
Questions to Guide Planning Inclusive Teaching



Inclusive teaching refers to using pedagogical strategies that meet the needs of all students and takes into consideration the range of diversity that impact the course design and the learning environment. As you begin planning to teach with inclusion in mind, consider the following questions:

- 1) How might the backgrounds and experiences of students influence their motivation, engagement and learning in your classroom?
- 2) How might my assumptions influence my interactions with students?
- 3) What does it look like to be “knowledgeable” in my field?
- 4) Are multiple identities and communities represented in the course material as legitimate sources of critique and knowledge?
- 5) Have I designed high structured activities intended to bring students together?
- 6) Do I have a strategy in place to help me learn students’ names?
- 7) Have I provided opportunities for practice during class time?
- 8) Have I connected with e-campus on different types of classroom response systems (clickers, polling, etc.)?
- 9) Are there multiple ways for students to participate?
- 10) How many assignments are part of this course? Are the assignments required or optional?
- 11) How many low-stakes assessments are part of this course?
- 12) Are students introduced to course content prior to class through lecture videos, slides, etc.?
- 13) Do my lessons include multiple opportunities for students to talk with each other?
- 14) What types of data can I collect from my course that will help me make my course more inclusive?
- 15) What steps have I taken to learn more about inclusive teaching?