



INCLUSIVE TEACHING STRATEGIES

Course planning cards provided by
The Center for Teaching Excellence & Innovation, JHU



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1 Learn student names



Make an effort to learn student names by using strategies such as name tents (folded 5 x 8 index cards), having students introduce themselves to the class, using a seating chart for the first few classes, or printing the photo roster from the Student Information System (SIS). SIS also includes students' preferred names.

Learning student names shows interest in your students as individuals, helps to reduce feelings of anonymity, and builds community in the class. It also encourages students to attend office hours and reach out for professional advice.

2 Administer a pre- or early-semester survey



Send a survey to students asking about their expectations for the course, their learning preferences, as well as personal attributes. Consider making the survey anonymous, or not, and how that will affect student responses.

Pre- or early-semester surveys can help instructors get to know their students and identify potential learning challenges.

3 Conduct a mid-semester survey to collect student feedback



Conduct an anonymous mid-semester survey to collect student feedback on what they like about the class, suggestions for improvements, and topics they find confusing. Asking students for feedback allows the instructor to address concerns. Instructors don't have to address every suggestion, but the instructor can summarize the general comments and how they will be addressed or why they will not.

Having faculty gather and respond to feedback from students early in the term was identified by the Academic Affairs committee of the JHU Student Government Association as critical for improving our students' academic experiences.

4 Include a "classroom climate" section in your syllabus



Include a section in your syllabus with language that expresses a commitment to respecting diverse opinions and being inclusive. Acknowledge that there may be uncomfortable moments as we face mistakes and hold each other and ourselves accountable. Encourage students to "call in" when mistakes (intentional or not) occur, rather than "call out" or "cancel" so that we may learn from each other.

By setting a respectful and supportive tone, students will be more likely to engage and participate in a positive classroom environment where everyone feels welcome and valued.

5 Establish ground rules for group work and class work



Describe expectations for class discussions or group work (e.g., do not monopolize discussion, listen actively and attentively, ask for clarification if you are confused, critique ideas and not people). Use group contracts to define roles and work expectations.

Students are more likely to engage when they understand the instructor's expectations or those of their group. They are also more likely to address concerns if they can refer to previously discussed principles to guide group work or class work.

6 Diversify course materials



Include authors and guest speakers with varied cultures, backgrounds, and identities. Include images, readings, examples, and other course materials that are diversified. If opportunities are limited, have students do a reflective exercise on who/what is missing from the research.

It is important for students to be exposed to multiple perspectives. This is also an opportunity for students, especially underrepresented minorities, to see themselves in the curriculum.

7 Present course content in multiple formats



Provide students with content presented in multiple ways, such as text, images, audio/video recordings, graphic organizers, etc.

Learners perceive information in different ways – some students may do best with text or images while others prefer an audio or video recording. In accordance with the principles of Universal Design for Learning, varying the types of content helps to ensure all learners have an opportunity to comprehend information presented in a way that works best for them.

8 Vary assessment strategies and formats



Go beyond traditional quizzes and tests and offer a variety of assessments, such as case studies, essays, research papers, journals, group presentations, multimedia projects, etc. When administering a quiz or test, consider varying the format: written, oral, or online. Use formative assessments, such as surveys, minute papers, ungraded quizzes, exit tickets, etc. to provide ongoing feedback to students about their progress and identify potential gaps in their learning.

In accordance with the principles of Universal Design for Learning, there is not one means of action and expression that is optimal for all learners. Providing options and alternatives when assessing students ensures that you are reaching as many students as possible.

9 Engage with students in multiple ways



Incorporate active learning strategies into your teaching such as brainstorming activities, student polls, class discussions, group work, student response systems such as Clickers, audio or video clips, etc.

One of the principles of Universal Design for Learning is providing multiple means of engagement. This allows students to interact with content in a variety of ways, leading to deeper levels of understanding and higher levels of student success.



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10 Clearly communicate class expectations

From the start, be very clear about your expectations and policies regarding tardiness, handing in late assignments, extension requests, makeup exams, etc. Post these expectations on your syllabus so they are easily accessible to students.

Students are more likely to succeed when they know what is expected of them. When questions arise, it will be helpful to refer to policies and expectations.

11 Use non-competitive grading strategies

A JHU CUE2 recommendation encourages faculty to use grading policies that assess student performance relative to well-articulated academic standards. Certain curving strategies (normalizing grades, binning grades) can cause students to compete for limited number of As and Bs. Using straight grading practices determined by learning objectives ensures all students have equal opportunities to earn an A or B in a class.

Grading policies that limit the number of As and Bs may increase student competition and limit student collaboration or motivate students to cheat.

12 Explain the purpose of assignments and support available to students

When appropriate explain to students the purpose of assignments including how they can prepare students for higher stakes assignments like tests or projects or that they provide opportunities to learn more about the experiences of professionals in your disciplines. Also explain the purpose of support programs available to students (e.g., office hours, Learning Den, PILOT).

Explaining how assignments will contribute to students learning will motivate students to complete them. Students arrive with experiences learning in different environments. Students may not understand the purpose of things like office hours if you don't explain why you offer them.

13 Provide prompt and regular feedback

Do your best to provide prompt and regular feedback on student assessments. Take time to participate in synchronous and asynchronous discussions (i.e. Teams chat or online discussion board).

Providing prompt feedback on student work will help students learn from their mistakes while they are still mentally engaged with the material. Engaging in synchronous and asynchronous discussions shows that you are interested in what students are saying. No need to respond to every post, but your presence in these discussions can be very motivating for students.

14 Observe group dynamics

Watch how the group interacts and identify behaviors of dominance or withdrawal. Visit groups to engage withdrawn students. Ask if the team needs clarification and provide additional instruction if the team does not seem to be working together.

Group work can facilitate student learning if the group works well together. Learning comes from being actively engaged so all students need to be involved in the group activity. That does not mean they all play the same role.

15 Create student groups so women are always in the majority

When forming teams, assign women (or other underrepresented minorities) so they are always in the majority. For example, there should be 0, 2, or 3 women on each team of 3 students.

Research shows that increasing the percent of females in a group can lead to positive in-class affective outcomes for women such as decreased anxiety and increased confidence and career aspirations, increased participation, increased engagement, and increased task performance – See Source List card for reference.

16 Be thoughtful about cultural references

When making cultural references, consider if all students will understand them or provide multiple examples to describe cultural references including specific language, objects, customs, etc.

Student will have different cultural capital and experiences (books, music, movies, sayings) from each other and likely the instructor. First-generation and international students may not have a strong understanding of American cultural references or the higher education system.

17 Make course materials and activities accessible

Make your course sites and resources digitally accessible, following guidelines to make course pages, lectures, images, recordings, and other materials accessible to all students.

In following accessibility guidelines, you will meet legal and ethical expectations while facilitating usability for all individuals. It helps those using assistive devices, but it also benefits all students. Captioning videos makes it easier for students to follow video lectures. Providing transcripts of audio makes it easier for students to review. Properly formatting websites will make it easier to explore on a mobile phone or those dealing with a broken computer mouse.

INCLUSIVE TEACHING STRATEGIES ICON KEY

 Short time to implement	 Planning required
 Group work focused	 Diversity focused
 Communication focused	 Assessment focused

These categories are intended to offer quick-glance familiarity but are not limited to the categories shown.



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3. <https://ctei.jhu.edu/teaching/mid-semester-surveys>
4. WSE Syllabus Template: <https://engineering.jhu.edu/faculty-staff>
5. Ambrose, S. A., Bridges, M. W., DiPietro, M., Lovett, M. C., & Norman, M. K. (2010). *How learning works: Seven research-based principles for smart teaching*. John Wiley & Sons, Appendix E.
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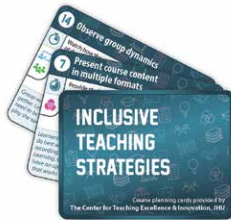
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17. Educause 7 Things You Should Know About IT Accessibility: <https://library.educause.edu/-/media/files/library/2014/8/est1403-pdf.pdf>

<https://ctei.jhu.edu/teaching/accessibility-guidelines-for-course-materials>

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Designed for a workshop to teach instructors inclusive teaching strategies, the Center for Teaching Excellence & Innovation created this deck of cards to facilitate discussion. This game-like approach leverages a deck of cards that lists various inclusive teaching strategies that instructors might consider using when developing or refining their course.

<https://ctei.jhu.edu/teaching/teaching-strategies-cards>

