

## American University Teaching Assistants (TA) Training

### Introduction to Inclusive Pedagogy

#### Module Description

This module provides introductory information for TAs about inclusive pedagogy in the higher education classroom.

#### Learning Outcomes

- Describe inclusive pedagogy.
- Summarize strategies for teaching inclusively in a higher education classroom.
- Reflect on how you can co-create an inclusive classroom as a Teaching Assistant.

#### Introduction

Inclusive pedagogy requires us as educators to recognize that everyone is coming to the classroom with different backgrounds and experiences, ourselves included. This means we need instructional strategies that will be successful for all students, and not dependent on background knowledge irrelevant to the course learning outcomes. As a Teaching Assistant (TA) at American University (AU), you can contribute to students feeling encouraged to engage with the material and during class sessions.

The resources in this module will introduce you to strategies for teaching inclusively. As you read, consider your own responsibilities as a TA. For example, you may be able to incorporate more diverse perspectives in the course readings beyond white, male authors. If you are not responsible for selecting instructional materials, you can foster an inclusive learning

environment during synchronous class sessions, when you respond to online discussion board posts, through your course announcements, and in all the modalities you use to interact with students.

This module includes readings, videos, and reflection questions. After completing the module, you can complete the Final Assessment: Introduction to Inclusive Pedagogy in order to check your understanding and receive a confirmation of your completion of this course.

### **Reading 1: 8 Ways to Be More Inclusive in Your Zoom Teaching**

The first reading in this module is an article from the Chronicle of Higher Education titled *8 Ways to be More Inclusive in your Zoom Teaching*. In this article, inclusive pedagogy experts Viji Sathy and Kelly Hogan describe how to teach inclusively with a special focus on the online learning environment. They offer strategies for interacting inclusively with students as well as additional resources to continue your professional development on inclusive pedagogy. As you read, keep the following reflection questions in mind.

1. Sathy & Hogan (2020) consider the importance of structure at various points of their article. How is structure connected to inclusive pedagogy? Why is structure important?
2. Sathy & Hogan (2020) cited the importance of being intentional about how you end your Zoom sessions. Why is this important? How do you feel comfortable ending a Zoom session?
3. Sathy & Hogan (2020) provided tips for connecting with students personally including using their names, modeling sharing pronouns, and being transparent with students. Do you implement any of these practices? Might you consider doing so in the future?

*Sathy, V. & Hogan, K. A. (2020, April 7). [8 ways to be more inclusive in your zoom teaching](#). The Chronicle of Higher Education.*

## **Video: Inclusive Classroom: AU Students Share Their Experiences (7:29)**

This video, from the American University Office of Campus Life, is a compilation of AU students sharing past experiences in classrooms that did not uphold principles of inclusive teaching. After watching the video, reflect on the following questions.

1. Are you aware of AU's history around racism and racist events? If yes, consider how this applies to teaching inclusively. If not, develop a plan to learn about this in order to be prepared to teach AU students.
2. Consider one anecdote from the video of AU students sharing their experiences that stood out to you and think about why.

*American University. (2019, August 15). [Inclusive classroom: AU students share their experiences \[Video\]](#).*

## **Reading 2: How Do I Create an Inclusive Classroom?**

The second reading in this module is a resource from the AU Knowledge Base on Learning Support Services. The Knowledge Base includes answers to a variety of questions including the entry assigned: How do I create an inclusive classroom? The article describes the components of inclusive pedagogy and ideas for creating an inclusive environment. As you read, reflect on the following questions.

1. Think about what inclusive pedagogy is in your own words.
2. Identify one specific practice you can implement as a TA to foster an inclusive environment.

*American University Knowledge Base. (n.d.). [How do I create an inclusive classroom](#)*

## Wrap Up

The resources in this guide were chosen to introduce you to principles and strategies for inclusive pedagogy practices in higher education. As you start and continue to teach, you will encounter many situations that cannot be prepared for. We recommend you keep reading and reflecting on resources related to inclusive pedagogy and other best practices for teaching and learning. If you encounter any questions access the additional support and resources listed at the end of this document.

## Additional Resources

American University Website. [Faculty resources on diversity, equity & inclusion.](#)

Jack, A. A. (2019, June 13). [On diversity: Access ain't inclusion.](#) [Video]

Sathy, V. & Hogan, K. A. (2019, July 22). [How to make your teaching more inclusive.](#)



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