

Pedagogical Discussions for 2021-2022

Exploring Inclusive Pedagogy: Creating Classrooms for All

Session # 1: *Getting Started with Critical and Inclusive Pedagogies?*

September 16, 2021, 10:00 to 11:00 am

Facilitator(s): Dr. Rashi Jain, Mr. Philip Bonner

Description: What is *inclusive pedagogy (or inclusive pedagogies)*? How does it benefit students? In this hour-long discussion, participants will explore inclusive teaching, which espouses creating classrooms in which all students feel welcome, and all students are challenged to succeed. Techniques to promote an inclusive classroom will be discussed, and participants are encouraged to talk about their own experiences fostering inclusivity in their teaching.

Outcomes: By the end of this class, participants will be able to:

1. define inclusive pedagogy and explain how it promotes learning.
2. provide examples of inclusive teaching techniques.

Session # 2: *Refining Our Approach to Inclusive Pedagogy* - [REGISTER](#)

October 15, 2021, 1:00 to 2:00 pm

Facilitator(s): Dr. Paul Miller, Mr. Philip Bonner

Description: Participants in this one-hour class will discuss various inclusive teaching practices, including facilitating inclusive classroom discussions, fostering cooperative learning, and managing difficult conversations. Faculty members are encouraged to share their thoughts and experiences with building inclusivity in the classroom. By exchanging ideas and relating personal experiences, participants will come away with a richer understanding of these practices and decide which they believe are most likely to benefit their students.

Outcomes: By the end of this class, participants will be able to ...

1. identify and explain two or three inclusive teaching techniques.
2. choose one or two of these techniques to implement in their courses.

Session # 3: *Recognizing Our Biases and Assessing Inclusively* - [REGISTER](#)

November 15, 2021, 2:00 to 3:00 pm

Facilitator(s): Dr. Rashi Jain, Dr, Carolien Annink

Description: The first step to building an inclusive classroom is to examine our own beliefs and biases as instructors. Are we, even inadvertently, contributing to an atmosphere of non-acceptance? Do these biases affect the assessments and grading policies we employ with our students? What biases do students bring to the classroom? In this one-hour class, participants will discuss these questions and others as we take a discerning look at how we build inclusive classrooms, or fail to, and whether we assess all our students fairly.

Outcomes: By the end of this class, participants will be able to ...

1. explain how instructor and student biases can alter the classroom learning environment.
2. identify ways to assess students more inclusively.

Session # 4: *Designing Courses and Teaching with UDL in Mind* - [REGISTER](#)

December 10, 2021, 10:00 to 11:00 am

Facilitator(s): TBD

Description: Faculty often associate Universal Design for Learning (UDL) with students with disabilities, but employing the principles UDL can have benefits for all students. More than just a legal obligation, UDL practices are simply good teaching practices. In this one-hour discussion, participants will explore UDL techniques and resources to create a more inclusive classroom, one in which all learners can thrive.

Outcomes: By the end of this class, participants will be able to ...

1. explain what UDL is and why we need to consider its application a necessity.
2. provide examples of UDL as applied in teaching and course design.

Session # 5: *Promoting Culturally and Linguistically Responsive Teaching* - [REGISTER](#)

February 16, 2022, 1:00 to 2:00 pm

Facilitator(s): TBD

Description: Culturally and linguistically responsive teaching (CLRT) is an approach to teaching that sees cultural and linguistic diversity in the classroom as an asset for learning. Students who come from diverse backgrounds bring new perspectives on what it means to be a learner in the 21st century. In this one-hour class, participants will consider how this diversity can be celebrated and employed in the classroom for the advancement of all learners.

Outcomes: By the end of this class, participants will be able to ...

1. define CLRT and explain how its application benefits learners.
2. provide examples of CLRT techniques for the classroom.

Session # 6: *Advancing Social Justice through Critical Pedagogy* - [REGISTER](#)

March 25, 2022, 2:00 to 3:00 pm

Facilitator(s): Dr. Tiffany Banks, Dr. Angela Lanier (*needs to be confirmed*)

Description: Critical pedagogy, established by the educator Paulo Freire, espouses the challenge of traditional power structures in society. If instructors are concerned about promoting social justice in their teaching and furthering inclusivity in the classroom, this approach will be of interest to them. In this one-hour discussion, participants will explore how to employ critical pedagogy to advance these aims.

Outcomes: By the end of this class, participants will be able to ...

1. define critical pedagogy and describe how it can promote inclusivity in the classroom.
2. identify two or three critical pedagogy techniques which can be implemented in the classroom.

Session # 7: *Employing Open Pedagogy to Build Inclusivity* - [REGISTER](#)

April 19, 2022, 10:00 to 11:00 am

Facilitators: Dr. Shinta Hernandez, Mr. Philip Bonner (*needs to be confirmed*)

Description: Open pedagogy posits the idea that learners should collaborate with instructors in the creation of knowledge. In this approach, students work with their teachers to create OERs (open educational resources), which then become learning resources for others. Thus, students actually engage in the teaching process, completing the transformation from learner to teacher. In this one-hour discussion, participants consider how open pedagogy can foster a more inclusive classroom and discuss techniques for utilizing this approach.

Outcomes: By the end of this class, participants will be able to ...

1. define open pedagogy and explain how it can lead to greater inclusivity.
2. provide examples of the application of open pedagogy.

Session # 8: *Building an Inclusive Classroom Through Feminist Pedagogy* - [REGISTER](#)

May 13, 2022, 1:00 to 2:00 pm

Facilitators: Dr. Joanne Bagshaw, Mr. Philip Bonner (*needs to be confirmed*)

Description: Feminist pedagogy, like critical pedagogy, asks students to examine traditional power structures, to consider the wealth of life experience they bring to the classroom, and to develop their critical thinking skills, all with the goal of challenging traditional power structures found in schools and in society. In this one-hour discussion, participants will examine how this critical approach to instruction can lead to greater inclusivity in the classroom and enhanced learning.

Outcomes: By the end of this class, participants will be able to ...

1. Define feminist pedagogy and explain how it can promote inclusivity.
2. Provide examples of techniques of feminist pedagogy.