Strategies for Inclusive Teaching Worksheet

Guidelines

Please "rate" each strategy using the following icons (or use icons with meaning to you):

√ I already do this in my teaching practices

≠ I somewhat do this but could make a better effort

* I would like to try this

Please note that this is a **starter** and not an all-inclusive list, and using these strategies does not guarantee an inclusive learning environment. Creating an inclusive learning environment requires effort, attention, and dedication toward the goal of creating a space where all learners feel welcome and supported.

This list was adapted from the [Guide for Inclusive Teaching at Columbia](#) and the [Strategies for Inclusive Courses Worksheet](#) from Penn State ([CC-BY](#)).

Principle 1: Establish and support a class climate that fosters belonging for all students.

❑ I make an effort to learn participants' names and get to know them via workshop activities, discussions, and live sessions.

❑ I share my knowledge and experiences on the learning material and how I apply it to my work/life.

❑ I describe any struggles I have had applying the workshop concepts and how I overcame them.

❑ I facilitate icebreaker activities to provide participants with the opportunity to get to know and interact with each other.

❑ I actively encourage dialogue and conversation about learning experiences among the participants in the workshop forums and watercooler forums.

❑ I pose reflective questions designed to allow participants to draw on their diverse backgrounds to approach the workshop topic and tasks.

❑ I allow participants to self-identify and not make assumptions about participants' demographic backgrounds.

- ❏ I try to actively be mindful of existing stereotypes and take care not to promote them.
- ❏ I take responsibility for addressing challenging workshop moments (i.e., intentional or unintentional microaggressions), and prompt participants to focus discussions on the specific topic(s) and related comments, not individuals.
- ❏ I make use of anonymous surveys or "temperature checks" via announcements to receive feedback on the climate of the workshop discussions and the ease at which each person feels comfortable collaborating with their peers.

Principle 2: Set explicit student expectations.

- ❏ I model the behavior that I want to encourage in the workshop in my communications and engagements with participants in the announcements and discussions.
- ❏ I ensure participants are aware of how they are being assessed on the workshop activities.
- ❏ I provide participants with examples for the higher-stakes assignments in the workshops.
- ❏ I provide the participants with relevant and actionable feedback.
- ❏ I provide timely feedback to participants (i.e., follow OLC Institute policies on 3-business day grading turnaround times for workshops). If I need longer to provide a grade/feedback, I provide a note in an announcement to participants.

Principle 3: Select course content that recognizes diversity and acknowledges barriers to inclusion.

- ❏ I review the resources I select to share with participants, making sure they represent a diverse set of perspectives by authors of diverse backgrounds and ethnicities.
- ❏ Examples I share can speak across genders and different cultures and are relatable to all participants regardless of backgrounds, ages, and religion (and I try to state any limitations if they are present).
- ❏ The content and examples I use are relevant to the topic but sensitive to the social and cultural diversity of the participants.

Principle 4: Design all course elements for accessibility.

❏ I am mindful of the [Universal Design for Learning guidelines](#) and how I can engage them in my teaching practices.
❏ I aim to provide participants with multiple means of representation for the content and examples I share in workshop announcements and discussions.
❏ The content and resources I create include accessible fonts and colors.
❏ I follow guidelines when adding links and images to resources I create/share to ensure they are accessible.
❏ I consider the technology I use for activities, and ask whether it is accessible for all the participants (and provide alternatives when the technology is not).

Principle 5: [Reflect on one's beliefs](#) about teaching to maximize self-awareness and commitment to inclusion.

❏ I take time to [self-reflect](#) on how my affiliations and identities might shape my perceptions and how I connect and interact with others.
❏ I ask myself what my implicit and explicit biases are, and work towards minimizing any negative impacts with my interactions with participants.
❏ I honestly ask myself what ways might I commit microaggressions/biases towards the groups that are like me AND for the groups that are not like me.