Definitions of Inclusion
1) Welcoming and embracing the strengths of our differences, encouraging involvement and providing equal access to opportunities and information (Gatekeepers, WFU)

2) ...to engage the motivation of all learners; create a safe, inclusive, and respectful learning environment; derive teaching practices from principles that cross disciplines and cultures... (Ginsberg & Wlodkowski, p. 23)

Notes:
Characteristics of an Inclusive Syllabus

- Explicit learning objectives
- Guidelines on how to succeed in meeting objectives
- Rubrics and/or rationales for grading
- Instructions on studying for tests
- Explicit policies on make-ups, absences, etc.
- Tone that communicates respect
- Sets high standards for all
- Communicates trust in student abilities to meet standards
- Communicates curiosity and excitement
- Creates positive expectations that are genuine, challenging and realistic

Course Design Questions:
1) Whom [not what!] are we teaching?
2) What are the students’ concerns and needs?
3) What do students need/want to learn?
4) What big questions are we answering?
5) Is the learning authentic and relevant?

Key drivers of effective (and inclusive!) teaching

1) Motivation

Figure 3.2. Interactive Effects of Environment, Efficacy, and Value on Motivation (Ambrose et al, 2010)
How to Improve Self-Efficacy? Growth Mindset!

• Fixed mindset: people believe their basic qualities, like their intelligence or talent, are simply fixed traits. They also believe that talent alone creates success—without effort. They’re wrong.

• Growth mindset: people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment.

“If you think you can, or think you can’t, you are right.”

(Make It Stick, p. 179)

2) **Metacognition** is “the process of reflecting on and directing one’s own thinking”

• Metacognitive processes to monitor and control learning:(Ambrose et al, pp. 190-193).
  - Assess the task at hand
  - Evaluate own skills and knowledge, identify strengths and weaknesses
  - Plan approach to task
  - Apply strategies and monitor progress
  - Reflect on whether approach is working/adjustments

**Bibliography**


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