



Inclusive Pedagogies



Summary – The four conceptual foundations

Beyond a comprehensive review of available resources, we based the development of the materials for both the website and the webinar on inclusive pedagogies on four conceptual foundations: Culturally Responsive Teaching, Social Justice in Education, Universal Design for Learning, and Inclusive Teaching Principles.

CRT

SJE

UDL

ITP

Four concepts - Twelve key messages

First, let's start with twelve key messages from these four foundations.

1. Aim to make the classroom a **space for everyone**.
2. Recognize the myth of the average learner: **diversity is the norm, not the exception**.
3. Consider **different contexts** and **ways of learning**.
4. **Educate yourself** about the different realities of marginalized groups.
5. Include **diverse perspectives** and experiences to the learning process: they provide a richer journey, an openness to the world and a stronger group cohesion.
6. **Allow more room** for students to share, collaborate, explore, and integrate content.
7. Equitably support the development of **autonomy, competence**, and a sense of **belonging**.
8. Be concerned about **classroom climate** and **academic success** (caring).
9. Recognize that **knowledge** and teaching practices are **not neutral**.
10. Make **rules, expectations**, and **guidelines explicit**.
11. Make learning **active, engaging, and authentic**:
 - Learning involves cognition, emotions, and action.
 - Integration of content involves dialogue, critical thinking, and reflection.
12. **Reflect** on your practice regularly.



Summary of the four conceptual foundations

A summary of these four foundations is presented here. Note that a more comprehensive text is available in Tab 3 of the Inclusive Pedagogies website. This site is expected to launch in late summer or fall 2022.

1. Culturally Responsive Teaching (CRT)

“Culture determines how we learn. The way we receive, perceive, and communicate information is influenced by our beliefs, as is the way we think, the way we perceive the group to which we belong, and the way we work, organize our ideas, and thoughts, the way we motivate ourselves, and the way we interact, are influenced by culture.” (TLSS, 2022, tab 3). CRT promotes the use of hands-on, authentic and varied activities.

To read a summary on CRT:

Singhal, M. & Gulati, S. (2020, August 31). [Five Essential Strategies to Embrace Culturally Responsive Teaching](#). *Faculty Focus*.

To explore CRT further:

Gay, G. (2018). *Culturally Responsive Teaching: Theory, Research, and Practice* (3rd ed.). Teachers College Press.

2. Social Justice in Education (SJE)

This conceptual foundation is “concerned with the functioning of societal and institutional systems, as well as with their impact on marginalized (...) groups.” SJE is “particularly concerned with the impact of these systems on individuals who are exposed daily to peer prejudice, discrimination, and systemic oppression, who are disadvantaged by privileges wittingly or unwittingly granted to dominant or majority groups, and who are subjected to inequitable practices that are often institutionalized. It is important that we examine these concepts because universities are a microcosm of society in general.” (TLSS, 2022, tab 3)

This conceptual foundation is linked to the critical pedagogy of Paulo Freire and the critical theory of Max Horkheimer, from which, for example, decolonization, critical race theory, and critical gender theory are derived. SJE aims to redress inequality, eliminate discrimination, and challenge the status quo. Learning takes place through awareness, critical reflection, dialogue, and action.

To explore CRT further:

Adams, M. & Bell, L. A. (Editors). (2016). [Teaching for Diversity and Social Justice](#) (3rd ed.). Routledge.

3. Universal Design for Learning (UDL)

“UDL encourages us to stop thinking about people as needing to make progress or be fixed because they come from minority groups or because they have physical, sensory, cognitive, or emotional disabilities, for example. Instead, UDL prompts us to consider people as coming into the learning environment with their own realities, goals, and abilities, wanting to be recognized for who they are and for what they can contribute to enrich the learning experience of all students, and to consider the experience of the teacher.” (TLSS, 2022, tab 3)

“UDL has a set of principles leading to strategies for teaching and supporting learning. CAST is known for having developed UDL guidelines.” (TLSS, 2022, tab 3)



The following table describes the Universal Design for Learning Guidelines regarding principles of engagement, representation, and action and expression.

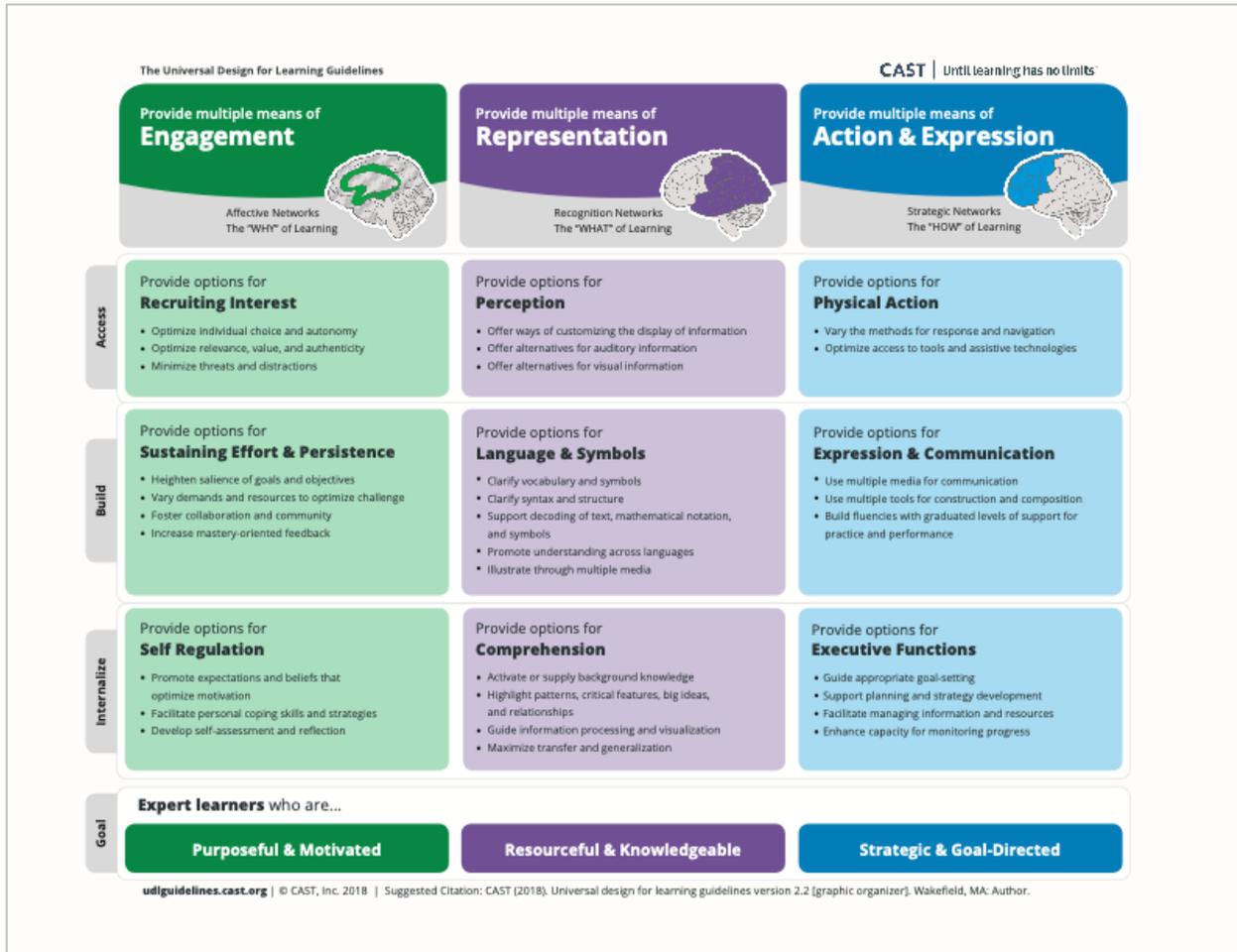


Figure 1: Source - www.cast.org, under "Guidelines".

To view a summary of UDL:

AHEAD. (2017, November 2). [What is Universal Design for Learning?](#) [video]. YouTube.

To explore UDL further:

- 1- Tobin, T. J., & Behling, K. T. (2018). *Reach Everyone, Teach Everyone: Universal Design for Learning in Higher Education*. West Virginia University Press.
- 2- Burgstahler, S. E. (2015). *Universal Design in Higher Education. From Principles to Practice* (2nd ed.). Cambridge, Harvard Education Press Publishers.
- 3- CAST website: www.CAST.org, under « Our impact » tab.

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4. Inclusive Teaching Practices (ITP)

“Inclusive teaching involves first and foremost considering best practices in university teaching.”
(TLSS, 2022, tab 3)

“To teach inclusively, we suggest that courses be planned for a diverse range of students (...), considering their varied contexts, their multiple experiences, and their diverse ways of learning. To that end, teachers must take a proactive approach that will see them reflect, conduct research, seek out information, and adapt as the weeks progress.

IPE promote a change in the teacher’s role. From mere specialists who transmit content, teachers become guides (or strengthen their role as guides) and facilitators in the learning process. Teachers must then build an inclusive learning atmosphere and environment, as well as an enriched experience for everyone by deliberately using reflexive and welcoming practices that are sensitive to students’ realities, engaging and student-centered teaching methods, as well as active, experiential, authentic, and meaningful learning experiences for long-term learning.” (TLSS, 2022, tab 3)

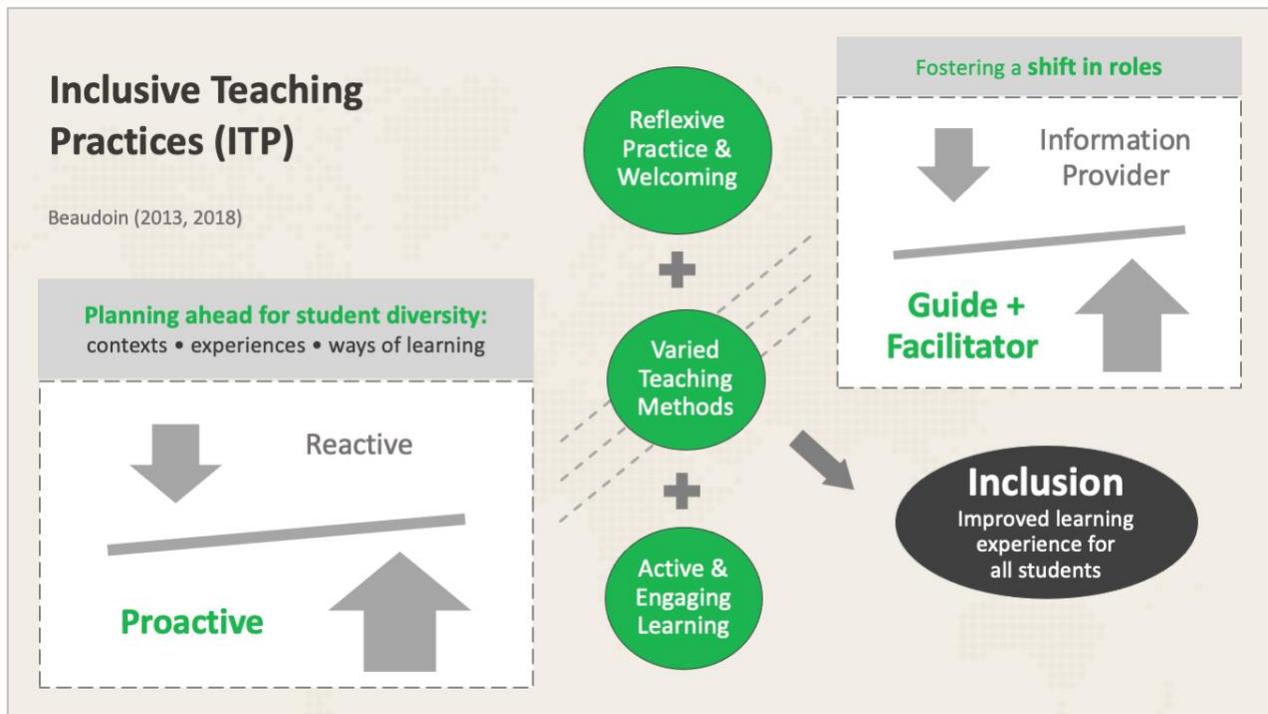


Figure 2: Excerpt from website on Inclusive Pedagogies, section 3 – Conceptual foundations

To explore ITP further:

Beaudoin, J.-P. (2013). [Introduction to Inclusive Teaching Practices](#). Center for University Teaching. Teaching and Learning Support Service. University of Ottawa.



References (for this tool)

- AHEAD. (2017, November 2). [What is Universal Design for Learning?](#) [video]. YouTube.
- Adams, M. & Bell, L. A. (Editors). (2016). [Teaching for Diversity and Social Justice](#) (3rd ed.). Routledge.
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- Burgstahler, S. E. (2015). *Universal Design in Higher Education. From Principles to Practice* (2nd ed.). Cambridge, Harvard Education Press Publishers.
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- Tobin, T. J., & Behling, K. T. (2018). *Reach Everyone, Teach Everyone: Universal Design for Learning in Higher Education*. West Virginia University Press.
- TLSS. (2022). *Inclusive Pedagogies* [upcoming website]. University of Ottawa.

Note: A more comprehensive reference list on the various topics is available in the "List of resources" tool that accompanies the webinar on Inclusive Pedagogies.

