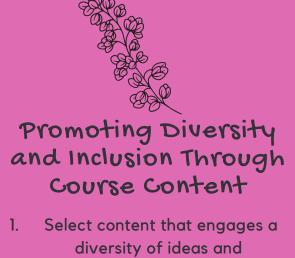
INCLUSIVE TEACHING CETL LEARNING CIRCLE SPRING 2020

Establishing and Supporting Class Climate

- Be transparent in our commitment to inclusion and let students know what we stand for.
- Relationships are important in the classroom (instructor to student; student to student).
- 3. Avoid stereotype threat and promote a positive tone in the classroom.

Setting Explicit Expectations

- Instructors must build clear expectations into key assignments and assessments- these must be clearly communicated to students.
- 2. Develop a cycle of practice and feedback.



perspectives.

2. Critically and constructively critique course materials.



Universal Design

- Develop the class for all by including the 3 principles of Universal design. (the what, how and why of learning)
- 2. Universal Design is a proactive approach to course design rather than a reactive.
- 3. Invite students to co-create and contribute to the course content.
- Recognizing that there is not just one pedagogical approach that is optimal for all learners, but there should be options.

Critical Reflection

- 1. There are is 4 levels of critical reflection that show up in the learning environment:
 - 1. Student perspective
 - 2. Colleagues' perspective
 - 3. Autobiographical experiences
 - 4. Theory and reflection
- 2. There is no end point in reflection and development as an instructor. Humility, positionality, and recognizing our privileged identities will impact our teaching.

Benefits of Inclusive Teaching

- 1. Motivation and well-being of Students and instructors
- 2. Authentic learning
- 3. Retention and persistence of students