SUNYLA 2020

Developing Inclusive Pedagogy

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Teaching and Learning in the Diverse Classroom

Cornell Center for Teaching Innovation

Learning Outcomes:

1. Use a framework for inclusive course design to evaluate and plan for inclusive teaching;
2. Explore the implications of social identities—both students' and instructors'
3 Identify evidence-based pedagogical strategies proven to support student-centered learning

Learning Outcomes:

4. Increase your confidence to model inclusivity and facilitate discussion, throughout the semester and when unexpected issues arise;
5. Evaluate your curriculum and discipline to identify patterns of exclusion and inclusion and approaches to thinking about diversity, equity, and inclusion and facilitate discussion, throughout as issues arise;

Module One: Teacher Self-Reflection
Module Two: Student Identities
Module Three: Developing Inclusive Pedagogy
Module Four: Examining Curriculum
Module Five: Institutional Change

References, Resources, Glossary, Instructors, Acknowledgments

Each Module Included:

Assigned Readings
Short Video Clips
Reflection Prompts
Discussion Forums

I was part of a Library cohort

There were four other librarians

We formed as a discussion group

We shared thoughts and provided feedback

Course was asynchronous

There were two informal face-to-face gatherings

One light snacks and one delicious lunch

Developing Inclusive Pedagogy

Reflection Prompt: Developing inclusive pedagogy

Why should you actively engage students in their learning?

What about classroom assessment techniques?

What about when unexpected moments arise?

How do you prepare for unexpected classroom dynamics?

What are some touchstones for facilitation?

What are some strategies for responding?

Tanner, K.D. (2013). Structure Matters: Twenty-One Teaching Strategies to Promote Student Engagement and Cultivate Classroom Equity.Preview the document CBE Life Sciences Education, 12(3), 322–331.

BUILDING AN INCLUSIVE AND FAIR CLASSROOM COMMUNITY FOR ALL STUDENTS

Be Explicit about Promoting Access and Equity for All Students

ASRC1900/LSP1100

Research Strategies

1-credit half semester class

Extremely diverse group of students

Several classroom discussions

about assigned readings

and as every teacher has experienced

we had the same students participating

think-pair-share

with explicit goal

more inclusive responses

increased engagement

Curriculum Changes:

Diversity Statement added to syllabus

Commitment to use more diverse search examples in classroom demonstrations

Sorry to say that the class was cancelled this semester due to the suspension of on-campus classes

Readings:

https://tinyurl.com/yczebqkr