



LMU

D & I QUICK TIPS

USEFUL REFERENCES IN THE
PROMOTION OF DIVERSITY &
INCLUSION

INCLUSIVE PEDAGOGY

**Learning
should be
accessible
to
everyone.**

Inclusive Pedagogy

DEFINITION

Inclusive pedagogy is a student-centered approach to teaching that pays attention to the varied background, learning styles, and abilities of all the learners in class. It is a collaborative process between instructors and students to create a supportive and open environment that fosters social justice. The key to an inclusive pedagogy is the intentionality of providing a **learner-centered** class to **focus on equity** for all students to be **integrated and included in the learning process**. It allows all students to be fully present and feel equally valued.

INCLUSIVE PEDAGOGY: EVIDENCE

It's been found that efforts to increase marginalized students' sense of belonging or competence leads to increases in both academic success and well-being among those students (Walton & Cohen, 2011), and these benefits can last years (Cohen et al., 2009). Furthermore, techniques that help improve the academic performance of students in marginalized groups (e.g., active learning, regular opportunities to practice new skills, etc.) tend to benefit other students, too (Eddy & Hogan, 2014, Haak et al., 2011).

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Strategies for Inclusive Teaching: Universal Design for Learning (UDL)

ENGAGEMENT

WHY?

Provide multiple means of recruiting interest and options for self-regulation.

- How learners get engaged and stay motivated.
- How they are challenged, excited, or interested.

Goal: Expert learners who are purposeful and motivated.

REPRESENTATION

WHAT?

Provide multiple means of representation; options for perception and comprehension.

- How we gather facts and categories what we see, hear and read. Identifying letters, words, or an author's style are recognition tasks.

Goal: Expert learners who are resourceful and knowledgeable.

ACTION & EXPRESSION

HOW?

Provide multiple means of physical action, expression and communication.

- Planning and performing tasks
- How we organize and express our ideas.

Goal: Expert learners who are strategic and goal-directed.

Inclusive Pedagogy : Terms to Know

Executive Functions - refer to the capacity to set goals, plan for achievement and assess the process, including the extent to which a person can prioritize goals over environmental conditions that can compete for one's attention. UDL recognizes that individuals have multiple ways of tapping into this skill and there is not a one-size-fits-all method of activating this mechanism.

Visual /Auditory Processing - refer to how individuals recognize and interpret information through sight and sound, the default modalities of teaching and learning in our classrooms. Not all learners, however, are able to optimally make sense of information this way. Other sensory modalities include tactile processing (learning facilitated through the sense of touch) and kinesthetic processing (learning facilitated through physical activity).

Generalization of concepts - refers to the ability to use past learning to connect and transfer new learning into similar contexts. UDL does not assume generalization for all learners and builds various ways to facilitate.

The National Center for Learning Disabilities (NCLD, 2014)



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