



## ELITE, Pedagogical Learning Pathway

### Creating an Inclusive Classroom

Proudly we claim that all MC's classrooms are culturally diverse. Furthermore, at MC, Radical Inclusivity is an important guiding principle. We encourage our faculty to learn about and use teaching methods that have proven to be effective for the learning process of all college students, and particularly for underrepresented students. This ELITE pedagogical learning pathway is a group of workshops that guide and engage faculty in exploring different ways in which they can enhance their teaching, for greater student engagement and for greater student success.

This ELITE Creating Inclusive Classrooms Learning Pathway consists of a selection of **seven** workshops, four required and three electives, which will lead participants in an in-depth exploration of teaching techniques for a diverse college classroom.

At completion of this learning pathway, participants will be able to:

- Articulate a broadened understanding of Montgomery College students' lives
- Experiment with different teaching techniques that tap into those lives and that make learning a meaningful activity
- Discuss learning techniques and technologies that will level the playing field for all students
- Design lesson plans that leave room for differentiation

In this learning pathway, workshops are taught face-to-face, which will offer plenty of opportunities for building a community of learners. Required workshops take place on all three campuses on a rotating basis.

**Requirements for learning pathway completion -** Faculty members will earn a certificate for this pathway when the requirements are met. For the Creating an Inclusive Classroom learning pathway requirements for completion are attendance at the four required workshops and at three elective workshops. In addition, there is a required capstone project, which reflects a "take-away" from the learning pathway workshops. Upon registration in MC Learns, registrants will be contacted by the learning pathway coordinator. They will receive more detailed information about the learning pathway and the capstone project. The pathway coordinator will help track faculty progress as they complete the learning pathway. The learning pathway is designed to be completed in 4 semesters.

**Registration for the learning pathways – Registration is** open in MC Learns once during the fall semester, and once during the spring semester. For the fall 2019 semester, official registration closes on September 30. After registering, participants will receive additional information about the pathway from the pathway coordinator. It is possible however to begin completing workshops that are part of the pathway before formal registration for the pathway. Faculty may begin registering for and attending the Creating Inclusive Classroom workshops on the dates the workshops become available in MC Learns.

Registration is necessary in order to receive the certificate of completion and to notify the participant's administrator.

**To submit your application for pathway completion, please email [carolien.annink@montgomerycollege.edu](mailto:carolien.annink@montgomerycollege.edu).**

Overview of 4 required and 3 elective Creating Inclusive Classrooms learning pathway workshops:

<b>Required Workshops</b>	
<b>1. Culturally Responsive Teaching</b>	In this workshop, participants will be guided through an interactive problem-solving process based on the principles of Culturally Responsive Teaching (CRT). CRT involves using information about our students' backgrounds to tailor instruction in ways that increase their opportunities to succeed.
<b>2. Diversity in the MC Classroom – Using Portraits</b>	In this workshop, participants will be introduced to portraits of young adults who MC faculty may encounter as students in their courses. Activities in this workshop guide participants through a discussion regarding culture and cultural/ethnic identity of both faculty and their students.
<b>3. Active Learning in a Diverse Classroom</b>	This workshop is designed for faculty in all disciplines who are interested in learning about other ways to teach than merely lecturing - instructors who want to learn to design and incorporate collaborative and active learning techniques in their current classes.
<b>4. Universal Design for Learning</b>	Universal Design for Learning (UDL) is a set of principles that support the learning needs of ALL students regardless of learning styles, preferences or (dis)abilities. This workshop introduces the foundational concepts and possibilities for classroom use to increase positive student learning outcomes.
<b>Elective 3-workshop series:</b>	
5. Session 1, <b>Equity and Inclusion in the 21<sup>st</sup> Century</b>	In this three-workshop series, participants will discuss ways of "leveling the playing field" for students with disabilities and for the extensive learner variability at MC. They will learn the techniques and skills for creating accessible instructional material as well as information about assistive technology.
6. Session 2, Equity and Inclusion in the 21 <sup>st</sup> Century	
7. Session 3, Equity and Inclusion in the 21 <sup>st</sup> Century	
<b>Or:</b>	
5. Session 1, <b>Teaching for a Just World</b>	This three-workshop series will provide participants with the opportunity to explore the significance and application of social justice as a teaching philosophy. Participants will gain a deeper understanding of how the integration of social justice into the classroom can inspire meaningful and positive social change.
6. Session 2, Teaching for a Just World	
7. Session 3, Teaching for a Just Word	
<b>Other Electives:</b>	
Stand-alone ELITE Workshop on diversity – examples:	
Micro-aggressions in the College Classroom	
Multicultural Identity: Benefits of Code-switching	
Culturally Responsive Teaching Using Choice Boards	
College-wide lectures and workshops on diversity – examples:	
Smithsonian Institute	
Women and Gender Studies	