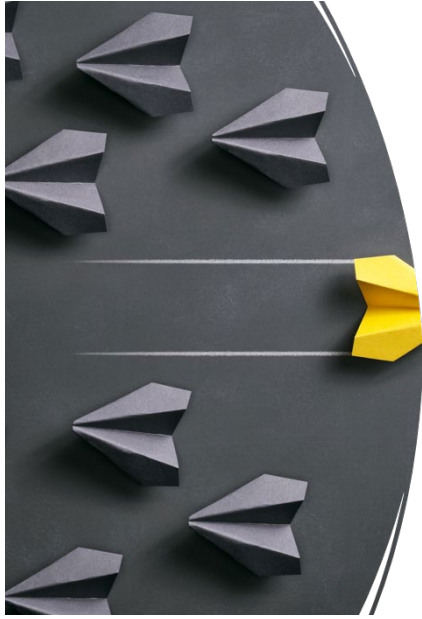


OTEI Inclusive Teaching: a series to address teaching for diversity, inclusion, and equity

The focus of this OTEI educational development series is on Pedagogy and Curriculum for a more diverse, inclusive classroom.



Through this series, participants will be introduced to:

- Current research on topics related to pedagogy and curriculum
- Activities to self-assess pedagogy and curriculum
- Techniques and strategies they could adopt

The Inclusive Teaching workshops focus on strategies that are:

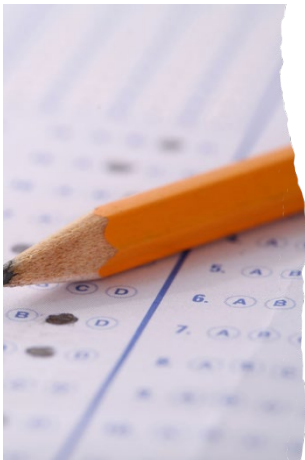
- Based on principles of learning
- Known to benefit students equitably
- Achievable by instructors in varied contexts
- Open to creativity

Overview of each session

A. Inclusive Teaching: Active Learning

Participants will be able to:

- Explain what active learning means and identify different types of active learning activities
- Explain how active learning relates to inclusive teaching
- Incorporate inclusive teaching techniques into their teaching
- Use backward design and then select and incorporate a basic active learning activity into their teaching, regardless of teaching mode



B. Inclusive Teaching: Culturally Responsive Assessment

Participants will be able to:

- Explain how culturally responsive teaching fits within inclusive teaching
- Describe what culturally responsive assessments are and give examples
- Think about ways to incorporate culturally responsive assessment into their own teaching

C. Inclusive Teaching: Difficult Class Conversations

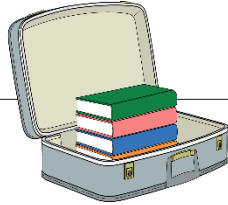


Participants will be able to:

- Consider classroom management strategies that help create a climate and environment for difficult conversations to occur more successfully
- Respond better to "heated" moments in the classroom
- Begin to engage more effectively in difficult dialogues, whether related to course content or external events/issues

D. Inclusive curriculum content

Participants will consider the content of what you teach in your courses, and why and how you present that content, and in what ways course content can be inclusive or inclusivity issues addressed.



Faculty cohorts within a discipline or similar disciplines are best for this workshop. We welcome faculty partnerships in creating this workshop to support content expertise within the departments, but regardless, this is a highly participatory exploration.

Participants will:

- Consider how to apply transparency in teaching and learning principles
- Review own syllabi for inclusive content and materials
- Create strategies to address content and content presentation in more inclusive ways, including UDL (universal design for learning)
- Set goals for adopting materials, examples, and other aspects of course content that are representative

Final note

There is no one way to be an inclusive teacher; so much of who we are as individuals – our identities, background and experiences, and disciplines – inform our teaching. We also note that this is a broad range of comprehensive topics addressed in these workshops. Our focus will be on introducing faculty to concepts and providing practical strategies.