

### Sample Reflections on Inclusive Teaching

- Individually reflect on your experiences as a student and identify specific examples that illustrate ways in which power and positionality impacted course climate and student learning. Try to consider ways in which course climate has been impacted both positively and negatively.
- Reflect on how you will explicitly create an inclusive climate in your course. Consider recommendations made in the Ambrose et al. and hooks readings, and identify 2-3 strategies you could explicitly incorporate into your course design.
- How might your power and positionality, including your social identities (e.g. race, gender, sexual orientation), inform these strategies?

### Sample Strategies to Incorporate Intercultural Pedagogy

- Individually, consider the inclusive approaches on the [Intercultural Pedagogy](#) handout and brainstorm **ways to integrate this into your course design**. Identify strategies that might help you achieve this approach. Push yourself to go beyond the suggestions provided on the handout and consider how you can **specifically integrate** a strategy (or two) into the course you are designing.
- At your table, share your course design context and **one** of the strategies you generated during your brainstorm. Provide feedback to one another on whether the strategies are equitable and inclusive from a course design perspective. Continue to think about how student and instructor identities might influence these strategies.
- Ambrose, *et al.* highlight social identity development as having “particularly profound implications for the classroom” (p. 160). Individually, take a few minutes to review your thoughts on the Social Identity Profile table (. When you completed this table was there anything that you were surprised to learn about yourself? How would you expand this table? What other social identities could be added to the list?