

**IOWA STATE UNIVERSITY**

**Center for Excellence in Learning and Teaching**

# **An Inclusive Classroom Framework: Resources, Onboarding Approach and Ongoing Programs**

**Laura Bestler, PhD**

Program Coordinator, CELT

**Sara Marcketti, PhD**

Director, CELT

Professor, Apparel, Merchandising, and Design

# Today's Goals

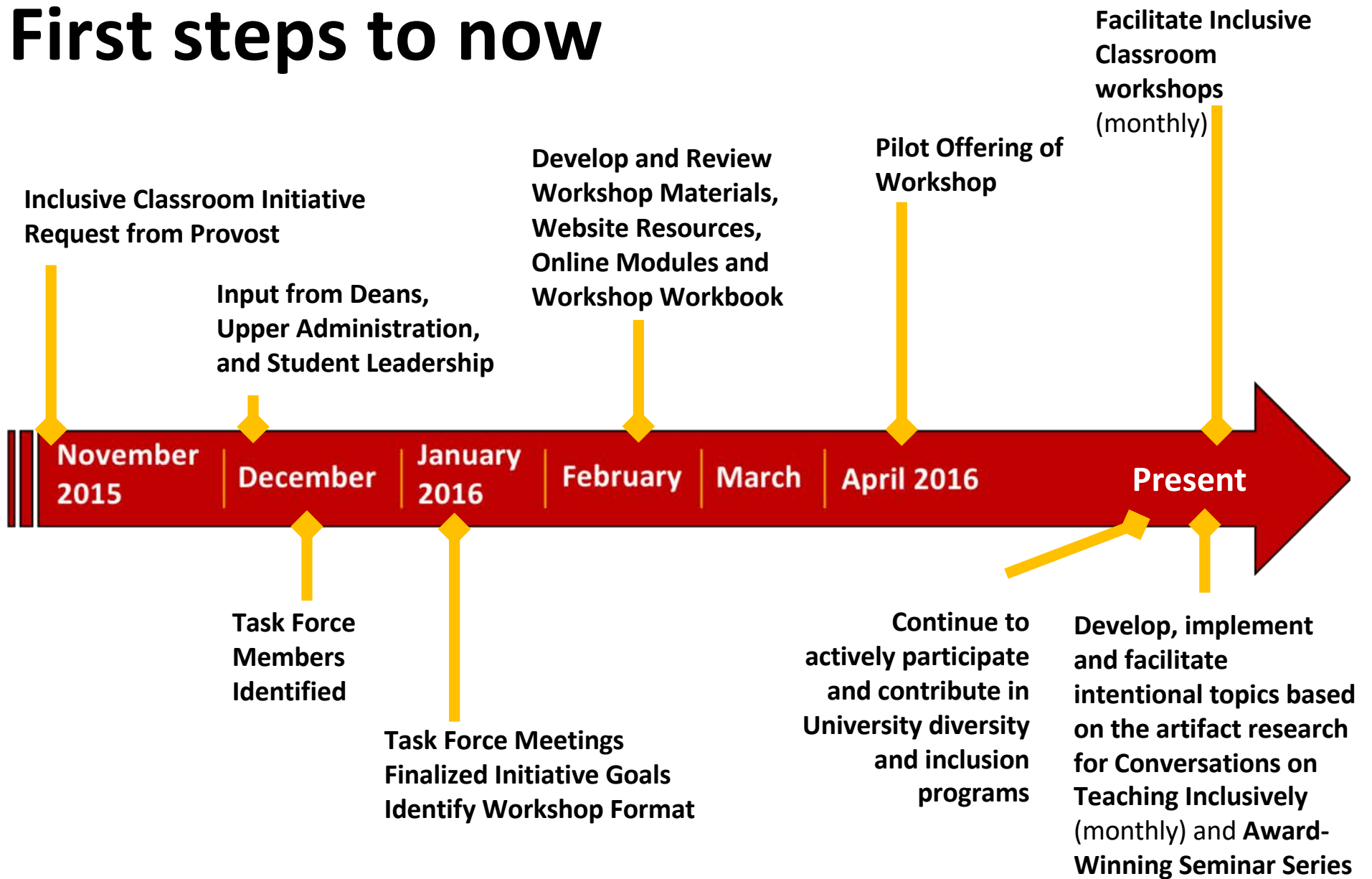
- **Describe** how Iowa State used a collaborative approach to develop the inclusive classroom workshop
- **Share** the continual evolution of the workshop, resources, and an example agenda
- **Explore** what teaching inclusively is and why it is important to Iowa State University
- **Convey** the importance of ISU's Strategic Plan and how to extend learning

# Inclusive Classroom Workshop resources

website: <http://bit.ly/isuicwresources>



# First steps to now



# Workshop Goals

- **Describe** how Iowa State used a collaborative approach to develop the inclusive classroom workshop
- **Share** what teaching inclusively is and why it is important to Iowa State University
- **List** barriers to an inclusive classroom and identify potential strategies to overcome them
- **Engage** and **practice** active learning techniques that contribute to an inclusive classroom environment
- Begin to build a **teaching inclusively action plan**

# The Flipped Classroom

**Before**

Engage in online learning modules to prepare for workshop

**During**

Apply knowledge through active learning, discussions, solving scenarios, and developing an action plan

**After**

Check understanding and extend learning

# Pre-Workshop Learning Modules

IOWA STATE



Account



Dashboard



Courses



Calendar



Inbox



Arc



Help

(Public) CELT Inclusive Classroom > Syllabus

Home

Modules

Assignments

Grades

Syllabus

## (Public) CELT Inclusive Classroom Online Modules

[Jump to Today](#)

### Welcome to the Public Version of the Inclusive Classroom Online Modules

We are looking forward to having you participate in CELT's Inclusive Classroom \ access to the pre-workshop online learning modules that will prepare you to acti After participating in the modules and the face-to-face seminar, you will be able

- Identify discipline-based and course specific improvements to foster inclusive
- Develop an inclusive pedagogical practices action plan based upon the mindful syllabus and course design checklist.
- Become aware of the campus resources that promote student success.



View Iowa State Daily Online's "Voices - P

<http://bit.ly/icpublic>



# Pre-Workshop Online Learning Modules

**Modules include:** reading resources, viewing video(s), and responding to critical reflection questions

## **Module Topics:**

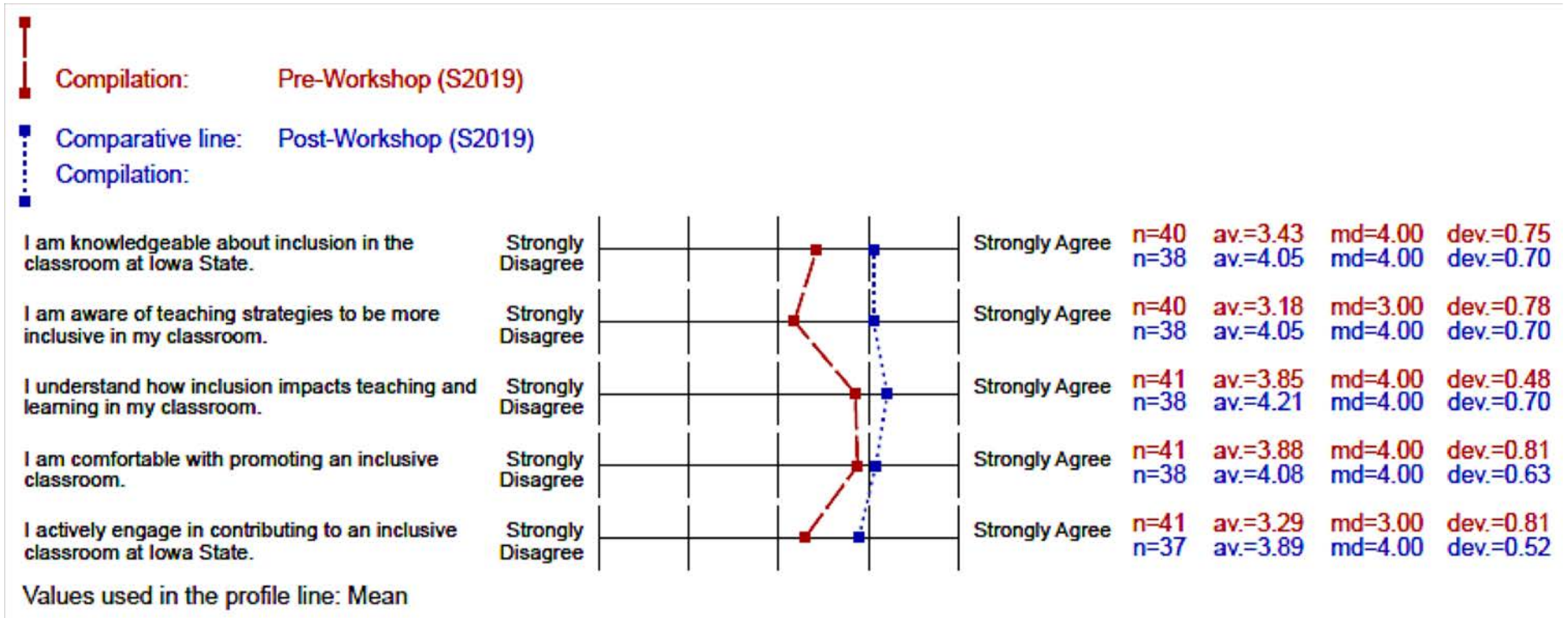
1. ISU policies and information relevant to inclusion
2. Exploring your inclusive teaching persona
3. Developing a mindful syllabus and course design
4. What are micro-aggressions and how do they impact learning?



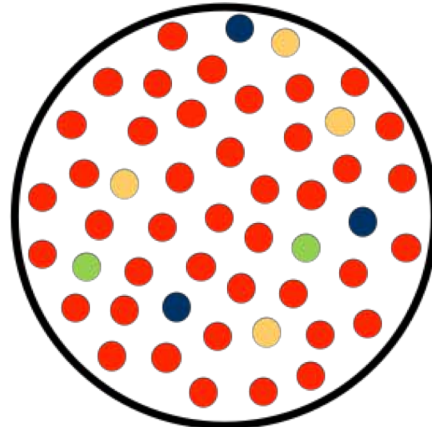
# Example Workshop Agenda

- **Introduction:**  
Agenda & goals, overview, setting the discussion guidelines
- **What is an Inclusive Classroom and Why is It Important?**  
Individual and small group work followed by large group discussion
- **Barriers to Effective Inclusion & Strategies to Overcome Them:**  
Individual and small group work followed by large group discussion
- **Classroom Scenarios:**  
Previous experience, and discussions will inform the cohort about how-to solve student scenarios in small groups
- **How to Promote Inclusion in the Classroom:**  
Begin work on the individual action plan
- **Next Steps and Closing:**  
Discuss ways for the cohort to continue development

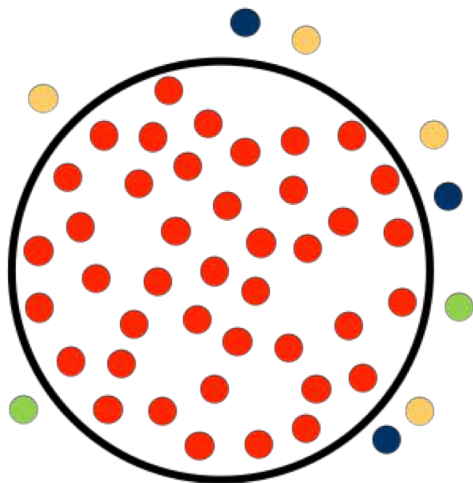
# Results from a recent workshop



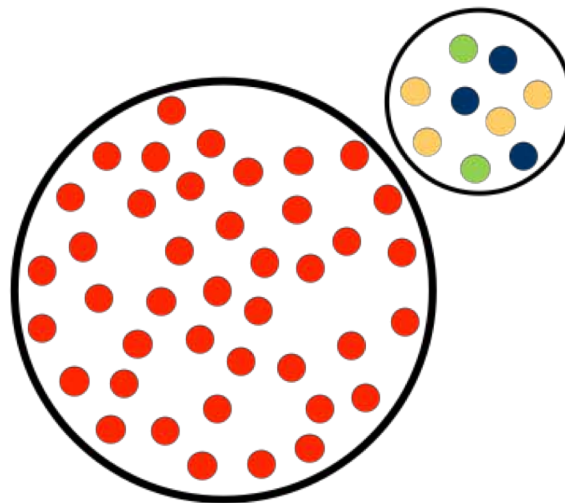
# What is inclusion?



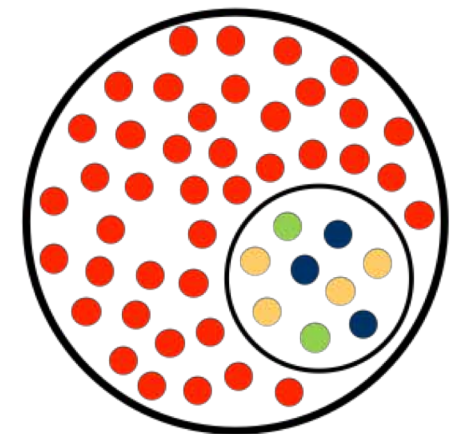
**Inclusion**



**Exclusion**



**Segregation**



**Integration**

**Think • Pair • Share**

**Write on one side of the index card:**

**What is an inclusive classroom like?**

**Write on the other side:**

**Why is an inclusive classroom important to Iowa State?**



# Scenarios



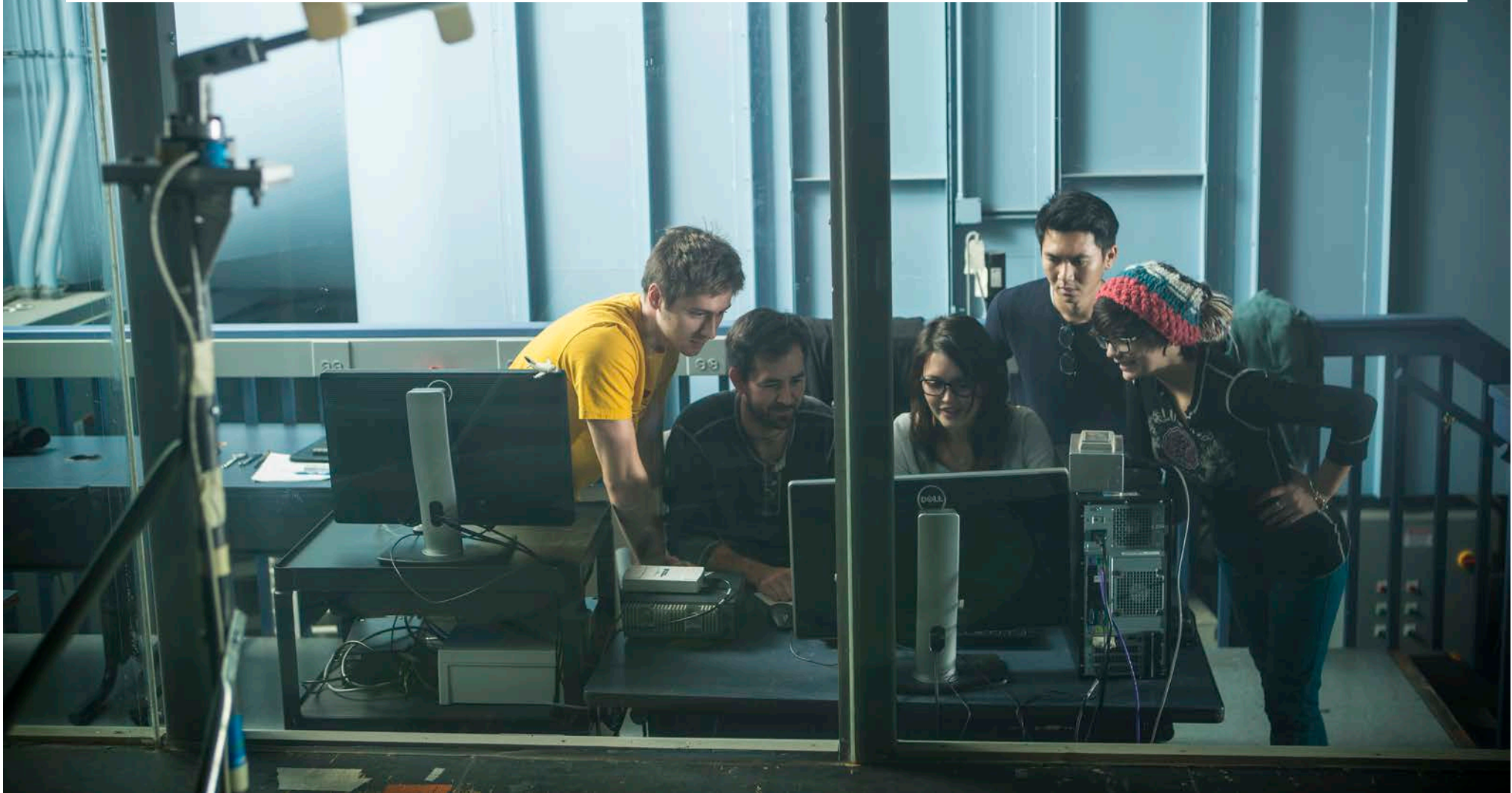
**Team-Based Learning (based) activity**

**Scenario 3:** A student responds to a comment during class discussion with a joke that is racist, sexist, and/or homophobic, etc. How do you respond?

- a) You ignore the comment and continue to facilitate the discussion.
- b) Use an “I” statement: “I didn’t find that joke funny. I’d like you to stop.”
- c) I have a different idea...



# Next Steps



**IOWA STATE UNIVERSITY**  
Center for Excellence in Learning and Teaching

**An Inclusive Classroom Framework**

# Contributing to ISU's Strategic Plan

We encourage ISU participants to share their Action Plan (Strategic Plan 4.4) with their supervisors

- ACTION 4.4 Supervisors will acknowledge and include employees' efforts related to diversity, equity, and inclusion in the annual performance evaluation process
  - Metric A4.4 Senior administrators report on annual progress

ISU's Strategic Plan website: <https://strategicplan.iastate.edu/>



# Individual Action Plan

- Opportunities
- Barriers and strategies
- Your support team
- Scaffolding for successful implementation
- Resources available on our CELT website short url:

<http://bit.ly/isuicwresources>



**IOWA STATE UNIVERSITY**  
Center for Excellence in Learning and Teaching

### Individual Action Plan: Inclusive Classroom

Name: \_\_\_\_\_

Which course(s)? \_\_\_\_\_

**Opportunities to promote inclusion in my course:**  
(i.e., include University Religious Accommodation Policy in my syllabus, discuss student accessibility services throughout the semester and not just on the first day, promote The Green Dot project, etc.)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Barriers and Strategies**  
In the first column share the potential barriers towards promoting inclusion in your classroom. Then, list the strategies to overcome those barriers in the second column.

Potential barriers	Strategies to overcome

**My Support Team/Colleagues(s):**  
Who will help support my efforts to promote inclusion? How will you share your plan with them?

3024 Morrill Hall • 281 Parks Library  
515/294-5357 • celt@iastate.edu • <http://www.celt.iastate.edu>

# To build your action plan use the Inclusive Classroom Workshop webpage:

<http://bit.ly/isuicwresources>



# Mindful and Learner-Centered Syllabus Checklist (PDF)

Download the PDF:  
<http://bit.ly/celtsyllabus>



## Mindful and Learner-Centered Syllabus Checklist

**Checklist Directions:** Please use this checklist to determine whether your course syllabus includes these components of a learner-centered syllabus.

### Course Information

- Course Abbreviation and Number
- Course Title
- Semester and Year (Start Date to End Date)
- Number of Credit Hours

### Instructor Information

- Name
- Office Address
- Office Hours and Other Contact Information
- Telephone Number
- Email Address

If the instructor has a teaching assistant, include contact information.

### Departmental Information

- Name of Department
- Location of Departmental Office
- Preferred Contact Information for the Department

### Course Goals and Learning Outcomes

- To give a basic background and starting point for course design use [CEL T's Basic Course Design: Aligning Course Objectives with Class Assignments and Your Teaching Approach](http://bit.ly/1TqBeW3) website (<http://bit.ly/1TqBeW3>)
- Discuss how the course fits into the overall curriculum. Answer the question "Why is this course useful?"
- List 4-5 broad-based learning outcomes that reflect what the students will learn and skills they will develop by successfully completing the course.
- Orient students to the discipline if this is an introductory course.

### Learner Objectives

- List three to five major learning objectives. For example: What will students know or be able to do after completing the course? Or what skills or competencies do you want them to develop?
- Visit [CEL T's Tips on Writing Course Goals/Learning Outcomes and Measurable Learning Objectives](http://bit.ly/1QvTjzt) website (<http://bit.ly/1QvTjzt>) as a resource for developing your course.

# Strategies to Create an Inclusive Course (PDF)

Download the PDF:

<http://bit.ly/celt-strat>



## Strategies to Create an Inclusive Course

As instructors, it is important to foster an environment that respects diversity and fosters an open environment in which all students can participate and learn. Below are issues to consider when designing and leading a course.

### Syllabus

- Use the Mindful and Learner-Centered Syllabus Checklist from [CELT's How to Create an Effective Syllabus](http://bit.ly/1QvN2np) website (<http://bit.ly/1QvN2np>)
- Utilize the [Interfaith Calendar](http://www.interfaithcalendar.org/) website (<http://www.interfaithcalendar.org/>) for a calendar of religious holidays when planning tests, assessments or assignment due dates. Include in your syllabus procedures for making up assignments that are missed due to religious holidays.

### Textbooks and Resources

- Choose a textbook with gender neutral terms. Check to see if examples and photographs include people of all genders and of various races and ethnicities.
- If you do use materials or resources that are not written in neutral language, such as older books and articles, point this out to your students. You may use this as an opportunity to discuss how diversity and inclusion issues have evolved over time in your discipline.

### Your Students

- Ask students how to pronounce their names and work hard to pronounce them correctly. Also, ask students how they would like to be addressed in class.
- Address students consistently. If you refer to a few students by using their first and last names, be sure to use first and last names for all students.
- Treat students as individuals whose identities are complex and unique. Example: You can ask open-ended questions to solicit students' reports of their experiences or observations without calling on a student to speak for his or her race/gender/culture.
- Assume that not all students in a class are heterosexual.
- Assume that some of your students are non-Christians.
- Do not make assumptions about a student's race or ethnicity based on appearance.
- Be aware of possible student anxiety about their performance in a competitive classroom environment. All students - including those whose personal or cultural histories may include being a target of stereotypes and discrimination - need clear standards and evaluation criteria, straightforward comments on their work delivered with tact and empathy, and early feedback so that they can change their learning strategies or get help if needed.

### Communication

- Provide some linguistic redundancy. Many students, particularly non-native speakers of English, benefit from both seeing and hearing language (e.g. using the dry erase board or PowerPoint) and from hearing key ideas stated in different ways.
- Avoid highly idiomatic English. Idioms are especially confusing for non-native speakers of English or any student who may have been raised in another country or another region of the U.S. While the expressions may be colorful, many students may miss an important concept if the phrase is unfamiliar (e.g. "once in a blue moon," "between a rock and a hard place").
- Provide an opportunity for students to give anonymous feedback on the classroom climate such as via an anonymous discussion thread in Blackboard, or an anonymous survey tool.
- Don't assume that students who don't talk don't know the material. Being quiet in the classroom and not "showing off" are considered respectful in many cultures. For some students' silence in the classroom may have been learned in response to negative experiences with participation (e.g. being interrupted by others, not getting credit for their ideas, having others talk to them in a condescending or dismissive way).

# Extend learning

- **Promote** this workshop or host it in your department or college
  - **Attend:**
    - ISCORE (Iowa State Conference on Race & Ethnicity)
    - NCORE and participate in the NCORE-ISCORE Academy or Network
- website: <https://www.iscore.iastate.edu/>

# Attend

## CELT's Conversations on Teaching Inclusively

- **Navigating controversial topics in the classroom,**  
Apr. 2 (2:10-3 p.m., in-person and online)
- **Exploring ways to create a welcoming learning environment,**  
Apr. 9 (2:10-3 p.m., in-person and online)
- **Building an inclusive and learner-centered syllabus,**  
Apr. 30 (4-5 p.m., in-person and online)

Register via <http://learn.iastate.edu>





# Attend

## Award-Winning Seminar Series

### Real Talk About Inclusion: Do your students feel safe?

with Audrey Kennis

March 27 (12:10-1:30 p.m.)



Register via <http://learn.iastate.edu>



Audrey Kennis

# Does my \_\_\_\_\_ scare you? Let's talk about it

An open discussion on microaggressions & perceived bias

**Friday, March 29 (1:10-3 p.m.)  
Gallery Room, Memorial Union**

Lover Chancler, Director of The Center for Multiculturalism and Inclusivity at University of Central Missouri, will facilitate an honest discussion in a safe environment about the ways that we are different and the ways that we are similar related to diversity, equity and inclusion in our community. We will explore the impact that microaggressions and perceived bias have had on all of our lives. While this dialogue may feel uncomfortable, it is essential to building understanding and empathy so we can leverage our strengths and differences at Iowa State University.



This event is sponsored by the Department of Human Development and Family Science (HDFS), the Center for Excellence in Learning and Teaching (CELT), and the HDFS Graduate Student Network.

**Questions?** Contact Kere Hughes-Belding, Associate Professor, HDFS via email [kereh@iastate.edu](mailto:kereh@iastate.edu) or call 515-294-8441



# ISU's Transforming Gender & Society Conference

Apr. 6 (9 a.m.- 5 p.m., MU)



Call for Papers!

**SATURDAY, APRIL 6, 2019**  
MEMORIAL UNION-IOWA STATE UNIVERSITY



Proposal submission information can be found at  
[www.womenstudies.las.iastate.edu/tgs2019/](http://www.womenstudies.las.iastate.edu/tgs2019/)

IOWA STATE  
UNIVERSITY



Learn more, website: <http://bit.ly/isutgs19>

# The Spark: Real Talk About Inclusion

## An initiative from the Office of Multicultural Student Affairs (MSA)

As a result of participation in this **weekly email series**, participants will identify how their multicultural awareness, skills and knowledge had been influenced.



Register via the MSA website <http://bit.ly/isumsaspark>

Remember the Inclusive Classroom Workshop  
webpage: <http://bit.ly/isuicwresources>

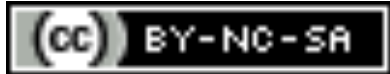


# Closing Activity (1-minute reflection)

**Write on an index card:**

**What one thing do you wish  
instructors would do to teach  
inclusively?**

# Creative Commons



An Inclusive Classroom Framework:  
Resources, onboarding approach and ongoing programs  
PowerPoint presentation by Center for Excellence in  
Learning and Teaching (CELT), Iowa State University,  
used under BY-NC-SA. This work is licensed under a  
[Creative Commons Attribution-NonCommercial-  
ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/).

# Contact

## Laura Bestler, PhD

Program Coordinator

Center for Excellence in Learning and Teaching

3024 Morrill Hall

603 Morrill Road

Ames, IA 50011-2170

Email: [bestler@iastate.edu](mailto:bestler@iastate.edu)

Phone: 515-294-4533

Website: <http://www.celt.iastate.edu/>