

# Ideas<sup>1</sup> for Inclusive Teaching Practices Spring, 2019

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## Contents

1. Structuring the Class and Office Hours
2. In the Classroom
3. Response to Incidents In and Out of Class
4. Evaluating Inclusion
5. References

## 1. Structuring the Class and Office Hours

Let students know how you would like to be addressed.

Let students know how you would like them to communicate with you and what topics are most appropriate for office hours, email, or in class. <sup>5</sup> BDC 12 p. 10 Include learning objectives with all assignments.

Explain your preferences regarding students' use of source information versus their own original thoughts in your assignments.

Use grading rubrics, take grading notes, and grade things without names in order to enhance objectivity and reliability across students (Berryhill & Yale Graduate Teaching Center, 2008).

Communicate your grading criteria to students.

Distribute assignments in written form as well as orally.

Provide a wide-range of assessments and assignments, from low to higher-

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add). Also have students indicate what they'll do if they're having a problem with a group member (before coming to the instructor) and allow students the opportunity to provide each other and you with constructive feedback. Finally, pay attention to the diversity of the groups, emphasize that diversity is a good thing, and discuss with students how in mixed-gender, race/ethnicity, and SES groups it can be common for those with higher ascribed status to dominate, which is a dynamic that they should avoid.

Develop inclusive and respectful discussion guidelines about interactions in class. Revisit these over the course of the semester.

If there is a microphone, use it every time. Repeat questions or comments into the microphone when there is only one.

Classroom videos and movies should always have subtitles.

Ask students about their expectations for the classroom learning environment. Identify mismatches between their expectations and yours.

Invite students to let you know if the required course materials are affordable for them. Put copies on reserve. Try to find the cheapest materials available (Berryhill & Yale Graduate Teaching Center, 2008).

“Establish Classroom Community and Norms: explicitly state that students should work together, help each other, share resources, support one another's learning, and be open to divergent points of view” (The Science Education Partnership and Assessment Laboratory, n.d.).

“Remove Cues That Trigger Worries About Stereotypes: ... Remove physical cues that make it seem that a school setting is defined by the majority group; don't ask people to report a negatively stereotyped group identity immediately before taking a test” in a domain to which the stereotype applies (e.g., women and math; Steele, 1997; Steele & Aronson, 1995; Stanford University, n.d., p. 1).

## b. Classroom Management: Giving Feedback



#### d. Classroom Management: Supporting Students

Let students know that you care about their well-being and share campus resources (e.g., SHACS, RLCs, CAs, Student Affairs, Title IX office) with them.

#### e. Classroom Management: Countering Misperceptions

A self-affirmation manipulation increased the performance and self-perceptions of traditionally underrepresented seventh grade students (Cohen, Garcia, Purdie-Vaughns, Apfel, & Brzustoski, 2009). Students were given a brief, structured writing assignment in which they were asked to reflect “on an important personal value, such as relationships with friends and family or musical interests” (Cohen et al., p. 400).

“Support Students’ Sense of Belonging: Teach students that worries about belonging in school are normal, not unique to them or their group, and are transient rather than fixed” (Walton & Cohen, 2007, 2011; Stanford University; Stanford University, n.d., p. 1).

“Help Students Manage Feelings of Stress and Threat: Teach students about stereotype threat so



“Hand Raising: in large group discussions, have students raise their hands. Avoid unstructured speaking situations where a subset of students can dominate, Work to call on all students who haven't yet spoken” (The Science Education Partnership and Assessment Laboratory, n.d. p. 1).

“... ask a question that has many possible answers and have every student share his/her brief answer” (The Science Education Partnership and Assessment Laboratory, n.d. p. 1).

“Use Varied Active Learning Strategies: hands-on activities, think-pair-shares, jigsaw discussions, group presentations, & case studies provide more points of access for students than teacher-centered lectures” (The Science Education Partnership and Assessment Laboratory, n.d. p. 1).

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“Integrate Culturally Diverse and Relevant Examples: connect the concepts you are teaching to real-world examples that span diverse communities and cultures. Show images of culturally diverse people in your class” (The Science Education Partnership and Assessment Laboratory, n.d. p. 1).

Share the way your own identities influence your approach to your discipline. Ask students to do the same.

Choose course activities that engage with a range of students’ expertise.

Explain the context of cultural or historical references in order to be inclusive of those from different subcultures or cultures (Berryhill & Yale Graduate Teaching Center, 2008).

Encourage the students to express diverse opinions, even if they themselves don’t espouse them.

#### k. Classroom Management: Active Learning Strategies

**Work in Stations/Small Groups:** to decrease effective class size and provide more opportunity for interaction and discussion, consider organizing multiple activities as stations that small groups rotate through (SEPAL: The Science Education Partnership and Assessment Laboratory San Francisco State University (SFSU)).

**Philosophical Chairs (AKA Values Continuum, Forced Debate, Physical Barometer, This or That):**

**Basic Structure:** A statement that has two possible responses—agree or disagree—is read out loud. Depending on whether they agree or disagree with this statement, students move to one side of the room or the other. From that spot, students take turns defending their positions.

**Variations:** Often a Philosophical Chairs debate will be based around a text or group of texts students have read ahead of time; students are required to cite textual evidence to support their claims and usually hold the texts in their hands during the discussion. Some teachers set up one hot seat to represent each side, and students must take turns in the seat. In less formal variations (which require less prep), a teacher may simply read provocative statements students are likely to disagree on, and a debate can occur spontaneously without a text to refer to (I call this variation This or That in my classroom icebreakers post). Teachers may also opt to offer a continuum of choices, ranging from “Strongly Agree” on one side of the room, all the way to “Strongly Disagree” on the other, and have students place themselves along that continuum based on the strength of their convictions (<https://www.cultofpedagogy.com/speaking-listening-techniques/>).

**Pinwheel Discussion:**

**Basic Structure:** Students are divided into 4 groups. Three of these groups are assigned to represent specific points of view. Members of the fourth group are designated as “provocateurs,” tasked with making sure the discussion keeps going and stays challenging. One person from each group (the “speaker”) sits in a desk facing speakers from the other groups, so they form a square in the center of the room. Behind each speaker, the remaining group members are seated: two right behind the speaker, then three behind them, and so on, forming a kind of triangle. From

above, this would look like a pinwheel. The four speakers introduce and discuss questions they prepared ahead of time (this preparation is done with their groups). After some time passes, new students rotate from the seats behind the speaker into the center seats and continue the conversation (<https://www.cultofpedagogy.com/speaking-listening-techniques/>).

Socratic Seminar (AKA Socratic Circles):

Basic Structure: Students prepare by reading a text or group of texts and writing some higher-order discussion questions about the text. On seminar day, students sit in a circle and an introductory, open-ended question is posed by the teacher or student discussion leader. From there, students continue the conversation, prompting one another to support their claims with textual evidence. There is no particular order to how students speak, but they are encouraged to respectfully share the floor with others. Discussion is meant to happen naturally and students do not need to raise their hands to speak. This overview of Socratic Seminar from the website Facing History and Ourselves provides a list of appropriate questions, plus more information about how to prepare for a seminar ([Class Discussion Strategies](#)).

Affinity Mapping: (AKA Affinity Diagramming):

Basic Structure: Give students a broad question or problem that is likely to result in lots of different ideas, such as “What were the impacts of the Great Depression?” or “What literary works should every person read?” Have students generate responses by writing ideas on post-it notes (one idea per note) and placing them in no particular arrangement on a wall, whiteboard, or chart paper. Once lots of ideas have been generated, have students begin grouping them into similar categories, then label the categories and discuss why the ideas fit within them, how the categories relate to one another, and so on.

Variations: Some teachers have students do much of this exercise—recording their ideas and arranging them into categories—without talking at first. In other variations, participants are asked to re-combine the ideas into new, different categories after the first round of organization occurs. Often, this activity serves as a good pre-writing exercise, after which students will write some kind of analysis or position paper ([Class Discussion Strategies](#)).

Concentric Circles (AKA Speed Dating)

Basic Structure: Students form two circles, one inside circle and one outside circle. Each student on the inside is paired with a student on the outside; they face each other. The teacher poses a question to the whole group and pairs discuss their responses with each other. Then the teacher signals students to rotate: Students on the outside circle move one space to the right so they are standing in front of a new person (or sitting, as they are in the video). Now the teacher poses a new question, and the process is repeated.

Variations: Instead of two circles, students could also form two straight lines facing one another. Instead of “rotating” to switch partners, one line just slides over one spot, and the leftover person on the end comes around to the beginning of the line. Some teachers use this strategy to have students teach one piece of content to their fellow students, making it less of a discussion strategy and more of a peer teaching format. In fact, many of these protocols could be used for peer teaching as well (<https://www.cultofpedagogy.com/speaking-listening-techniques/>).

Conver-Stations:

Basic Structure: This is a small-group discussion strategy that gives students exposure to more of their peers' ideas and prevents the stagnation that can happen when a group doesn't happen to have the right chemistry. Studentt

Talk moves are sentence frames we supply to our students that help them express ideas and interact with one another in respectful, academically appropriate ways. From kindergarten all the way through college, students can benefit from explicit instruction in the skills of summarizing another person's argument before presenting an alternate view, asking clarifying questions, and expressing agreement or partial agreement with the stance of another participant. Talk moves can be incorporated into any of the other discussion formats listed here ([Class Discussion Strategies](#)).

### I. Classroom Management: Affirming Students' Values

Utility value intervention increased GPA for underrepresented students who were also first-generation. Select a concept or issue that was covered in lecture and formulate a question. Select the relevant information from class notes and the textbook and write a 1-2 page essay. ... Write an essay addressing this question and discuss the relevance of the concept or issue to your own life. Be sure to include some concrete information that was covered in this unit, **explaining why this specific information is relevant to your life or useful for you**. Be sure to explain *how* the information applies to you personally and give examples (Harackiewicz, Canning, Tibbetts, Priniski, & Hyde, 2016, p. 749).

Utility value intervention focused on independent values increased GPA for underrepresented students. Participants endorsed 2 to 3 values from a list and summarized why those were values for them. Two manipulations increased GPA. The *Independent VA* condition values were: "independence, learning and gaining knowledge, curiosity, government and politics, and being good at art" (p. 652). The Framed *Independent VA* condition employed the same values but also asked participants to indicate how the chosen values "made them feel independent and self-sufficient" (p. 652).

## 3. Response to Incidents In and Out of Class

Encourage confrontation over instances of exclusion or injustice. Doing so has a number of benefits. These include stopping future incidents of prejudice (Rasinski & Czopp, 2010) and making the confronter feel better (Hyers, 2007). "People who challenge prejudice also feel more competent, have better self-esteem, and are more empowered relative to people who do not" (Gervais, Hillard, & Vescio, 2010). Furthermore, "people who fail to confront, however, tend to be more prejudiced themselves over the long term" (Rasinski, Geers, & Czopp, 2013). Confrontation can be defused by "for example, you might make a joke conveying the problematic nature of the action or give the person an out, indicating that you're sure they didn't mean it in a prejudiced way, but some people might perceive the action as problematic. Although these types of friendly confrontations may seem like a cop out, it turns out that they are just as effective as more hostile confrontations" (Czopp, Monteith, & Mark, 2006). Finally, confrontation is a skill and can be learned with practice (Lamb, Bigler, Liben, & Green, 2009).

Acknowledge instances of bias and the effects they have on different groups of students.

Acknowledge instances in which the course topics or conversations create discomfort. Perhaps also explore why the discomfort exists.

Challenge student comments that serve to marginalize others.

## 4. Evaluating Inclusion

Use Piazza to solicit questions, answers to questions, and feedback about inclusion from students in a class ([piazza.com](https://piazza.com)). Material can be posted anonymously but after a certain number of posts the instructor can gain feedback about the number of contributions that individual students have made.

Ask students to “identify specific situations and behaviors that you can monitor so that you can work on self-regulating your biases. Are you personally motivated to put forth this effort? Why or why not?” (Boiler Inclusion Project, n.d.).

Have faculty colleagues observe your teaching specifically to evaluate your inclusivity.

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