

Symposium for Engaged Teaching: Inclusive Pedagogy

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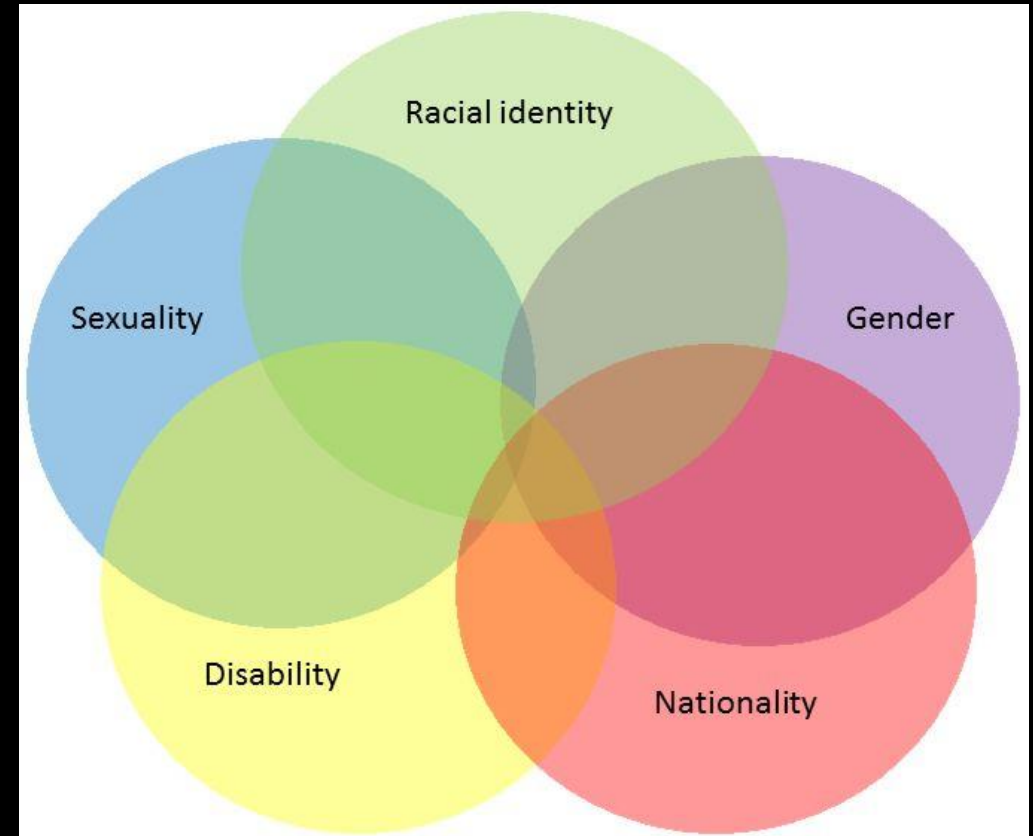
Activity



Basic Definitions

- Inclusion
- Diversity
- Intersectionality

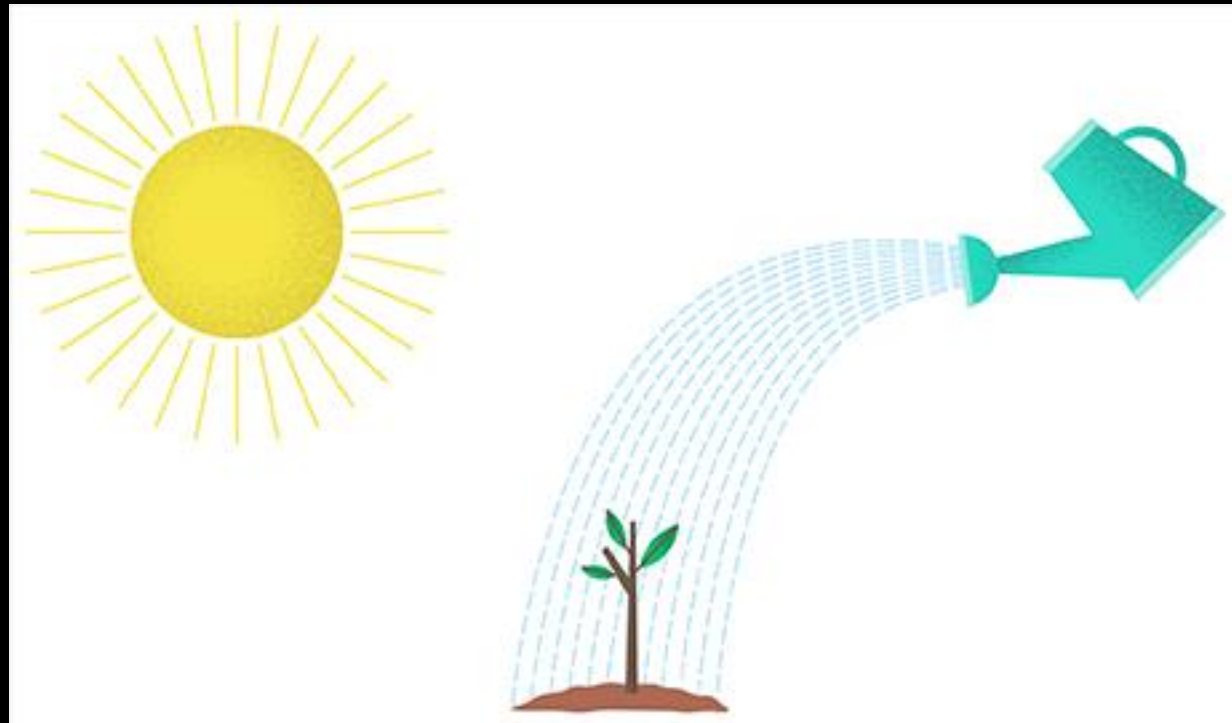
A concept that identifies how different categories of identity (race, class, gender, sexuality) intersect to shape lives of individuals and groups (Hill Collins 1987)



There is no such thing as a single-issue struggle because we do not live single-issue lives. -- Audre Lorde

As a side note...

- Growing toward inclusivity



Think- Pair- Share

- In what ways do you feel prepared to apply inclusive teaching practices?
- In what ways do you feel unprepared?

An inclusive course climate

Perceptions of a “chilly” climate affect student learning, critical thinking, and preparation for a career.

Dynamics of Inclusion in the Teaching and Learning Process

4 dimensions matter:

1. Know Yourself
2. Know your Students
3. Interrogate your Content
4. Interrogate your Teaching Methods

Marchesani & Adams (1992)

I. Know Yourself



II. Know your students



III. Course content

Open Door Policy Edition:

Let the instructor know if you are unable to meet course expectations. The instructor reserves the right to make modifications to expectations throughout the semester.

Life is often full of unexpected surprises. We get sick. We have babies. Sometimes we get curveballs thrown at us. The important thing to remember is to communicate with me *early* so we can appropriately handle the situation. These will be handled on a contextual basis. Be sure to keep me in the loop.

IV. Pedagogical methods



Think-Pair-Share

1. Individually, reflect on the 4 dimensions of inclusion and...
 - One way in which you might be involuntarily exclusionary when teaching
 - One strategy you can do to make it more inclusive
2. Pair up with a neighbor and discuss your reflections
3. Share with the large group

4 DIMENSIONS OF INCLUSION

1. Know Yourself
2. Know your Students
3. Interrogate your Content
4. Interrogate your Teaching Methods

The Workshop

- Friday @ 2:30 HHS 2-110
- What we'll do: role-playing, syllabus work, reflexivity, and guided individual work!
- What you'll need: something to work on!

Have questions? Feel free to stop into the Psych/Soc dept or email me at mc.whitlock@gsw.edu