Creating an Inclusive Course With ACUE Recommended Practices

Inclusive teaching practices help all students learn but are "especially beneficial to students who are members of groups underrepresented in their fields or traditionally underserved by institutions of higher education," notes the Center for Teaching and Assessment of Learning at the University of Delaware, a recipient of the 2018 Higher Education Excellence in Diversity Award.[1]

The following table presents the alignment of the principles of inclusive teaching with specific teaching practices recommended in ACUE courses. The table demonstrates the high degree to which ACUE's teaching competencies, as defined in its Effective Teaching Practice Framework ©, prepare faculty to implement evidence-based practices that create an inclusive learning environment resulting in equitable outcomes.

Inclusive Teaching Principle

Inclusive Learning Objectives

Inclusive student learning outcomes (SLOs) are clear and understandable to students, achievable for everyone (as much as possible), and reasonable given the time frame and the resources provided to those taking your course. When drafting your SLOs, make sure that they fulfill all the characteristics of a SMART outcome. This means that your SLOs are:

▷ Specific
▷ Measurable/Meaningful
▷ Appropriate & Attainable
▷ Realistic & Time-Framed

Well-written learning targets provide instructors with a structure for developing assessments that measure levels of learning. At the same time, good SLOs let students know what to expect in your course and how they must prepare to be successful in their area of study. When developing your SLOs, consider using the active verbs from Bloom's Taxonomy (2001).

Source: https://teaching.utk.edu/inclusiveteachingtoolbox

ACUE Recommended Practices*

Ensuring Learner-Centered Course Outcomes

▷ Are student-centered — Describe the work that students will be expected to do.

▷ Are measurable — Contain action verbs that describe what students will do and what can be measured through aligned assignments or assessments.

▷ Are meaningful — Represent knowledge and skills students will use in subsequent courses or in their future.

*organized by competencies defined in ACUE's Effective Teaching Practice Framework©

[1] Center for Teaching & Assessment of Learning. (n.d.). Diversity and inclusive teaching. University of Delware. https://ctal.udel.edu/resources-2/inclusive-teaching/; Hall, C. (2018, September 18). UD receives the 2018 Higher Education Excellence in Diversity Award. UDaily. https://www.udel.edu/ udaily/2018/september/excellence-diversity-inclusion-award/

Inclusive Teaching Principle

Inclusive Assessments & Activities

Culturally responsive teaching involves "checking for mastery of student learning outcomes in a way that takes into consideration students' cognitive, cultural and interdisciplinary diversity" (Ladson-Billings, 1994). Providing students with equitable learning opportunities builds trust, enhances your rapport with the learners in your classroom, and consequently, improves student motivation (Weimer, 2010).

▷ Be explicit about your assessment criteria and how they relate to learning goals, and share successful examples

▷ Think beyond tests and papers; give students multiple ways and repeated opportunities to reflect upon and demonstrate their learning and growth

▷ Create low-stakes opportunities for students to practice before they are asked to perform

Source: https://cndls.georgetown.edu/inclusive-pedagogy-toolkit-landing/

ACUE Recommended Practices*

COMPETENCY 1B
Designing Aligned Assessments and Assignments
▷ Identify appropriate evidence of mastery.
▷ Design transparent assignments aligned to learning outcomes.

COMPETENCY 1C
Aligning Learning Experiences With Course Outcomes
▷ Design relevant and aligned learning activities.
▷ Integrate students' prior experiences and cultural wealth.
▷ Design opportunities for students' to practice core skills.

COMPETENCY 2D
Motivating Your Students
▷ Vary and offer rationale for assessment types.
▷ Vary and offer rationale for presentation methods.

COMPETENCY 2E
Ensuring Equitable Access to Learning
▷ Use exemplars so that expectations are clear.
▷ Ensure assignments and activities prepare students.

COMPETENCY 2F
Helping Students Persist in Their Studies
▷ Offer options in assignment types
▷ Offer choice in assignment submissions

COMPETENCY 5D
Checking for Student Understanding
▷ Use quizzes as formative assessments.
▷ Use informal, continuous checks for understanding.

*organized by competencies defined in ACUE's Effective Teaching Practice Framework©

Inclusive Teaching Principle

Inclusive Grading & Assessment

In considering how to evaluate students' work, inclusive teaching considers that learners come to class with varying degrees of development in areas such as time management and study skills. Students' life situations also vary. Some may be working full-time to support families, raising their own children while attending college, or managing mental health issues. First-generation students may lack support in navigating college in general. Providing some flexibility in assignment structure and due dates can be helpful for all students. Ideas to consider:

▷ Dropping the lowest test or quiz grades
▷ Allowing students to redo assignments to improve their scores
▷ Giving students the opportunity to do test corrections to earn partial credit on questions they missed
▷ Allowing one late assignment per semester—no questions asked

Source: https://teaching.utk.edu/inclusiveteachingtoolbox/

Strategies for Inclusive Feedback and Grading

▷ Rubrics for inclusive grading
▷ Peer evaluation
▷ Student self-evaluation

Source: https://sites.lsa.umich.edu/inclusive-teaching/inclusive-syllabus-language/

ACUE Recommended Practices*

COMPETENCY 2E
Ensuring Equitable Access to Learning
▷ Provide opportunities to use feedback to improve performance.
▷ Incorporate research-based study skills.
▷ Use exemplars so that expectations are clear.
▷ Provide opportunities for students to practice.

COMPETENCY 2F
Helping Students Persist
▷ Establish peer-to-peer support.

COMPETENCY 4E
Developing Self-Directed Learners
▷ Provide students with opportunities to self-assess their work and process.
▷ Use checklists and rubrics to facilitate self and peer assessments.
▷ Integrate structured peer review into projects and papers.
▷ Share time estimates to help students manage their time.
▷ Prompt self-reflection on assignments

COMPETENCY 5A
Developing Equitable Grading Practices
▷ Use grading practices that motivate students.
▷ Mitigate the negative impact of late work.

COMPETENCY 5B
Creating Equity With Checklists and Rubrics
▷ Teach students to use grading tools to improve.
▷ Explain rubric and checklist criteria to ensure student understanding.
▷ Use rubrics and checklists to provide meaningful feedback.
▷ Use grading tool data to track progress and improve your instruction.

COMPETENCY 5C
Providing Useful Feedback
▷ Give students the opportunity to practice revising.

*organized by competencies defined in ACUE's Effective Teaching Practice Framework©

Inclusive Teaching Principle

Inclusive Course Content
Promote diversity and inclusion through course content and course design.

ACUE Recommended Practices*

COMPETENCY 2G
Embracing Diversity
▷ Ensure your curriculum incorporates diverse perspectives and experiences.
▷ Ensure your course examples reflect a diverse society.

Inclusive Teaching Principle

Inclusive Syllabus

A class syllabus is not only a record of assignments and activities, it is also a representation of who we are as instructors and the goals and ideals we wish to share with our students. The policies we choose to include in our syllabus—and the way we frame required policies—reflect our values and convey to students how we see them as learners and citizens in our classroom.

Source: https://sites.lsa.umich.edu/inclusive-teaching/inclusive-syllabus-language/

ACUE Recommended Practices*

COMPETENCY 1D
Preparing an Inclusive Syllabus
▷ Use a checklist to verify that all essential items for classroom and/or online course expectations are included.
▷ Create a calendar outlining important dates.
▷ Use student-friendly language and visuals.
▷ Increase student engagement with your syllabus (e.g., use visuals, create a graphic or liquid syllabus, include big ideas to show the relevance of the course).
▷ Include appropriate additions and detail for an online syllabus.

COMPETENCY 2G
Embracing Diversity
▷ Ensure your syllabus sets the tone for diversity and inclusion by including:

A syllabus diversity statement
· Expectations for valuing differences through respectful dialogue; and policies, statements, and/or resource information that address the needs and concerns of all of your students.

*organized by competencies defined in ACUE's Effective Teaching Practice Framework©

Inclusive Teaching Principle

Inclusive Task Instructions

Create a safe and effective learning environment for students by clearly describing task expectations to help ensure student understanding.

ACUE Recommended Practices*

COMPETENCY 2E
Ensuring Equitable Access to Learning
▷ Use exemplars to ensure expectations are clear.

COMPETENCY 3A
Using Groups to Ensure Active Learning
▷ Share the aim and rationale for the task.

COMPETENCY 3D
Planning Effective Discussions
▷ Provide detailed expectations, rubrics, and exemplars of productive. contributions to discussion forums.

COMPETENCY 3E
Facilitating Engaging Discussions
▷ Set clear expectations and identify model posts.

COMPETENCY 4A
Providing Clear Directions and Explanations
▷ Explain the purpose and relevance of the activity.
▷ Break down the activity into specific steps.
▷ Record and elaborate on the steps.
▷ Check for clarity of the directions and invite questions.
▷ Uncover and address common misconceptions.
▷ Create videos that allow for self-pacing and self-checks.
▷ Provide support for understanding vocabulary.
▷ Incorporate relevant examples.
▷ Incorporate retrieval practice to sustain learning.
▷ Use data and feedback to monitor comprehension.

COMPETENCY 4E
Developing Self-Directed Learners
▷ Use examples of prior student work.
▷ Use checklists and rubrics to facilitate self and peer assessment.

COMPETENCY 5B
Creating Equity With Checklists and Rubrics
▷ Explain checklist and rubric criteria.
▷ Engage students in creating rubrics.

*organized by competencies defined in ACUE's Effective Teaching Practice Framework©

Teaching an Inclusive Course With ACUE Recommended Practices

The following table presents a set of actionable, inclusive teaching practices that can be implemented to create an inclusive and supportive learning environment, while also demonstrating their alignment with specific teaching practices recommended in ACUE courses.

Inclusive Teaching Principle

Create opportunities for students to build rapport with each other and with you at the beginning of and throughout the semester.

ACUE Recommended Practices*

COMPETENCY 2A
Leading a Productive First Day
▷ Practice or post a welcome message.
▷ Greet students as they come into the classroom or course.
▷ Use an icebreaker to build community.
▷ Post a personal introduction.
▷ Create an online introduction discussion forum.

COMPETENCY 2D
Motivating Your Students
▷ Share your interest and background in the discipline and encourage students to do the same.
▷ Share how course learning is relevant to students' interests and goals.

COMPETENCY 2E
Ensuring Equitable Access to Learning
▷ Encourage student-to-student support.

COMPETENCY 2F
Help Students Persist
▷ Establish peer-to-peer support.

COMPETENCY 3E
Facilitating Engaging Discussions
▷ Strengthen peer connections.
▷ Offer guidelines to respond to peers.
▷ Use prompts to support peer-to-peer learning.

COMPETENCY 4E
Developing Self-Directed Learners
▷ Use checklists and rubrics to facilitate self and peer assessment.
▷ Integrate a structured peer review into papers and projects.

COMPETENCY 5C
Providing Useful Feedback
▷ Conduct structured peer review session.

COMPETENCY 5D
Checking for Student Understanding
▷ Create a Student Q & A forum.

*(organized by competencies defined in ACUE's Effective Teaching Practice Framework©)

Inclusive Teaching Principle

Invest in getting to know your students as individuals rather than as representatives for an entire group.

ACUE Recommended Practices*

COMPETENCY 2A
Welcoming Students
▷ Greet students as they enter your class or course.
▷ Create an online introduction forum.

COMPETENCY 2D
Motivating Your Students
▷ Share the relevance of your course content to students' academic and career goals.
▷ Get to know your students' names.

COMPETENCY 2F
Helping Students Persist
▷ Hold both individual and group office hours.

COMPETENCY 2G
Embracing the Diversity in Your Course
▷ Understand the impact of microaggressions and use language to validate student identities.

COMPETENCY 5C
Providing Useful Feedback
▷ Offer individualized feedback demonstrating your presence.

Inclusive Teaching Principle

Gather and respond to anonymous student feedback (on teaching techniques, comfort level, classroom experiences, etc.) throughout the semester.

ACUE Recommended Practices*

COMPETENCY 5D
Checking for Student Understanding
▷ Create a student Q & A forum.

COMPETENCY 5E
Using Student Data and Feedback to Improve Your Teaching
▷ Use incentives to increase anonymous student feedback.
▷ Use student feedback to inform course adjustments.

*organized by competencies defined in ACUE's Effective Teaching Practice Framework©

Inclusive Teaching Principle

Learn and use students' names when communicating.

ACUE Recommended Practices*

COMPETENCY 2D
Motivating Your Students
▷ Get to know your students' names.

COMPETENCY 2G
Embracing the Diversity in Your Course
▷ Use language to validate student identities.

Inclusive Teaching Principle

Create opportunities for collaborative learning.

ACUE Recommended Practices*

COMPETENCY 3A
Using Groups to Ensure Active Learning
▷ Share the purpose.
▷ Prepare students to work in teams.
▷ Ensure accountability with deliverables.
▷ Share technology for effective collaboration.
▷ Use a Think-Pair-Share.
▷ Facilitate a Jigsaw activity.
▷ Create a role-play activity.
▷ Assign group member roles.

COMPETENCY 3C
Developing Effective Class Sessions and Lectures
▷ Provide opportunities for interaction, processing, retrieval, and application.

COMPETENCY 3E
Facilitating Engaging Discussions
▷ Balance voices.
▷ Strengthen peer connections.
▷ Use groups to generate more meaningful dialogue.
▷ Use break-out rooms to increase engagement and deepen thinking.
▷ Use prompts to support peer-to-peer learning.

COMPETENCY 5B
Creating Equity with Checklists and Rubrics
▷ Use rubrics to ensure peer review is effective.

*organized by competencies defined in ACUE's Effective Teaching Practice Framework©

Inclusive Teaching Principle

Plan discussion prompts that take into consideration learners' backgrounds, perspectives, and values.

ACUE Recommended Practices*

COMPETENCY 2G
Embracing Diversity
▷ Explicitly invite diverse perspectives and viewpoints

COMPETENCY 3D
Planning Effective Class Discussions
▷ Develop prompts that leverage student experience and reinforce real-world application.
▷ Develop prompts to invite diverse viewpoints.
▷ Create multiple prompts to allow student's as choice.

Inclusive Teaching Principle

Include a civility statement in the syllabus that addresses specific expectations for student behavior, interaction, and communication.

ACUE Recommended Practices*

COMPETENCY 2B
Promoting a Civil Learning Environment
▷ Set clear incivility and etiquette guidelines in your syllabus.

Inclusive Teaching Principle

At the start of a semester, establish community norms by having students identify and discuss their own expectations for respectful engagement and civil discourse in the online environment. Create course policies around these expectations. Hold students accountable—and have students hold one another accountable—when these policies are not followed.

ACUE Recommended Practices*

COMPETENCY 2B
Promoting a Civil Learning Environment
▷ Collaborate with students to create community norms.
▷ Effectively respond to minor disruptions.
▷ Effectively respond to major challenges negatively impacting the learning environment.
▷ Coach students to manage challenging conversations.

COMPETENCY 2G
Embracing Diversity
▷ Set ground rules for maintaining productive discourse.

▷ Manage disruptions and "hot moments"

COMPETENCY 3C
Developing Effective Class Sessions and Lectures
▷ Provide opportunities for interaction, processing, retrieval, and application.

COMPETENCY 5B
Creating Equity with Checklists and Rubrics
▷ Use rubrics to ensure peer review is effective.

*organized by competencies defined in ACUE's Effective Teaching Practice Framework©

Inclusive Teaching Principle

Understand the impact of stereotype threat and microaggressions on student learning and belonging.

ACUE Recommended Practices*

COMPETENCY 2G
Embracing Diversity
▷ Understand stereotype threat and implement practices to reduce it.
▷ Recognize, avoid, and mitigate the impact of microaggressions.
▷ Teach students to recognize and address microaggressions.
▷ Use language to validate student identities.

Inclusive Teaching Principle

Unearth your assumptions, examine your biases about students.

Source: Linking Implicit Bias to Classroom Teaching Practices (S. Brookfield)

In a teaching and learning context, implicit bias presents a serious barrier to leveraging the benefits of a heterogeneous learning space in which students feel welcomed and validated. Therefore, it is important that instructors do the difficult work of self-examination to determine what their biases are and how to work against them. Once these biases have been identified, it is up to them to challenge those notions and move toward a more open approach to learning and appreciating cultural differences. Given the deep impact that bias can have on one's perspective of others, this process is ongoing—even lifelong!—and requires a commitment to developing cultural competency and an attitude of humility in interactions with culturally different others.

Source: https://teaching.utk.edu/inclusiveteachingtoolbox/

ACUE Recommended Practices*

COMPETENCY 2G
Embracing Diversity
▷ Become aware of your implicit biases.
▷ Consider how your implicit biases may impact students.
▷ Mitigate the impact of implicit bias in assessment and feedback practices.
▷ Use student feedback to reflect on your role as an inclusive educator.

*organized by competencies defined in ACUE's Effective Teaching Practice Framework©

Inclusive Teaching Principle

Address challenging moments head-on.

ACUE Recommended Practices*

COMPETENCY 2G
Embracing Diversity
▷ Set expectations and manage for respectful dialogue.
▷ Manage disruptions and "hot moments."

Inclusive Teaching Principle

Cultivate a growth mindset.

ACUE Recommended Practices*

COMPETENCY 2F
Helping Students Persist
▷ Share research on growth mindset.
▷ Assign activities and assignments that address a growth mindset.
▷ Normalize academic struggle and mistakes.
▷ Send messages that recognize student progress.

Inclusive Teaching Principle

Provide additional support.

ACUE Recommended Practices*

COMPETENCY 2B
Promoting a Civil Learning Environment
▷ Effectively respond to minor disruptions.
▷ Effectively respond to major challenges negatively impacting the learning environment.

COMPETENCY 2E
Ensuring Equitable Access to Learning
▷ Develop resources to support student learning.
▷ Assist students in using campus-based resources.

COMPETENCY 5C
Providing Useful Feedback
▷ Post a document or create a video addressing common challenges.
▷ Incorporate links to relevant resources.

*organized by competencies defined in ACUE's Effective Teaching Practice Framework©

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