How to Make Your Teaching More Inclusive by Viji Sathy and Kelly A. Hogan
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Basic, actionable, takeaways:
- Give the course structure: structure group discussion, assignments, daily class routines, etc.
- Provide students with multiple modes for engaging with the course (verbal/non-verbal, public/private, anonymously, written/spoken/creative, design-your-own assignments)
- Always ask yourself, "who does this approach leave out?" and aim to redesign your practice to include marginalized individuals.

Marginalized: (of a person, group, or concept) treated as insignificant or peripheral (Oxford Languages).
When your pedagogical approach is not inclusive, it marginalizes students in your classroom and conveys to them that they are not important to you or the college community as a whole.

A Guide to Teaching Inclusively

1. **Simply acknowledging racial inequities or discussing them in your course does not necessarily make you an inclusive and anti-racist teacher.**
   a. Implementing strategies of inclusive teaching that prioritize the engagement and validation of all students, especially BIPOC or other marginalized students, is anti-racist work. In an educational system that is built to marginalize non-white, wealthy students with a specific set of neurological abilities (memorization, obedience, attention, etc.), making sure that everyone in your classroom has the opportunity to succeed is radical work.

2. **Principles of Inclusive Teaching**
   a. Inclusion is a Mindset
      i. When planning every activity, ask yourself: Who does this decision leave behind? Redesign the activity accordingly or find accommodations for students your practice leaves out.
   b. Structure
      i. Inclusive teachers generally provide a great deal of structure for their activities because structure allows them to mitigate potentially non-inclusive effects of their activities. For example, if a teacher is giving verbal instructions, students with hearing difficulties may be left out of knowing what to do. An inclusive teacher would also hand out written instructions or display them on the board so that all students know what they're doing.
      ii. Structure never hurts anyone, even the students who don't need it; rather, it ensures that your goals for the class are actually being delivered to students. Each activity should be done with an intended effect in mind

and each activity should offer students a new way to engage with the material.

3. **Interacting Inclusively with Students**
    a. Give them time to think—be okay with silence.
        i. Make sure students have enough time to think on their own before pairing them up with another student; this way, everyone gets to form their own conclusion before being influenced by others.
    b. Provide structure for small group discussions.
        i. This allows students to dive into the work more quickly and with greater focus.
        ii. Assigning roles for participation allow quieter students to lead discussion on occasion, adding to the diversity of voices present.
        iii. You can structure discussion in a way that allows each group member to be heard rather than having the group be dominated by one person.
    c. Offer opportunities for anonymous/non-public/non-verbal participation (via Moodle, forums, polling, notecards).
        i. This provides students dealing with anxiety and impostor syndrome a way to preserve their mental health and participate in the course.
    d. Make students feel like they belong and that they are able to grow.
        i. Create a community in your classroom by learning students' names and pronouns, sharing personal information, giving positive feedback, acknowledging your own hardships.
        ii. Acknowledge the difficulty of material, but use language such as "you haven't learned it *yet*, but you will" to encourage a growth mindset in students.
        iii. Give students support for getting through difficult material via office hours, review sessions, practice problems, etc.

4. **Ideas for Inclusive Course Design**
    a. Constantly evaluate whether students are learning.
        i. Via low-stakes quizzes, students writing to themselves, small groups sharing out their discussions
        ii. Encourage student metacognition (asking themselves if they understand something) and give space for students to ask questions in-person or anonymously.
        iii. Incorporate typical test questions into the course to gauge students' test-readiness.
    b. Don't talk as much—offer students multiple modes for engaging with the course.
        i. If you are going to lecture, pair the lecture with an interactive activity based on the lecture material.
    c. Reduce the stakes for individual assignments.
        i. Don't let early setbacks make students feel like their only option is to drop the course. Your grading system shouldn't stop students from learning and taking risks.

ii. Allow students to drop their lowest grade, be lenient with offering extensions, offer more low-stakes assignments so that students' success in the course is not dependent on one assignment—especially since they may be under extreme pressure when that assignment is due, typically during midterms or finals period.

iii. Make the assignment due in parts.

d. Set clear expectations, communicate them to students accessibly, and stick to them.

e. Engage students by connecting course content to their lives.

i. Or at least give them the flexibility to do that in any assignment or discussion.

ii. When students' personal interests or things that are important to them are seen as worthy of exploration, the student feels validated, included, and more invested in the work

5. **How Will You Know Your Efforts Are Working?**

a. Survey students and analyze the results.

b. Have a student partner or faculty member observe your class.