

FAQs on “Why Does Inclusive Teaching Matter?”

1. Does this have to be done in-person?

Ideally this is done in a face-to-face environment, but it can also be completed over Zoom, or with some changes, asynchronously. If done asynchronously (through a discussion board, for example), it would be beneficial to break the activity into two smaller components. Further, if done online, the instructor must closely monitor responses as they come in.

2. When in the course should this activity be completed?

This depends on the course or learning context. For example, if there is a section on inclusion or diversity, it can be done in conjunction. That being said, in general, it is beneficial to do earlier in the course. Not only will this allow students to enact some of the strategies learned, you can also refer back to the activity during later portions of the course or session.

3. What classes can use this activity?

While this activity was originally developed for an Intercultural Communication course, it can be used in a wide variety of courses or learning contexts. Specifically, this activity can be dually beneficial in courses which include students who themselves may be in teaching or training roles.

4. Can this activity be used in training or adult learner contexts?

Absolutely! This activity can be particularly beneficial for those who are or will be teaching or training themselves (T&D, HR, Coaching, etc). By reflecting and gaining a deeper understanding of what inclusive teaching looks like and how it can benefit everyone in the learning environment, learners can apply the knowledge to their own classrooms or training sessions.