

Promoting Diversity, Equity, and Inclusion in the Classroom

Instructions: Below are several equitable teaching strategies, as reported in the education literature. For each strategy, please indicate whether you have never used the strategy (**N**), use the strategy in your own courses occasionally (**O**), or use the strategy regularly (**R**).

- _____ 1. **Wait Time:** Research suggests that waiting even 3-5 seconds after posing a question can enhance student participation, decrease unwillingness to contribute when called on, and enable students to develop more thoughtful responses.
- _____ 2. **Think-Pair-Share:** Students are first given the opportunity to think quietly about a question that has been posed. They then partner with a seat neighbor and discuss their thoughts before the instructor invites students to share out to the class.
- _____ 3. **Allow Time for Writing:** Techniques, like “minute papers,” can provide a space for students to communicate successes, challenges, or confusing/muddy points. Writing can also provide you with a means to learn more about your students identities, interests, and aspirations.
- _____ 4. **Whip (Around):** The instructor poses a question or prompt to the group, and each student has less than 30 seconds to verbally respond as the conversation “whips” around the room. Whips convey to students that the instructor is interested in every voice in the classroom.
- _____ 5. **Learn or Have Access to Students’ Names:** Whether via name tags or name tents, research suggests that students feel more connected to the classroom environment when their instructor knows them by name.
- _____ 6. **Integrate Culturally Diverse and Relevant Examples:** Although it is not possible to represent aspects of all students’ lives or the cultural background of each student in your course, careful attention to integrating culturally diverse and personally relevant connections to your discipline can demonstrate for students that diverse perspectives are valued in your classroom.
- _____ 7. **Ask Open-Ended Questions:** Open-ended questions can be posed orally to frame a class discussion and followed by a quick write or pair discussion to give students time to consider their responses. Alternatively, instructors can plan these questions in advance, so they can be given as brief homework assignments, allowing students time to consider the questions before coming to class.
- _____ 8. **Use Praise with Caution:** With very few syllables spent, instructors may inadvertently convey to those students who are not participating in a given discussion that the responses given by their peers were so wonderful that it is impossible to build on or exceed those responses. Additionally, in a short period of time, the few students who are willing to participate early in a discussion or the course have the potential to become high status in the classroom.
- _____ 9. **Establish Classroom Community Norms:** As instructors strive to cultivate a classroom in which divergent and not always accurate ideas are shared, it is critical that the instructor also establish a set of classroom community norms. In this case, “norms” refers to a set of accepted usual, typical, and/or standard behaviors in the classroom.
- _____ 10. **Teach Students from the Moment that They Arrive:** Research suggests that learning is not discrete and delimited by concepts under study, but rather continuous and pervasive. Learning is happening about everything going on in the classroom. As such, instructors are best served by considering what students are learning, not just about the subject matter, but also about the culture of the classroom from the moment they enter the room.

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