

Practical Steps for Inclusive Teaching

<p>Overview</p>	<p>This resource guide, adapted from the Practical Steps for Inclusive Teaching webinar from LSA Technology Services, provides practical ways for instructors to get to know students as individuals, design inclusive course content and material, allow multiple ways to demonstrate learning, and integrate a variety of student engagement techniques (SETs).</p> <p>The methods in this resource guide vary in terms of implementation and rather than trying to take on all of them at once, read through the resource guide and highlight strategies you can begin to implement immediately, those that you want to learn more about, and those that you want to implement down the road.</p> <p>The strategies outlined in this resource guide are in line with Universal Design for Learning (UDL) principles as well as active learning principles. If you are unfamiliar with UDL, this resource guide (coming soon) is a great place to start learning more about it. You can also reference the CAST website – the organization that created the UDL framework and guidelines. If you are unfamiliar with active learning, this resource guide (coming soon) is a helpful starting point in learning more about it.</p>
<p>Goals</p>	<ol style="list-style-type: none"> 1) To provide instructors with concrete ways they can make their classrooms more inclusive and accessible. 2) To encourage instructors to constantly consider how they can improve inclusivity in their classrooms.
<p>Implementation</p>	<p>This resource focuses on ways to improve accessibility and inclusivity in your classroom. This list is not exhaustive, and it is always a good practice to consult with colleagues who have established inclusive practices in their classrooms.</p> <p>In any discipline, instructors can take deliberate steps to ensure that all students feel welcomed and valued as part of the learning community. The following practices can help to create an intentionally inclusive environment in any class.</p>
<p>Challenges</p>	<p>While many of the methods listed in this resource guide do not require heavy lifting in terms of implementation, it may not be feasible to implement all the strategies offered in this resource guide at the same time. Rather, it is a good practice to take on the +1 strategy of choosing one new method to try out and building your capacity to take on more from that point. It is also recommended that instructors reach out to colleagues who may have exemplar models of inclusive course materials. Remember, inclusive teaching is relevant in all disciplines and that it is an intentional practice that requires time and effort.</p>

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What is Inclusive Teaching?

Creating an inclusive classroom environment isn't just a nice idea – its effect on student engagement, learning, and achievement is supported by substantial academic research. There is a range of ways to define inclusive teaching, but some significant aspects of it include:

- Purposeful design, teaching, and assessment that is engaging, meaningful, and accessible to all.
- Teaching that incorporates dynamic practices with an awareness of different learning styles.
- Using varied means of assessment to promote student academic success and well-being.
- Teaching that attends to students' different social identities and backgrounds.
- Design, teaching, and assessment that deliberately cultivates an environment in which all students are treated fairly, have equal access to learning, feel welcome, valued, challenged, and supported in succeeding academically.

Get to Know Students as Individuals

As the instructor, it is vital to create inclusive interactions in your classroom by getting to know who is in your classroom. Encourage your classroom to be a place of community and a place of growth. Examples include:

- Learn students' names, preferred names, and pronouns:
 - "Gender Identity" tab in [Wolverine Access](#) and [Canvas](#)
- Help students get to know each other; mix up group interactions and try using icebreakers ([link to icebreakers](#)).
- Learn about students' backgrounds and learning experiences through a survey.
- Encourage growth mindset ([link to growth mindset activity](#)); don't let students focus on causes they cannot control.
- Share a bit about yourself as a person.
- Define what participation looks like in your classroom.

Teach Students as Individual Learners

Assess Prior Knowledge: what do students already know about the topic? What do they need to know to be successful? Identify student needs with a simple survey. This allows students to understand what foundational knowledge they need to know. It also helps instructors what supplemental material students may need in order to be set up for success in the class.

Scaffold Course Work and Encourage Goal Setting: Some students are novice learners and need to develop skills such as time management. Practices to consider:

- Chunk coursework/assignments into manageable pieces.
- Set clear deadlines for specific components of an assignment.
- Pay attention to students who cannot meet deadlines.
- Discuss bottlenecks in students' progress.
- Adjust your expectations for some students.

<p>Help Students Know & Meet Your Expectations</p>	<p>Provide Means and Support for Meeting Course Objectives:</p> <ul style="list-style-type: none"> • Provide a visual course calendar with due dates. • Provide rubrics and detailed assignment sheets/instructions. • Provide timely feedback. • Use time-prompts during in-class activity (and get feedback on these activities). • Be responsive to student feedback. <ul style="list-style-type: none"> ○ Disabilities may change students' needs. ○ If you make changes mid-semester in your technology, content, or delivery, let students know how this affects them and listen to their feedback.
<p>Create Inclusive Course Materials</p>	<p>For a more in-depth review, refer to “Creating Inclusive Assignments and Assessments”</p> <p>Provide Video Recordings to Supplement Lecture and Print Sources:</p> <ul style="list-style-type: none"> • Create “just in time” videos for important course content. Just in time videos are available to students when they need them and allow students to determine how to use them. <ul style="list-style-type: none"> ○ These videos are helpful when course content is particularly challenging. <ul style="list-style-type: none"> ▪ Perhaps the latest quiz proved difficult for a large portion of the class and it would be helpful to review the material in a different way. ○ These videos are also helpful for students who are actively struggling with course content. • Record and caption lecture with Lecture Capture or Zoom; Use a document camera in face-to-face, hybrid, and remote teaching. Be strategic with how you are breaking up these videos. Perhaps the first 15 minutes of the lecture is recorded and then interactions between students are not recorded. <ul style="list-style-type: none"> ○ Students view recordings at strategic places – they determine what they need to review and study. ○ Students view recordings when they cannot make it to class.
<p>Provide Inclusive Support Materials and Resources</p>	<p>Help your students learn about academic and non-academic assistance and resources that are available at the University:</p> <ul style="list-style-type: none"> • LSA Loan Center & BlueCorps – 734-615-0100 • Ask a Librarian • Services for Students with Disabilities <p>Post slides and other “support” material before class to increase student engagement during class:</p> <ul style="list-style-type: none"> • These materials can benefit students who need an accommodation or students where English isn't their first language. • Glossaries/definitions, references, examples, graphs, and stats.

<p>Use Guided Lecture Notes</p>	<p>Help students develop good note-taking skills and reduce their cognitive load:</p> <ul style="list-style-type: none"> • Guided lecture notes allow students to prepare before class, take quality notes during class, and review and study after class. <p>Structure for Guided Notes:</p> <ul style="list-style-type: none"> • Include background information on the topic. • Provide cues for students to follow along. • Provide space to both write and draw. <p>Benefits:</p> <ul style="list-style-type: none"> • Reduces cognitive load for students, increasing student engagement during class. • Improves learning and recall. • Provides a quality study aid. <p>Guided Notes Examples:</p> <ul style="list-style-type: none"> • Guided Notes Example 1 • Guided Notes Example 2
<p>Design Inclusive Course Content</p>	<p>Create a learning environment where students are reflected and valued:</p> <ul style="list-style-type: none"> • Review the resource guide, Inventory of Inclusive Teaching Strategies for a comprehensive list of practices to consider for your classroom. • Bring in diverse ideas and perspectives to your class content and curriculum: <ul style="list-style-type: none"> ○ A reflective question to ask yourself: Am I only bringing in material that aligns with my worldview or has a narrow perspective? • Select authors of diverse background and contributions to the field by historically underrepresented people: <ul style="list-style-type: none"> ○ It is vital that students see themselves reflected in their career field. • Point out stereotypes and other shortcomings as they come up in class discussion and course content: <ul style="list-style-type: none"> ○ Review the Hot Moments Resource guide • Use multiple and diverse examples that speak across gender, cultures, and socioeconomic status, ages, and religions. • For writing assignments, avoid narrow topics that limit student creativity.

Allow Multiple Modes of Assessment

Clarify what you want students to learn and create flexibility in the mode of expression to support all learners:

- Allow students to demonstrate learning with a variety of modalities:
 - Many classes have a presentation component, but you may students who panic and struggle with this format even though they have mastered the content.
 - View the resource guide for “The Minute Paper” (coming soon).
- Vary formative activities for remembering, analyzing, and creating.
 - Use activities like group work, think-pair-share, iClicker multiple-choice, jeopardy. These active learning techniques promote inclusivity and participation in the classroom.
- Vary in-class formative assessment:
 - Use exit tickets to gauge student understanding of the day’s lesson.

Allow opportunities that engage autonomous learners:

- Allow students to self-select topics of interest:
- Draw on students’ previous experience, cultural differences, and individual expertise.

Regularly use a Student Learning Outcome (SLO):

Example: Investigate how women’s power and gender equality have evolved in America.

- Analyze the effect gender discrimination and harassment have had on women’s history.
- Investigate the effect of gender stereotypes in advertising and media have on society.
- Examine how gender roles and the perception of women have changed throughout history.

Allow students to demonstrate learning through multiple modes of assessment:

The final project will demonstrate your understanding of how women’s power and gender equality have evolved in America. The project can take the form of a **research paper, a podcast, or a video**. You will need to decide on a focused topic (thesis) and have that approved.

It is vital that for each assessment type you have explicit criteria, an assignment sheet, and a rubric.

<p>Integrate a Variety of Student Engagement Techniques (SETs)</p>	<p>SETs are designed to help instructors structure effective learning activities. These are like recipes; the procedure is designed – you supply the ingredients. Use SETs strategically.</p> <p>Some of the benefits of SETs include:</p> <ul style="list-style-type: none"> • They engage students in course-related knowledge and skills. • They develop critical thinking skills. • They develop attitudes, values and self-awareness, learning and study skills. <p>SETs examples include:</p> <ul style="list-style-type: none"> • Autobiographical reflection – explores beliefs, biases, learning objectives. <ul style="list-style-type: none"> ○ <i>What is the most profound experience you have had in math class?</i> ○ <i>How did today’s lesson relate to you personally?</i> • Ethical Dilemma – Investigates personal values. <ul style="list-style-type: none"> ○ Students think about their values and how they relate to the values of their classmates. • Circular Response – Develops listening skills. <ul style="list-style-type: none"> ○ The first person will speak and then the second person to speak has to summarize the first person’s statement and use that to formulate a new point. This helps to ensure active listening as well as critical thinking among students.
<p>Reading Recommendations</p>	<p>Barkley, E. & Major, C. (2018) <i>Interactive lecturing: A handbook for college faculty</i>. Jossey-Bass.</p> <p>Barkley, E. & Major, C. (2016). <i>Learning assessment techniques: A handbook for college faculty</i>. Jossey-Bass.</p> <p>Barkley, E. F. (2010). <i>Student engagement techniques: a handbook for college faculty</i>. Jossey-Bass.</p> <p>Buehl, Doug. (2014). <i>Classroom strategies for interactive learning</i>. Newark, DE: International Reading association.</p> <p>Harrington, C., & Zakrajsek, T. (2017). <i>Dynamic lecturing: Research-based strategies to enhance lecture effectiveness</i>. Stylus.</p> <p>Weimer, M. (2013). <i>Learner-centered teaching: Five key changes to practice</i>. 2nd ed. San Francisco: Jossey-Bass.</p>

**Learning &
Teaching Support
and Resources**

LSA Learning & Teaching Support:

- 1:1 consultations
- Phone: 734-615-0099
- Email: LSATechnologyServices@umich.edu
- Office: 2014 MLB

Accessibility at University of Michigan:

- [Accessibility website](#)

Digital Information Accessibility Coordinator:

- Phil Deaton – accessibility@umich.edu