

Creating an Inclusive Classroom

Using reflective teaching practices to foster inclusivity

Learning Goals:

After today's meeting, TAs should be able to...

- 1) Identify how different teaching practices can be received by diverse audiences
- 2) Assess strategies that promote inclusivity by engaging in self-reflection

What does it mean to promote inclusivity in our classrooms?

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Providing **equitable** access to opportunities and resources for people who might otherwise be excluded or marginalized

Is it enough to “treat all students equally”?

EQUALITY

imagines an equal world.

“I care about all students equally”

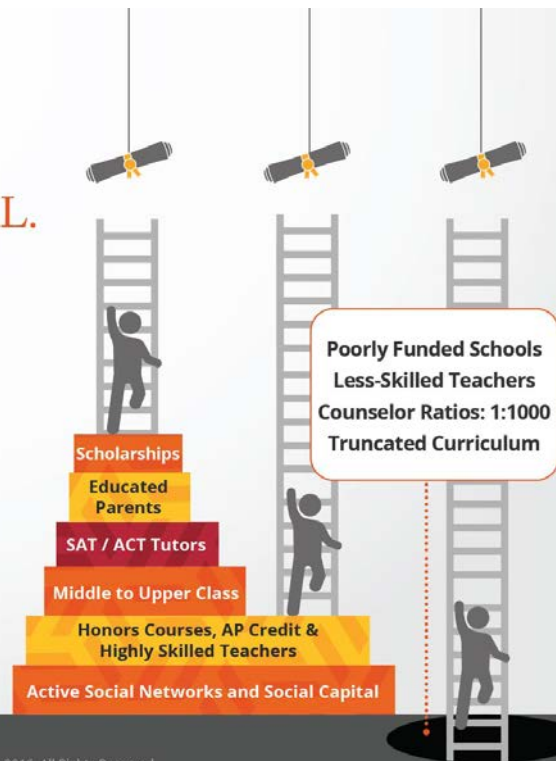


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But the world
ISN'T EQUAL.



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What barriers exist to educational access?

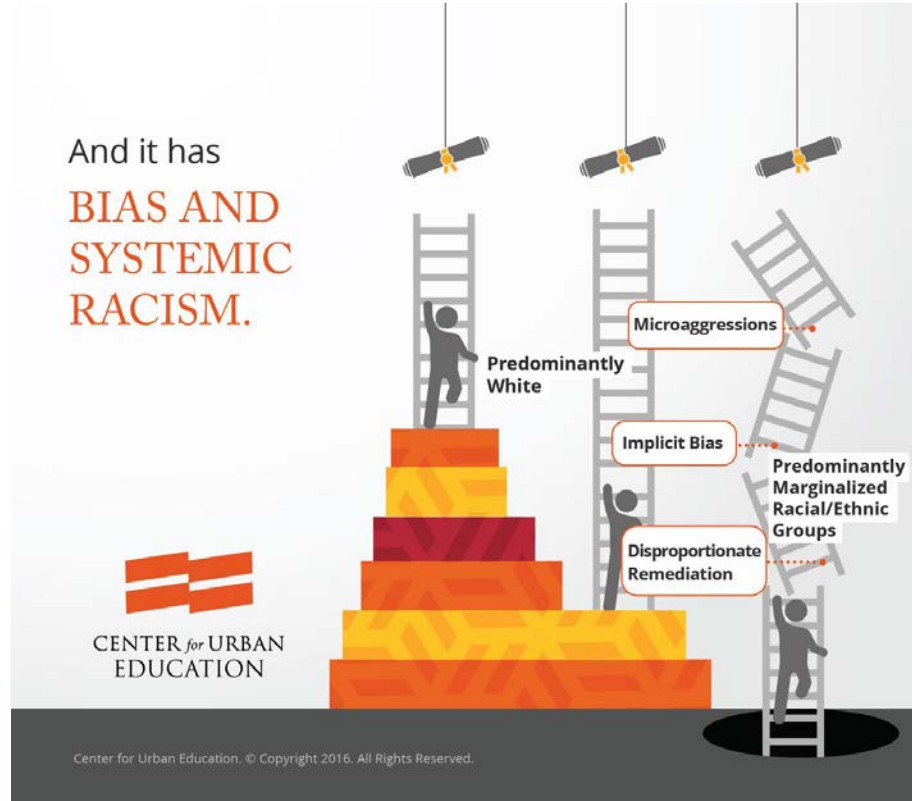


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What does equity in education look like?

In contrast, **EQUITY** redirects resources to the pathways with greatest need to fix barriers and intentionally provide support.



Guided Reflection:

- Why might I use this practice?
- What is implied about my values and expectations for students?
- Which student behaviors are encouraged and which are discouraged by using this practice? Which students are affected?
- What could be done to modify this practice to ensure inclusivity?

Choose one teaching practice that you use (or plan to use) in a specific class context and examine it by answering the reflection questions.

(Guided Reflection process from “Inclusive Classrooms: How to leverage identity to improve your teaching practice” a workshop developed by Dr. Darcy Gordon and Dr. David Bergsman)

Example Teaching Practices *(may be more or less inclusive!)*

1. Leaving time for questions at the end class
2. Asking a question that has many possible answers and have every student share a brief answer
3. Waiting for at least 5 students to raise their hands before you call on anyone after asking a question
4. Assign reporters for small groups discussion
5. Learning students' names
6. Giving students time to write
7. Using think-pair-share (students have time to think about a question, then discuss it with a partner, and finally report out on their discussion)
8. Responding to correct answers with “excellent job” and “great answer”

Additional Considerations

Every class, every teacher, and every group of students is different. In your own reflection, consider how the following features may change the inclusivity of a given teaching strategy:

- format of the class
- virtual vs. in-person environment
- group membership(s) of your students
- your own identity
- the scope of the course

Examining inclusivity in our classrooms



by Darcy Gordon,
MIT Open Learning

Teaching Tool: STRATEGIES FOR INCLUSIVE PARTICIPATION

Ask Open-ended Questions: instead of asking verbal questions with only one possible answer (closed-ended questions), ask questions with multiple possible answers (open-ended questions).

Think-Pair-Share: providing an opportunity for students to first think quietly and then share their ideas with a partner can help students rehearse and build confidence to share with the whole class, increasing participation.

Time to Write: an opportunity to write down their ideas on paper helps many students revisit what they know, formulate questions, and rehearse what they may want to share, increasing participation.

Wait Time: pause for 3 to 5 seconds (longer than you think!) after you ask a question before you call on anyone to speak or answer the question yourself. Longer wait times will allow more students thinking time.

Multiple Hands, Multiple Voices: after you ask a question, say that you'll wait for at least 5 students to raise their hands before you call on anyone, and then really wait for 5 hands. Promote more participation this way.

Whip: ask a question that has many possible answers and have every student share a brief answer.

Work in Stations/Small Groups: to decrease effective class size and provide more opportunity for interaction and discussion, consider organizing multiple activities as stations that small groups rotate through. **(Assign Reporters for Small Groups)**

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Exit Ticket:

+ What are you taking away from our discussion of inclusive teaching practices?

Δ Is there anything you still have questions about?

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