

Inclusive Pedagogy

Criteria	Excellent	Good	Needs Improvement
<p>Fostering an Inclusive Learning Environment</p> <p>How did the instructor create opportunities to welcome all student and have them interact well with</p>	<p>Fostering a welcoming, respectful environment by creating introductory exercises that are personable, friendly, and encourage humor.</p>	<p>Little personalized material and/or introductory exercises are not engaging and personal.</p>	<p>No introduction or interactions to engage students.</p>
<p>Diverse Learning Resources</p> <p>How did the instructor utilize a variety of learning resources to reach diverse learning needs?</p>	<p>Created a learner-centered lesson plan which utilized learning resources with a variety of learning formats.</p> <p>Implemented the principles of universal design in online learning by anticipating the diversity of students that may enroll in the course and planned accordingly.</p> <p>Clear pathways to access and utilize student success resources.</p>	<p>Used a moderate variety of formats for learning resources and course content.</p> <p>Gave students moderate choice in learning formats.</p> <p>Some student success resources as mentioned.</p>	<p>Used one format for learning resources and content.</p> <p>Gave students no choice in learning format.</p> <p>No student success resources included.</p>

<p>Communicate Clear Course Expectations</p> <p>How did the instructor make the lesson relevant and make essential course components clear?</p>	<p>Every activity clearly connects to one of the chosen learning objectives.</p> <p>The objectives are clearly reflected in the activities and assignments the students complete.</p> <p>Instructor provides regular and constructive feedback.</p>	<p>It's not clear how some activities connect to the learning objectives.</p> <p>Feedback intermittent.</p>	<p>None of the activities have a clear connection to the learning objectives and feedback limited.</p>
<p>Offering Multiple Ways for Students to Demonstrate Knowledge</p> <p>How did the instructor provide choices and opportunity for students to show knowledge in varied formats?</p>	<p>Incorporates noncompetitive, collaborative assignments and group work.</p> <p>Foster student choice in assignments.</p>	<p>Few collaborative assignments.</p> <p>Limited student choice.</p>	<p>No non-competitive collaborative group assignments.</p> <p>No student choice.</p>
<p>Diversity and Inclusion</p> <p>How did the instructor integrate diverse ideas and perspectives into their courses?</p>	<p>Learning activities demonstrate that diverse ideas and perspectives are valued in the course, and students are challenged to analyze how diversity fosters learning.</p>	<p>Diversity is explicitly valued in at least some course activities and students are required to analyze course content from multiple perspectives.</p>	<p>Nothing present that indicates diversity is a value in the course.</p>
<p>Content Meaning</p> <p>How did the instructor create opportunities for students to link course content to their own social contexts and backgrounds?</p>	<p>Multiple course activities require students to connect course content to their socio-cultural backgrounds and/or the socio-cultural backgrounds of others.</p>	<p>At least some course activities require students to connect course content to their own lives and/or reflect on course content is relevant to their futures.</p>	<p>There are no clear connections between course content and students' lives.</p>

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Sources: <https://web.peralta.edu/de/equity-initiative/equity/>

<https://cirtlincludes.net/wp-content/uploads/2018/03/Inclusive-Pedagogy-Framework.pdf>