



Culturally Responsive Teaching Practices: How To Create an Inclusive Climate

Masha Krsmanovic, Ph.D.
Assistant Professor
School of Education
University of Southern Mississippi
masakrsmanovic@gmail.com
Masha.Krsmanovic@usm.edu



1

WEBINAR OBJECTIVES

- Understand the main principles for creating a *supportive* and *inclusive* classroom climate
- Learn how to *assess* students' characteristics, learning preferences, and unique contributions
- Understand how to recognize and discontinue *non-inclusive* teaching practices through self-reflection and action
- Analyze teaching practices and identify opportunities for application of *culturally responsive and inclusive* approaches

2

WEBINAR OVERVIEW

- Culture and inclusive teaching
- Universal design for learning
- Inclusive teaching online

3

A graphic on the left side of the slide features a stylized profile of a human head in profile, facing left. The head is filled with a vertical rainbow gradient from purple at the top to yellow at the bottom. A large, colorful arrow, also with a rainbow gradient, curves around the head, starting from the top, going right, then down, then left, and finally up, forming a continuous loop that suggests a cycle or a process. The entire graphic is set against a white background with a subtle shadow beneath it.

ACTIVITY

Share your thoughts....

4

INCLUSIVE TEACHING

“Culture” in the context of teaching and learning

Inclusive teaching:

- a worldview or way of thinking
- intentional practice of supporting the learning of students of all identities and backgrounds through an inclusive and positive course climate
- a sense of belonging
- the sum of the instructor's and student behaviors (student-centered)

5

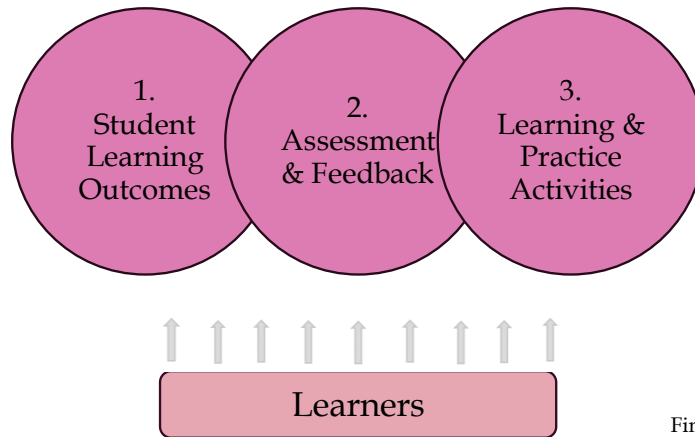


BUT WAIT...

What exactly do we mean by “Teaching”?

6

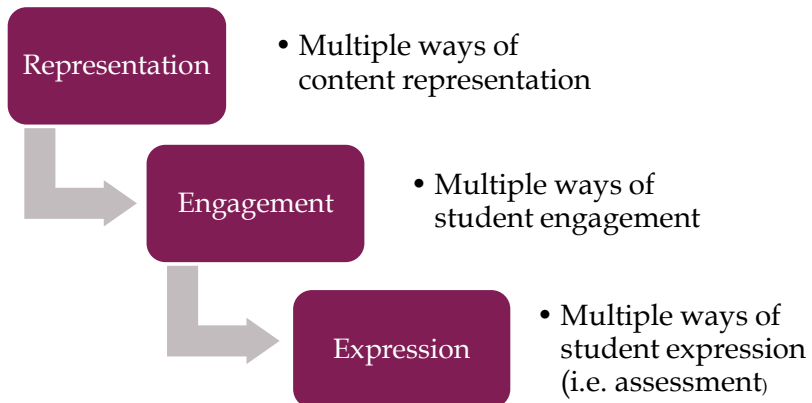
THE TEACHING PROCESS



Fink, 2013
Wiggins & McTighe, 1998

7

UNIVERSAL DESIGN FOR LEARNING (UDL)



8

REPRESENTATION

- Tone & course climate
- Inclusive language
- Diverse materials
- Diverse examples



9

TONE & COURSE CLIMATE

WHY?

- Tone & climate can promote or suppress learning
- Tone & climate can induce emotions that impact learning

HOW?

- Develop and reinforce consistent and fair class policies
- Create a respectful and safe space for students
- Anticipate sensitive issues and acknowledge differences
- Address offensive or insensitive comments

10

INCLUSIVE LANGUAGE



- Names
- Pronouns
- Falsely inclusive statements
- Racially and ethnically diverse groups
- Person first language
- False hierarchies

11

DIVERSE MATERIALS & MODALITIES



- Variety of prior academic experiences and learning preferences
- Glossary of terms and acronyms
- Accessible materials and modalities
- Lecture capture & closed captioning

12

DIVERSE EXAMPLES



- Content delivery
- Resources
- Disciplinary challenges

13

ENGAGEMENT

- Means of engagement
- Deficit vs asset paradigm
- Group engagement
- Engagement in course design



14

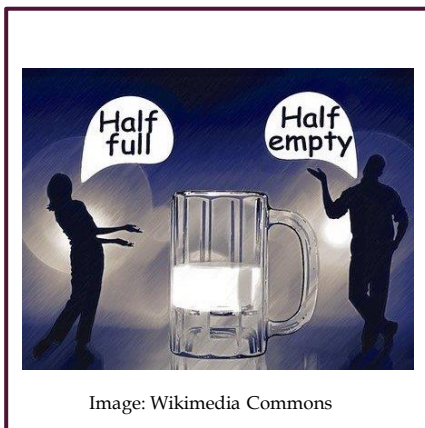
MEANS OF ENGAGEMENT



- Traditional means of participation
- Alternative, authentic, inclusive means of participation

15

DEFICIT VS ASSET PARADIGM



- Deficit paradigm
- Asset paradigm
- Embracing differences
- Examples

16

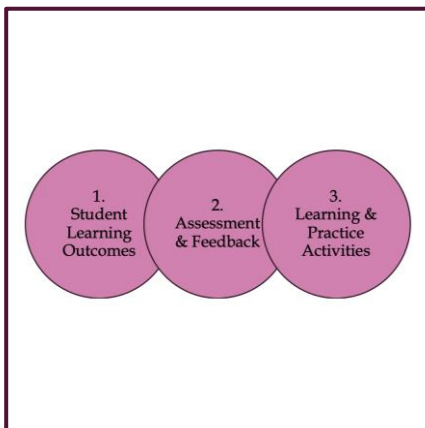
GROUP ENGAGEMENT



- How are we defining student engagement?
- How are we defining group engagement?
- Non-competitive and non-segregating engagement

17

ENGAGEMENT IN COURSE DESIGN



- Alternative means for student feedback
- Low-stake, informal check-ins, small teaching
- Student self-reflections

18

EXPRESSION

- Assessment
- Transparency
- Authenticity



19

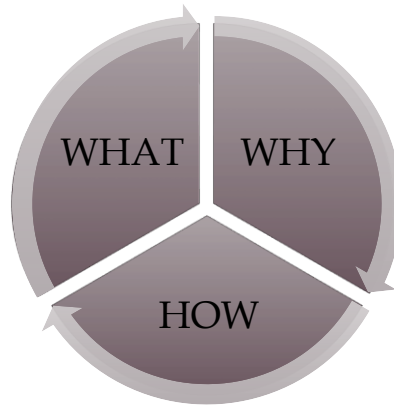
EXPRESSION (I.E., ASSESSMENT)



- Diversity of barriers = Diversity of assessment
- Guided practice & formative feedback
- Timely and targeted summative feedback

20

TRANSPARENCY IN ASSESSMENT



21

AUTHENTIC ASSESSMENT



- Definition
- Benefits and outcomes
- Developing authentic assessment

22

INCLUSIVE TEACHING ONLINE

- Digital divide
- Equity



23

MAKING MISTAKES

- We are all humans!
- Acknowledge and react timely
- Not sure what to say/do?

24

ADDITIONAL POINTS

- Our current environments
- Trauma-informed teaching approaches
- Avoiding assumptions and generalizations

25

POINTS TO REMEMBER

- Inclusive and CR teaching is **relevant in every discipline**, whatever your content.
- Inclusive and CR teaching requires **intentional practice over time**.
- Inclusive and CR teaching does not pertain to any particular pedagogical approach but a **foundation that shapes every teaching approach**
- Inclusive and CR teaching stems from **our awareness** about barriers to student learning but also **includes an active student input (asset paradigm)**

26



Masha Krsmanovic, Ph.D.

Assistant Professor
School of Education
University of Southern Mississippi
masakrsmanovic@gmail.com
Masha.Krsmanovic@usm.edu