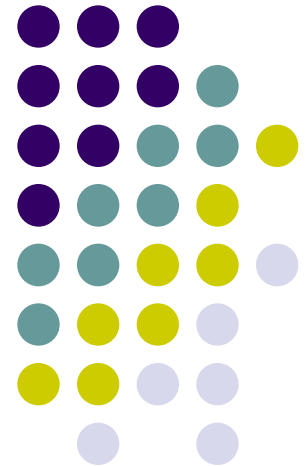


Creating Inclusive Classroom Spaces in which Students Thrive

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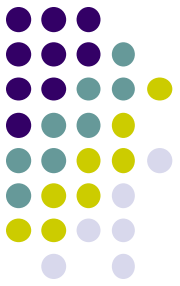




Learning Outcomes

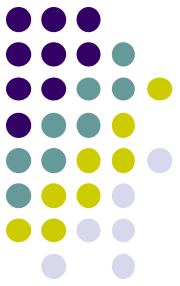
- Understand the potential diversity of student backgrounds and the psychological needs that students bring to the classroom.
- Recognize misperceptions between faculty expectations and student experiences and the possible impact of these misperceptions on student learning
- Support the design of inclusive physical and online learning spaces in which students thrive

Universal Instructional Design (Higbee & Goff, 2008)



- Universal access to learning.
- “UID’s guiding principles are based on the work of Chickering and Gamson (1987) and include: (a) creating welcoming classrooms; (b) determining the essential components of a course; (c) communicating clear expectations; (d) providing constructive feedback; (e) exploring the use of natural supports for learning, including technology, to enhance opportunities for all learners; (f) designing teaching methods that consider diverse learning styles, abilities, ways of knowing, and previous experience and background knowledge; (g) creating multiple ways for students to demonstrate their knowledge; and (h) promoting interaction among and between faculty and students (Fox, Hatfield, & Collins, 2003).” (Higbee & Goff, 2008, p. 2)

Self-Determination Theory (Ryan & Deci, 2000)

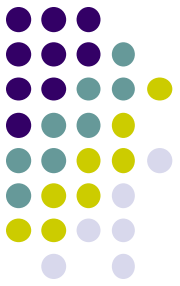


3 Basic Psychological Needs

- Competence – feeling effective and capable of achieving desired outcomes
- Autonomy – sense of personal control and choice.
- Belonging – genuine connection and relationships with others

Learners thrive in environments that fulfill these needs.

Students' Intersecting Personal and Social Identities



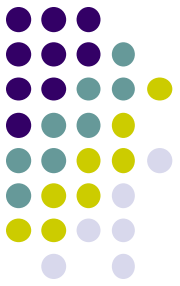
- Culture & Social Roles
 - Systems of power in which certain identities (e.g., White, male, straight, wealthy) have higher social status and greater access to resources than other identities
 - Interdependent and Interdependent Self-Construals
 - Disclosure of Concealable Social Identities



Identity Contingencies

“the things that you have to deal with in a situation because you have a given social identity, because you are old, young, gay, a white male, a woman, black, Latino, politically conservative or liberal, diagnosed with bipolar disorder, a cancer patient, and so on.” (Steele, 2010)

Could be quite obvious or more subtle.



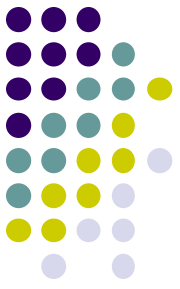
Students' Concerns

- Self-Doubt about Ability
- Belongingness Uncertainty
- Impostor Feelings
- Stereotype Threat



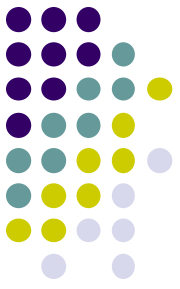
Self-Doubt about Ability

- "doubt about one's self-worth and self-efficacy based on questioning one's competence; this uncertainty is a fundamental one.... Individuals ask themselves, "Do I have what it takes to be successful? Am I able to avoid failure?" (Oleson & Steckler, 2010, p. 380).



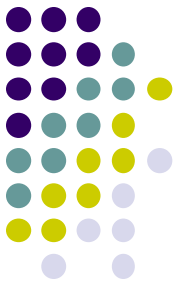
Belongingness Uncertainty

- "One of the most important questions that people ask themselves in deciding to continue or abandon a pursuit is, "Do I belong?" Among socially stigmatized individuals, this question may be visited and revisited. Stigmatization can create a global uncertainty about the quality of one's social bonds in academic and professional domains" (Walton & Cohen, 2007)



Impostor Feelings

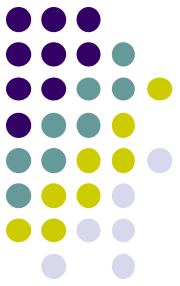
- Feeling as though you do not deserve your accomplishments.
- Worry that others may discover that you are not as capable as you seem.
- Attribute one's success to external factors, such as luck, error, being in the right place at the right time.



Stereotype Threat

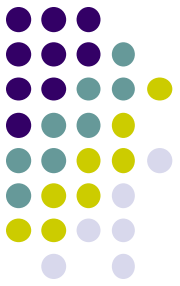
“Stereotype threat is the pressure that people feel when they fear that their performance could confirm a negative stereotype about their group. This pressure manifests itself in anxiety and distraction that interferes with intellectual functioning. A student need not believe the stereotype is accurate to be affected. He or she need only be aware of the stereotype and care about performing well.” (Brief of Experimental Psychologists, et al. as Amici Curiae Supporting Respondents, Fisher v. University of Texas, (August 13, 2012) (No. 01-1015)).

Faculty-Student Misperceptions



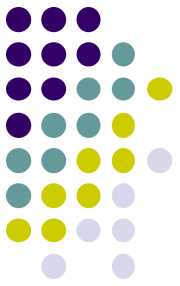
- What students and faculty perceive to be the case can be different than what students and faculty actually report (Oleson, 2021)
 - Perception often mirrors the popular press: students seen as valuing safety more than faculty members, whereas professors are perceived as valuing discomfort more than students do .

Actual Faculty-Student perceptions

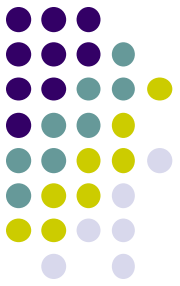


- Actual Responses suggest that these perceptions may be misperceptions.
 - The value that faculty and students place on discomfort, challenge, and safety are often similar to each other.

Implications of Faculty-Student Misperceptions



- These misperceptions could have implications for how students and faculty approach classroom discussion.
- Use transparency to create the desired classroom space.
- Discuss norms, expectations, and values early.



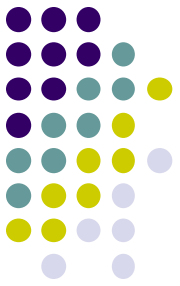
Learning Environment

- Designing spaces where students thrive
 - Structural Space
 - Symbolic Space
 - Subtle and Noticeable Cues
- Transparency



Course Materials

- Universal Design for Learning – meeting the needs of a broad range of students
 - (a) *engagement* (why): offer multiple ways for students to engage meaningfully with the material
 - (b) *representation* (what): present the course content using a variety of methods; and
 - (c) *action and expression* (how): include various methods for students to express what they know and demonstrate their learning (Meyer et al., 2014).



Course Materials (cont.)

- Inclusive Content
 - Multiple perspectives
- Inclusive Instructional Methods
 - Collaborative learning
 - High-impact practices



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