

# Teaching Tip Series

## Make Your Classroom Inclusive

Every student and instructor brings their own sociocultural lens to the classroom, and therefore each classroom is filled with a diversity of viewpoints, cultures, and backgrounds. Using principles of inclusive teaching in our pedagogical practices, course content, and assessment tools enable us to engage students in learning that is meaningful, relevant and accessible. A wealth of research suggests that students benefit academically and socially when this diversity is woven into the fabric of the classroom (e.g., Milem et al., 2005; Sathy & Hogan, 2019). Here are some tips for creating an inclusive classroom. You can use the Classroom Climate and Inclusion Survey below to assess inclusivity within your classroom.

1. Identify if there are students who tend to dominate the classroom conversations week after week. Consider rotating areas of the classroom from which you call on students to participate (e.g. back of the class or right side of the class) and give students an opportunity to prepare their responses before you ask them to answer a question.
2. Consider how you respond to all students in the classroom. Do you tend to be more responsive to some students than others? You may consider asking your Course Associate to keep track of your responses and to help you identify any inadvertent patterns in how you respond.
3. Make your assessments as equitable as possible. For a timed assessment (e.g. an exam), consider offering students additional time that they might need to read or write in order to properly complete the exam. For a paper, if writing is a substantial component of the paper's grade, encourage students to use the [writing center](#).
4. Consider the voices that are represented in your course. If you plan to bring in guest lecturers, consider the professional and cultural backgrounds of the speaker in order to provide students with additional perspectives on given issues.

### Resources

Milem, J. F., Chang, M. J., & Antonio, A. L. (2005). *Making diversity work on campus: A research-based perspective*. Washington, DC: Association American Colleges and Universities.

Sathy, V. & Hogan, K.A. (2019). How to make your teaching more inclusive. *The Chronicle of Higher Education*, July 22, 2019. [https://www.chronicle.com/interactives/20190719\\_inclusive\\_teaching](https://www.chronicle.com/interactives/20190719_inclusive_teaching)

## Classroom climate and Inclusion Survey

Please indicate the extent to which you agree or disagree with each of the following statements.

	<b>Strongly disagree</b>	<b>Slightly disagree</b>	<b>Neither agree nor disagree</b>	<b>Slightly agree</b>	<b>Strongly agree</b>	N/A
The instructor uses teaching techniques that help me learn.						
I feel empowered in my learning.						
The classroom atmosphere encourages me to participate.						
The class includes materials that involve the perspectives of people from diverse racial and ethnic groups.						
My cultural background is reflected in the course content.						