Inclusive Teaching can be thought about from multiple viewpoints: Student-Student Interactions, Instructor-Student Interactions, Content and Process, & Community Building. The table below lists strategies to address inclusive teaching from each of these viewpoints.

**Student-Student Interactions:** *Collaboration promotes learning and inclusion*
- Explain the value of collaboration and that these skills need to be learned
- Assess collaboration and ask students to reflect on what they learned
- Use peer evaluation and distinguish individual vs. group accountability
- Assign students to small, heterogeneous groups that do not isolate underrepresented students
- Establish guidelines for class participation & group assignments
- Be sure a group assignment warrants collaboration
- Clarify the expectations and grading scheme for each assignment
- Create time in class for students to discuss assignments or assignment expectations
- Set up study groups

**Instructor-Student Interactions:** *Be intentional about the message of your interactions*
- Know how you want to handle difficult situations (e.g. tension, inappropriate comments, disengaged students)
- Incorporate discussion/participation guidelines into your course and reference them throughout the course
- Use a moment of reflection or writing to stop a tense discussion and to help students re-evaluate a situation
- Be an ally to students in marginalized situations
- Model how to acknowledge an inappropriate comment that indict the statement, not the speaker
- Stop or intervene in a discussion if the comments become inappropriate
- Return to the discussion in a future class period if there are still things to be resolved
- Communicate high expectations and your belief that the students can succeed
- Elicit feedback from students about the course (e.g. Mid-Semester Feedback or survey)

**Content & Process:** *Motivate students to learn by helping them connect with course materials.*
- Ask students about their prior knowledge
- Ask students for concrete observations about the readings as well as analytical questions
- Ask students to identify example situations that illustrate course concepts
- Emphasize the larger purpose of the work
- Avoid generalizations about student experience when you give examples
- Identify the building blocks or fundamental knowledge & give students practice applying basic knowledge
- Introduce students to your disciplinary framework or way of thinking

**Community Building:** *Formal, planned interactions will more likely lead to an inclusive environment than simply hoping that good intentions will prevail.*
- Provide opportunities for the students to get to know one another
- Use discussion/participation guidelines to establish your expectations of student interactions
- Model how to analyze ideas and statements rather than people.
- Be an ally to students in marginalized situations & encourage other students to speak up if they notice something inappropriate
- Avoid making generalizations about student experience during discussions
- Allow for productive risk and failure within class. Make it known that this is part of the learning process.
- Seek multiple answers or perspectives to questions.
- Use icebreakers throughout the semester

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**Structure classroom interactions to include all students**
- Use a pace that lets students take notes during lecture
- Establish guidelines for class participation
- Use a queue for discussion and ask to hear from everyone
- Use think-pair-share exercises to involve all students in discussion
- Use “minute papers” to get feedback on what students are learning and thinking