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.

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:

To explore CRT further:

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 Paolo 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:

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.

![The Universal Design for Learning Guidelines](image)

**Figure 1:** Source - [www.cast.org](http://www.cast.org), under “Guidelines”.

To view a summary of UDL:


To explore UDL further:

3. CAST website: [www.CAST.org](http://www.CAST.org), under « Our impact » tab.
4. Inclusive Teaching Practices (ITP)

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

“...recognizes the importance of considering how best to plan 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:
References (for this tool)


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.