



Leilani Ford  
Adjunct Faculty  
Psychology

# Inclusive Teaching

# What is Inclusive Teaching

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- Flinders University describes **inclusive teaching** as “the creation of a learning environment which provides all students, regardless of their background, with the opportunity to fulfill their own learning potential and support other students who may wish to learn from them.”
- Washington State University in St. Louis states that **inclusive teaching** is “instrumental in creating and maintaining a learning environment in which all participants are fully engaged and respected, and in which all participants are open to ideas, perspectives, and ways of thinking that are distinct from their own.”



# Inclusive Classrooms



- Audit your material (textbook, lecture slides, videos, etc.)
  - Practical tip: Ask yourself if everyone is represented?
- Model openness. Remember our students aren't just learning curriculum from us, we are also instrumental in developing their soft skills.
  - Practical tips:
    - Create space for the student voice.
    - Show respect for all questions and comments. Remember your verbal and non-verbal cues can help to encourage students' participation.
    - Model how to disagree with respect, your classroom may be the first place they learn how to do this effectively.



## What is Stereotype Threat?

Stereotype threat is a phenomenon in which a person's concern about confirming a negative stereotype can lead that person to underperform on a challenging assessment or test.



# Help to Minimize Stereotype Threat

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Practical tips to combat stereotype threat:

- Foster a “growth mindset” by emphasizing that intelligence is not fixed but can grow with practice and “exercise.”
  - Celebrate growth as well as achievement. Share improvements from one assignment to the next.  
(ex: 24 students scored higher this test versus the last test as opposed to 14 students got an A)
- Create an environment in which mistakes are viewed as valuable learning opportunities. Encourage students to ask questions, embrace challenges, and take intellectual risks.
  - In my classes, students would preface their answers to my questions with “I could be wrong...”
    - I explained why I thought this was problematic
    - I suggested a change: “I could totally be learning...”