Inclusive Teaching Tips:
A teaser

The following guidelines are intended to help teachers interested in improving the inclusiveness of their teaching environment. The benefits of inclusive teaching extend to all students, regardless of their background, because it counters the myth that there is one unitary perspective from which to view the world.

It is clear that not every teacher will feel comfortable implementing every suggestion, and that is okay. It is neither exhaustive nor meant as a rulebook: merely to support reflection. It is an invitation to grow in our understanding of what it means to have an inclusive education, and nurture our curiosity in finding new ways how to engage students and share with every student the love for our topics. It presents different reflective questions that could assist the teachers in three phases of curriculum: before the course has started, during the course, and after the course has finished. What follows is just a **teaser**.

I. Before the course: design phase

1. Who is my target student? If I imagine them with different backgrounds, culture, languages and schooling, are there any topics, cases, or perspectives that I could add?

2. Do the authors on my assigned reading list reflect different identities and epistemological backgrounds?

II. During the course

1. Is any of my language potentially stigmatizing, for example, using a negative trait as the defining characteristic of an individual (e.g. 'addicts' instead of 'persons with drug dependence')?

2. Do I use gender-neutral language to address the group?

3. If I need to divide the class, how do I split up the students or mix up the group? Is there, for instance, gender and skill diversity within the groups?

4. Do I avoid singling out students to use their experiences as illustration to my story?

5. Do I have a strategy to enforce boundaries if they are broken?

III. After the course

1. Who is my target student? If I imagine them with different backgrounds, culture, languages and schooling, are there any topics, cases, or perspectives that I could add?

2. Do the authors on my assigned reading list reflect different identities and epistemological backgrounds?

IV. Resources

SAFE LEARNING ENVIRONMENT

o **"Creating a hospitable learning environment,"** Shannon Morreira and Kathy Luckett.

o **Restorative justice approaches** may provide inspiration.

o **"Dealing with Disruptive Student Behavior"**, suggestions for dealing with the most common types of disruptive behavior.

o **For ground rules about expected behavior**, see here.

GENDER

o Jane Sumner's **Gender Balance Assessment Tool,** drawing from work by Kamil Wais, Kabir Khanna and Kosuke Imai.

o For a guide on **gender pronouns**, see here.

ACCESSIBILITY

o **To help track technological skills and goals in case of students with disabilities and visual impairments**, see here.

WITHIN OUR UNIVERSITY

o You can contact the **study advisors**, if you need any further help.

o You can signal **the well-being concerns and refer the students to the right counsellor.**

o The **StudentCare platform for FAQs** that students might have. From next year there will also be a POPcorner at the Beehive where students could turn to.