Strategies for Inclusive Teaching

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Opening Discussion: Talk with Neighbor (5 min)

- What is INCLUSIVE teaching?
- Why is it important to you?
Principles behind Inclusive Teaching

Pluralism, Collaboration

Fairness

Equality of Opportunity

Central to learning and scholarship
“Identity Contingencies”

reducingstereotypethreat.org
Performance on a 30-Minute Verbal Test
(Qs from GRE study guides + 3 anagrams)

Steele and Aronson, 1995

Original Graph
Performance on a 30-Min Math Test
(Qs from GRE)

Spencer, Steele, and Quinn, 1999
Performance on a 20-Min Math Test
(Qs from GMAT)

Test Characterization

No-Gender-Difference

Score Corrected for Guessing

Men

Women

Control

Spencer, Steele, and Quinn, 1999
Performance on a 20-Min Math Test
(Qs from GRE; All Subjects were White Males)

Aronson et al., 1998

Mean Math Test Performance

- High Math Identified
- Moderate Math Identified

Original Graph
Stereotype Threat: Summary of Major Points

• Awareness of stereotypes that others may apply to one’s group can depress academic performance, even when awareness of stereotypes is not explicitly “triggered”

• Stereotype threat is situational
  • Can affect anyone, depending on context, but does affect some more than others
  • More prevalent when students strongly identify with domain in which they are being tested
Inclusive Teaching: Reducing the Threat

Avoid referring to tests, or to performance, as measures of “natural ability”

Foster a “growth mindset”--intelligence is not a fixed, “natural” ability, but grows over time

Combine high standards with idea that all can achieve

Diversify curricula, faculty, and enrollment

reducingstereotypethreat.org
<table>
<thead>
<tr>
<th>Plan for inclusive content</th>
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<tr>
<td><strong>Select readings and course materials that reflect diverse perspectives and contributors to the field</strong></td>
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<td><strong>Use varied examples and socio-cultural contexts in lecture, exam questions, assignments, and case studies</strong></td>
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<td><strong>Pay attention to the representation of people and groups in visuals and language</strong></td>
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Inclusive Teaching: Classroom Climate

- Set expectations and ground rules
- Challenge all students
- Respond respectfully to individual contributions
- Manage “Hot Moments”

Encourage full participation
Managing “Hot Moments”

anticipate, prepare, provide structure

microaggressions

silencing

controversial topics

offensive speech
Inclusive Teaching Strategies

Utilize a variety of teaching methods

Provide structure for students to work in diverse groups

Grade with rubrics or other methods that promote fairness

Gather feedback from colleagues and students
Next Steps

1. Now: please take 1-2 minutes to record . . .
   - An idea, insight, or question that you want to remember and use in your teaching

2. After the workshop . . .
   - Review notes, handouts, references.
   - Use the provided worksheet to reflect on and develop this idea, insight, or question (or a strategy from the handout or provided references)


Additional References:
Broad Reach and Mechanics of Stereotype Threat

- Verbal test: Latino and white students (Gonzales, Blanton, & Williams, 2002; Schmader & Johns, 2003),
- Verbal test: French students from lower and higher socio-economic backgrounds (e.g., Croizet & Claire, 1998; Harrison, Stevens, Monty, & Coakley, 2006)
- White students when in situations where they feared being judged as racist (Frantz, Cuddy, Burnett, Ray, & Hart, 2004)
- Evidence that stereotype threat reduces working memory capacity (Schmader, & Johns, 2003)
- Full citations and discussion at reductingstereotypethreat.org
Helpful Resources

The Center for Integrating Research, Teaching and Learning’s (CIRTL) web pages have case studies related to diversity in STEM Education. [http://cirtl.net](http://cirtl.net)

The Center for Research on Teaching and Learning (CRLT) at the University of Michigan publishes inclusive strategies, as well as a series of *Occasional Papers* presenting research on diversity in higher education at [http://www.crlt.umich.edu/multicultural-teaching/inclusive-teaching-strategies](http://www.crlt.umich.edu/multicultural-teaching/inclusive-teaching-strategies)


Performance on a 30-Minute Verbal Test
(Qs from GRE study guides)

Figure 1. Mean test performance Study 1.

Steele and Aronson, 1995
Performance on a 30-Min Math Test
(Qs from GRE)

Spencer, Steele, and Quinn, 1999.

FIG. 2. Performance on a difficult math test as a function of sex of subject and test characterization.
Performance on a 20-Min Math Test
(Qs from GMAT)

FIG. 3. Performance on a difficult math test as a function of sex of subject and test characterization

Spencer, Steele, and Quinn, 1999.
Performance on a 20-Min Math Test
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FIG. 1. Mean math test performance.

Aronson et al., 1998