

Inclusive Teaching Practices

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Today's Goals & Objectives

- Provide a space for participants to discuss issues of diversity and inclusion in the classroom
- Describe theories related to diversity in the classroom
- identify strategies to cultivate an inclusive classroom
- analyze and evaluate common classroom scenarios and determine the best course of action based

A story by Lee Mun Wah



Think of a time when you felt like you did not belong.

How did you feel?

Write a few words to describe your feelings on a post-it note.

How often do you feel this way?

I am a white woman.

**Based on your identities,
background and/or experience,**

**what is one way that you might be
able to relate to some of your
students?**

What is one identity your students may hold that you cannot relate to?

**Think of 3 things you can do to
improve your blindspot**

Implicit Bias

- = Unconscious bias
- Can be in conflict with conscious ideas/rational thought
- Brains hardwired to prefer people who are like us (but, it is possible to have biases against our own group)
- Implicit bias can be tested & reduced

Reducing Implicit Race Bias (Devine et al.) – Adapted for the classroom

Strategy	Technique
Counter-stereotype imaging	Using examples of out-group members who counter the popular stereotype
Individualizing	Highlight people for their personal characteristics (rather than those that might be stereotypical)
Contact	Increase your exposure to out-group members & plan lessons so that students must interact more regularly with students from their out-group

Stereotype Threat

If you are trying to "perform" a task/test for which a group that you identify with is negatively stereotyped, you will feel a certain stress/anxiety/pressure.

This extra stress *negatively* impacts performance.

What do we know about Stereotype Threat?



Reducing Stereotype Threat

Refer to:

[Empirically Validated Strategies to Reduce Stereotype Threat](#)

Course Climate

DeSurra & Church (1994) continuum

Explicitly
marginalizing

Implicitly
marginalizing

Implicitly
Centralizing

Explicitly
Centralizing



Get to know your students

- Learn their names and use them
- Find out more about them (i.e. class survey)
 - What challenges do you expect in this course?
 - What can I do to help you succeed/participate/learn in this class?
 - What is the most important thing I should know about you? / What would you like me to know about you?
- Ice Breakers

Make Learning Accessible: Universal Design for Learning (UDL)

- Provide Multiple Means of Representation
- Provide Multiple Means of Action And Expression
- Provide Multiple Means of Engagement

Managing Difficult Moments in the Classroom

- Your job is NOT to make students agree with each other, but act as a facilitator to help students discuss and learn from different perspectives
- Is it the appropriate time?
- Is the topic linked to course outcomes?

Diversity is good for us

“
Decades of research by
organizational scientists,
psychologists, sociologists,
economists and demographers
show that socially diverse groups
(that is, those with a diversity of
race, ethnicity, gender and
sexual orientation) are more
innovative than homogeneous
groups.
”

Works cited

Devine, P. G., Forscher, P. S., Austin, A. J., & Cox, W. T. L. (2012). Long-term reduction in implicit race bias: A prejudice habit-breaking intervention. *Journal of Experimental Social Psychology*, 48(6), 1267–1278. <http://doi.org/10.1016/j.jesp.2012.06.003>

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