

Inclusive Pedagogies:

Beyond Office Hours and Safe Spaces

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Guiding Question:

What can we, as faculty members, do to create genuinely inclusive classrooms?

Overview

- From *diversity* to *inclusion*
- Strategies for inclusive pedagogy across disciplines: a multidimensional approach
- Table discussions

From *diversity*
to *inclusion*



Terminology

Diversity The level of difference in a collective garden. (*Note: A flower is not diverse: a garden is!*)

Equality Treating each plant identically
(teaching/treating all students identically)

Equity Supplying each plant with what it needs to thrive (teaching/treating students according to their needs)

Inclusion Fertilizer that supports each plant bearing fruit (elements of classroom climate that support each student's willingness and ability to learn)



Source: J. Smith, Ph.D., "Creating Globally Inclusive Classrooms", AAC&U Diversity, Equity, and Student Success Conference, *Engaged Inclusivity: Perceptions, Realities, and Aspirations*. March 28-30, 2019.

Strategies for inclusive pedagogy across various disciplines



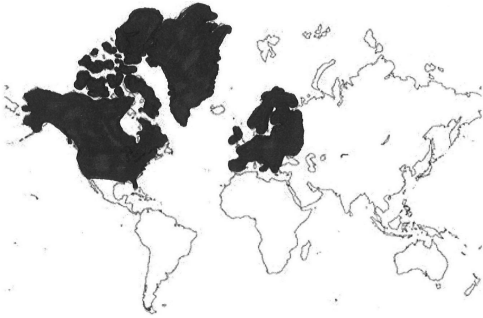
A multi-dimensional approach

- Syllabus design
- Classroom dynamics
- Illustrations/examples
- Course content
- Language choice
- Course policies
- _____



Example 1

Women & Minorities in STEM



MARY ANNING

1799 - 1847



- First female paleontologist
- Found an *Ichthyosaurus* at age 12
- Had no formal education and taught herself to read and write
- Her father taught her how to find and clean fossils
- Recognized as top ten most influential British women in the development of science

Fun fact: Mary Anning inspired the tongue twister 'she sells sea shells on the seashore'

Brought to you by the Women and Minorities in STEM
BIOL 4V90 / PHYS 4350



Example 2



Safe Space Ground Rules

- Judgement-free
- Agree to disagree
- Don't take things personally
- Respect

Students often conflate comfort and safety

From Safe Spaces to Brave Spaces

- | | | |
|--------------------------------|---|---|
| ● Judgement-free zone | → | ● Controversy with civility |
| ● Agree to disagree | | |
| ● Don't take things personally | → | ● Own your intentions AND your impact |
| ● Respect | → | ● Contextualized and culturally sensitive respect |

Call to Action: What Brave Space asks of us

Brave Space asks us to listen



Brave Space examines, critiques, and calls for change

Brave Space calls us to accountability



Brave Space asks us to tell stories



Brave Space asks us to know us as ourselves better

Brave Space asks us to being open to changing our minds



Example 3

PHIL 3302: Modern Philosophy

- Syllabus design & course policies
 - Photos
 - Classroom Culture Statement
 - Childcare policy
- Course content
 - Chronological vs. thematic structure
 - Rethinking the *canon*: women philosophers, Anton Wilhelm Amo, Leibniz and China, Locke on colonization
- Illustrations/Examples
 - Choosing examples and images that represent a variety of cultures/backgrounds


Instructor: Dr. Sharon Wilson Spring 2019

Modern Philosophy

PHIL 3302
CRN 25138
T / T H
12 / 16 / 130
18BY 316

COURSE DESCRIPTION
The modern period in Western philosophy (approx. 1600-1800) was a rich, fascinating period of philosophical development. In many ways, the questions these philosophers raised and answers they developed set the course for the western philosophical tradition, a tradition that still informs how we understand philosophical questions and problems today.


This course introduces students to influential philosophers and ideas of the modern period. We will explore a wide variety of work, including metaphysics, epistemology, political philosophy, and ethics. In order to gain an appreciation for the ongoing philosophical conversation within the historical context, we will proceed chronologically, paying close attention to primary texts.



Elisabeth of Bohemia

COURSE OBJECTIVES
In this class, students can expect to:

- Develop a general understanding of many important philosophical issues and conversations during the 17th and 18th centuries
- Be able to articulate specific views from key philosophers of the time
- Improve the ability to read and understand historical philosophical texts, reformulate arguments, and critically evaluate those arguments



René Descartes

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COURSE TEXTS


- *Modern Philosophy: An Anthology of Primary Sources*, 2nd Edition (2009) Roger Ariew and Eric Watkins, eds. Hackett Publishing Company
- *From Bacon to Kant: An Introduction to Modern Philosophy* (2012). Garrett Thompson. Waveland Press, Inc.
- *Women Philosophers of the Early Modern Period*. (1994). Margaret Atherton, ed. Hackett Publishing Company

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GRADING SCHEME

• Attendance/Participation	5%
• Reading Journals	25%
• Essay	25%
• Exams (3)	45%

"Two things are the most, the clearest why about me and the moral law within me."
— Immanuel Kant



Mary Astell


ATTENDANCE / PARTICIPATION (5 %)

A lot of the work for this course happens in class. Students who do not attend class regularly will not benefit from the course as much as those who do attend regularly. Attendance and active participation in the class are, therefore, required.

Attendance: Each student may take up to 2 absences for any reason. Absences in excess of 2 will result in a deduction of 1% from your overall grade per absence, with no upper bound. In cases of an emergency, sickness, death in the family, etc., a student may receive additional excused absences provided that the student notifies me right away and provide appropriate documentation. Distracting behavior such as texting, chronic tardiness, or sleeping in class may also result in your dismissal from the class for the day, without credit for attendance.

Participation: Participation refers to your active involvement in the class by being prepared for class and engaging in classroom discussion. Participation grades will be given as follows:

- A (100%): participates weekly in class, questions and comments demonstrate familiarity with course readings
- B (85%): participates more than half of the weeks in class (at least 8 weeks)
- C (75%): participates in less than half of the weeks in class (fewer than 8 weeks)



Leibniz's house, Hannover, Germany

CLASSROOM CULTURE STATEMENT

This course is designed to encourage you to think deeply about controversial issues, and as we go along you will almost certainly encounter viewpoints that challenge your own beliefs. I encourage you to view these challenges as opportunities to learn about perspectives that may differ widely from your own and to practice the skill of interacting respectfully and sympathetically with someone, despite the fact that you may strongly disagree with their point of view. Although debate and critical analysis are encouraged, it should be clear that we will not discriminate against or criticize members of this classroom community based on gender, ethnic origin, sexual orientation, disability, or religion. Everyone is welcome here.

First Day Activity:

Creating an inclusive classroom

Example 4



On provided notecards, write down your name, class year, and something that interests you about philosophy. Then, fill in these blanks:

- “I learn best when _____.”
- “_____ makes it hard to learn.”
- I am more likely to participate when _____.
- My classmates help me learn by _____.

Table Discussions

syllabus design, classroom dynamics,
illustrations/examples, course content
language choice, course policies, etc.

**What are the
opportunities
for inclusion in
the various
facets of your
pedagogy?**
