Reflecting on one’s teaching practices - Are they inclusive?

Guiding questions to...

Reducing biases and acknowledging privilege:
- “How does my social and geographical location influence my identity, knowledge, and accumulated wisdom? What knowledge am I missing?”
- What privileges and power do I hold? How do I exercise my power and privilege?
- How does my power and privilege show up in my (teaching)?
- How do my biases and privileges take up space and silence others?”

Revising courses and curriculums:
- “For whom is your course/curriculum designed? What assumptions do you make about your students’ backgrounds and culture?”
- In what ways does your course recognize and tackle the dominance of Western pedagogy, content, and philosophy?
- How are you working to ensure your course/curriculum is valuing a diversity of approaches and not privileging dominant forms of knowledge?
- How are you acknowledging and addressing the omissions within the field through your coursework and lectures? What is given priority and what is relegated to less important?
- How are you encouraging healthy skepticism which allows students to question what they are learning?”

Amplifying minoritized voice:
- “How are you integrating storytelling into your course? Whose stories are being told? What are you communicating when you exclude certain voices?”
- “How are you supporting and valuing” students from marginalized group in how they are welcomed in the group, participate in class activities, ask questions, work in groups and complete assignments, for example?”
Incorporating high impact learning activities:

- “What content in your course lends itself to hands-on engagement?
- How do the assessments engage students in questioning and critiquing existing and established content?
- In what ways does the activity require students to question their biases and knowledge to work toward a solution?
- How do class activities encourage students to be self-critical and engage in self-improvement, both intellectually and civilly?”

Engaging with the community:

- “In what ways are your students learning more about the world around them?
- What projects can benefit both the community partner, the individuals they serve, and the student(s)?
- How are you ensuring the relationship is reciprocal and you are not adding labor to the community partner?”

References for this tool: