Inclusive Teaching

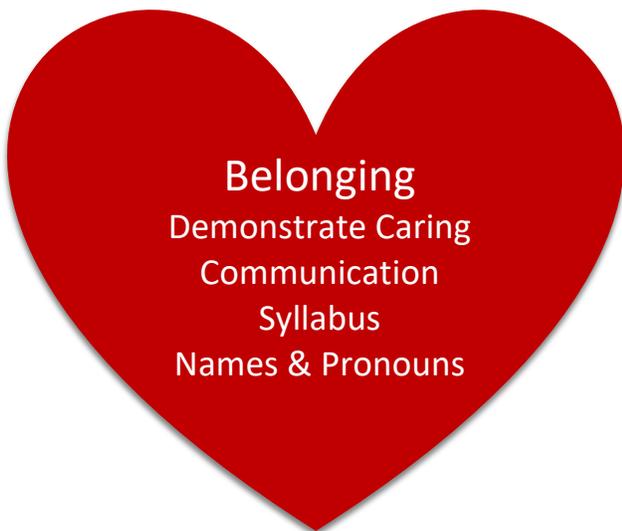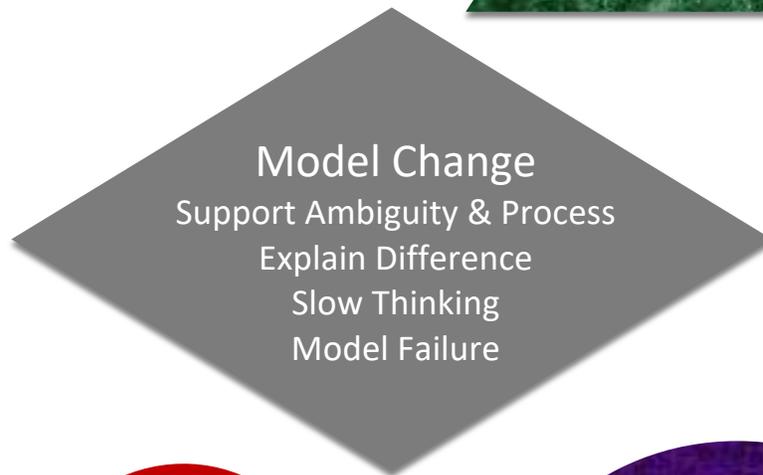**José Antonio Bowen**

teaching naked

A New 3Rs: Relationships, Resilience and Reflection

Targeted Universalism: john a powell (2008).
Post-Racialism or Targeted Universalism Denver University Law Review, 86, p. 785-806

Good Teaching is Inclusive Teaching

Transparency
Clarity
Rubrics

Scaffolding
Structure + Flexibility
Checklists & Backchannels
Study Smarter
Vary Assessments

Model Change
Support Ambiguity & Process
Explain Difference
Slow Thinking
Model Failure

Belonging
Demonstrate Caring
Communication
Syllabus
Names & Pronouns

Engagement
Purpose
Early Feedback
Real-world problems
Vary Teaching Strategies
Entry Points & Motivation
Survey

TRANSPARENCY

Maximize Clarity

- One up-to-date place for course info (LMS)
- What is required and where (OER?)
- Clear navigation and access of course materials
- Connect learning goals (why) to everything
- What else is hidden?

Rubrics

Make visible your own assumptions, biases and expectations
Find template at www.teachingnaked.com/rubrics (under "Borrow")

Syllabus

First Impressions
Tone and Transparency Matter
Find template at www.teachingnaked.com/syllabus (under "Borrow")

eCommunication Policy – A Clear Invitation

I look forward to helping and supporting you outside of class too!

- The best way to contact me is: _____ (email/FB/LinkedIn/text)
- I will respond to (email/FB chat/text messages etc.) within _____ hours,
- except on ____ or between _____ (9pm and 9am etc.)
- I am available online (email/FB/Zoom/LinkedIn/Twitter) _____ on ____days and also available for _____
- If you want an individual (physical/Zoom/Skype/chat) appointment _____
- I accept/do not accept FB/LinkedIn friend requests (until graduation?).
- Expectations regarding email contact by students (e.g., student must include his/her name in the email, must put the subject of the email in the subject line, must use an appropriately formal tone, etc.)

BELONGING

Seen -- Connected -- Supported -- Proud

Demonstrate Caring

- Learn names and pronouns (pre-class survey)
- Introduction Video
- Articulate difficulty
- Personal Messages
- Encourage Persistence
- Virtual Office Hours
- Arrive Early and Stay Late
- Invitations
- Ask for early feedback

Acknowledgement and Self-Awareness

Acknowledge differences
Your own accent and "common sense" (rubrics)
Demonstrate your own failings
Set expectations for diverse viewpoints (class + syllabus)

SCAFFOLDING

Structure and Flexibility are both inclusive practices

Checklists
Essential Concepts
Assessment and Assignment Options
Back-Channel

Study Scaffolding

Find template at https://teachingnaked.com/study-smarter/ (under "Borrow")
Customize study habits and time on task framework

Study Smarter: Part 1

Reflect: How much time did you need to get the grade you want?
Choose Strategies: Which resources and activities will be most useful
Plan & Implementation: What will you do when and where?

Study Smarter: Part 2

Reflect: What did you actually do?
Adjust: What worked the best?
Revise Your Plan: What will you do differently?

Need	Sample Uses	Tools
Chat or Q&A	Share resources Ask question Respond to prompts Clarify Comment	GoSoapBox.com Twitter or Google Slides Mentimeter (Q&A type slide) Tricider/Teams/Zoom Chat BackChannelChat.com
Word clouds & Open-ended responses	Lists of ideas Unclear concepts Rephrase an idea Examples or Applications	Mentimeter (word cloud, open-ended) AnswerGarden Padlet (visual board)
Voting, Polling & Quizzes	Discover baseline Answer questions Check understanding	Mentimeter Poll Everywhere or Socrative Google Forms Tricider GoSoapBox ("confusion barometer")
Visual, Brainstorming or Jamming	Collect & connect ideas Share images Play with concepts	Padlet.com Mural.co Jamboard.google.com

ENGAGEMENT

Activating Intrinsic Motivation
"to seek out novelty and challenges, to extend and exercise one's capacity, to explore, and to learn"

- **Salience Detection**   **Engagement**
    - Relevant & Worthwhile
    - Purpose & Meaning
- **Attention Control**   **Optimism**
    - Competency & Mastery
    - Optimal Challenge: Pleasantly Frustrating
    - Variety
- **Autonomy**   **Agency**
    - Choice, Self-Determination & Growth
    - Feedback & Supportive Communication

- Entry Point
- **Start with what matters to students,** then connect with what matters to you
- Feedback – Early and Often
- Pre-Class Survey
- Real –World Problems
- Vary Teaching Strategies
- Diversify your content and perspectives
- Who else can you highlight?
- Make Effort Visible: If you don't care, I don't care
- Video Feedback
- Active & Student to Student Learning

Better, Shorter and More Efficient Assignments
Motivation: **why** are we doing this? (goal & how it connects to learning outcomes)
Clarity: around **expectations** (how long & how should this time be divided?)
Checklists: what are the **parts**? (do I think, research, write, draft, edit?)
Rubrics: share **in advance** (what matters and is most valuable)
Spacing and Interleaving: (can I do this all in one sitting?)
Relevance: (can I enhance motivation by choosing better examples?)

MODEL CHANGE
- Ambiguity
- Intellectual Humility
- Process
- Explaining over Arguing
- Slow Thinking
- Model Failure
- Reframe Failure

Increasing Discretionary Effort

Low Anxiety + High Intrinsic Motivation

Segmented Incentives (sometimes)

Engagement + Optimism + Agency

BIAS & POLICY

Shortcuts & Cognitive Biases
- Conformity: Network Bias
- Choice Overload
- Status Quo Bias - Opt in/Opt out
- Social Norms
- Goal-Gradient
- Loss Aversion

Smiles, Faces & Culture

Motivation & Cognitive Load

Outcomes over Intentions

Algorithm and predictive analytics increased completion of college-level courses

English   from 27% (control) to 40%

Math   from 14% (control) to 17%.

Bergman, P., Kopko, E. & Rodriguez, J. E. (2021, June). Using Predictive Analytics to Track Students: Evidence from a Seven-College Experiment. NBER Working Paper 28948

Inclusive Teaching Resources & more at www.teachingnaked.com

Save 30% on BOOKS!

Teaching Change: How to Develop Independent Thinkers Using Relationships, Resilience, and Reflection (Johns Hopkins University Press, 2021) **NEW!**

Code HTWN at JHUP https://jhupbooks.press.jhu.edu/title/teaching-change

Teaching Naked: How Removing Technology from your College Classroom will Improve Student Learning (San Francisco: Jossey-Bass, 2012). AAC&U *Ness Award 2013*

Teaching Naked Techniques: A Practical Guide to Designing Better Classes with C. Edward Watson (San Francisco: Jossey-Bass, 2017).

Code TNT30 for any Teaching Naked book at Wiley