



Inclusive Pedagogies



Introduction to Inclusive Pedagogies

This resource provides the background as introduced in the webinar on Inclusive Pedagogies.

1. The Learning outcomes

By the end of this webinar, you will be able to:

- **Define** Inclusive Pedagogies (IP) in the university context.
- **Explain** the importance of IP in teaching or professional development.
- **Reflect** on your teaching practices, and the space you make or plan to make for IP in it.
- **Summarize** the foundations of IP, especially the key concepts behind them.
- **Select** five strategies that you would like to incorporate into your action plan and implement in the coming year using the small steps approach.
- **Use** the resources presented to develop your action plan, share your thoughts and learning with colleagues, and integrate some IP principles and strategies into your practice.

2. A definition of Inclusive Pedagogies

“**Inclusive pedagogies** is about embracing **student diversity*** and **designing courses** in ways that foster talent in **all** students.”

(Adapted from Hogan et Sathy, 2019/2020)

* “As identified under human rights legislation and the Canadian Charter of Rights and Freedoms, these groups have been identified but are not limited to Indigenous peoples; Women; Persons with disabilities; LGBTQ+, including two-spirited, inter-sexed and others who are vulnerable to discrimination because of their gender identity/expression; Racialized communities, including Black people; Recent immigrants and refugees; And persons who are socio-economically vulnerable. To this list, can also be added people with mental health problems; First-generation students (to study at university); And students whose learning experience is also influenced by age and other contexts.” (TLSS, 2022)



3. Why talk about inclusion in teaching?

To respond to the following questions:

- How do we **minimise barriers** to learning for a **diverse** group of students?
- How can we **support** the development of students' **full potential** in an **inclusive** manner?
- How can we **promote academic success** for all students in an **equitable** manner?

Beaudoin (2013); TLSS (2022)

4. Some of the benefits of Inclusive Pedagogies

- Promote academic success.
- Reduce barriers to learning because it considers the diverse ways of learning.
- Reduce dropout rates.
- Cultivate autonomy, competence, and a sense of belonging.
- Enrich the learning environment.
- Increase engagement and collaboration.

Leask (2021); Adam et Bell (2016); Ryan et Deci (2000); TLSS (2022)

5. Inclusion and higher education (HE): Six observations

1. Diversity is the norm, not the exception*:

* Based on neuroscience research reported by CAST (2018), Steady (2012), Tobin & Behling (2018).

“People who belong to one or more marginalized groups are not necessarily visible. Besides people of colour or students who use wheelchairs to get around, many marginalized persons in your classes go unnoticed. Examples include students with learning disorders, people whose first language is other than French or English, students whose beliefs are different from those of the majority, people who do not fit social class stereotypes, and LGBTQ2S+ students.”

(TLSS, 2022, IP website, tab 2)

2. Representation of marginalized groups in HE:

According to the University of Ottawa's Institutional Research Service in 2019, out of 100 students in a course:

- 57 were female.
- 35 were receiving financial aid.
- 30 spoke French.
- 17 were part-time students.
- 13 were international students.
- 15 were 1st generation university students.
- 10 had a disability.
- 3 were of Aboriginal descent.



- 2 were non-binary or of undetermined gender. (TLSS, 2019)

And, according to University Canada (2021):

- 40 were racialized.

Although in this group of 100 people intersectionality is present (one person most often combines several identities in this list), it is quite diverse on average. Hence the importance of taking this into account. (TLSS, 2022; University Canada, 2021)

3. Members of marginalized groups live with a sense of not fitting in and being treated unfairly:

There are reports of microaggressions daily, discrimination on a regular basis, difficulty identifying and feeling a part of the learning environment, and a lower retention rate in the marginalized student population (Several authors in TLSS, 2022).

4. Teaching is standardized, is unfavorable to marginalized students and makes them feel invisible:

For many, we see the forest and not the trees in it. The myth of the average learner influences the way we teach and support learning: little consideration is given to the diversity of learners, including their personal characteristics, knowledge, experiences and ways of learning.

“The way we teach is in fact normalized, influenced by implicit rules and systemic processes and ideologies, more often than not based on the power, influence and privileges historically held by the white Eurocentric majority group in Canadian society, and in universities.”

(TLSS, 2022, IP website, tab 2).

When the student leaves the university's standardized experience, they “are more likely to experience oppressive obstructions in the completion of their degree.”

(Tuhiwai Smith et al., 2019, p.167, in TLSS, 2022, IP website IP, tab 2)

5. Teachers have a responsibility to act as guides, facilitators, allies and drivers of change in the learning process:

These are prescribed and essential roles in welcoming and supporting the learning of the entire student community.

“Since faculty members are in direct contact with the student population, they play an important role in making each student feel welcome. Faculty members must create a positive, respectful and safe environment to encourage everyone to take part in learning activities and community life.” (TLSS, 2022, IP website IP, tab 2)

6. Teaching inclusively requires an effort related to the process of changing practices:

“As a matter of fact, it is recommended to work to:

- Uncover our unconscious biases.
- Open our mind to new ways of seeing the world around us.
- Learn about the different groups that make up our courses.
- Review and adapt our courses.
- Give a voice to marginalized students in the classroom Collect feedback, reflect, and adjust.” (TLSS, 2022, IP website, tab 2)



There are supports and resources to help you do this. You may wish to consult the various resources in this series. For example: "Reflecting on One's Teaching Practices", "Top 25 Strategies for Inclusion", "Where to Start", "My Action Plan" and "List of Resources".

We have one suggestion: start from where you are and work your way up to where you would like to be or should be. This is the small steps method. Inclusion is a journey, a short, medium and long-term process.

6. The teaching team as allies

The teaching team plays an essential role in welcoming and supporting all students in their courses or training. This is an expected responsibility.

To this end, a process is recommended for changing attitudes and habits:

- **Reflect:** Refer to the tool "Reflecting on one's teaching practices".
- **Learn:** Refer to the tools "Four conceptual foundations", "Top 25 strategies for inclusion" and "List of resources".
- **Listen:** Discuss with others (e.g. marginalized people, colleagues and/or specialists).
- **Take action:** Refer to the tools "Where to start" and "My action plan":
 - How do we pay attention to the realities and needs of a range of people in the design and delivery of courses?
(e.g., to ensure representativeness of content, examples, topics, discussions, etc.)
 - How do we create a healthy, respectful, and positive group climate? E.g.:
 - Establish and share operating rules and guidelines.
 - Validate and support people from marginalized groups in the learning space.
 - Intervene when witnessing micro-aggression and inequity/exclusion.
 - Share learning space equitably (e.g., speaking time).
- **Assess:** Go back to your action plan, keep a record of your progress, and get regular feedback from learners, then analyze the situation and adjust as needed.

(Leask, 2021; Swiftwolfe, 2019; TLSS, 2022)

References (for this tool)

A complete reference list is available in the "List of resources" tool that accompanies the webinar on Inclusive Pedagogies.

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