

## Inclusive Pedagogy

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### **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)

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### **Notes:**

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### 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

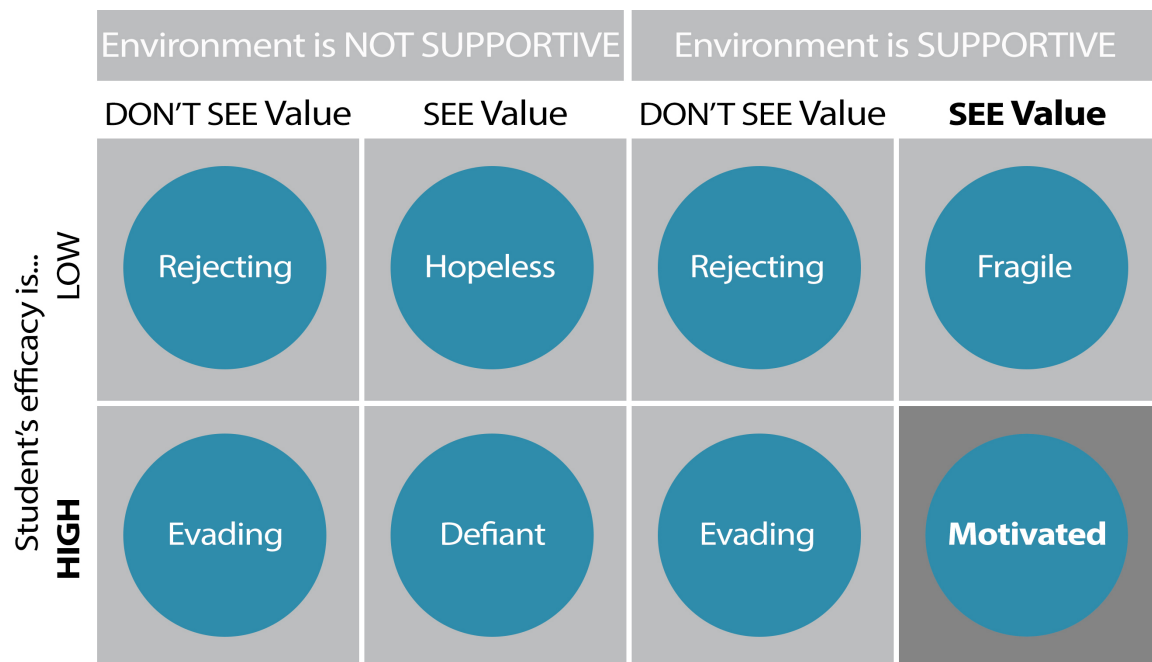


Figure 3.2. Interactive Effects of Environment, Efficacy, and Value on Motivation (Ambrose et al, 2010)

### 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

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