

Inara Scott, Assistant Dean for Teaching and Learning Excellence

Inclusive Teaching: Creating Community and Serving all Students



Oregon State
University



Welcome!

Let's get started with a short survey.

Navigate to PolleEV.com/inarascott838

You will be asked to respond to three survey questions. The results will be completely anonymous!

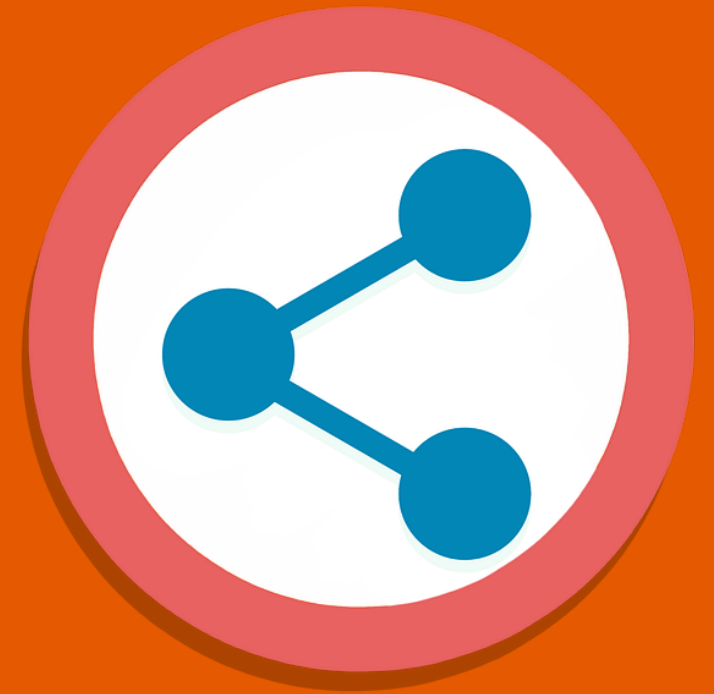
Session Goals

At the end of this session, I'd like you to walk away with:

1. A personal definition of inclusive teaching.
2. Reflections on how your history and past influence your teaching.
3. An understanding of how unconscious bias can influence teaching.
4. An understanding of the variety of research-based approaches to creating more inclusive classrooms.
5. Action options for implementing inclusive teaching practices into your classroom and personal pedagogy.

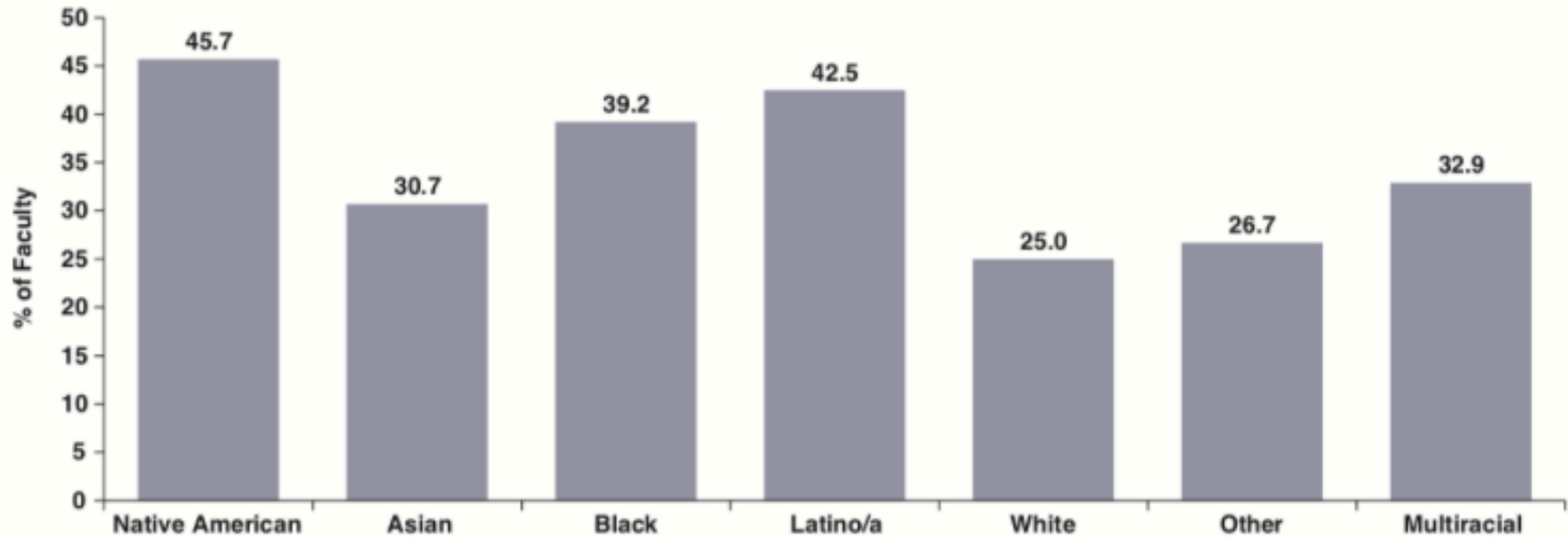
Why are we here?

Why is this important to you? Why are you here?

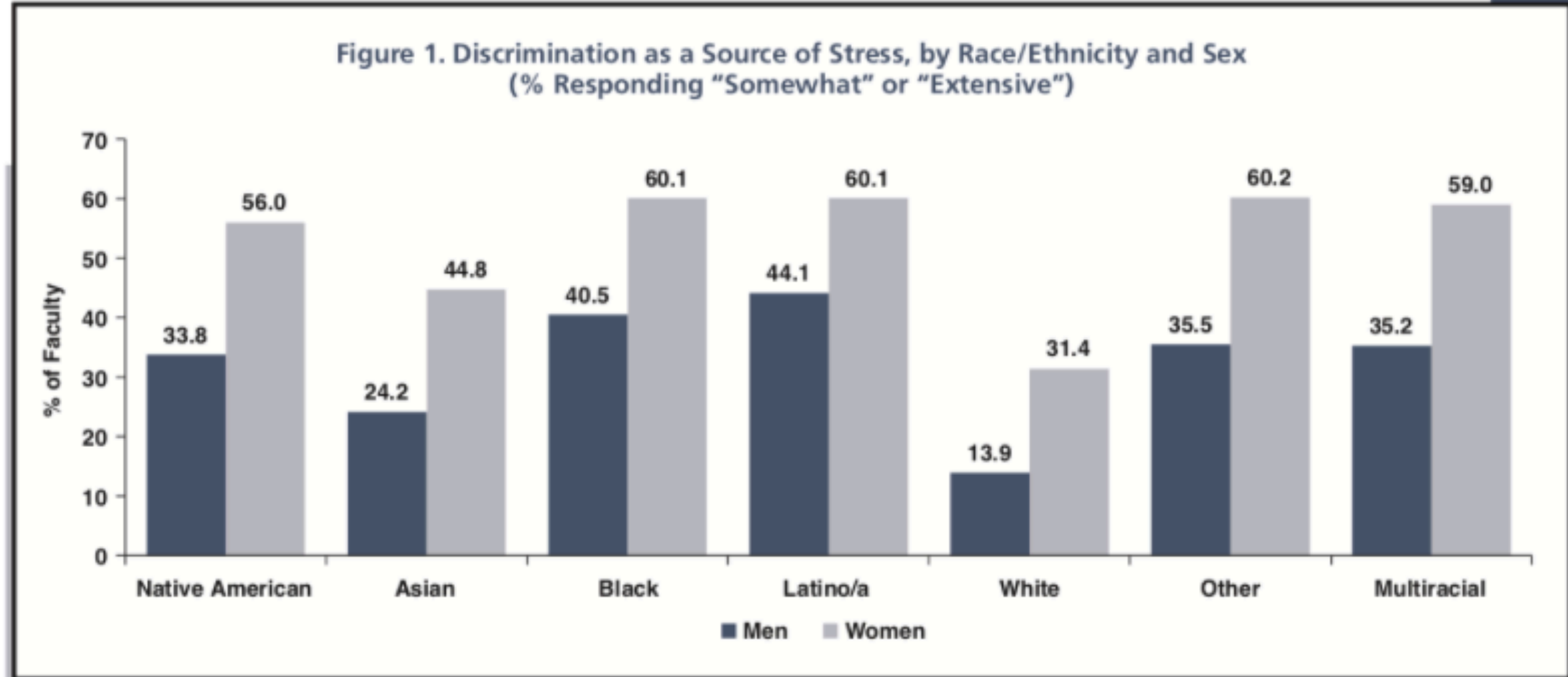


Faculty See Racial Conflict on Campuses Nationwide

Figure 7. There Is a Lot of Campus Racial Conflict Here, by Race/Ethnicity
(% "Agree Somewhat" or "Strongly Agree")



Faculty Are Concerned about Discrimination



Source: Higher Education Research Institute

OSU Strategic Plan 4.0 Goal II: Transformative Education that is Accessible to All Learners

We will be welcoming and foster belonging and success for all. We are a diverse community, defined by the rich palette of cultures we share, and we will strive to eliminate achievement gaps among sub-groups of students and inequities in the advancement of faculty and staff...

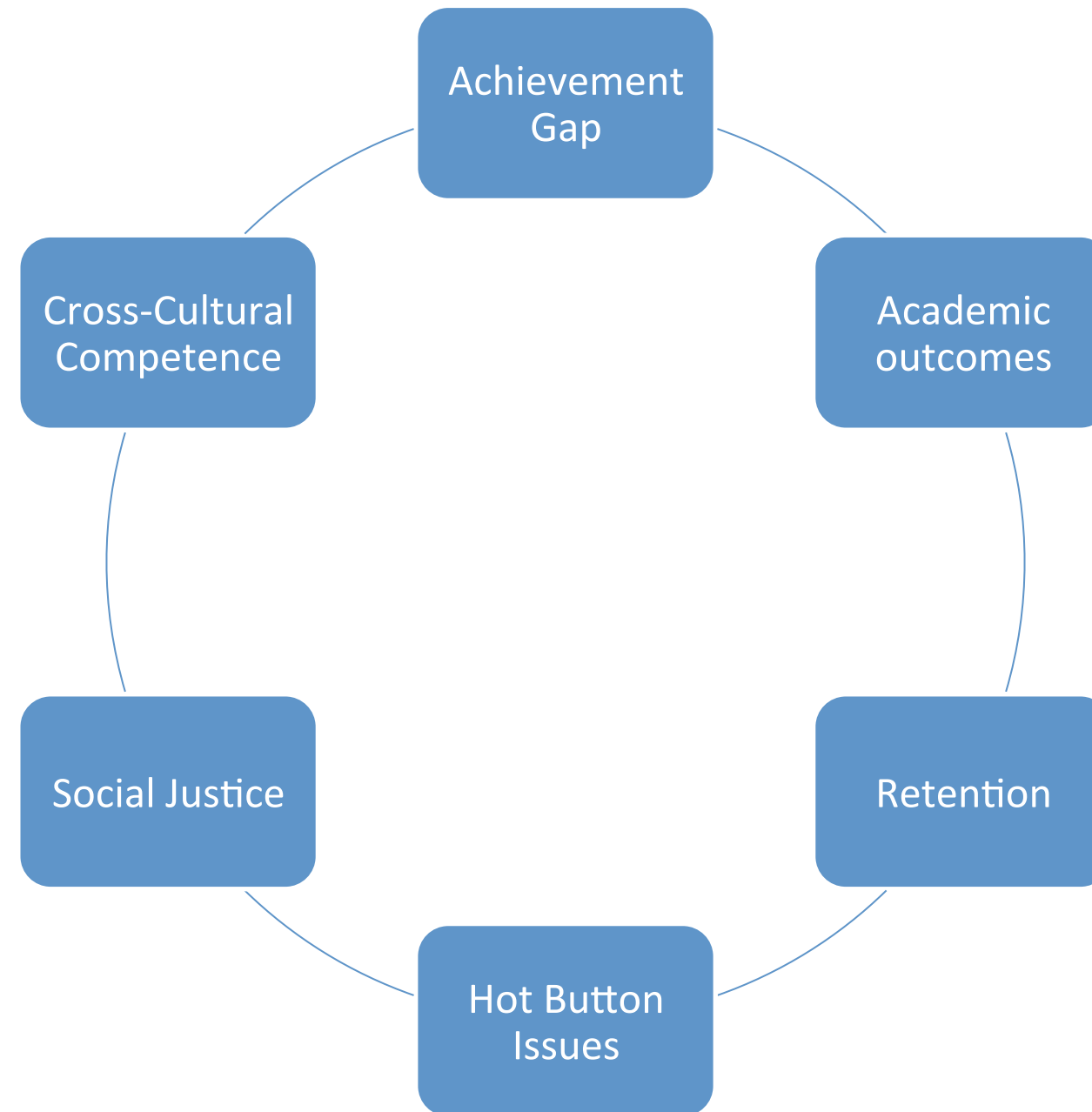
We recognize that our success in research, innovation, education, and engagement depends on how well we value and engage the rich diversity of our entire community of internal and external stakeholders. We stake our reputation on truly transforming lives by providing access to high quality, affordable education that rests on our research and engagement missions and is inclusive of diverse people and ideas...

COB Strategic Analysis

Diversity, Equity and Inclusion mission: We create a culture of belonging and community that values and respects differences so everyone feels welcome.

The College will achieve distinction by being a leader in promoting a culture of equity, diversity, and inclusion in the College and beyond.

Other reasons many pursue inclusive teaching...



Our students are changing...shouldn't our pedagogy?



That sounds great...
but what is it?



What is Inclusive Teaching?

“**Inclusive teaching** refers to practices that support meaningful and accessible learning for all students.”

-University of Washington CTL



“**Inclusive teaching strategies** refer to any number of teaching approaches that address the needs of students with a variety of **backgrounds, learning modalities, and abilities**.

These strategies contribute to an overall inclusive learning environment in which students feel equally valued.”

-Cornell University CTL

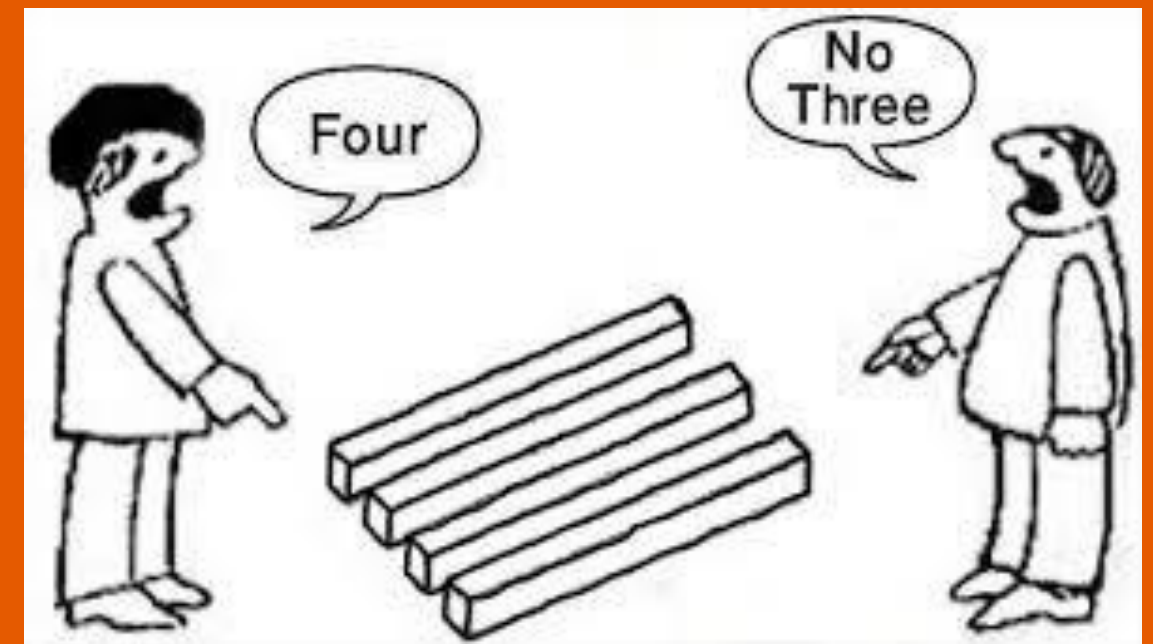
“Inclusive teaching involves deliberately cultivating a learning environment where all students are treated equitably, have **equal access to learning**, and feel welcomed, valued, and supported in their learning. Such teaching attends to **social identities** and seeks to change the ways **systemic inequities** shape dynamics in teaching-learning spaces, affect individuals’ experiences of those spaces, and influence course and curriculum design.”

-University of Michigan
Center for Research on Teaching and Learning

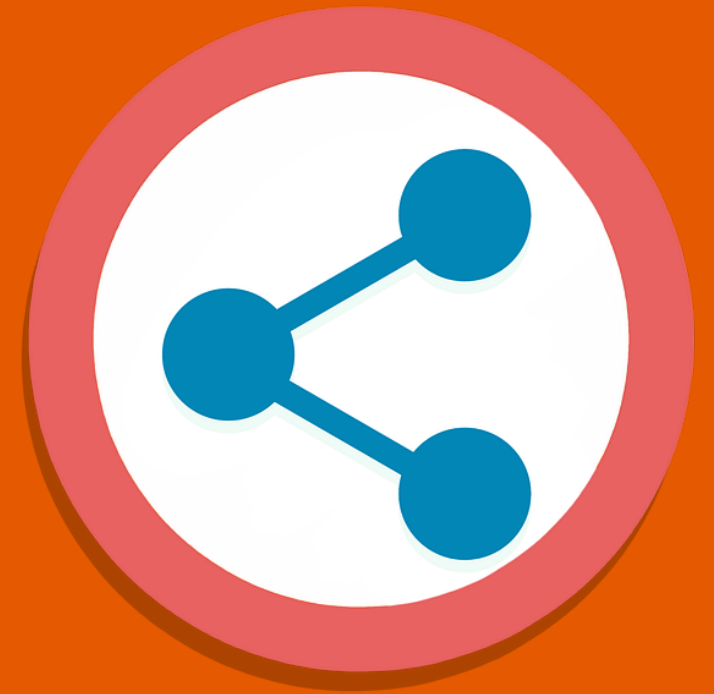
“Inclusive teaching is a **mindset**—a reminder that our job is to **educate all of our students**, which requires consciously considering whether all of our students have **access** to our content, our community, and our services.”

-Inara Scott

Different perspectives...



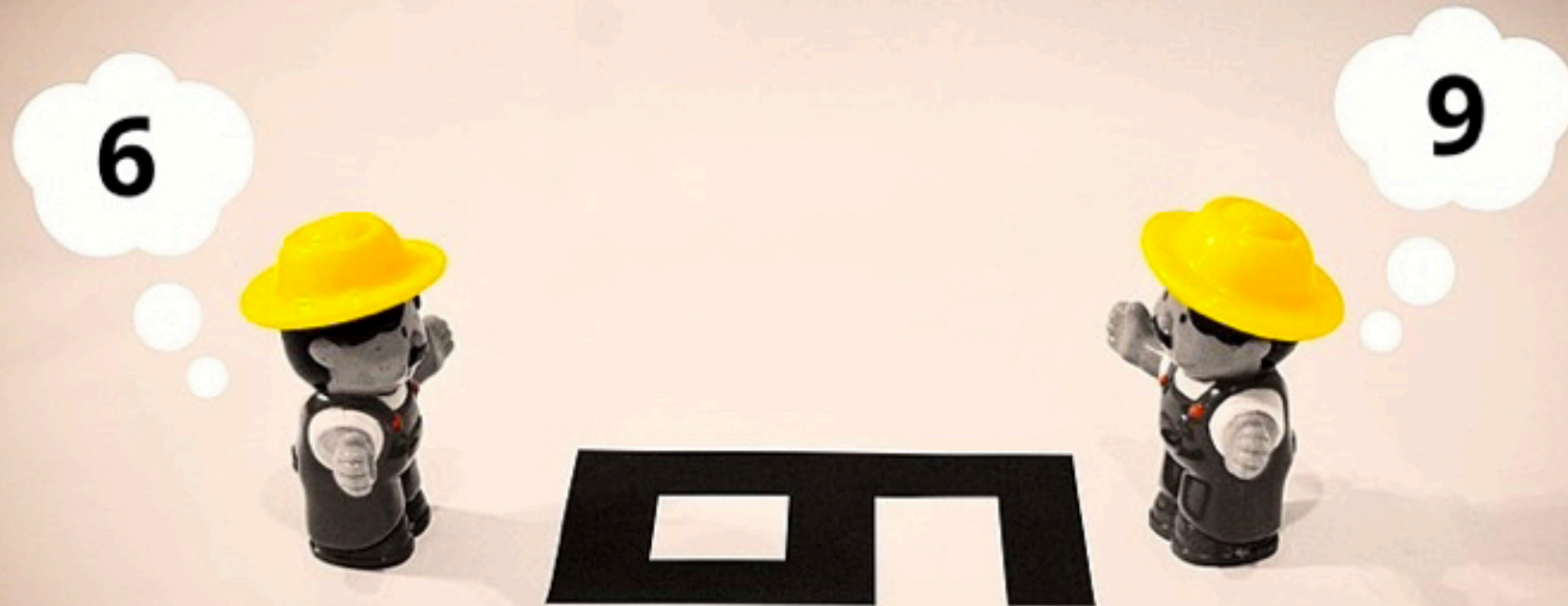
What does inclusive teaching mean to you?



Other reasons?

**What issues do you see in your
classroom?**

Unconscious Bias



I don't see color...

- English-speaking cultures show bias against non-native English speakers with regard to intelligence, competence, social class.
- Instructors of online courses twice as likely to respond to white male names in discussion forums.
- Teachers, parents, and students all rate girls' mathematics ability (and IQ) lower than boys.
- Non-black teachers report significantly lower expectations for black students than black teachers, when rating the *same student*.
- To be considered effective, female leaders must be sensitive and strong; male leaders need only be strong.
- Female leaders considered “task-oriented” were considered more effective, but also less liked.
- Dominant and assertive women are less influential to men.



If it makes you feel better...

They're biased against us, too:

- Women receive lower SET scores in F2F and online classes, even in identical courses when personality, appearance, and other factors are held constant (Mitchell, K. and Martin, J., 2018).
- Minority teachers in face-to-face classrooms receive lower evaluations than minority teachers in online classes (Carle, 2009).
- Minority teachers receive lower SET scores than white teachers (*E.g.*, Andersen & Smith, 2005).



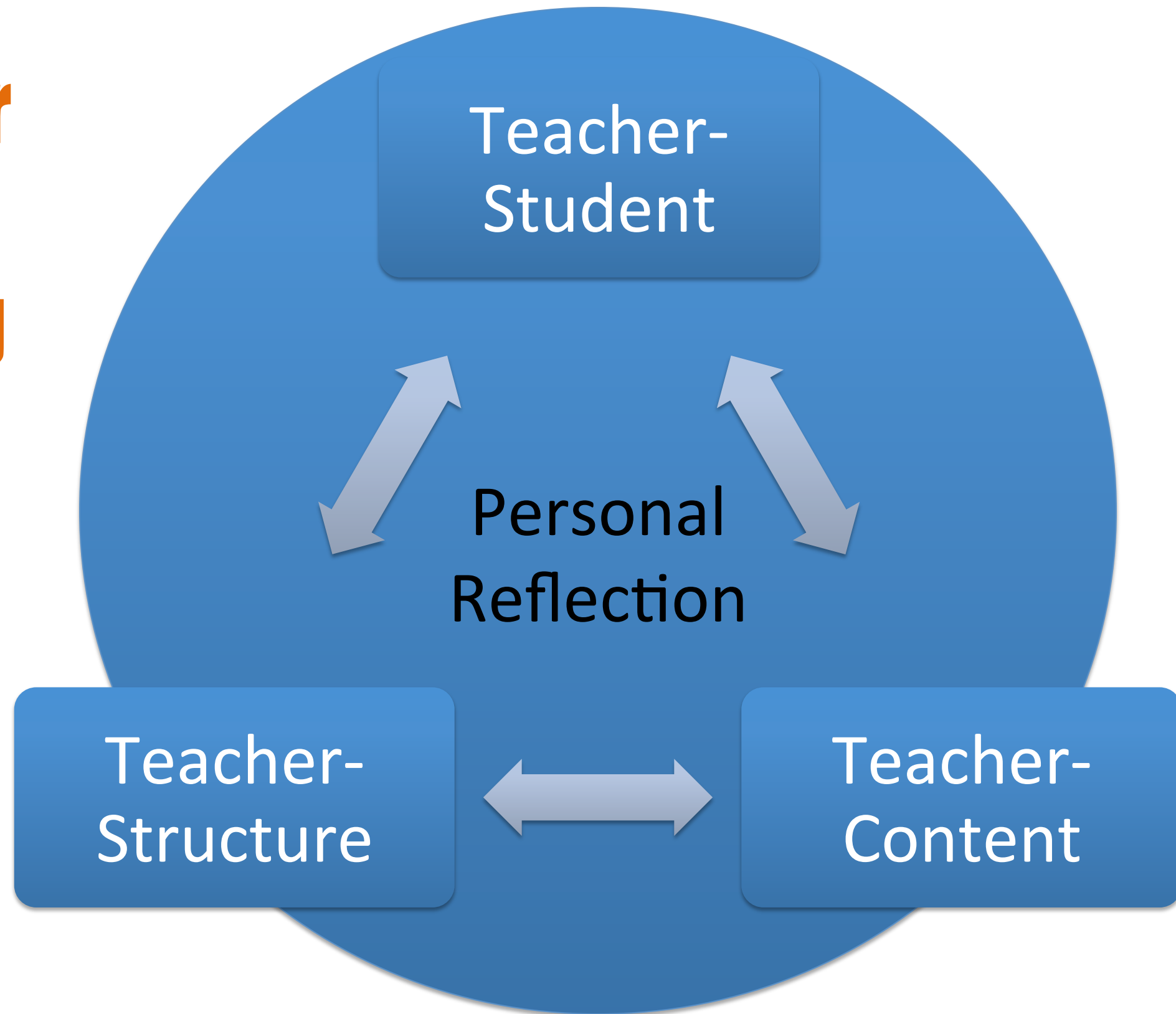
Self-Reflection

- What was my experience of education, and how might it inform the way I work with students?
- The students in my classroom may be different from the ones I went to school with. What blind spots might I have, or where might I find challenges in connecting with them?



**So what do we do
about it?**

A Model for Inclusion: Identifying Inclusive Practices



Lots of Research and Strategies

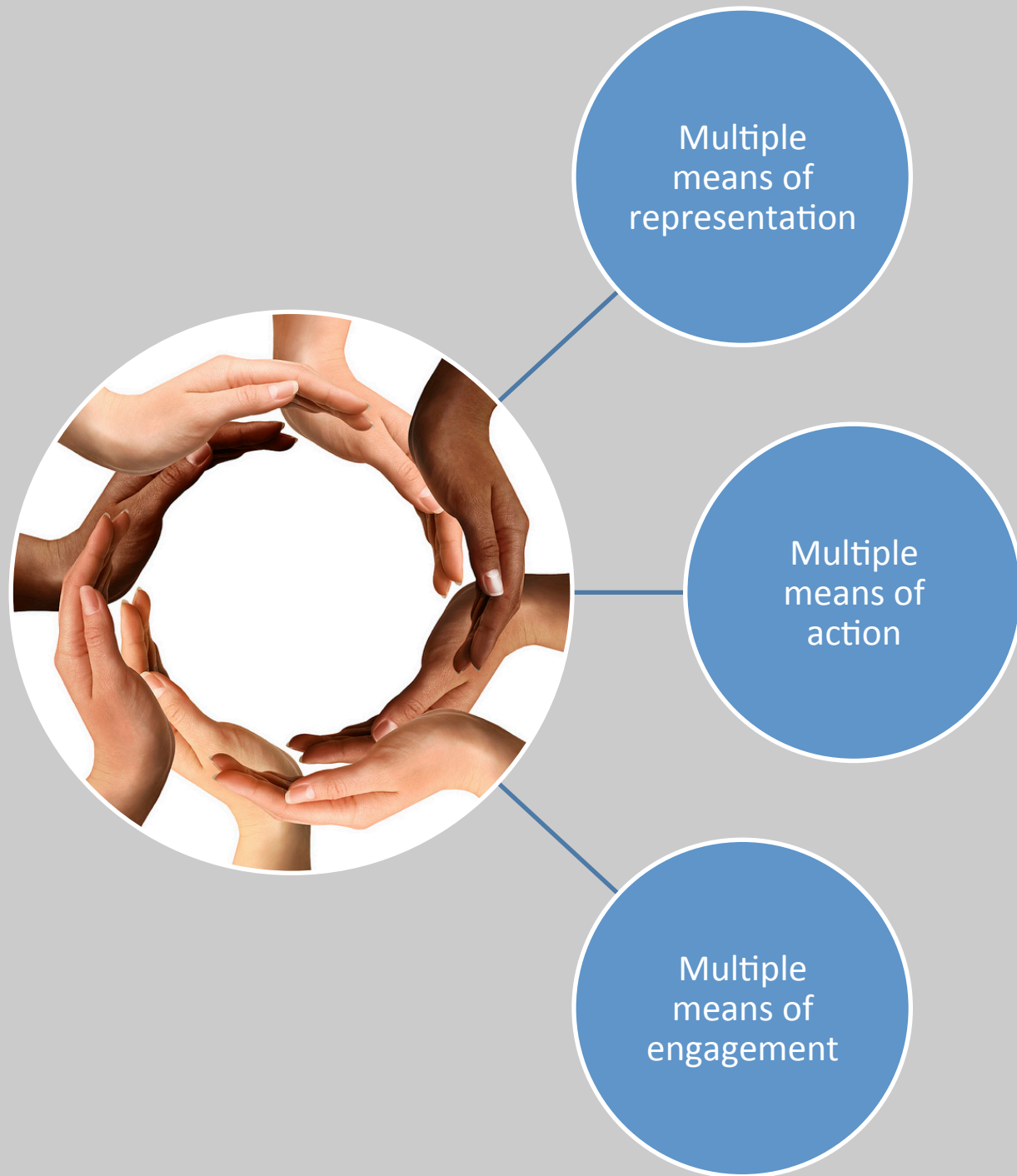
- Culturally Relevant Pedagogy
- Universal Design for Learning
- Inclusive Pedagogy
- Note: Much of the research is drawn from elementary/ secondary schools



Culturally Relevant Pedagogy

Some examples of how to operationalize:

- Modeling, scaffolding, clarifying challenging curriculum.
- Using student strengths as starting points.
- Creating and nurturing a cooperative environment.
- Reshaping the prescribed curriculum to build on student knowledge.
- Making explicit the power dynamics of mainstream society.
- Sharing power in the classroom.

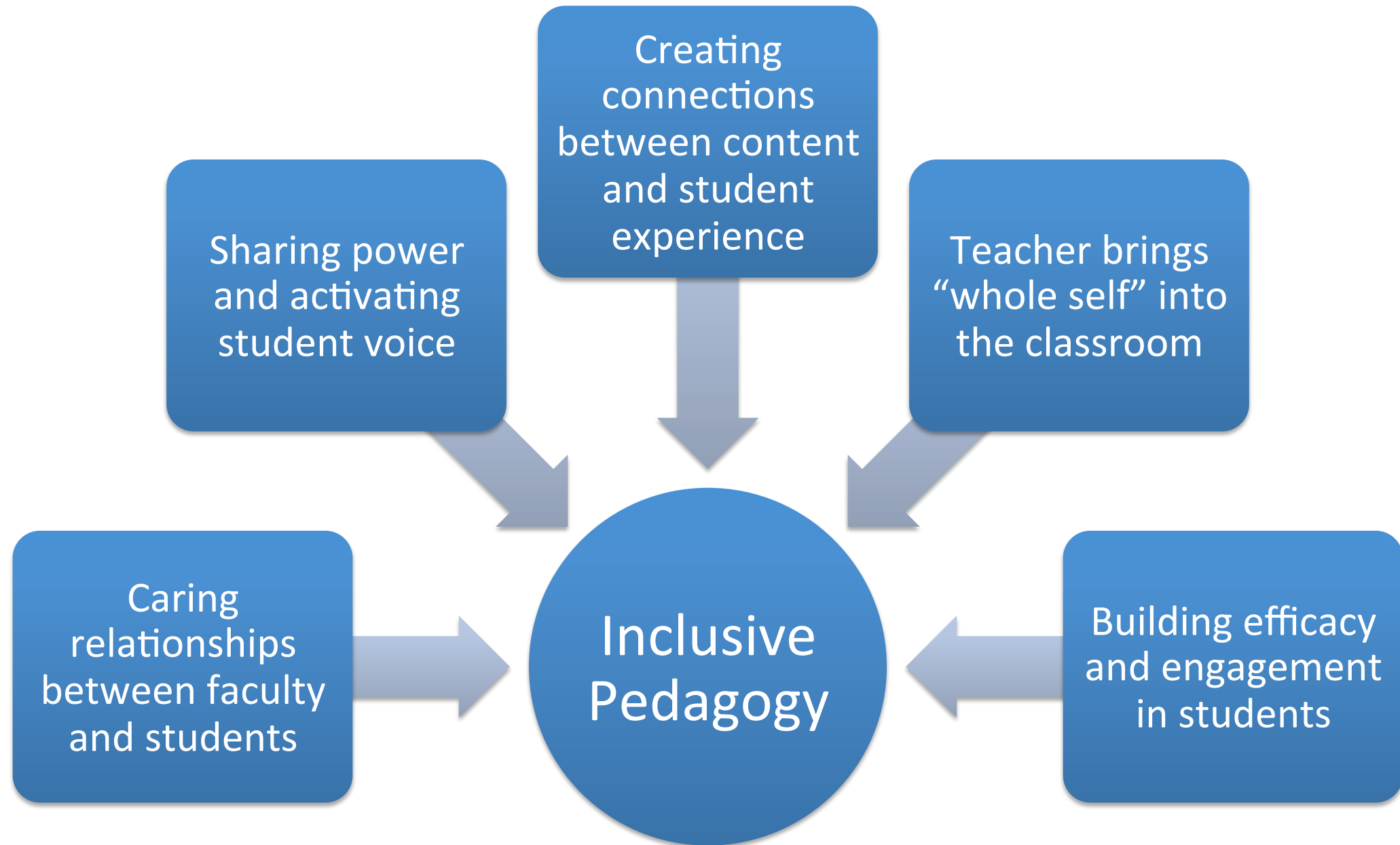


Universal Design for Learning

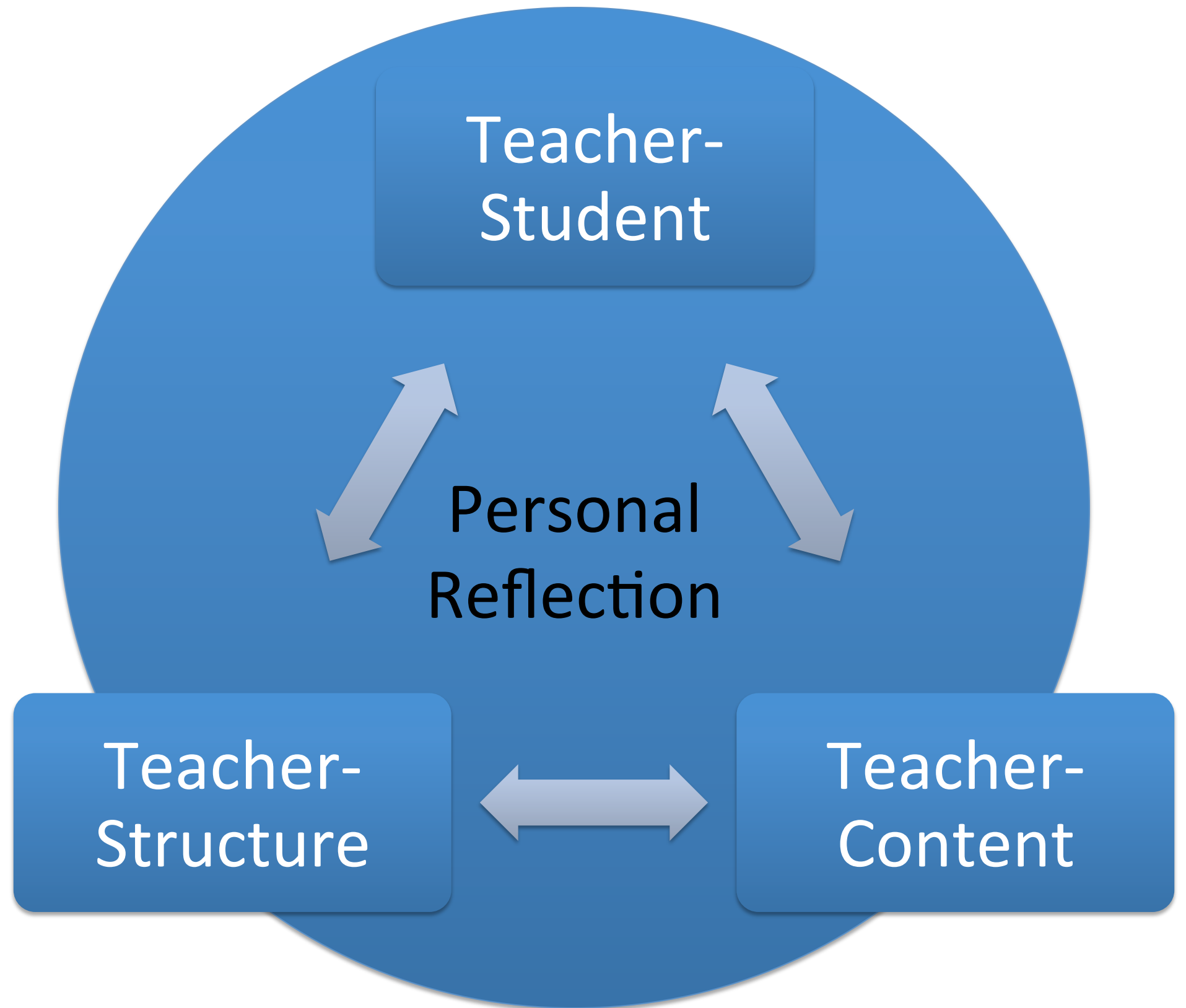
Starts with the assumption that you will have diverse learners in the course, and therefore seek to:

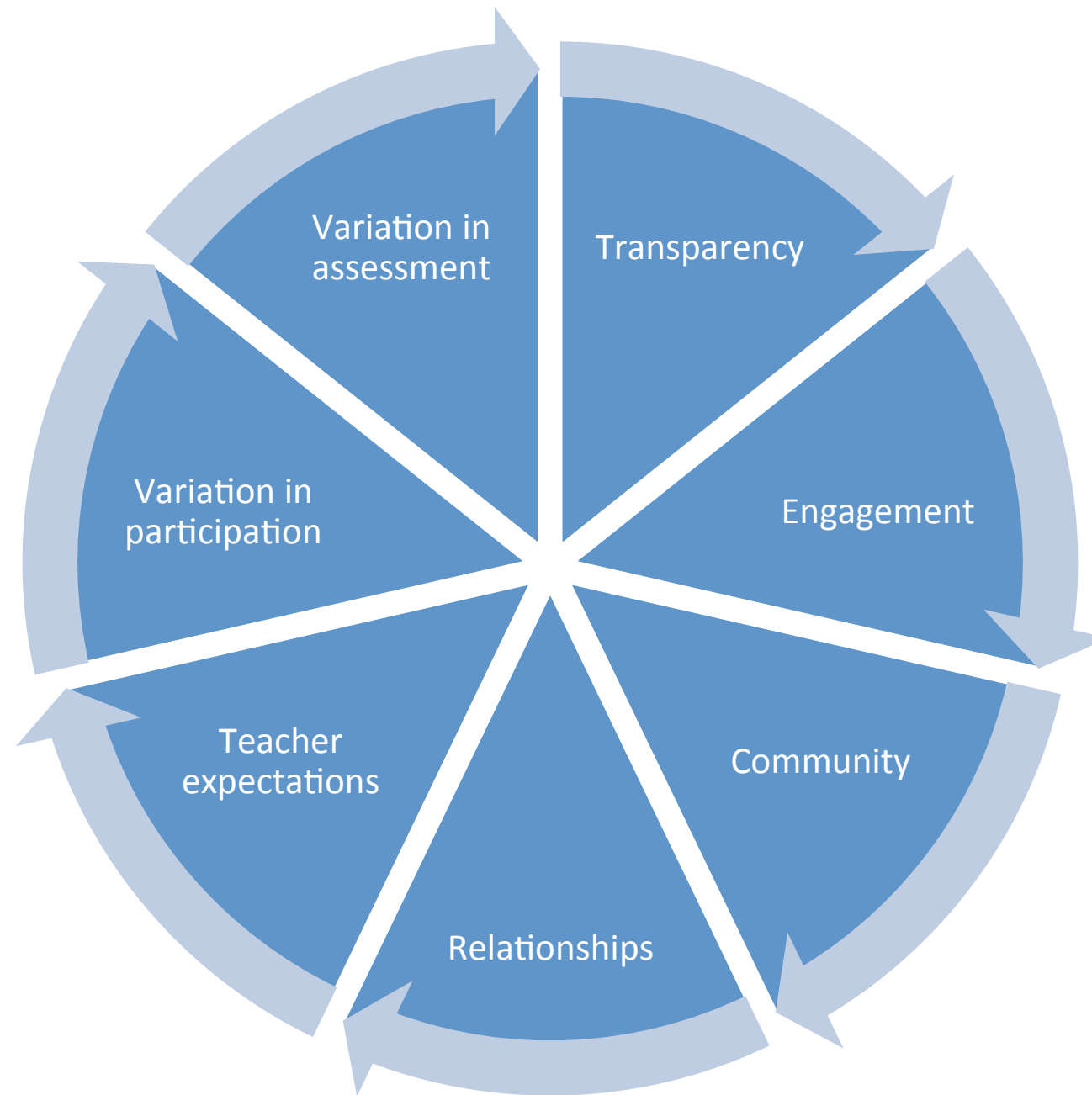
1. Present materials in a variety of ways and provide support for diverse learners.
2. Create variety of assessments so students can demonstrate mastery in alternate ways.
3. Seek multiple paths of engagement to stimulate motivation and interest.

Inclusive Pedagogy



- 1. Where can I have impact?**
- 2. What changes can I make to create a more inclusive classroom?**





What we know works: Inclusive teaching components

THANK YOU AND QUESTIONS?

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