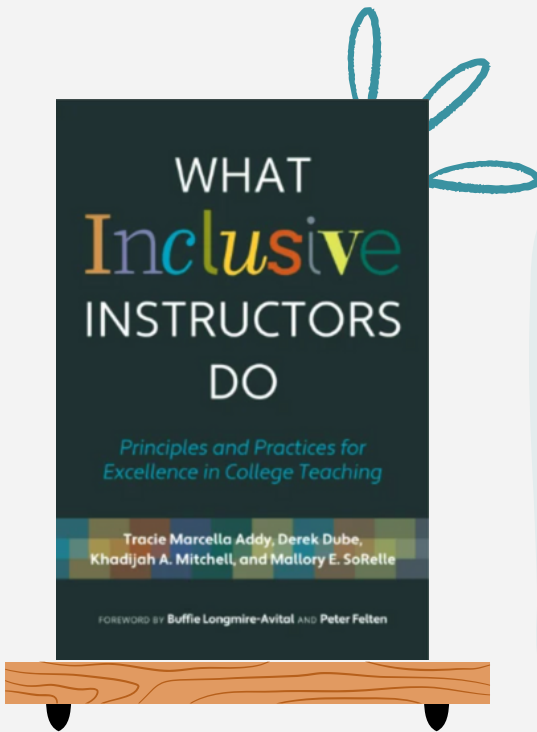


# What Inclusive Instructors Do

## Discussion Guide

The OTL Book Club read and discussed *What Inclusive Instructors Do: Principles and Practices for Excellence in College Teaching* (Addy et al., 2021) in Spring 2021. You can use this document to guide your own reading or start a book club with colleagues. These questions were written by educational developers from the Office of Teaching and Learning at the University of Guelph to help facilitate discussions.



## About This Book

*What Inclusive Instructors Do* draws upon the results of a survey study where college and university instructors from across the United States described inclusive teaching strategies that they use. The book includes practical teaching strategies, inclusive teaching tools, and research evidence related to designing an inclusive course and cultivating an inclusive teaching environment.

## Discussion Questions

### Chapter 1: The What and Why of Inclusive Teaching

1. How do you currently define inclusive teaching? What does inclusive teaching mean to you?
2. Why is inclusive teaching important and necessary? Why is ensuring that you teach inclusively important to you?
3. What is important for you to know about your students to help create an inclusive teaching environment? What core knowledge about your students is critical for learning? How can you get to know them better?



# Discussion Questions

## Chapter 2: What Do They Know About Inclusive Teaching?

1. What mindset do you bring to your teaching? How might you adjust your mindset to aid in being more inclusive in teaching?
2. In what ways do you take ownership over fostering an inclusive learning environment? What are some additional ways you could take ownership?

## Chapter 3: How Do They Design An Inclusive Course?

1. What are some strategies from the book that you could use to make your syllabus more welcoming and inclusive?
2. What are some inclusive strategies you could incorporate while you intentionally design your courses?

## Chapter 4: How Do They Make Students Feel Welcome?

1. Do you use any strategies identified in the book to create a welcoming environment for your students? If so, which ones do you currently use? Which additional strategies in the book would you like to try, and why? When in your course might you incorporate each new strategy that you'd like to try?
2. How do you typically handle violations that disrupt the welcoming environment you've created? What tools or evidence-based approaches from the book could you incorporate that would restore a welcoming and positive environment?
3. What other training or knowledge might you seek to become more comfortable responding to violations or disruptions of a welcoming environment?

# Discussion Questions

## Chapter 5: How Do They Conduct Class Inclusively?



1. This chapter identifies student-centred learning, growth mindset, transparency and Universal Design for Learning as foundational concepts and practices for teaching inclusively. In what ways can you or do you enact each of these in your course planning, design and delivery? This includes ways to engage with students, use technology, delivery content and assess students more inclusively?
2. When do you typically ask for feedback from students in your course? When are some other essential timepoints in your course that could ask for and enact on student feedback?

## Chapter 6: Using A Tool To Support Inclusive Teaching

1. What are the limitations and challenges of the tool provided in the book?
2. What are some ways you can modify the tool to make it useful for use in your context?

## Epilogue



1. What type of resources, support and programming would be useful to expand your institution's culture of inclusive teaching?



# ***What Inclusive Instructors Do*** **Suggested Teaching Strategies**

## **Suggested Strategies**

***What Inclusive Instructors Do*** contains a diverse array of strategies to help create an inclusive classroom environment for your students. Below we have selected a few strategies highlighted in the book alongside their respective page numbers. We encourage you to dive deeper into the book and explore the larger collection of useful strategies and techniques to transform your classroom.

### **Strategy**

### **Description**

### **Page**

<b>Create a Diverse Reading List</b>	<b>Incorporate diverse perspectives by ensuring authors in the syllabus reflect underrepresented perspectives in your field.</b>	<b>53-55</b>
<b>Create a Welcoming Classroom</b>	<b>To create a welcoming classroom environment make an effort to learn who your students are, encourage participation, and facilitate student-student interactions.</b>	<b>75-86</b>
<b>Engage With Students Inclusively</b>	<b>To engage students give them time to respond to questions, utilize technology that will support inclusion and use UDL principles associated with multiple means of engagement.</b>	<b>114-118</b>
<b>Conduct Inclusive Assessments</b>	<b>Ensure students have equitable time to complete work, provide ongoing feedback and move away from traditional exams and allow multiple means of representation of learning goals.</b>	<b>126-134</b>