**Inclusive Learning Environment**

- Positively Interact with Students
- Culturally Inclusive Classroom
- Encourage Open, Honest, & Respectful Class Discussion
- Anticipate and Address Classroom Incivilities

Adapted from Jane Waite, OSU Social Justice Initiative

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**Use Appropriate Modes of Address**

- Learn names and pronunciations
  - 1st day introductions—make a note of preferred names (and pronouns if they share)
  - It’s ok to ask and keep working on it—better to show that you care

- Use table tents with names
  - Make a note of majors when students introduce themselves—at least get to know the AEC student names!

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**Engage in Positive Interactions with Students**

- Learning happens when emotions are in the pleasant/moderately energized states
  - Inspire confidence: Be open & available
  - Address fears or stress up front
  - Learn something unique about each student
  - Be approachable

- However, moderate stress or disappointment can be motivating if students feel safe seeking help.

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**Foster Open and Inclusive Class Discussion**

- Structure an expectation for discussion
  - Open-ended prompts, share-pair writing then full group sharing, writing to prompt ideas

- Model open discussion
  - Bring up alternative viewpoints if students don’t
  - There is no “devil’s advocate” because it’s ok if someone holds a different opinion
  - Thank students for sharing diverse opinions
  - Paraphrase back student comment to check understanding while being sure the comment is heard
  - Explicitly discuss the value of hearing all perspectives.
Anticipate & Address Classroom Incivilities

“Hot moment”: A sudden eruption of tension or conflict in the classroom.

How do we anticipate, prepare, and address such a moment?

How can we use it as an opportunity to advance student learning?

Anticipate Classroom Incivilities

- Know yourself
  - Examine your own cultural background and implicit bias, and how it may differ from your students
  - What pushes your buttons and causes an emotional reaction?

- Prepare the class
  - Explicitly state and implicitly model respect
  - Guidelines for student discussions in syllabus, mention on first day to set expectations

- Where are the “hot spots” are in AEC material?

Address Classroom Incivilities

- Be attuned to the class mood and dynamic; acknowledge the current feeling
- Try to depersonalize—it is not about the student(s) who spoke up, but about the ideas being exchanged
- Clarify student comments that have sparked tension AND acknowledge hurtful language choices
  - Sometimes inadvertently marginalizing things are said when struggling to understand a new perspective or having familiar views challenged
  - “The word X is a label that’s often objected to by those it’s used to describe because…”
  - Students who are hurt might not speak up

Address Classroom Incivilities

- Find common ground
  - Identify a shared value
  - “I hear that you both care deeply about achieving X, but you have strongly divergent ideas about how to get there”

- Provide a basis for common understanding
  - Establish facts and questions about the topics raised in the tense moment
  - Explain or ask the class why a given topic or language choice feels emotionally charged
Address Classroom Incivilities

- Connect the hot moment to course topics or learning goals
  - What does the big emotion suggest about the importance of the topic you’re teaching?
  - Can course materials help inform, anchor, or delimit the discussion that follows a hot moment?
  - Are there learning objectives related to critical thinking or precise framing of an argument that can be reinforced?

- Note that we can come back to it next time, then follow up!
  - Avoidance breaks trust; model honest engagement with difficult subjects

Address Classroom Incivilities

- Where are the “hot spots” in AEC material?
- How have you handled controversial topics or vocal divergent opinions in the past?
- How have you handled potentially marginalizing comments?
- What are our common values about these moments as a department?