



Developing Teaching
Strategies To Promote
Equity and Inclusion

TEACH x WSU 2023

9:30-11:30

Rita Kumar, Ph.D. & Brenda Refaei, Ed.D.

Session Outcomes



Describe what equity and inclusion look like in your area.



Recognize the value of integrating Diversity, Equity, Inclusion, and Belonging (DEIB) principles in your work with students.



Apply concepts of DEIB to your work with students.

Questions

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Scenario: Student Paper

Student: Please explain my C, Professor". What does " Awk" mean? Why did you write it all over my paper?

Professor: Oh! That just means awkward

Student :What do you mean the paragraph is awkward?

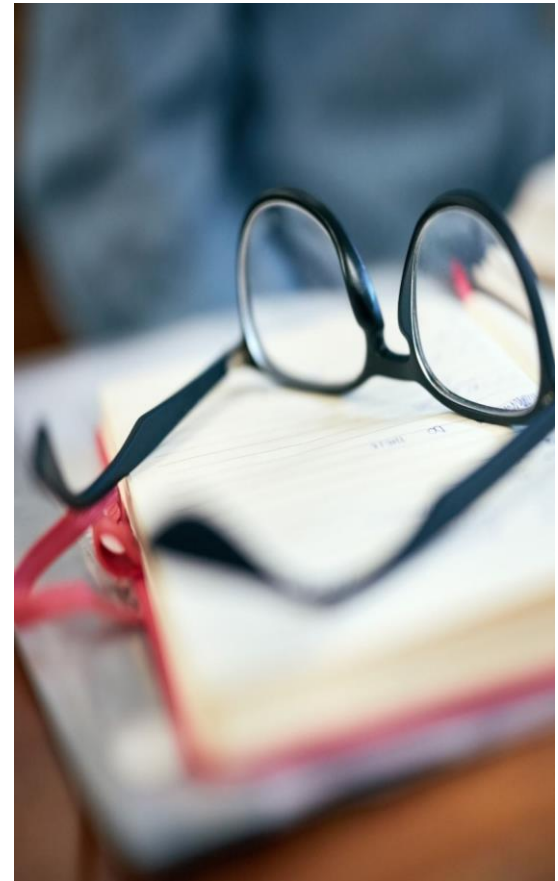
Professor: Well, it's.., it's.... just that you don't write like us."

Student: Like us? What do you mean by that?

Professor: I mean like us.... Like an American

What does it mean to write like an American?

How do these ideas of what it means to be an American show up in our work with students?



A photograph of a diverse group of students sitting in a classroom, listening attentively. The students are of various ethnicities and are seated in rows of red chairs. The image is slightly faded and serves as a background for the text on the left.

Diversity Exists at Our Institutions

"Students continue to experience negative cross-racial interactions, discrimination, and bias, and harassment along multiple social identities (e.g., race, class, gender, age, sexual orientation) but rarely report it to campus authorities" (Hurtado & Guillermo-Wann, 2013, p. vii).

Role of higher education in addressing systemic inequalities

"At the most basic level, students perform in society the racial interactions they learn and rehearse in school" (Carbado & Gulati, 2003, p. 1155).



Reviewing Key Terms

Pedagogy

Curriculum

Assessment

Diversity

Equity

Inclusion

Self-Reflection

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Principles that Guide Our Work

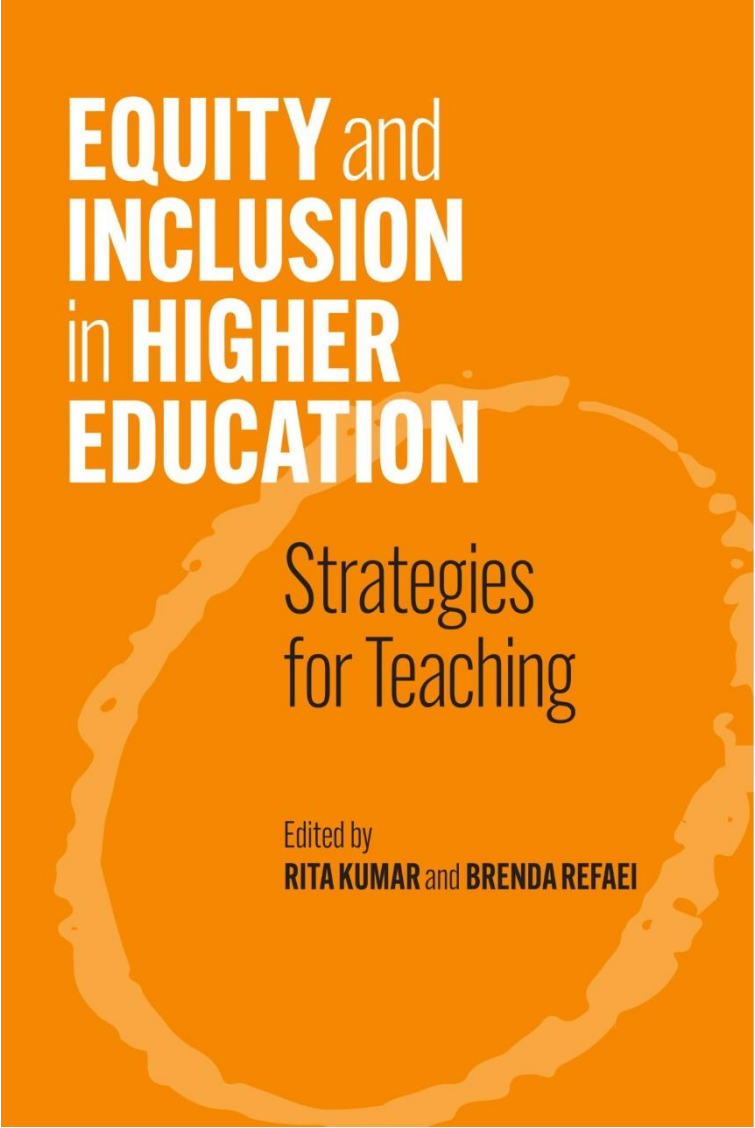
Intentionality—A specific attitude that the person wants to address DEI in their work and personal life.

Self—Awareness of values and beliefs and their influence on course construction and teaching behavior.

Ongoing commitment to continuing education about DEI concerns.

Deep desire to promote a more socially just and inclusive society by working with students and colleagues to create it.

Develop resiliency to engage in the ongoing work of DEI.



EQUITY and INCLUSION in HIGHER EDUCATION

Strategies for Teaching

Edited by
RITA KUMAR and **BRENDA REFAEI**

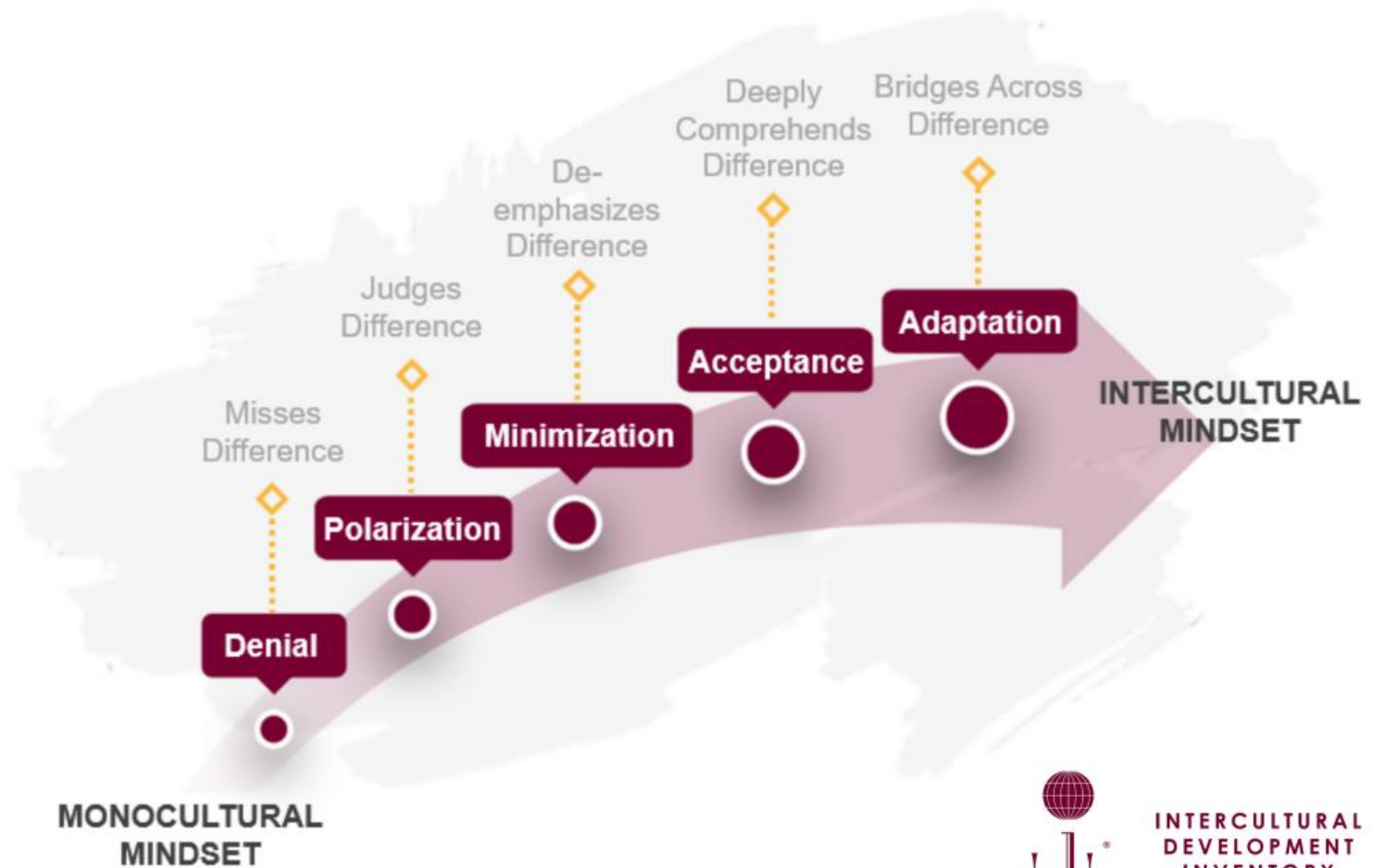
Equity and Inclusion Frameworks

- Intercultural
Development
- Social Justice



Intercultural Development

Intercultural Development Continuum (IDC™)



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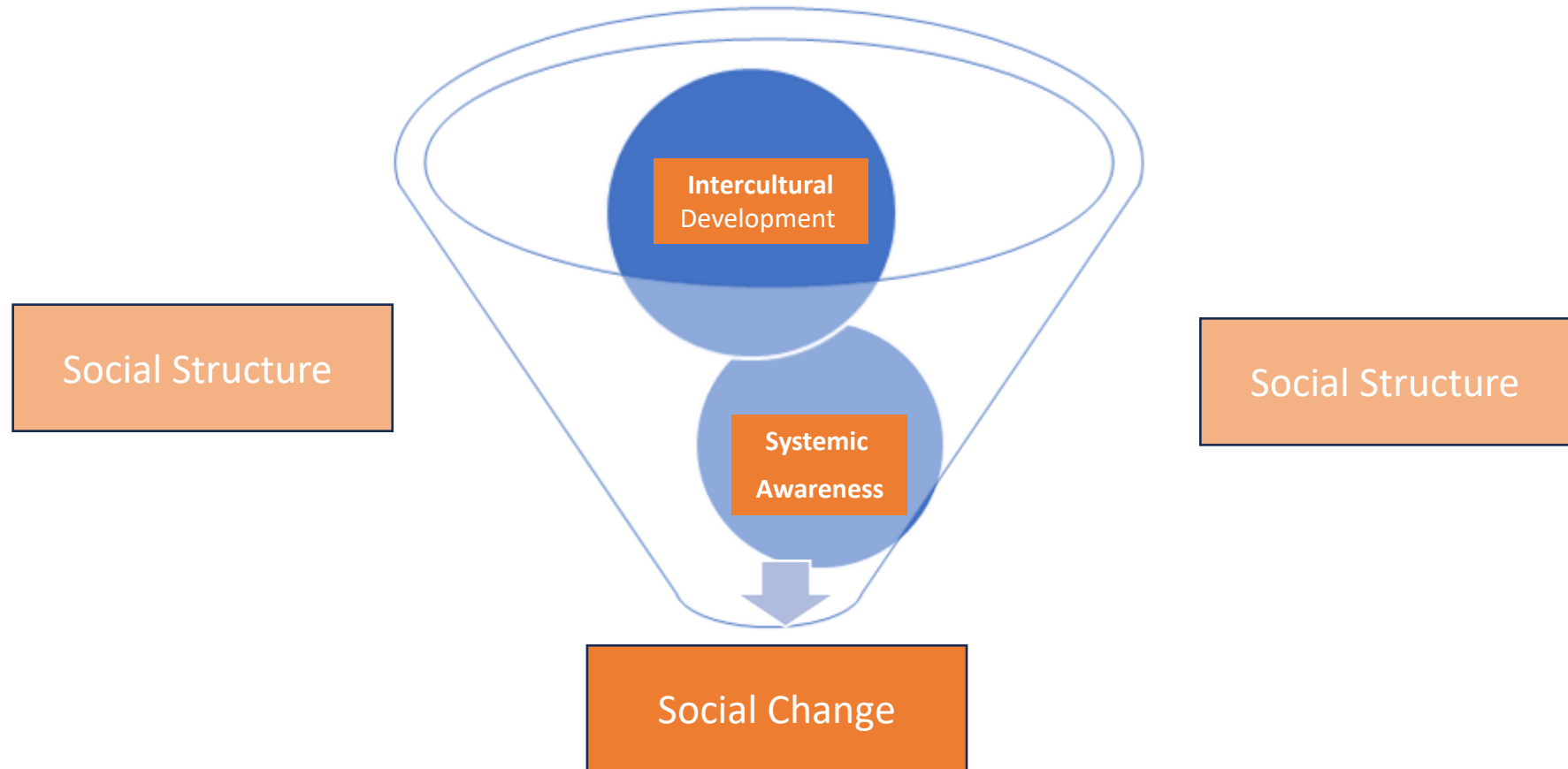


INTERCULTURAL
DEVELOPMENT
INVENTORY

Social Justice Framework



Social Change: Individuals and Systems



Creating Inclusive Learning Environments

- Universal design for learning
- Culturally responsive/sustaining pedagogy
- Indigenous pedagogy
- Antiracist pedagogy
- Decolonization of curricula



Inclusive Teaching

- Inclusive teaching is effective teaching, but effective teaching is not necessarily inclusive.
- "Inclusive teaching represents a set of principles, goals, and practices grounded in research, experience, and commitments to social justice" (Reddick et al., 2005, p. 448)



Inclusive Curriculum Design

- DEI focused courses
- DEI infused courses
- Faculty Responsibility for Inclusive Curriculum



Characteristics of Inclusive Curriculum

Accessible

- Engaging to all students

Relevant

- Reflect student realities and experiences

Provides ALL students with opportunities to achieve the learning outcomes for their program of study



Selecting Inclusive Course Content



Analyze their own positionality within their institution and discipline.



Adopt a social-justice oriented approach that encourages students to analyze power, privilege, and multiple perspectives.



Present course content in the context of historical and systemic oppression.



Connect course content to current societal issues and problems.



Examine whose voices, perspectives, and scholarship are being represented.



Select from a wide range of sources beyond the textbook for sources.

Syllabus Development

- Inclusive and Motivating Language
- Course description and Learning Outcomes
- Diversity and Inclusion Statement
- Supportive and Transparent Course Policies
- Inclusive Course Material Selection
- Accessible Design



Office Hours

Welcoming

- Student Hours
- Flory 103
- MWF 12:15-1:15PM
- rita.kumar@uc.edu
- Phone; 513-222-4242
- Please do not hesitate to reach out to me with your questions and concerns via email or phone . You are welcome to visit me in my office in student hours or by appointment.

Less Welcoming

- Office Hours
- Flory 103
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- Phone; 513-222-4242
- You can contact me via email or phone or can visit my office in student hours or by appointment.

Course Description

Welcoming	Less Welcoming
<p>With this course, I welcome you, the students with an opportunity to read deeply, make connections between literary forms, texts and traditions emerging from different regions of the world. This term we will focus on contemporary literature from parts of Southeast Asia. I welcome you to join me to read widely, watch films, consider your learning in written and oral activities, and discussions about how the world interacts and corresponds along a complex web of diversity and multiculturalism.</p>	<p>This semester students will focus on contemporary literature from parts of South- East Asia. Students will read a wide range of literary texts such as short stories, poetry, and novel excerpts exemplifying cultures and perspectives from different parts of Asia such as India, China and Japan. Students will read widely, consider their learning in written and oral activities, and discussions.</p>

Inclusive Learning Outcomes

Traditional

1) Explain what makes a discipline a discipline.

Inclusively Focused

1. Explain what makes a discipline a discipline.

1. Disciplines have voices. Whose voices have been included or excluded traditionally?

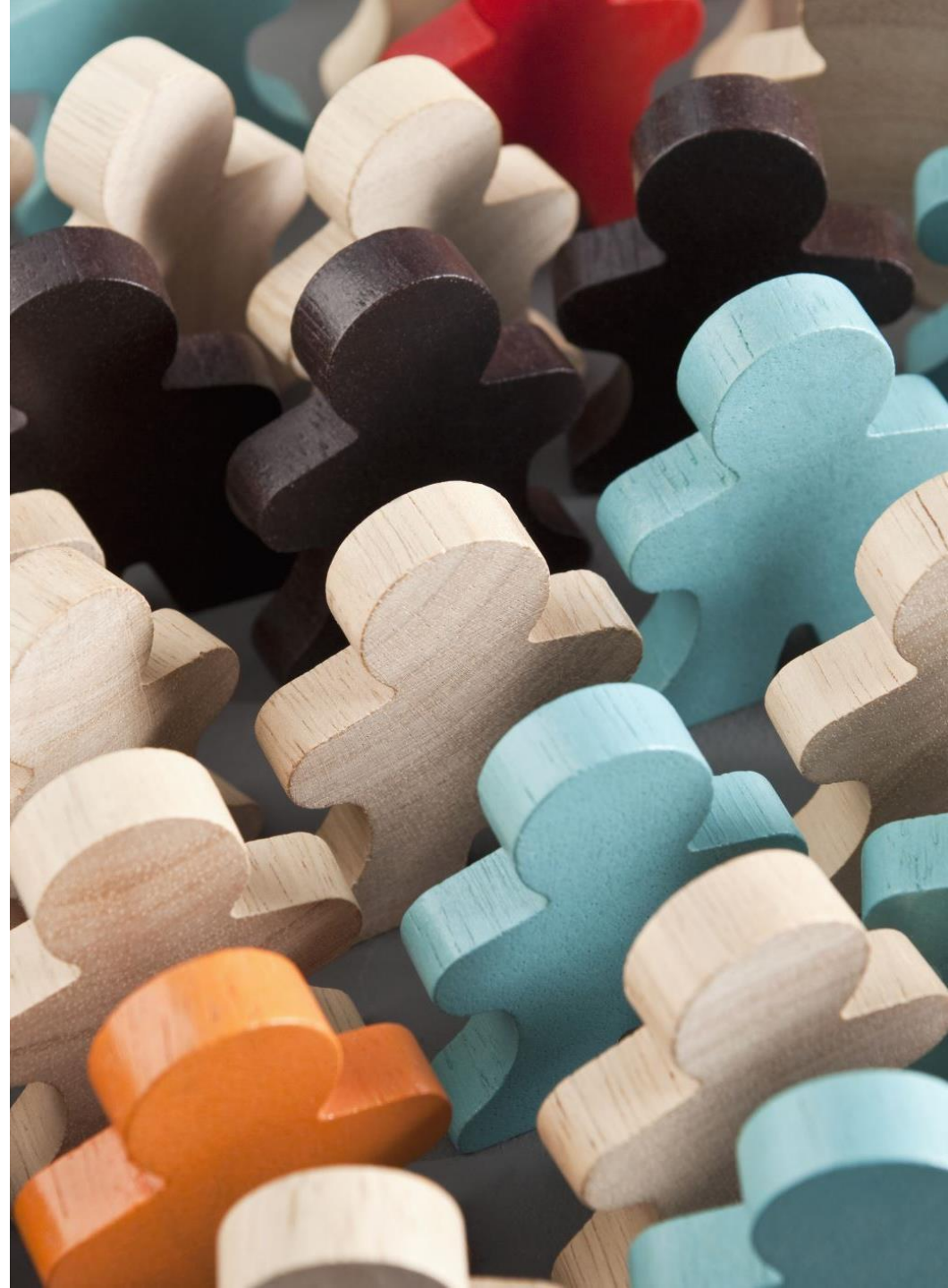
1. What can be done to include other voices in these disciplines?
2. What is gained or lost in limiting who can participate in the discipline?
3. Working in a certain discipline, what could you do to promote equity and inclusion?

Supportive Attendance Policy

You should attend class regularly. However, unusual circumstances may arise because of which you may have to miss class. Absences exceeding 3 instruction hours maybe an indication that you are overextended. make sure you can successfully complete the course. Please reach out to me immediately, so we can work together to discuss your options.

Diversity Statement

As a faculty member at UC Blue Ash College, I value the individual talents of my students as well as the diversity of experiences and perspectives they bring to my classroom. Therefore, I am committed to fostering and maintaining a learning environment that supports a diversity of thoughts, perspectives, and experiences, and honors students' identities across multiple dimensions, particularly those that I can learn from.



THINK/WRITE: Curriculum Design

How do you address the following points when designing course curricula:

- Inclusive Tone
- Inclusive Course Description and Learning Outcomes
- Diversity and Inclusion Statement
- Inclusive and Transparent Course Policies
- Inclusive Course Material Selection



PAIR: Curriculum Design

With your partner, discuss how you address the following points when designing course curricula:

- Inclusive Tone
- Inclusive Course description and Learning Outcomes
- Diversity and Inclusion Statement
- Inclusive and Transparent Course Policies
- Inclusive Course Material Selection



SHARE: Curriculum Design

- How do you address the following points when designing course curricula:
 - Inclusive Tone
 - Inclusive Course description and Learning Outcomes
 - Diversity and Inclusion Statement
 - Inclusive and Transparent Course Policies
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Curriculum Questions

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Hu3Up6](https://forms.gle/UzxsjK8vmZyHu3Up6)



Inclusive Pedagogy

- Intentional process of transforming the learning environment, so that it respects the ways of knowing and being all students bring to the learning situation.
- Sustains all members of the classroom community
- Works against deficit thinking
- Offers opportunities to critique and challenge systems of oppression
- Mindset that learning and teaching are more than a discrete set of techniques.



Sample Inclusive Pedagogies

- Design course activities to promote students helping each other
- Create opportunities to foster a sense of belonging
- Facilitate discussion of systemic inequality as it relates to their discipline
- Interactive lessons to facilitate students' engagement in perspective-taking
- Provide scaffolding instruction



THINK/WRITE: Meeting Students Where They Are

- How do you find out where your students are in your course?
- What kinds of needs analysis assignment do you do?
 - Surveys?
 - Assignments?
 - Other?
- What resources and activities can you provide to support less prepared students and to challenge students who are better prepared?



PAIR: Meeting Students Where They Are

With your partner, discuss the following questions:

- How do you find out where your students are in your course?
- What kinds of needs analysis assignment do you do?
- What resources and activities can you provide to support less prepared students and to challenge students who are better prepared?



Share: Meeting Students Where They Are

How do you find out where your students are in your course?

What kinds of needs analysis assignment do you do?

What resources and activities can you provide to support less prepared students and to challenge students who are better prepared?

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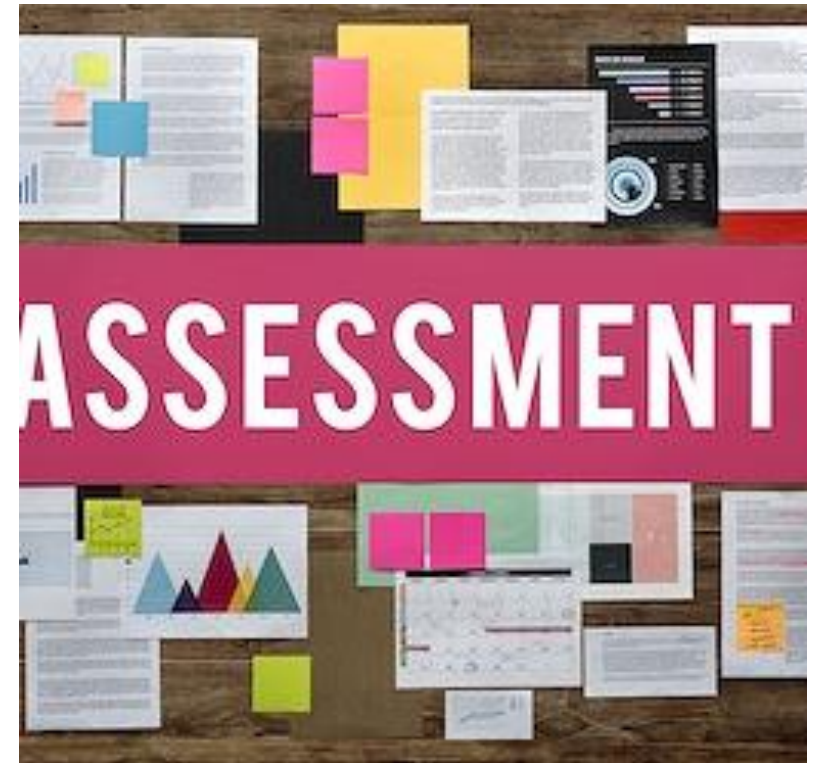
Pedagogy Questions

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mZyHu3Up6](https://forms.gle/UzxsjK8vmZyHu3Up6)



Inclusive Assessment

- Collaborative, intentional, and iterative process of gathering and analyzing information
- Develop a deep understanding of what ALL students know, understand, and can do with their knowledge because of their educational experiences;
- Culminates when assessment results are used to improve subsequent learning



Transparent Assignment Heuristic

- Purpose of the assignment
- Tasks to be completed
- Criteria for success



Inclusive Assessment: Early Childhood Ed. Example

Less Transparent

- Locate at least three articles from reputable sources (e.g., American Academy of Pediatrics, Healthy Children, The Center for Children with Special Needs, Child Health Bureau, Child Health Data) that discuss the topic you have selected from the list above.
- Using knowledge gained from your reputable sources, content from Chapter 13 and the Week 11 Learning Materials, and the suggested resources provided in the assignment instructions,
- You will write a 2-3 page double-spaced paper, create a Newsletter, or a visual presentation (e.g., Powerpoint, Pear Deck, Prezi, etc.) addressing key aspects related to supporting special health care needs in early childhood settings.

More Transparent

- **Purpose:** During completion of this assignment students will also learn about effective policies and practices used to support young children with chronic illnesses and special health care needs in early childhood care and education settings.
- **Tasks:** locate at least three articles from reputable sources (e.g., American Academy of Pediatrics, Healthy Children, The Center for Children with Special Needs, Child Health Bureau, Child Health Data) that discuss the topic you have selected from the list above. Using knowledge gained from your reputable sources, content from Chapter 13 and the Week 11 Learning Materials, and the suggested resources provided in the assignment instructions, you will write a 2-3 page double-spaced paper, create a Newsletter, or a visual presentation (e.g., Powerpoint, Pear Deck, Prezi, etc.) addressing key aspects related to supporting special health care needs in early childhood settings.
- **Criteria for Success:** Rubric provided before students begin working on assignment. Used to evaluate samples of the assignment.

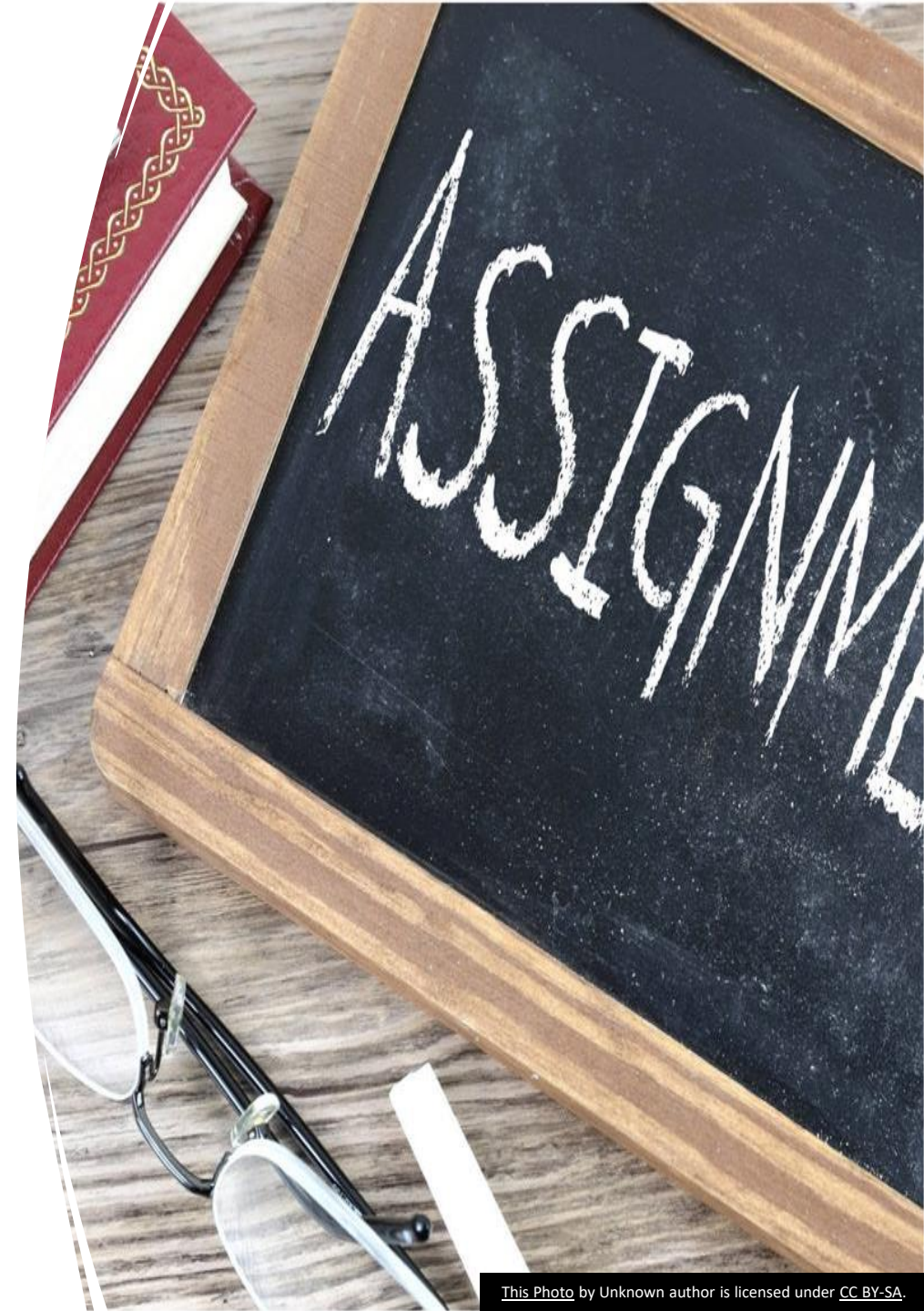
THINK/WRITE: Designing Transparent Assignments

- **Purpose** of the assignment – why are students being asked to complete this assignment, how will they benefit from it, what skills and/or knowledge will they gain by completing it?
- **Tasks** to be completed – step-by-step instructions defining what the student needs to do to complete the assignment.
- **Criteria for success** – what will a successful assignment look like? This may include a rubric and/or examples of high-quality work.



PAIR: Designing Transparent Assignments

- Purpose of the assignment – why are students being asked to complete this assignment, how will they benefit from it, what skills and/or knowledge will they gain by completing it?
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SHARE: Designing Transparent Assignments

- **Purpose of the assignment** – why are students being asked to complete this assignment, how will they benefit from it, what skills and/or knowledge will they gain by completing it?
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Developing an Equity & Inclusion Plan

	Short-term Goals	Long-term Goals	Strategies to try	Resources
Self-awareness			 <p>University of CINCINNATI UC BLUE ASH COLLEGE</p>	
Pedagogy				
Curriculum				
Assessment				
Building Resilience				

Questions

<https://forms.gle/UzxsjK8vmZyHu3Up6>



Conclusion

Developing Teaching Strategies for Equity and Inclusion is a Lifelong Journey.



Final Check

in <https://forms.gle/TJsdm7WQASZvbFbL7>

Describe

Describe what equity and inclusion look like in your area.

Recognize

Recognize the value of integrating DEIB principles in your work with students.

Apply

Apply concepts of Diversity, Equity, Inclusion, and Belonging (DEIB) to your work with students.



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Thank you

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