

*Read this paragraph and choose which questions you would like to answer during your time.
Reminder: ORID makes space for each person to talk, no interruptions, and each person should not talk longer than one minute.*

Attending to the content of our courses means analyzing our design choices regarding assignments, materials we share, and topics and authors we cover. It is important to make these pedagogical choices visible to students so they see why they're doing the things they're doing and how this content matters. In the domain of inclusive pedagogy, this means explicitly and intentionally bringing a range of activities, materials, perspectives, and identities into the learning space. What we know from research is that a sense of belonging, and a motivation to commit to the course are both supported by wide-ranging representation in the course materials and opportunities for students to connect to that material from a variety of positions. All of this allows for deeper engagement in one's intellectual development.

<https://cndls.georgetown.edu/ip-toolkit/content/>

Each person takes at most one minute to answer any of the observational questions.
Then, each person takes at most one minute to answer any of the reflective questions.

- Observational
 - What does the paragraph actually say?
 - What words or phrases stand out to you?
 - What clarifying questions do you have?

- Reflective
 - What are the implicit meanings in this paragraph?
 - What is your experience with the impact of course content on your life as a student?
 - What was confusing or interesting to you about this material?
 - What are your concerns and fears about this moment? What are your hopes?

<< Flip Over to the Back Side >>

Sample Policies / Work:

Peruse the provided examples or think through examples from your own courses. Then have each person take at most one minute to respond to any of the questions below. The sample materials come from Jan and Angie's earliest syllabi as well as from materials published on the internet with the intent to share.

- Interpretive
 - In what ways does this course material signal class background, membership, and/or norms?
 - What impacts might these signals have on the way people feel valued and heard?
 - Where do you see the principles of inclusive teaching playing out in your work with students?
 - What's one key takeaway from your experience in this workshop today? For you? For your institution? For your students?

Finally, here are some course policy centered ideas that emerged from our Feb 15 workshop as well as from the literature. Do you see ways to make the provided materials or your own materials even more inclusive?

- ✂ To the extent possible, include a wide range of perspectives, experiences, and backgrounds in your course materials—and be attentive to the costs and accessibility of materials
- ✂ Voice a wide range of perspectives yourself
- ✂ Be transparent on content choices/course design; be explicit about organization and narrative of the course
- ✂ Name and discuss the agenda(s) and historical biases of your field/department
- ✂ Use structured discussions to manage participation
- ✂ Use strategies to encourage students to express views (e.g., wait time; think-pair-share)
- ✂ Use variety of source materials (e.g., text, visual, auditory, hands-on)
- ✂ Represent multiple perspectives in class content
- ✂ Highlight diverse role models in discipline
- ✂ Affirm students, their values and abilities
- ✂ Recognize own positionality, frame of discipline

Take one more round of at most one minute each to answer any of the questions below.

- Decisional
 - How might this discussion inform your planning for next semester?
 - What might you do with the ideas we've discussed?
 - How do you think these ideas will help us proceed?