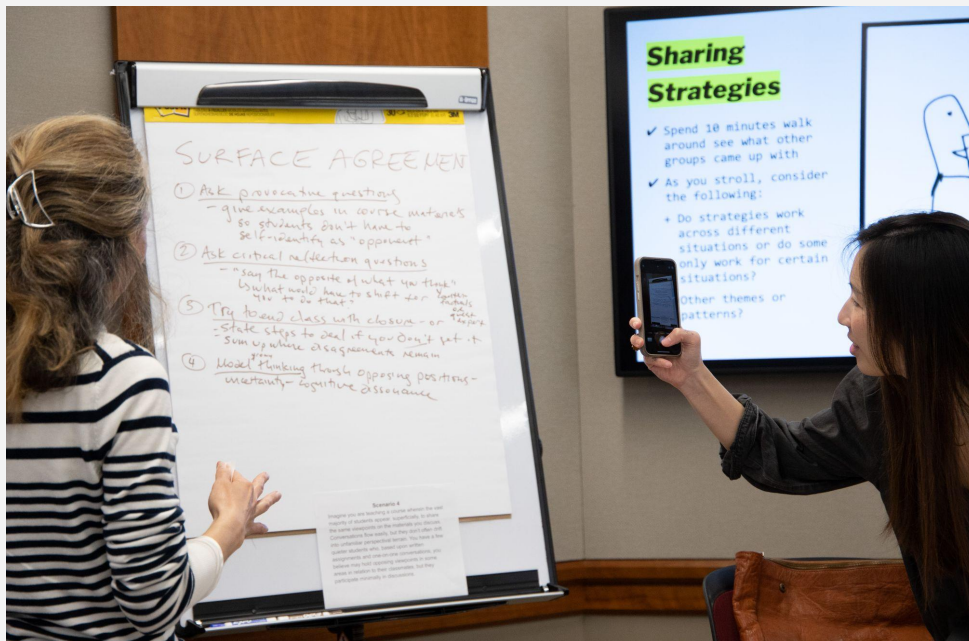


Harvard Inclusive Teaching Institute

Teaching Tips from Inclusive Practice Fellows

Spring 2023



For additional resources connected to this teaching tips guide, visit the below web page:
<https://sites.harvard.edu/inclusive-teaching-institute/resources/>



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Giving Students Power To Share Their Identity Through Stories

Asher Orkaby & Cynthia Meyersburg

Inclusive teaching strategy: Understand your students' interests, needs, and backgrounds and what this means for their learning through interest surveys, visual maps, and takeaways

Implementing strategy in your class:

1. **Interest surveys** via Canvas quizzes or small group discussions that can ask the below:
 - a. Hometowns & current homes
 - b. Professions
 - c. Interests, hobbies, activities
 - d. One fun fact
2. **Visual maps** via Excel where student data responses of one or more topics above, can be entered into Excel to project a visual that reflects the diversity of the class. As an alternative, you can do a Zoom poll to ask multiple choice questions or use menti.com to create a collective word cloud, which both can be projected and/or screen shared
3. **Takeaways** via group discussion or Zoom chat of one thing students learned in class that day connected to something outside of class (i.e. another class, workplace, etc.)

Combating the Clumsy Conversation

Erin Routon & Timothy Valshtein

Inclusive teaching strategy: Facilitate conversations when students feel discomfort, have opposing views, and are in disagreement through giving space for students to reflect, encouraging diverse perspectives, and having students take different viewpoints on a topic

Implementing strategy in your class:

1. **If things get tense:** ask students to reflect on, "Where is the discomfort coming from?"
2. **If students have opposing viewpoints:**
 - a. Model your own thinking through opposing views & dealing with uncertainty
 - b. Ask questions that encourages one to share their reasoning
 - c. Provide course materials that shares diverse perspectives
3. **If students are in disagreement:**
 - a. Make learning goals for approaching a topic
 - b. Make them take a different viewpoint on a topic

Giving Students Choices Through Assignments

Angie Schmider & Christina Inge

Inclusive teaching strategy: Use the Universal Design for Learning framework to design assignments where students can represent their thinking and understanding of concepts in multiple modalities through visuals, simulations, writing, and group discussion

Implementing strategy in your class:

1. **Visuals & simulations** such as lectures with visuals and video and role-play simulation activities of real world scenarios presented in case studies
2. **Digital collages & whiteboard drawings** for students to share what they learned in class and represent it visually via Google slides or on a white board/chart paper
3. **Assignment with choices & writing** where students have 4 choices to represent a topic (1) image, 2) short video, 3) podcast, 4) poem) and write 1-page about what they made

Inclusive Classroom & Course Design Practices

Harry Harding & Nicholas Manley

Inclusive teaching strategy: Create a classroom environment and assignments where you and students get to know each other and the ways the collective class and individual students want to work together through video introductions, touchstones, and feedback surveys

Implementing strategy in your class:

1. **Short video introductions** (2 min) that students can self-record via Zoom/phone and upload to a Canvas discussion board to learn more about each other
2. **Touchstones** for community agreements that can be referenced throughout a course:
 - a. Give and receive welcome
 - b. Be fully present
 - c. Speak your truth in a way that respects other ppl's truth - "in my experience..."
 - d. Make space, take space
 - e. When the going gets tough - go to wonder
 - f. Trust and learn from silence
 - g. Ask students: what do you want to add to this list?
3. **Feedback surveys** with open-ended questions: "Do you want another review session? Do you want to work in a small or large group? What else do you want to cover?"

Making Curriculum Relevant Through Integrating Current Events & Students Lives

Manuel Maqueda & Zal Phiroz

Inclusive teaching strategy: Connect curriculum to your students and the real world through guest lectures, case studies, and teamwork

Implementing strategy in your classroom:

1. **Guest lectures** can include experts from the industry/field and alumni from the course and can be facilitated as an interview (1 guest) or panel (2-4 guests)
2. **Case studies** change fast so you can ask students to create their own case study based on their personal interest/context and then have them share it with the class via a Canvas discussion board, which can be used as a case study database resource
3. **Teamwork** activities reflect how students can/will work in teams in the workplace such as solving a real world problem of practice presented by an organization. Ensure each team creates team agreements at the start and reflects on what went well and could be improved after each meeting along with providing a mid-semester peer evaluation

Team Tally: A Model for Small Group Cohesion

Daniel Spratt & Lisa Sieverts

Inclusive teaching strategy: Scaffold questions for students to get to know each other through a Team Tally activity, where questions transition from easy to hard/more personal

Implementing strategy in your class:

1. **Worksheet of questions** via Google docs or print-outs that students can discuss/tally points in small groups (3-5 students) that meet for 2 rounds in one class. For the 1st round, students discuss warm up questions and for the 2nd round, personal questions
2. **Warm-up intro questions** (10 min for about 20 questions)
 - a. One point for each pocket on all clothes worn by the entire team
 - b. One point for each language in that a team member speaks besides English
3. **Getting more personal questions** (15 min for about 1-3 questions)
 - a. One point for each person who tells the story, meaning, or history of their first or last name
 - b. One point for each person who can name a person who influenced them - to receive the points, describe this person's positive leadership qualities

Developing Students' Academic Courage to Learn from Failure

Kelly Burton & Rupananda Misra

Inclusive teaching strategy: Give students opportunities to learn from their mistakes by creating a supportive learning environment and having a flexible grading process with rubrics

Implementing strategy in your class:

1. **Supportive learning environment** with opportunities for students to self-reflect upon their work of what they felt they did well in and what they would like to grow in
2. **Flexible grading** where feedback and grades are given on time and students can submit drafts to improve their work and see their progress
3. **Rubrics** that measure deliverables and provide a mix of grade opportunities:
 - a. 5% Guaranteed (paper zero - first paper graded for completion)
 - b. 20% Non-academic (discussion boards & attendance)
 - c. 60% Academic writing (3 papers)
 - d. 15% Presentation (powerpoint)

Two Tools for Encouraging Meaningful Peer Feedback

Christina Smiraglia & Kelly Miller

Inclusive teaching strategy: Facilitate the peer feedback process through tools including CATME Peer Evaluation (Purdue University) and the Dialogue Toolkit (Harvard Project Zero)

Implementing strategy in your class:

1. **Formation for diverse teams** that considers different backgrounds and interests
2. **Comprehensive Assessment of Team Member Effectiveness (CATME)** is a web-based instrument that collects data on team-member effectiveness in 5 areas:
 - a. Contributing to the team's work
 - b. Interacting with teammates
 - c. Keeping the team on track
 - d. Expecting quality
 - e. Having relevant knowledge skills and abilities
3. **Dialogue Toolkit** facilitates more meaningful peer responses in discussion board response posts, on anonymous physical sticky notes about presentations, and in comments on peer work in Google slide decks