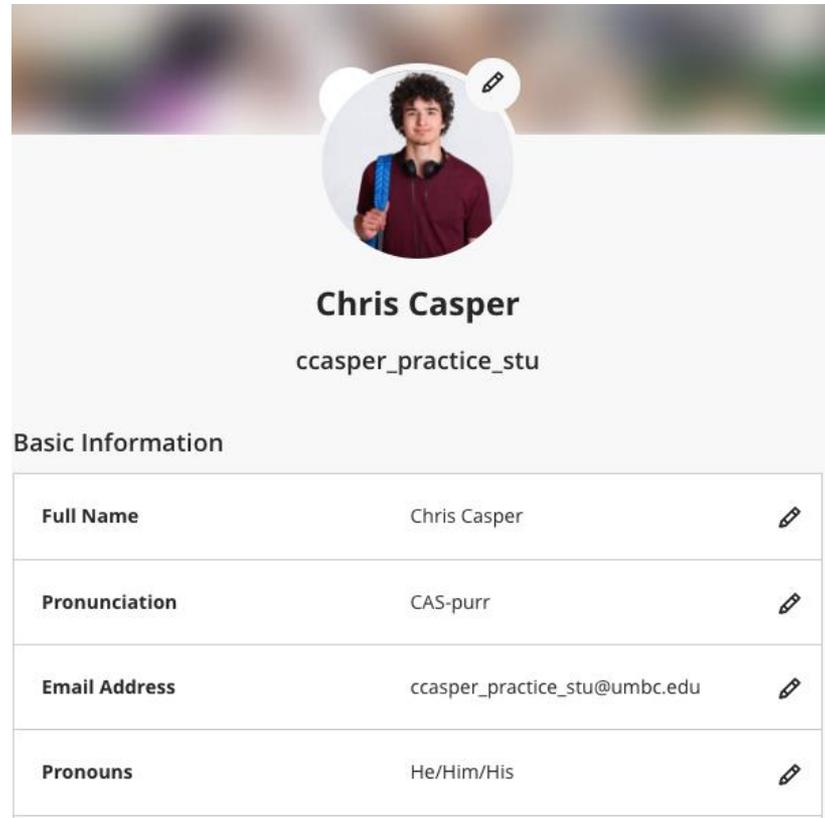
Learn names

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



Chris Casper
ccasper_practice_stu

Basic Information

Full Name	Chris Casper	
Pronunciation	CAS-purr	
Email Address	ccasper_practice_stu@umbc.edu	
Pronouns	He/Him/His	

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.

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Build Community Through Inclusive Activities

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Core Values Exercise

- Students rank their core values
 - <https://sites.lsa.umich.edu/inclusive-teaching/core-values/>

ALWAYS VALUED	OFTEN VALUED	SOMETIMES VALUED	SELDOM VALUED	LEAST VALUED
☆☆				
	☆☆			
☆☆				
	☆☆			
☆☆				

Web of Connectedness Exercise

- Students pass a ball of yarn during a discussion
 - <https://sites.lsa.umich.edu/inclusive-teaching/web-of-connectedness/>



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Structure Learning

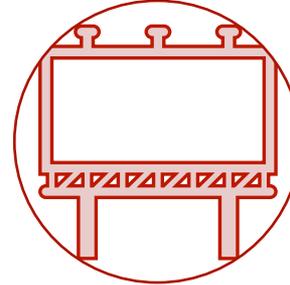
Structure Activities



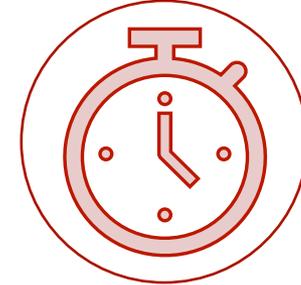
Assign and rotate roles in groups



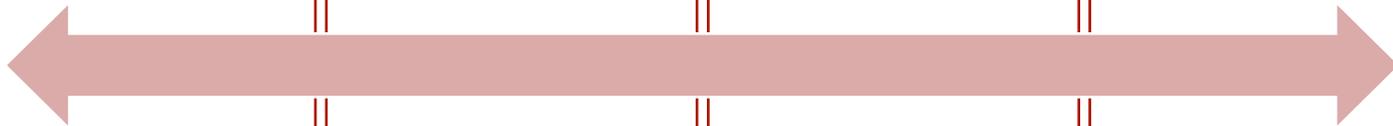
Take time to teach students who to participate in group discussions



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/>



Discussion Guidelines

Fumble Forward!



<https://tinyurl.com/gtaorientation23>

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