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Inclusive Teaching: A Brief Introduction

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C O L L E G E O F E N G I N E E R I N G

What is Inclusive Teaching?

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Inclusive teaching is an explicit intellectual and affective inclusion of all students into our fields and disciplines, through course content, assessment, and/or pedagogy.

Sheridan Center for Teaching and Learning. (2017).
Connecting With Your Students.

<https://www.brown.edu/sheridan/connecting-your-students>



Inequality

Unequal access to opportunities



With apologies to Shel Silverstein from @lunchbreakth

2019 Design In Tech Report | Addressing Imbalance

Equity

Custom tools that identify and address inequality



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Equality?

Evenly distributed tools and assistance

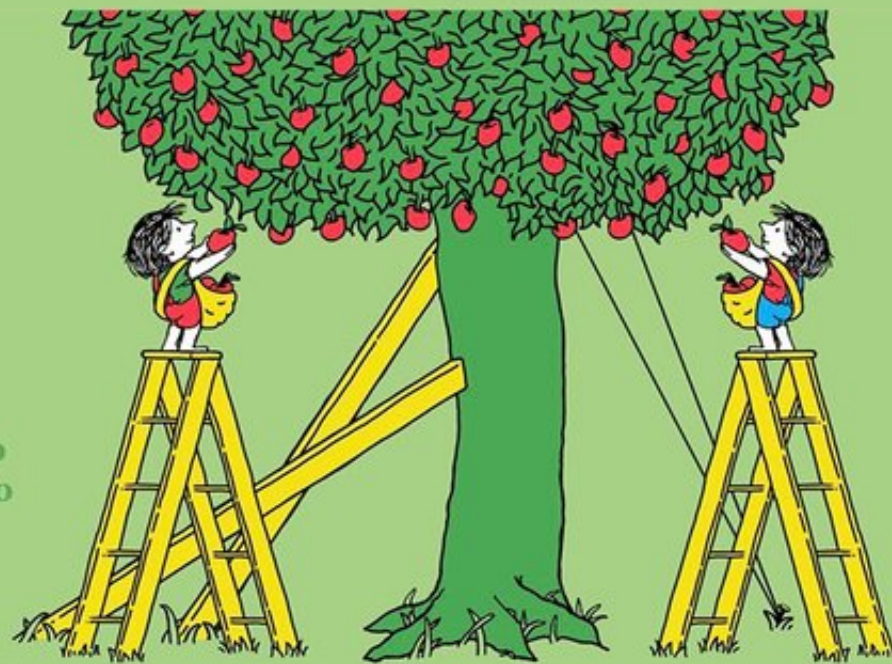


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Justice

Fixing the system to offer equal access to both tools and opportunities



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Inclusive teaching strategies

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1. Incorporate diverse perspectives into your course content
 - Expand reading lists beyond white male authors
 - Offer various ethnic and racial perspectives in case studies/problems
 - Ensure PowerPoints and lecture examples offer a variety of human examples,
 - Avoid tokenizing particular individuals, students, or representations
 - Listen to Aspen Schoenrock's experience as a first-year engineering student that was presented at this year's Husker Dialogs <https://go.unl.edu/nih0>
2. Create an inclusive classroom climate
 - Learn about your students' backgrounds and tailor course content accordingly
 - Establish ground rules for discussing controversial issues
 - Develop (and help your students develop) deeper racial and socioeconomic awareness

Reference: <https://poorvucenter.yale.edu/InclusiveTeachingStrategies>

Inclusive Teaching Resources

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- UNL's CTT: <https://teaching.unl.edu/classroom-climate/dei/strategies-and-practices-inclusive-excellence/>
- General resource: https://acue.org/wp-content/uploads/2020/07/Inclusive-Teaching-Practices-Sheet_071020.pdf
- Resource for specifically for engineering: <https://www.wepan.org/page/EIT>

Universal Design for Learning

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At a Glance...

- Universal Design for Learning (UDL) gives all students an equal opportunity to succeed.
- This approach to teaching and learning offers flexibility in the ways students access material and show what they know.
- UDL also looks for different ways to keep students motivated.

Visible vs Invisible Disabilities

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A person is considered to have a disability if he or she has difficulty performing certain functions such as seeing, hearing, talking, walking, climbing stairs and lifting and carrying, or has difficulty performing activities of daily living, or has difficulty with certain social roles such as doing schoolwork for children, working at a job and around the house for adults.

–Americans with Disabilities Act of 1990

Why use UDL?

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It helps ALL students learn and succeed – learning is not a zero-sum game

UDL Resources:

UNL's CTT – <https://teaching.unl.edu/pedagogy/universal-design/> 

Think UDL podcast – <https://thinkudl.org/>

Hendren, Sara. (2020) *How We Meet the Built World*. Riverhead Books

Things can go wrong... but most likely won't

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10 In the Moment Responses for Addressing Micro and Macroaggressions in the Classroom

<https://www.scholarlyteacher.com/post/10-in-the-moment-responses-for-addressing-micro-and-macroaggressions-in-the-classroom>