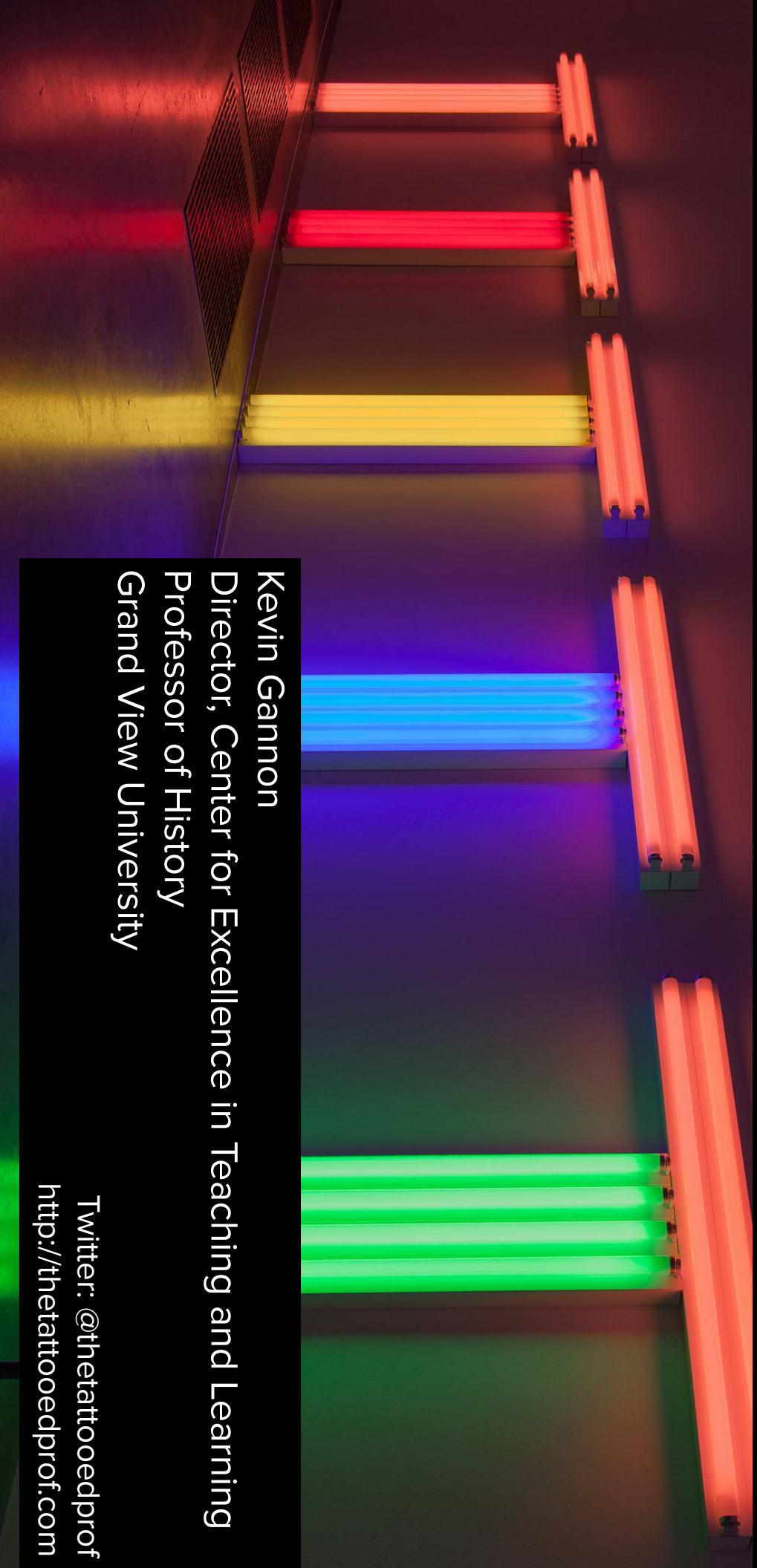


THE CASE FOR INCLUSIVE TEACHING

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Professor of History
Grand View University

Twitter: @thetattooedprof
<http://thetattooedprof.com>



Writing Prompt:

Briefly describe what is, in your assessment, the most significant pedagogical principle you use in your own teaching.

Criteria:

- Penmanship
 - clarity and readability of text
- Word Count/Time Limit
 - ability to distill complex thoughts and communicate them extensively in a brief period of time



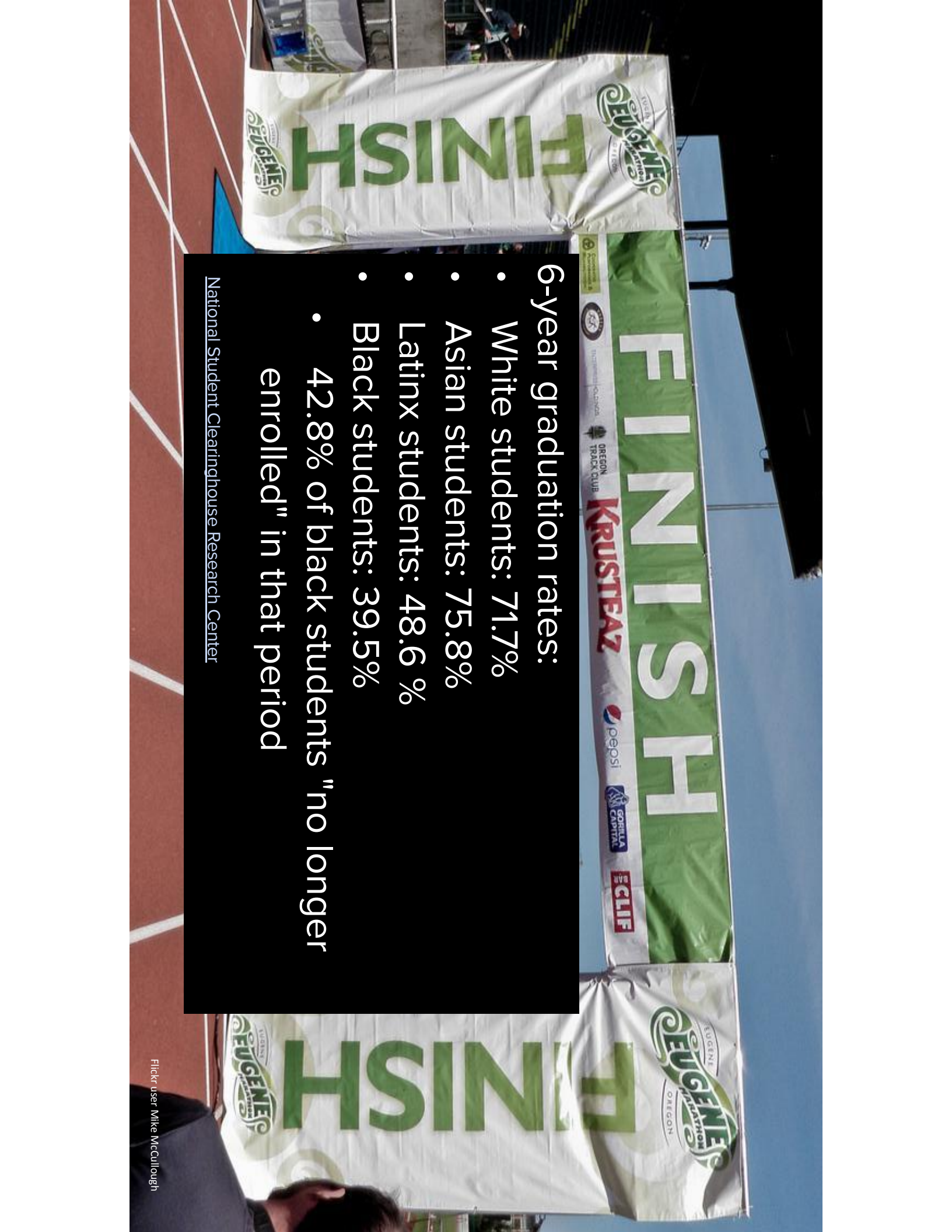
YOU ARE NOW ENTERING
A SPACE OF PRIVILEGE
AND PREJUDICE

How many students are experiencing college this way?

Figure 2. First-Year Persistence and Retention by Race and Ethnicity
Fall 2016 Entering Cohort, All Sectors



Refer to the last page of this report for additional definitions and notes on cohort selection. Data tables for this snapshot may be downloaded from the National Student Clearinghouse Research Center website: https://nscresearchcenter.org/wp-content/uploads/NSC_SnapshotsReport33_PersistenceRetention_Data_Tables.xlsx. Persistence and retention rates for the following race/ethnicity categories are available in the data tables accompanying this report: American Indian / Alaska Native, Pacific Islander, Two or More Races, and Nonresident Alien.

- 
- 6-year graduation rates:
- White students: 71.7%
 - Asian students: 75.8%
 - Latinx students: 48.6 %
 - Black students: 39.5%
 - 42.8% of black students "no longer enrolled" in that period

National Student Clearinghouse Research Center

“... our **vision** is to provide an education distinguished in its ability to prepare transformative leaders for service to the world. Our **mission** is to be a great Catholic university dedicated to providing students with excellent teaching and learning in the Franciscan and liberal arts tradition. We welcome students of all faiths who seek an educational experience framed within the context of our Franciscan **values** of dignity of the individual, peace and justice, reconciliation, and responsible stewardship...”

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Inequitable outcomes are mission failure.




Diversity is not enough.

Power imbalances and inequities can easily coexist with diversity.





**Diversity is being invited to the table.
Inclusion is having a seat at the table.
Belonging is having your voice heard at the table.**



A. How might we rethink our pedagogy in increasingly diverse learning environments?

B. How can we create learning environments that respect and care for the souls of our students?

([Tuitt, 2016](#))




(Re)Center Teaching and Learning

Scholarly, critically reflective practice must be at the heart of our work

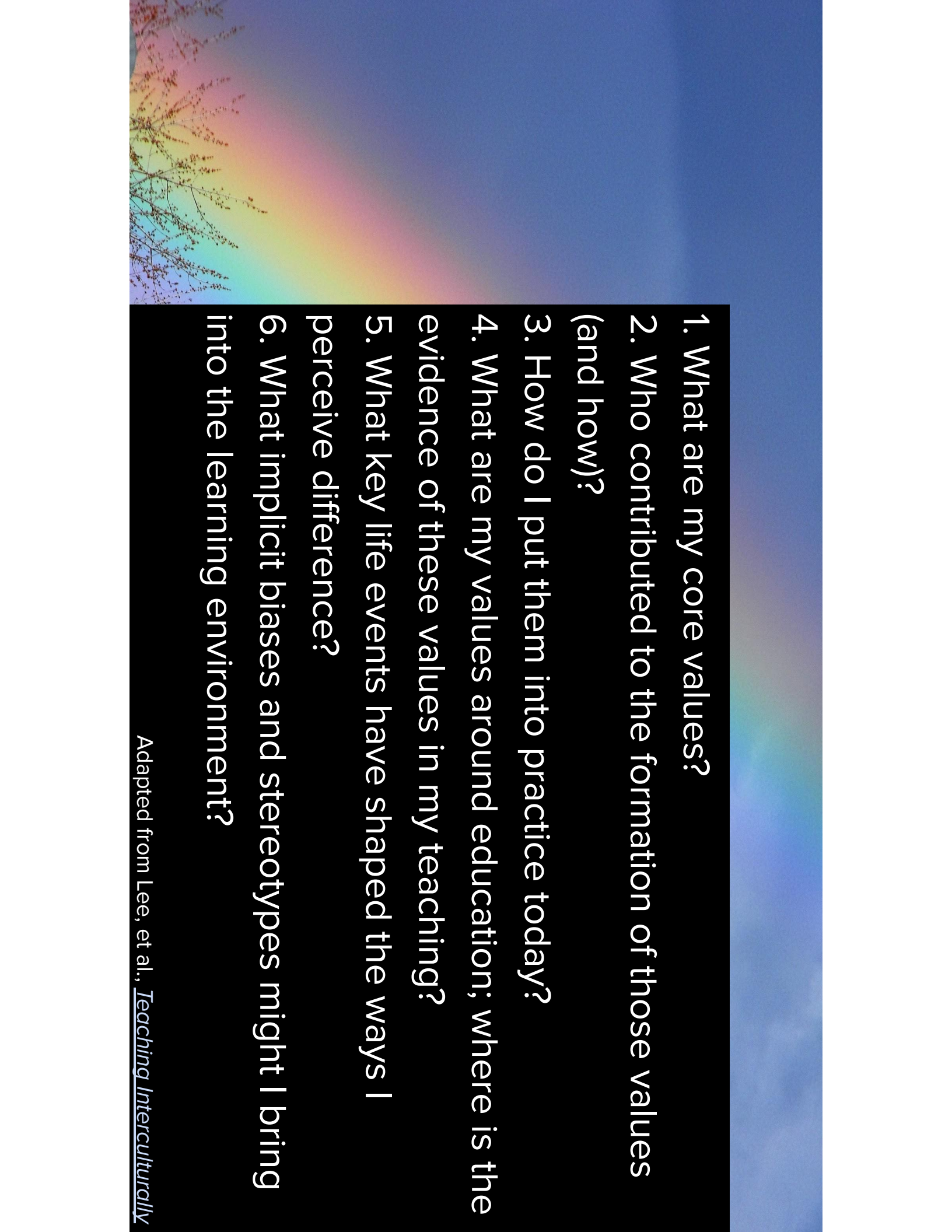
**It's OK if you lecture for 2
straight hours, as long as
your class is small**





“Teaching in a critically reflective way involves teachers trying to discover, and research, the assumptions that frame how they teach...[It] helps surface the assumptions we hold about pedagogic methods, techniques, and approaches and the assumptions we make concerning the conditions that best foster student learning.”

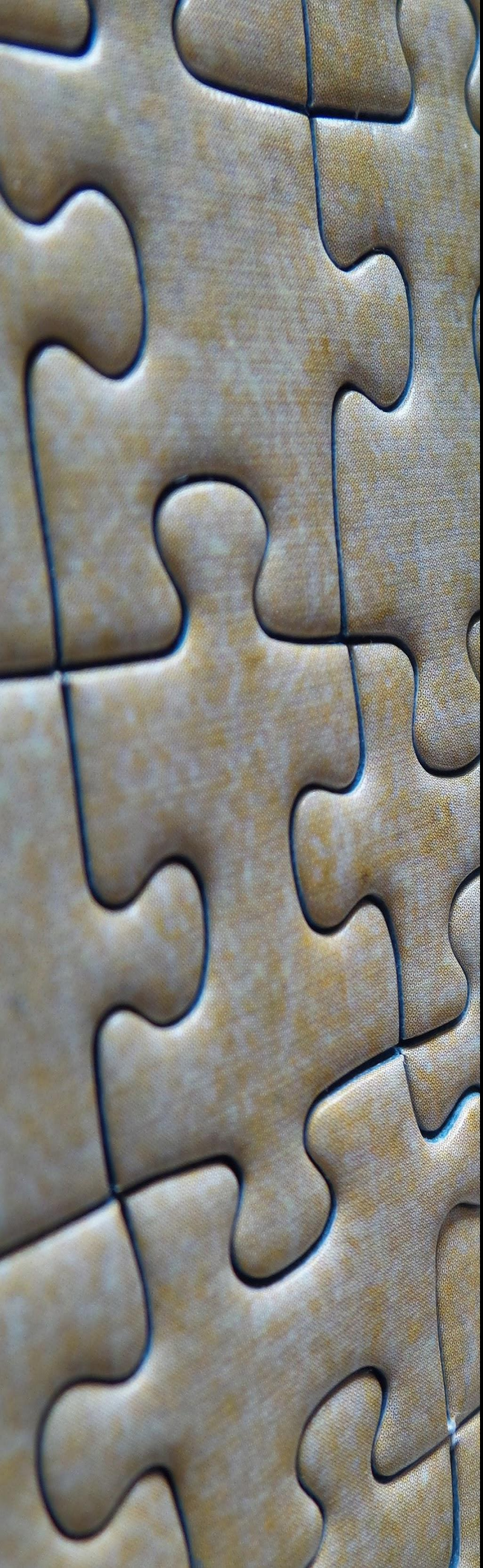
[Stephen Brookfield \(2002\)](#), p. 32

- 
1. What are my core values?
 2. Who contributed to the formation of those values (and how)?
 3. How do I put them into practice today?
 4. What are my values around education; where is the evidence of these values in my teaching?
 5. What key life events have shaped the ways I perceive difference?
 6. What implicit biases and stereotypes might I bring into the learning environment?

LOOK AT ALL

**THE FREE TIME I DON'T
HAVE**

Inclusive Pedagogy is an essential and fundamental part of our professional and ethical stance as college educators.





In Our Faculty Work, Inclusion Matters

- Our student body—and thus our classes—are more racially and ethnically diverse than ever.
- Classrooms (and some institutions) are becoming increasingly borderless.
- Students are demanding that global issues of race, racism, and intersectionality be included in the curriculum.

([Haynes, 2017](#))

Inclusive Pedagogy is...

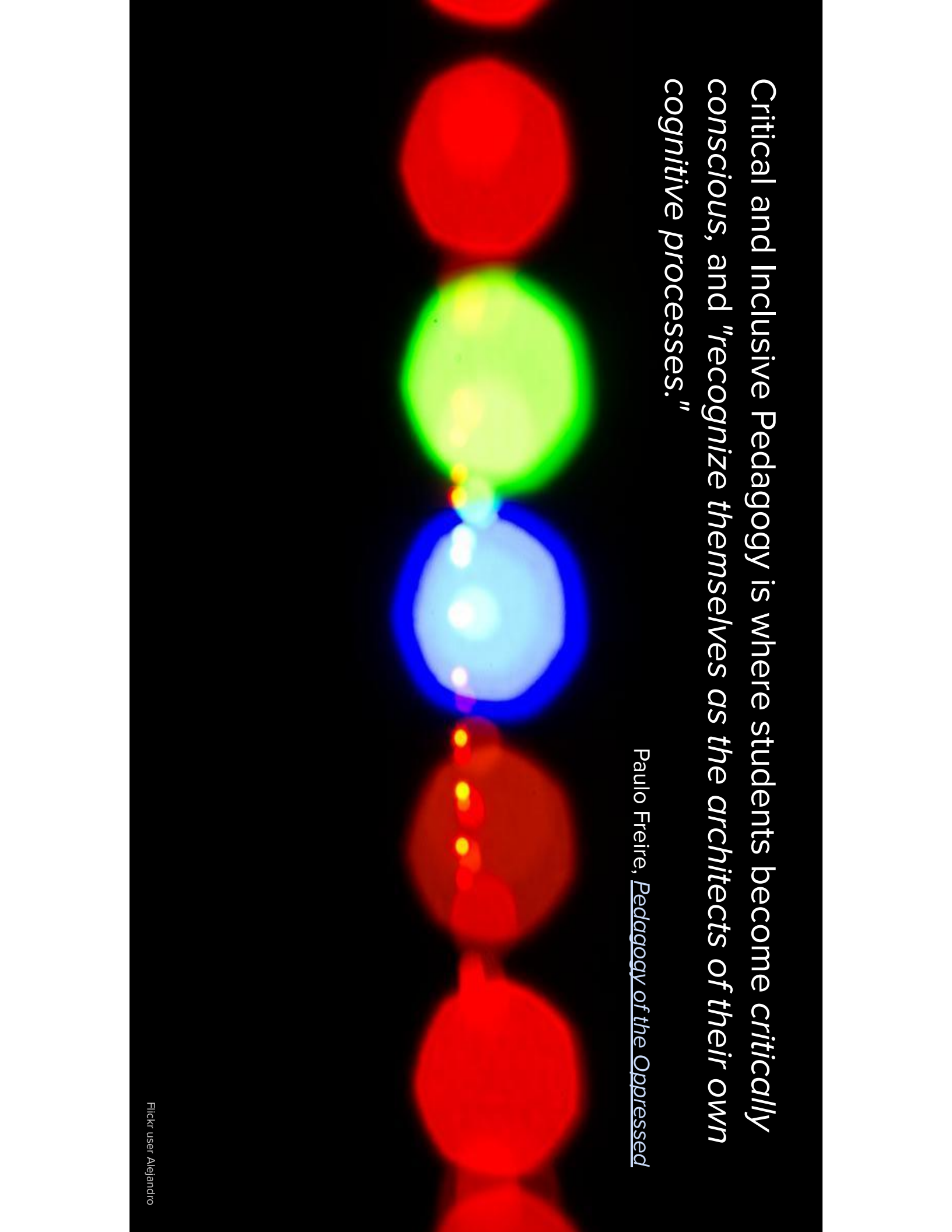
"...deliberately cultivating a learning environment where all students are treated equitably, have equal access to learning, and feel welcome, valued, and supported in their learning. Such teaching attends to social identities and seeks to change the ways systemic inequities shape dynamics in teaching-learning spaces, affect individuals' experiences of those spaces, and influence course and curriculum design."

[\(UMCRLT, 2017\)](#)

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[\(UMCRLT, 2017\)](#)



Critical and Inclusive Pedagogy is where students become *critically* conscious, and "*recognize themselves as the architects of their own cognitive processes.*"

Paulo Freire, *Pedagogy of the Oppressed*

Four Domains of Inclusive Pedagogy

Course Content and Design
Instructional Practice
Faculty-Student Interactions
Student-Student Interactions

- 1. Course Design**
- 2. Class Climate**
- 3. Access to Learning**





Who are our students?

At what intersections do our students stand?

Our students are...

- Low-income
- Minoritized
- Gendered
- Immigrants
- Parents or primary caregivers
- In the justice system
- Disabled students

So I can...

- Think about my course materials
 - OER, online or digital
- Examine my in-course media and examples
- Reflect on my course policies
 - Attendance
 - Disclosure
 - Syllabus Statements
- Differentiate teaching styles and assessments

A photograph of a large, modern library interior. The space is characterized by multiple levels of bookshelves and a glass roof that allows natural light to illuminate the area. The architecture features a mix of yellow and grey tones. A central white wall with a large window is visible in the background. The perspective is from a lower level looking up at the upper floors.

Who creates knowledge in our field?

Course Description and Objectives:

In this course, we explore the history of the United States since end of the Civil War and Reconstruction. You will learn about broad themes in the history of modern America, including immigration, race and ethnicity, social and political reform, mobility and population growth, contested meanings of federalism, industrialization, cycles of prosperity and recession, popular culture, modernity, and the environment. You will also develop ways of thinking historically through critical analysis of primary and secondary sources, setting events, documents and people in their historical contexts, and evaluating competing and historical narratives from the "raw material" of the past. In this course, you will learn much more than memorize facts or dates – you will be busy actively learning about history. The course will also cover relevant aspects of the American legal system and constitutionalism, in accordance with MA General Laws, Chapter 551B, § 2.01. Prerequisite: MA General Laws, Chapter 551B, § 2.01. Co-requisites: none.

Required Texts:

James West Davidson et al. *Experience History: Inter*
(McGraw Hill 2011) ISBN: 978-0077368326

David Emory Shi and Holly Mayer, *For the Record: Reconstruction through Contemporary Times*

Course Requirements:

This course involves reading, writing, and group discussion of at least one textbook chapter each week, plus additional reading of 30 pages over the course of the term. You'll need to have (or learn) basic research skills by the end of the first semester. You'll also need to be able to speak up in class and demonstrate active learning. No prior experience is necessary. To take advantage of multiple learning styles, a variety of activities will be used in the classroom. I will assess your learning in several different ways.

- **Attendance and Daily Work 20%** – I take attendance every day. I expect class members to be ready for discussion each day. I expect class members to contribute substantively, and that you will have done that day's assigned reading. I consider such things as an "excused" absence— you're either in class or you're not. pop quizzes, discussion questions, and class participation. These are all dependent on being present in class.

¹ MIA General Law, Chapter 73, Section 2A

In all state colleges the constitutions of the United States and of the commonwealth shall be taught as required subjects for the purpose of fitting the students, morally and intellectually, for the duties of citizenship and of school teaching."

lowest score is dropped; there are no makeup exams.

You'll note that fully half of your grade involves showing up prepared in class, participating intelligently, and taking at least 3 of the 4 exams. The other half of your grade is based on original written work and research.

Document Responses – 30% (2 double-spaced pages) – You can turn in one of these each week on Fridays. They are short papers analyzing, responding to, or connecting a document from *For* "with our textbook or to a larger issue/theme/current event in American history. These pieces, but rather brief works of historical analysis considering primary sources " of history. You can skip one week, since there are 11 possible Fridays. ely proofread for correct grammar and spelling, and should contain a emal document. They need to be turned in **DURING CLASS** or **BEFORE CLASS** on Friday. There are **NO** makeups or late papers.

projects of your own original work, each of which involves creating, historically informed writing. For the first project, *For the Record* reader, and then write a paper that develops it. For the second project, you'll use and then improve a primary source to develop a more recent event in American history. Each of these projects is designed to be a final grade.

Who are the knowledge producers in our field...
...according to our syllabi?

attendance does not earn full credit. Sleeping, texting, or any other distraction during class is not allowed. Students are definitely **not** earn full credit. Daily Work may include pop quizzes, discussion questions, and class participation. These cannot be made up, since they depend on being present in class.

Exam dates:

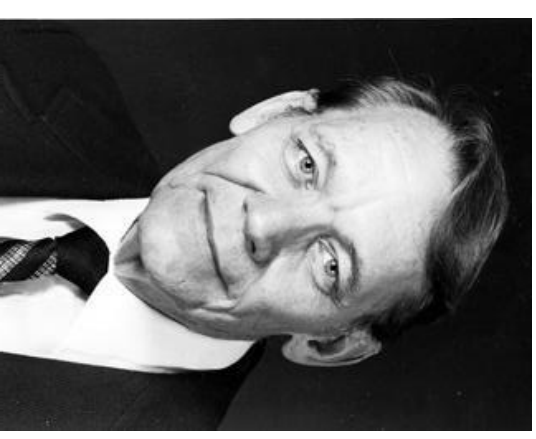
You can turn in **ONE** each week on Friday. You need a total of 10 by the end of the term.

Record

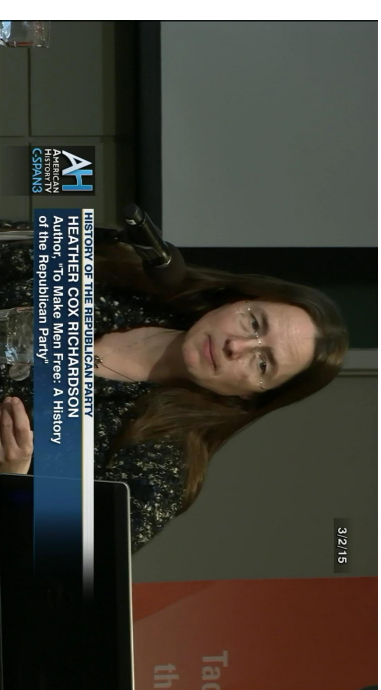
A paper/project focused on an event in recent US History (since 1980)


Information and material is available online in TWO places: on Blackboard, and on www.tonhahagen.com/mvsc4s2/. That way, if Blackboard is down, our work goes on. You should bookmark the blog's RSS feed, subscribe to its RSS feed, or add its Google calendar to your own to keep track of due dates.

History 349, version 1.0



History 349, version 2.0





What is the “Language” of our course? Of our teaching? *Language reflects structures.*

Thinkers like Louis Althusser and Michel Foucault have shown us how structures reproduce themselves in transactions where power imbalances exist...like teaching

The Hidden Curriculum: “incidental lessons that are learned about power and authority, what and whose knowledge is valued and what and whose knowledge is not valued.”

(Leask, 2009)





What does our syllabus language
tell our students?

Where is their place?

What do we think of them?

Does this class matter?

How will they learn? And how will
they *know* they're learning?

Can we be trusted?




"The promising syllabus fundamentally recognizes that people will learn best and most deeply when they have a strong sense of control over their own education rather than feeling manipulated by someone else's demands."

[Ken Bain](#)

**A practice of *radical transparency*:
why are we doing this thing, now?**



Climate Matters



“learning doesn’t happen in a vacuum but in a course and classroom context where intellectual pursuits interface with socioemotional issues...we have a great deal of control over the climate we shape, and can leverage climate in the service of learning.”

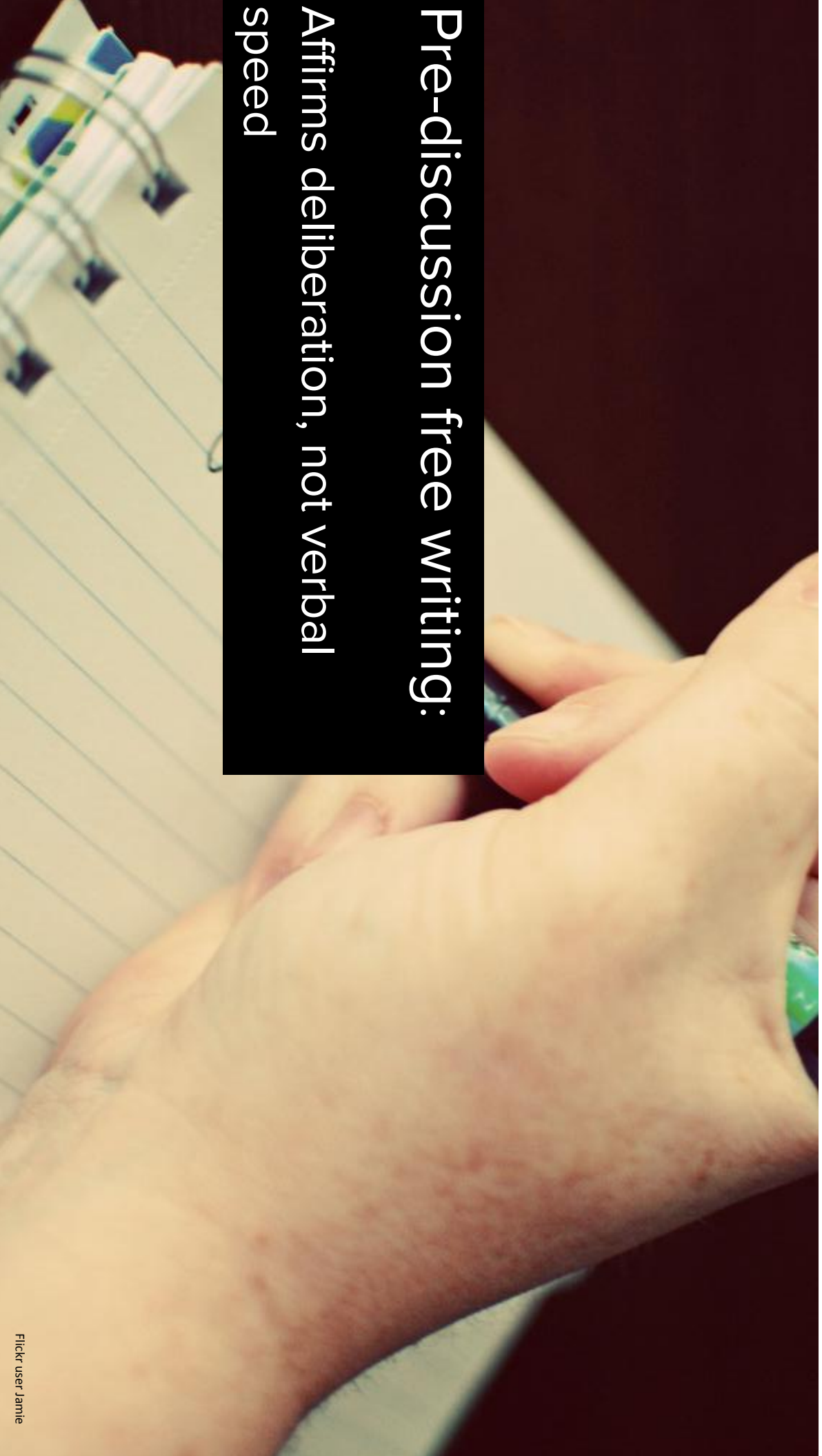
Ambrose, et al. (2010)

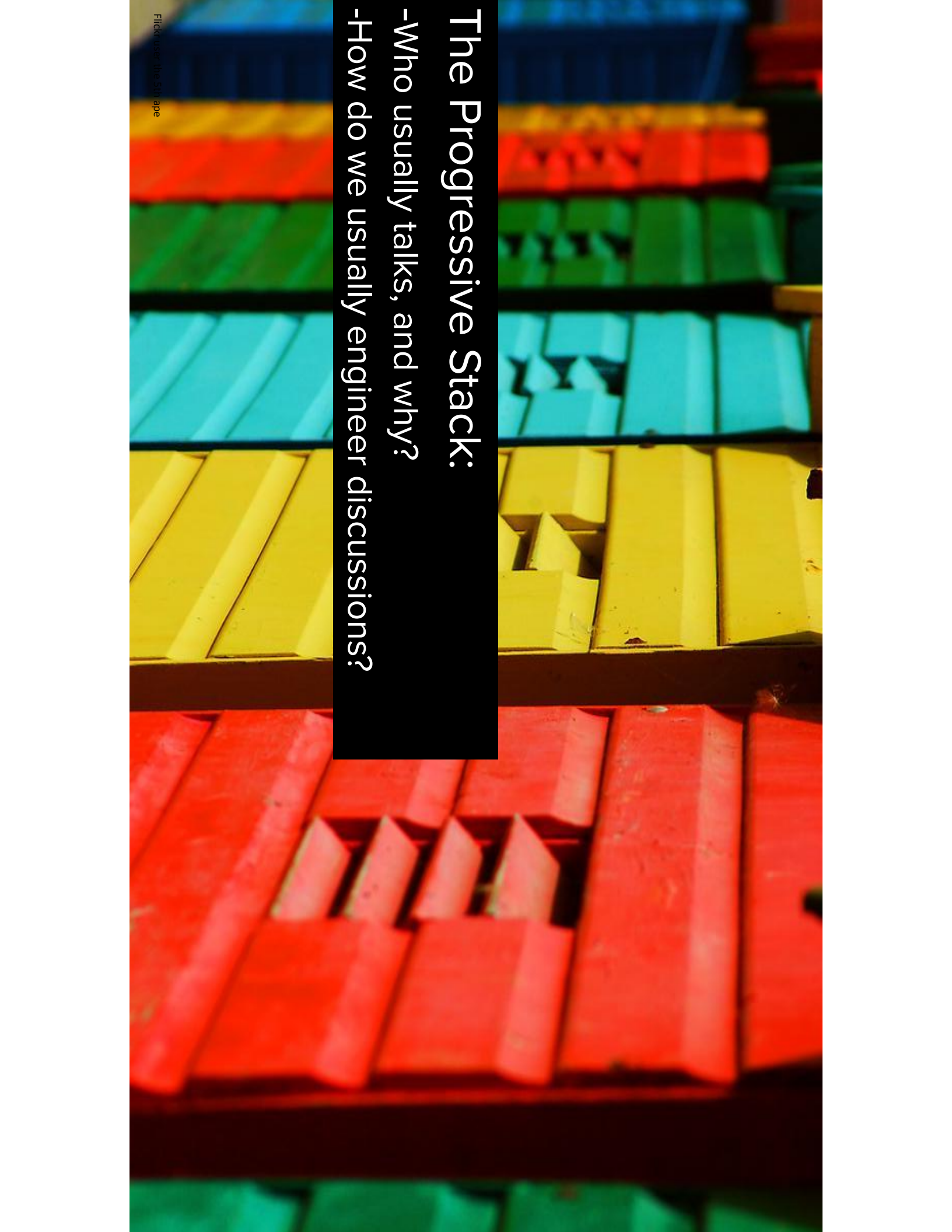
How do we make classroom discussions inclusive?



Pre-discussion free writing:

Affirms deliberation, not verbal speed






The Progressive Stack:

- Who usually talks, and why?
- How do we usually engineer discussions?



A photograph of a heavy, industrial metal door, possibly in a prison or secure facility. The door is made of thick, dark metal with a small, square window covered by a metal mesh. Above the window is a horizontal band of rivets. To the right of the window is a small, circular handle. The door is set into a rough, concrete wall. A black rectangular box is overlaid on the right side of the image, containing white text.

Access is important...but
it's *what students are*
accessing that's even
more important.

The background of the slide is a photograph of a road. In the foreground, a white diamond-shaped traffic sign with a yellow center is visible on the left side of the road. The road is paved and has a concrete curb. In the background, there are green trees and a blue sky.

Universal Design for Learning (UDL)

- Multiple means of **representation**
- Multiple means of **expression**
- Multiple means of **engagement**

11.4 % of students entering college in Fall, 2107, report being diagnosed with a learning disability (the actual number is likely larger). [\[National Center for Education Statistics\]](#)

94% of students with learning disabilities received assistance in high school.

17% of students with learning disabilities receive assistance in college. [\[Hechinger Reports, Learning Disabled Students, 2014\]](#)

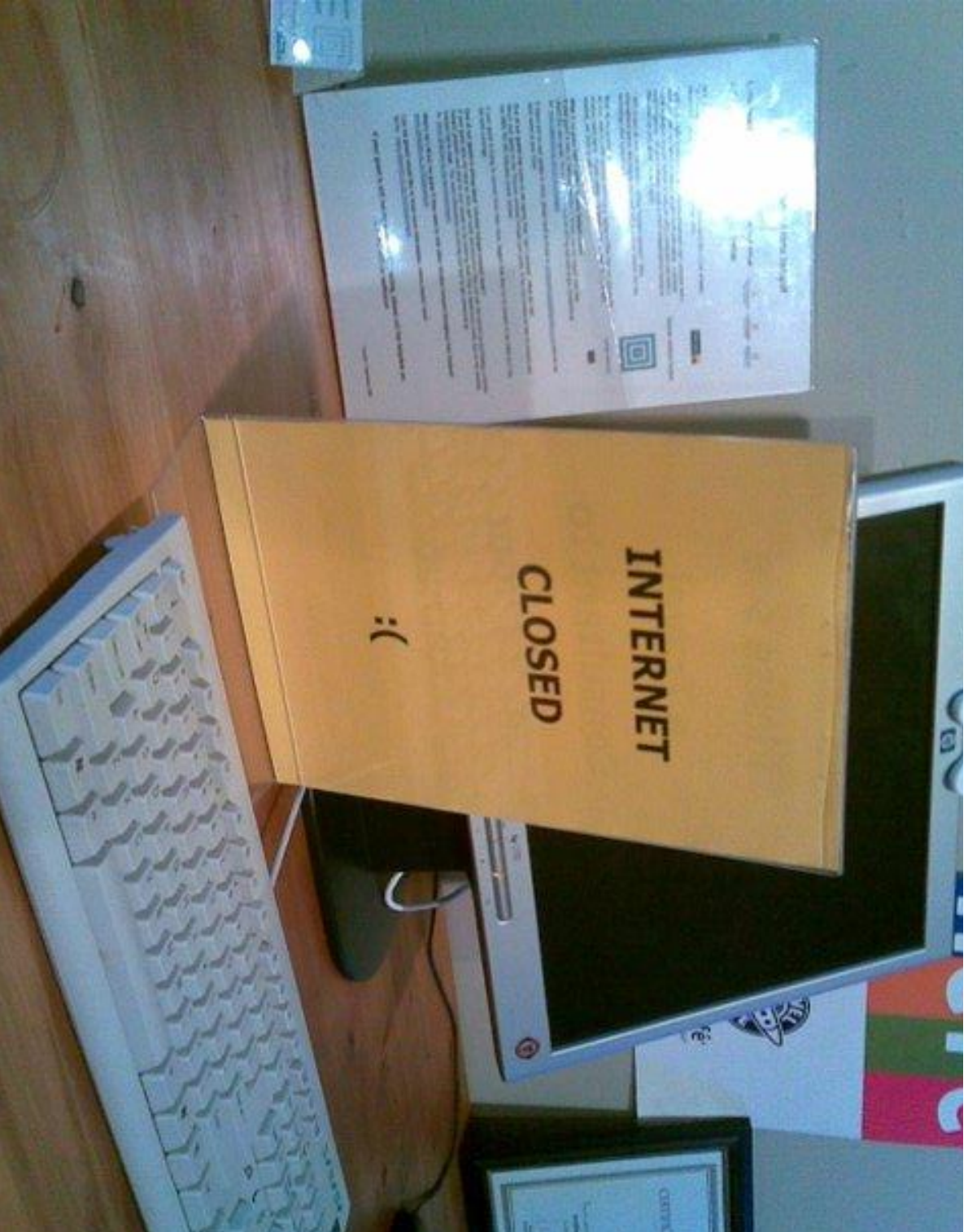
UDL challenges us to go beyond simply one accommodation for one student, one time.





Accommodations? Or better learning for all?

- Recording of lectures/presentations
- Multiple options for projects
- Untimed exams
- For digital components: effective web design



91% of
Americans
have access to
high-speed
internet (>7 mbps
downstream).
But “access”
does not mean
the same thing
as “ready
availability.”

Guiding Questions for Our Practice

- How do we ensure we are *including* all of our students?
- How do we avoid *marginalizing* some of our students?
- How do we ensure that “inclusive for one means inclusive for all”? ([Thomas and May, 2010](#), p. 20)

Pedagogy is practice, and practice always derives from theory.





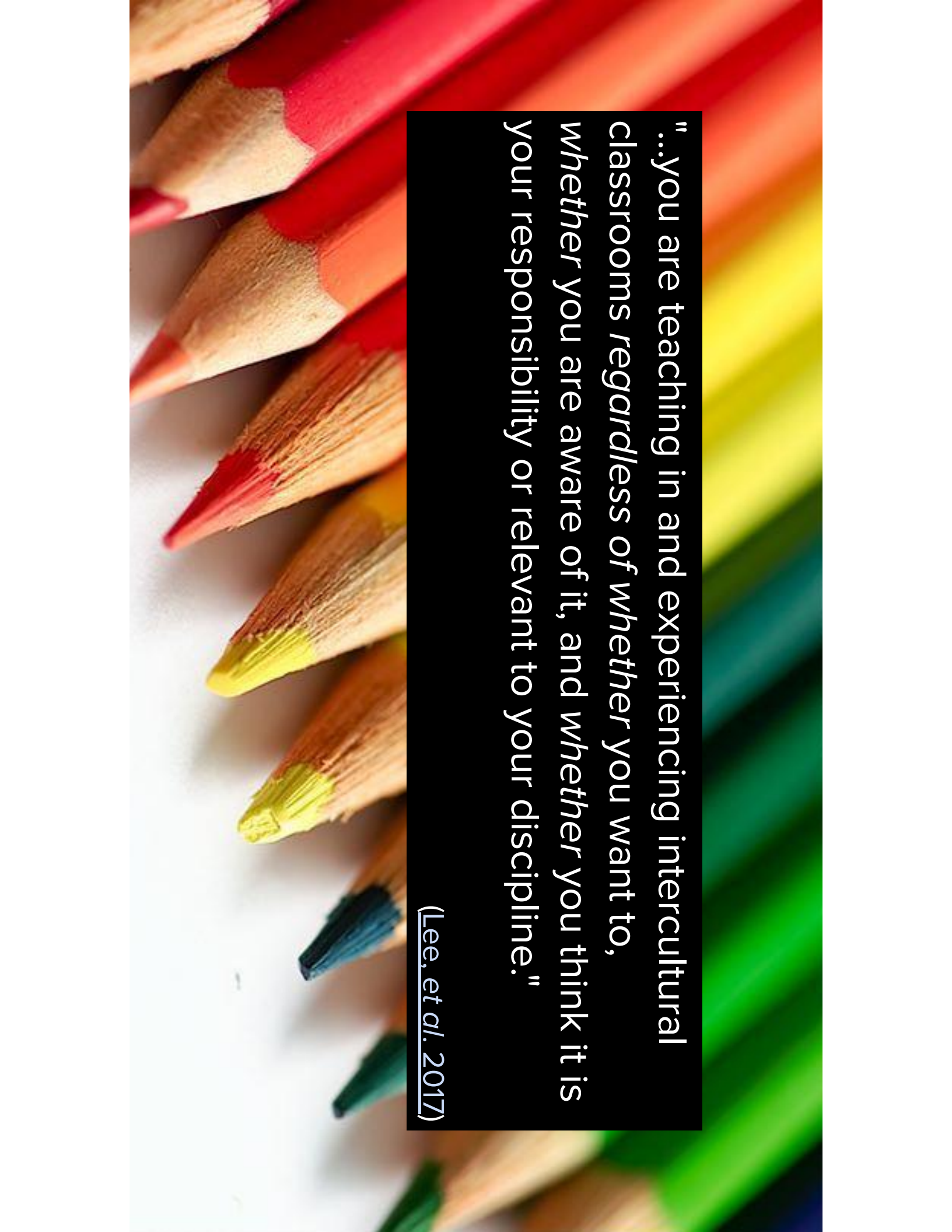
Ideology never says 'I am ideological'."

-Louis Althusser

“If you choose not to decide, you still have made a choice”

-Rush, Free Will



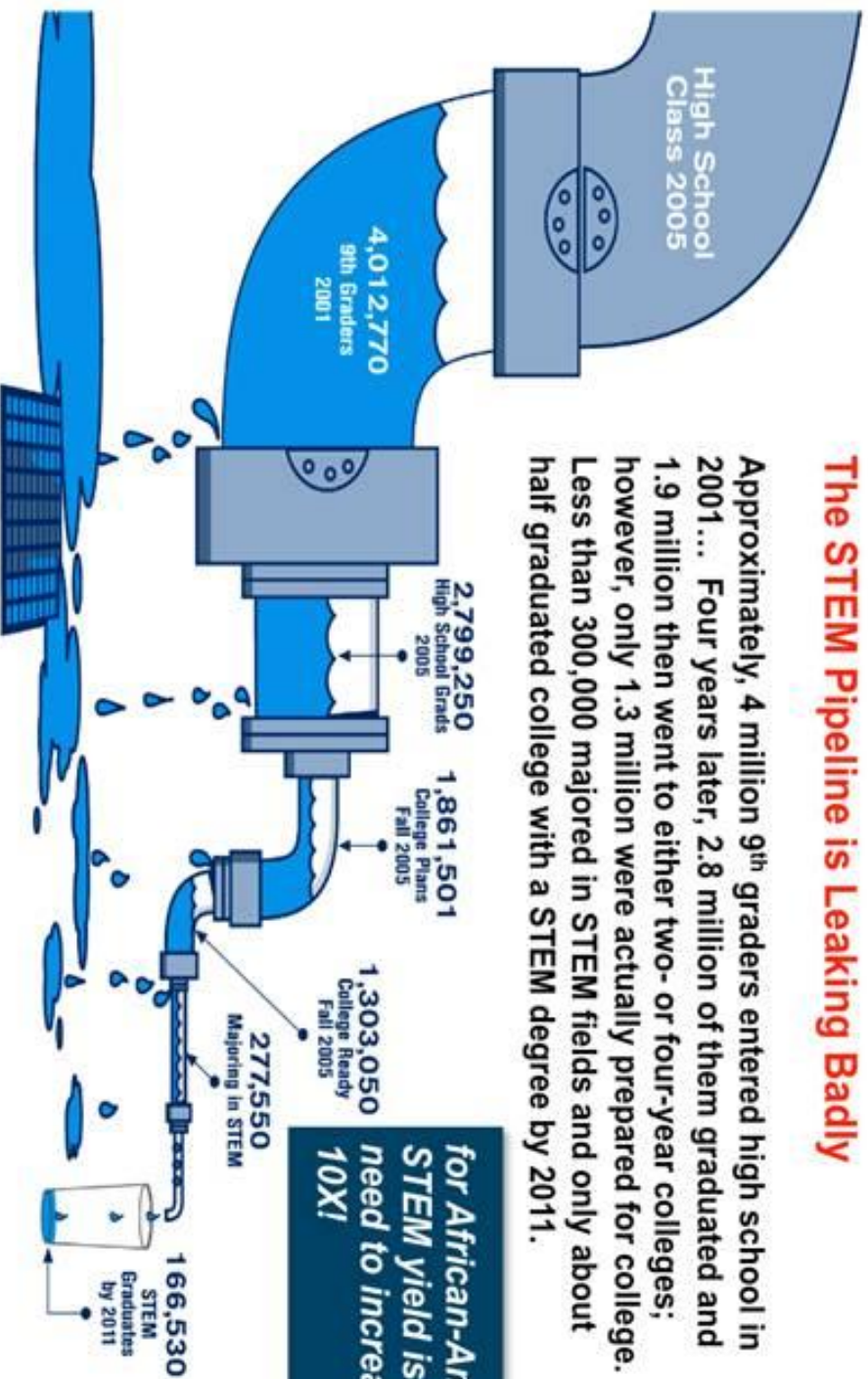


"...you are teaching in and experiencing intercultural classrooms *regardless of whether* you want to, *whether* you are aware of it, and *whether* you think it is your responsibility or relevant to your discipline."

(Lee, et al. 2017)

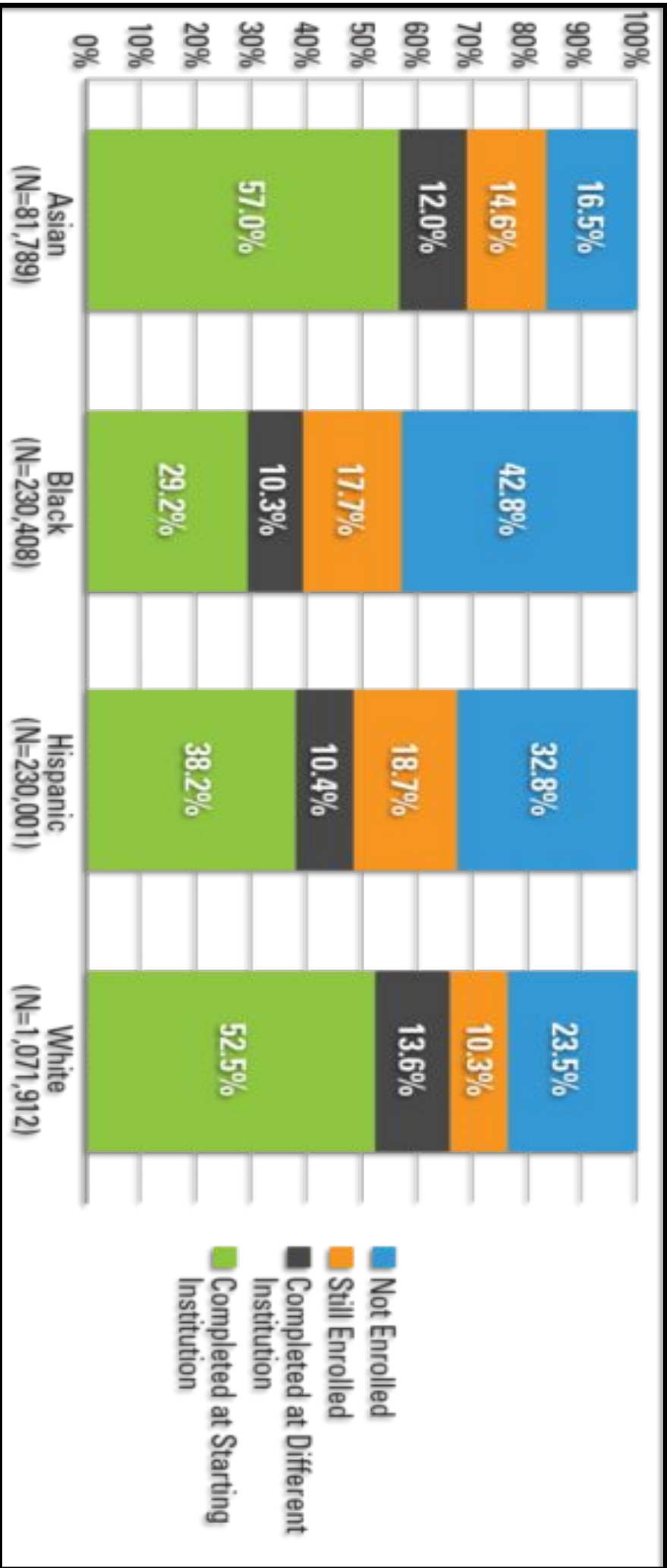
The STEM Pipeline is Leaking Badly

Approximately, 4 million 9th graders entered high school in 2001... Four years later, 2.8 million of them graduated and 1.9 million then went to either two- or four-year colleges; however, only 1.3 million were actually prepared for college. Less than 300,000 majored in STEM fields and only about half graduated college with a STEM degree by 2011.



Source: NCES Digest of Education Statistics; Science & Engineering Indicators 2008

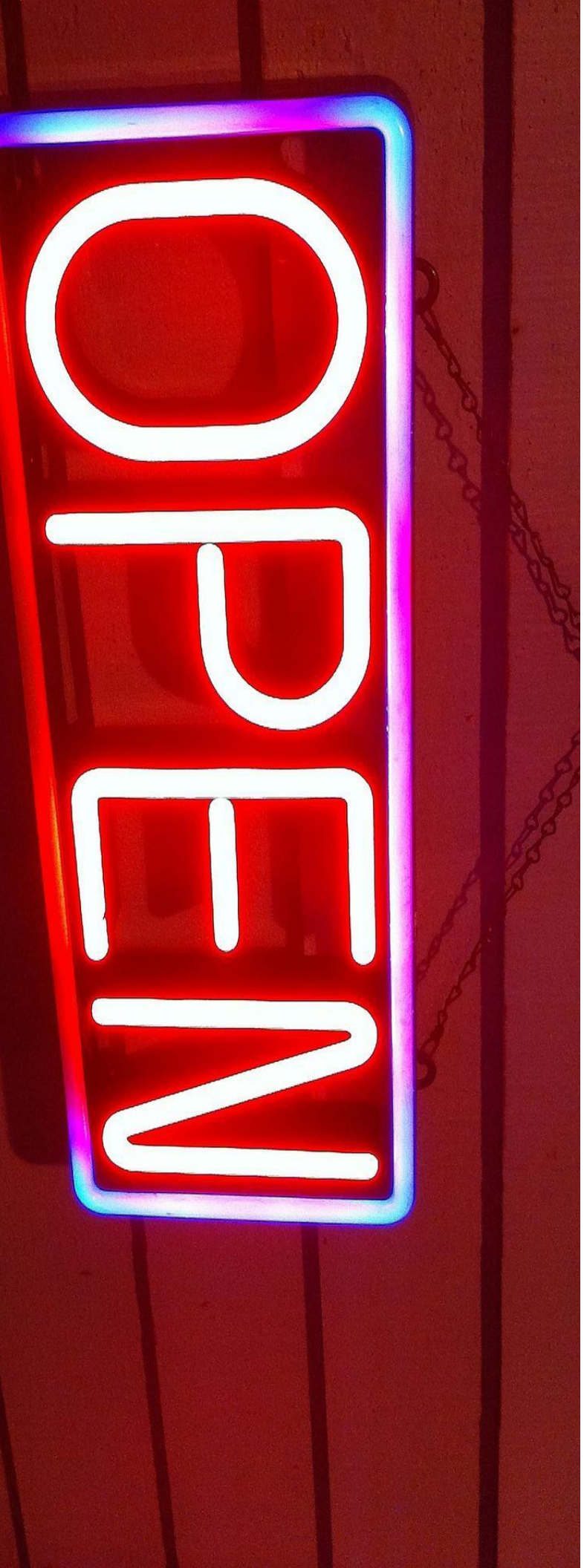
"...whether you think it is your responsibility or relevant to your discipline."



"...whether you think it is your responsibility or relevant to your discipline."

Source: National Student Clearinghouse Research Center, [Signature Report 14: Completing College, Fall 2011 Cohort](#)

A genuinely inclusive pedagogy has to not just embrace our daily classroom practice, but become a set of lenses through which we view both our students and our work in the university.



"The classroom remains the most radical space of possibility in the academy...I celebrate teaching that enables transgressions—a movement against and beyond boundaries. It is that movement which makes education the practice of freedom."

-[bell hooks \(1994\)](#)

It's time to get free



References and resources available at:
bit.ly/InclusivePedagogy2018

These slides available at:
bit.ly/inclusivemarian

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<http://thetattooedprof.com>