

GEORGETOWN RESOURCES

In addition to the support for inclusive pedagogy we offer at CNDLS, there are many additional helpful resources for students—and for faculty and staff support of students—to be found throughout the Georgetown community, including at these centers and units:

- Academic Resource Center (ARC)
- Advising Deans for College, MSB, NHS, and SFS
- Berkley Center for Religion, Peace, and World Affairs
- Campus Ministry
- Center for Multicultural Equity and Access (CMEA)
- Center for Social Justice Research, Teaching & Service (CSJ)
- Counseling and Psychiatric Services (CAPS)
- Georgetown Scholarship Program (GSP)
- Health Education Services (HES)
- The Hub for Equity and Innovation in Higher Education
- Institutional Diversity, Equity, and Affirmative Action (IDEAA)
- LGBTQ Resource Center
- Office of Global Services
- Veterans Office
- Women's Center
- Writing Center

NEXT STEPS? COME SEE US!

CNDLS offers:

- Individual consultations
- Department or program conversations
- Faculty fellowship opportunities
- Custom workshops on topics tailored to your unit, such as:
 - » Designing to engage diversity
 - » Teaching in difficult times
 - » Facilitation skills for effective teaching
 - » Countering implicit bias
 - » And more!

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🔗 cndls.georgetown.edu/inclusive-pedagogy/

INCLUSIVE PEDAGOGY

RESOURCES AND IDEAS FOR TEACHING



WHAT IS INCLUSIVE PEDAGOGY?

And why does it matter?

Inclusive pedagogy is an approach to teaching, relevant to all courses and beneficial to students of all backgrounds, with teachers and students working together to create a supportive environment that gives each student access to learning. In inclusive courses, the content takes into account the range of perspectives among students and educators, and engages students in ways that intentionally strive to overcome barriers to their learning. The social identities of both student and teacher have a direct impact on the learning experience, so self-awareness is a crucial point of entry into inclusive pedagogy. Inclusive classrooms emphasize community and belonging, and work to ensure that both teacher and student participation promote thoughtfulness and mutual respect.

Research shows us that inclusive learning environments have benefits for all students!

HOW DO YOU **DO** INCLUSIVE PEDAGOGY?

Inclusive pedagogy requires a willingness to ask searching questions about what and how you're teaching, to engage with students, and to put inclusive values into practice. Below, you'll find some orienting questions and a few tips and strategies for the classroom.

Content—What material have you chosen? In what ways is your curricular design accessible and relevant to your students? Are there any barriers to inclusion?

- To the extent possible, include a wide range of perspectives, experiences, and backgrounds in your course materials—and be attentive to the costs of materials
- Voice a wide range of perspectives yourself
- Be transparent on content choices/course design; be explicit about organization and narrative of the course
- Name and discuss the agenda(s) and historical biases of your field/departments

Pedagogy—How are you promoting student engagement in ways that are meaningful and relevant to students?

- Offer multiple, diverse, and active ways to know, engage, and contribute
- Be explicit about pedagogical decisions
- Prepare for challenging moments by establishing classroom expectations and guidelines
- Develop strategies in order to address challenging classroom moments directly
- Examine your own biases—we all have them—so that they won't unconsciously influence your approach or reaction to students

Assessment—How are you asking students to practice and perform what they're learning? How can we diversify the ways that students demonstrate their growing proficiencies?

- Be explicit about your assessment criteria and how they relate to learning goals, and share successful examples
- Think beyond tests and papers; give students multiple ways and repeated opportunities to reflect upon and demonstrate their learning and growth
- Create opportunities for students to make their learning visible to the full learning community to help build solidarity as opposed to competition around assessment
- Create low-stakes opportunities for students to practice before they are asked to perform

Climate—In what ways are you creating an atmosphere for learning that is accessible and meaningful for all?

- Take an asset-based approach—diversity in a learning community means that people bring a variety of strengths and experiences, many of which could be relevant to matters at hand
- Create opportunities for students to build rapport with each other and with you at the beginning of and throughout the semester
- Invest in getting to know your students as individuals rather than as representatives for entire groups
- Gather and respond to anonymous student feedback (on teaching techniques, comfort level, classroom experiences, etc.) throughout the semester

Power—How can you craft a learning environment that empowers students and helps to bring attention to or disrupt traditional power dynamics between teacher and student and among students?

- When feasible, involve students directly in shaping your syllabus and pedagogical choices
- Allow students leadership roles during class sessions; give them opportunities to share their expertise
- Share responsibility with students for taking on other perspectives and for sustaining a productive learning community
- Consider how your own social identities are relevant to the power dynamics at play

