

## Soisson and Qualters

### Inclusive Teaching

	<b>Generally</b>	<b>Some considerations or enhancements</b>
	Provide and overview of the course and purpose	<p>Describe how the course fits into the curriculum and why is it useful. Take the opportunity to orient students to the discipline. Why are you passionate about it?</p> <p>Make the course relevant. What do people know? What can they connect to? Where does this course fit in their education, their life? Why is it important?</p>
	Include information that will help them be more successful.	<p>Develop a road map for “How to Succeed in this Course”</p> <p>A glossary of terms, suggestions for how to study or to take notes for this particular class; if teams are to be used, suggestions for building effective teams; suggestions from past students who were successful.</p> <p>Example: “I want to take a moment to clarify how I want you to approach the readings. The first rule is: Don’t take the readings as gospel. Just because something is printed doesn’t make it absolute truth. Be critical of what you are reading. I have chosen many readings precisely because they are provocative. If you find yourself strongly disagreeing with a reading, that’s fine. I encourage strong disagreement. However, if you disagree, you must clarify in your mind the reasons and evidence upon which you are basing your disagreement. At the same time, keep an open mind. Listen to what the readings have to say. Think about what other experiences you have had and readings you have done that might corroborate the course readings. Give yourself time to reflect on the information, insights, and perspectives offered in the readings.” <i>(background knowledge)</i></p>

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	Convey expectations	<p>Establish the climate that you intend to build with your students.</p> <p>Make the “culture” of your classroom explicit and transparent. "In our class: 1) everyone is allowed to feel they can work and learn in a safe and caring environment; 2) everyone learns about, understands, appreciates, and respects varied races, classes, genders, physical and mental abilities, and sexualities; 3) everyone matters; 4) all individuals are to be respected and treated with dignity and civility; and 5) everyone shares the responsibility for making our class, and the Academy, a positive and better place to live, work, and learn." (from a sociology syllabus)</p> <p>Relate that yes, this course might be challenging, and that you have confidence that with the way you have structured the course that all students can meet those high standards.</p>
	Review assignments	<p>Transparency is an inclusive practice. As experts we have an “expert blind spot.”</p> <p>Explain the conceptual structure of the course (Does it mostly involve inductive or deductive reasoning? Problem-solving or theory building? Analytical or applied?) Why have we chosen the assignments we have chosen?</p>
	Require Prerequisites	<p>Add resources for students to refresh their skills, and tell them the areas that are most important to refresh for your course.</p> <p>Offer short “workshops” at intervals to review content they must know to be successful.</p> <p>Consider a pre-assessment early on so that you can pinpoint areas for review.</p> <p><i>Can you level the playing field for background knowledge in some way?</i></p>

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	<p>Make clear what students can expect of you, and what you expect of your students</p>	<p>“As your teacher, you can expect me to be prepared, respond to you in a timely manner, have given deep thought to the course, give you sufficient feedback, grade fairly, and be available to assist you in your learning. Conversely, as a class member, you must be prepared for class, participate thoughtfully in discussions, work together with your peers to meet the objectives of the course, hand in assignments on time, and work together to ensure that the course integrates and extends your learning.”</p> <p>It is also advisable to address the issue of student diversity in discussion-based classes where issues will be raised that are likely to engender controversy.</p> <p><b>Example</b></p> <p>“Every class has a culture influenced by the fact that students come from widely diverse backgrounds and hold different values. They also learn in distinctly different ways. I will acknowledge your diversity of learning styles by designing assignments which involve distinct learning preferences, e.g., experiential, abstract, concrete, intuitive. I encourage you to acknowledge your diversities by listening actively to one another. It is especially important that you listen to students whose opinions differ from you own, arguing with the opinions while remaining respectful of the individuals who hold them. You are expected to be attentive during class, ask questions if you do not understand something, and participate in class discussions. You are also expected to listen respectfully to other students and me when we are speaking. Racism, sexism, homophobia, classism, ageism, and other forms of bigotry are inappropriate to express in this class. You are by definition a very diverse group of students, even if on the surface you all may look more or less homogeneous. Diversity is a strength in our society at large and here at the University of Minnesota. In this class, you will be asked to maintain an open mind to the differences around you, and you are encouraged to place positive value on those differences. Points of view may be actively argued but the speakers are to be respected as essentially fair-</p>
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		<p>minded individuals working to enlarge their thinking about ideas and people.”</p> <p>- Toni McNaron, English</p> <p><a href="http://www1.umn.edu/ohr/teachlearn/tutorials/syllabus/expectations/atmosphere/index.html">http://www1.umn.edu/ohr/teachlearn/tutorials/syllabus/expectations/atmosphere/index.html</a></p>
	Provide a summary at the end of class	Consider scheduling some time toward the end of each class for students to summarize key learnings of the day – either by writing them down individually or in groups, and then sharing, or creating possible exam questions that they hand in. ( <i>opportunities for practice</i> )