

Strategies for Inclusive and Effective Teaching
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I. Share yourself with your students

- Think about your cultural background and personal biases. How do you communicate non-verbally? How do you generally respond to conflict? What is your comfort level when dealing with diversity? (Banks, 1994; Saunders and Kardia, 2000; McKay, 2001; Border, 2001).
- Communicate to your students that you are committed to understanding your own biases, assumptions and values as they pertain to diversity. (Banks, 1994) One possibility is to include some comments about your heritage when you first introduce yourself. This lets your students know that heritage is valued and respected in your class. (Van Note Chism and Pruitt, 1995; McKay, 2001)
- When relevant, share your cultural experiences with your students. Travel, research, and personal observations can all demonstrate your knowledge of cultural differences. (Banks, 1994)

II. Get to know your students better

- Learn your students' names and correct pronunciations. When possible call on students by name. (Bailey and Toro-Morn, 2004)
- Try to learn something unique about each student. (Center for 21st Century Teaching Excellence, 2002)
- Provide opportunities for your students to chat with you informally. The time before and after class is an ideal opportunity. (Center for 21st Century Teaching Excellence, 2002)
- Find out how your students prefer to learn and adjust your lectures and class activities accordingly. For example, you could ask them to write an "autobiography" in which they explain how they like to learn (Saunders and Kardia, 2000) or provide a forum for them to openly discuss their learning styles (Van Note Chism and Pruitt, 1995; McKay, 2001).
- Find out what your students believe in. Cultural themes such as equality, freedom, democracy, and accountability are a great place to start. (Office for Professional Development, 2001)

III. Engage in positive interactions with your students

- Use positive nonverbal behaviors (e.g., facial expression, eye contact, body language, posturing, physical contact, smiling) to make students feel comfortable approaching you. (Talbert-Johnson, and Beran, 1999; Center for 21st Century Teaching Excellence, 2002)
- Make eye contact with all students. (Van Note Chism and Pruitt, 1995; McKay, 2001; Bailey and Toro-Morn, 2004)
- Give your students your undivided attention. (Center for 21st Century Teaching Excellence, 2002)
- Communicate high expectations for all students and encourage everyone to participate in discussions. (Wellman and others, 2000)
- Be careful in your use of humor, especially if it could be construed as condescending to people of a certain race, religion, nationality, culture or physical characteristic. (Center for 21st Century Teaching Excellence, 2002)
- Respond to any statements that could be considered hurtful. (Wellman and others, 2000) Do not ignore racist, sexist, or culturally insensitive remarks made by students in class. (Van Note Chism and Pruitt, 1995; McKay, 2001; Bailey and Toro-Morn, 2004)
- Treat classroom conflict as an opportunity for learning. (Saunders and Kardia, 2000)
- When presenting materials on diverse social groups, cite research findings instead of expressing personal opinion. (Van Note Chism and Pruitt, 1995; McKay, 2001)
- Eliminate stereotypes from your lectures and your thinking. Avoid depicting all authority figures as men (University of South Florida), for example, and keep an open mind for each of your students (Van Note Chism and Pruitt, 1995; McKay, 2001)
- Watch out for cultural and linguistic biases that may hinder learning. (Gollnick and Chinn, 2001)
- Notice if you have a tendency to favor one group over another when answering questions. (Saunders and Kardia, 2000)

IV. Encourage open classroom dialogue

- Encourage students to ask questions. Use open-ended questions, such as “Who would like to express a contradictory opinion?” (Border, 2001)
- Encourage all students to participate in discussions, but avoid putting anyone on the spot. Do not single anyone out to comment on issues related to their ethnic group or gender. (Van Note Chism and Pruitt, 1995; Saunders and Kardia, 2000; McKay, 2001)
- Establish rules for classroom dialogue. Demonstrate appropriate behavior and give students an opportunity to practice these behaviors with safe topics. (Saunders and Kardia, 2000)
- Encourage alternative perspectives with role playing, concept mapping, and guest speakers. (Office for Professional Development, 2001)
- Acknowledge and respond to students’ non-verbal communication. (Border, 2001)
- Provide structure for discussing controversial topics. Help students learn to express their own ideas while listening to others. (Saunders and Kardia, 2000)

V. Facilitate balanced group work

- Structure groups and teams so that membership and leadership roles are balanced across ethnic and gender groups. (Van Note Chism and Pruitt, 1995; McKay, 2001)
- Monitor leadership roles in group activities. (Van Note Chism and Pruitt, 1995; Office for Professional Development, 2001)
- Help students learn to work in groups by discussing group process issues in class and by addressing process issues as they arise. (Saunders and Kardia, 2000)
- Pair students who may be less proficient in English with culturally-sensitive classmates. (Wlodkowski and Ginsberg, 1995)

VI. Diversify course content

- Balance fundamental understanding with practical problem-solving. (Felder and Silverman, 1988)
- Balance abstract concepts (e.g., principles, theories, mathematical models) with concrete information (e.g., facts, data, real or hypothetical experiments and their results). (Felder and Silverman, 1988)
- Examine values of your discipline that may confuse or disturb students. (Wlodkowski and Ginsberg, 1995)

VII. Diversify pedagogy

- Recognize that there are different learning styles and vary your instructional strategies to accommodate them.
- Provide opportunities for active learning, such as small group brainstorming. (Felder and Silverman, 1988)
- Include time for discussion and collaborative learning in lectures. (Border, 2001)
- Use pictures, schematics, graphs, and sketches to illustrate verbal material. Show films and conduct demonstrations. (Felder and Silverman, 1988)
- Incorporate multicultural examples and materials into lectures and discussions. (Van Note Chism and Pruitt, 1995; McKay, 2001)
- Use concrete examples and analogies. Solicit examples from students. (Wlodkowski and Ginsberg, 1995)
- Give students time to think about what they've been told. (Felder and Silverman, 1988)
- Provide options in assignments to accommodate students' different learning styles and cultural backgrounds. (Van Note Chism and Pruitt, 1995)
- Assign drill exercises for practice in basic methods and open-ended problems for analysis and synthesis. (Felder and Silverman, 1988)
- Let students cooperate on homework assignments if they wish. Active learners learn best when interacting with others. (Felder and Silverman, 1988)

VIII. Understand your practices

- Use student evaluations to assess your inclusive practices. (Office for Professional Development, 2001)
- Seek feedback from your students at mid-semester. Under the categories of “Stop”, “Start”, and “Continue”, have students list what they would like you to stop doing, start doing, and continue doing to support their learning. At the next class summarize their suggestions and present possible implementations. Ask the students which suggestions they would like implemented for the remainder of the semester. (Hughes, 2001)
- Be aware of campus resources that can help you in the classroom. (Van Note Chism and Pruitt, 1995; Office for Professional Development, 2001)

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