



INCLUSIVE TEACHING PRACTICES

Inclusive teaching practices are fundamental in fostering learning environments where students feel welcomed, respected, heard, and empowered to succeed. Inclusive teaching goes beyond diversity. It involves recognizing and addressing barriers to learning, promoting access and equity, and fostering psychologically safe spaces for students. By implementing inclusive teaching strategies, faculty members can enhance engagement and strengthen learning outcomes for all students.

Below are some key strategies that faculty members can utilize to enhance their teaching practices and create inclusive learning environments:

1

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Utilize various teaching formats

- Offer content in multiple formats (e.g., written, audiovisual, etc.) and use various instruction methods (e.g., lectures, group activities, discussions, projects, etc.) to accommodate the neurodiversity among students and varied learning styles.
- Incorporate diverse perspectives, voices, and experiences into course materials and readings.
- Recognize that every student is different. Strive to provide personalized feedback and support. Encourage students to visit you during office hours to foster more opportunities for one-on-one engagement.
- Provide flexibility in assignments to accommodate students' diverse interests and backgrounds.
- Cultivate a classroom atmosphere where students feel at ease expressing themselves earnestly and authentically (while maintaining a respectful environment).
- Offer additional support and resources for students who may face barriers to learning (e.g., language, disability status, socioeconomic status, etc.).

2

Encourage peer learning

- Provide opportunities for collaborative learning and peer interaction (e.g., group exercises and projects), where students can learn from each other's diverse perspectives and experiences.
- Organize activities that help students become more comfortable learning from their peers and sharing their ideas with one another. Set expectations for respectful behavior and provide positive validation to students who contribute to classroom discussion.



3

Address implicit biases and stereotypes

- Be proactive in recognizing implicit biases and stereotypes in the classroom and in teaching examples. Ensure these issues are addressed promptly and sensitively.
- Encourage students to critically evaluate information and perspectives, including their own. Ask questions that push students to engage in deeper levels of critical thinking.

4

Foster DEIA in the classroom

- Do not assume that all students are experts in diversity, equity, inclusion, and accessibility (DEIA).
- Integrate DEIA into your materials and curriculum. Provide context and framing to help students understand the relevance of DEIA to the subject matter being taught.
- Structure classroom discussions and give students equitable opportunities to speak.
- Review the “External Resources” section of the College’s DEIA Resource Page, which has links to program-specific information.

5

Strive for continuous improvement

- Solicit feedback on students’ learning experiences (e.g., using anonymous surveys). Use this feedback to reflect upon and improve your teaching practices.
- Seek opportunities for professional development and learning to enhance your understanding and awareness of DEIA. Learning opportunities may include workshops, conferences, and / or certification programs.
- Visit the [WSU Office for Teaching & Learning](#) for additional resources.

Sources:

- British Council: <https://americas.britishcouncil.org/sites/default/files/bc-toolkit-en-final.pdf>
- Teaching Commons DePaul University: <https://resources.depaul.edu/teaching-commons/teaching-guides/inclusive-teaching/Pages/default.aspx>
- European Journal of Special Needs Education – Taylor & Francis: <https://doi.org/10.1080/08856257.2010.492933>
- The Derek Bok Center for Teaching and Learning - Harvard University: <https://bokcenter.harvard.edu/inclusive-teaching>
- The Derek Bok Center for Teaching and Learning - Harvard University: <https://bokcenter.harvard.edu/inventory-inclusive-teaching-practices>
- International Journal of Inclusive Education – Taylor & Francis: <https://doi.org/10.1080/13603116.2017.1414578>
- Teaching Commons Stanford University: <https://teachingcommons.stanford.edu/teaching-guides/inclusive-teaching-guide/getting-started-inclusive-teaching/overview-inclusive>
- Center for Research on Learning and Teaching - University of Michigan: <https://crlt.umich.edu/overview-equity-focused-teaching-michigan>
- Routledge: <https://www.routledge.com/What-Inclusive-Instructors-Do-Principles-and-Practices-for-Excellence-in/Addy-Dube-Mitchell-SoRelle/p/book/9781642671933>
- Scandinavian Journal of Disability Research – Taylor & Francis: <https://doi.org/10.1080/15017419.2016.1224778>
- Poorvu Center for Teaching and Learning - Yale University: <https://poorvucenter.yale.edu/InclusiveTeachingStrategies>