



## Faculty Resources: Inclusive Classrooms & Classroom Dynamics

### University of Denver Resources

DU's [Office of Teaching & Learning](#) (OTL) has a variety of helpful resources available, including:

- [Creating an Inclusive Classroom](#)

*Offers guidelines and resources to aid in the creation of an inclusive classroom.*

- [Teaching International Students](#)

*Offers tips for working with International students. Includes a specific focus on Chinese students, who make up more than ½ of the DU international student population.*

- [Cross Cultural Communication Tips](#)

*Includes practical suggestions for improving communication with international students.*

- [Managing Difficult Teaching Situations](#)

*Offers strategies for dealing with difficult students or difficult classroom situations, including suggestions for how to respond and useful examples.*

Feel free to [contact the OTL](#) for in-person consultations, assistance with course design, and class observations related to inclusive teaching practices.

### External Resources

*In addition to resources available here at DU, colleagues at other institutions have collected many helpful materials you may wish to peruse.*

**Cornell University Center for Teaching Excellence. (2016). *Building inclusive classrooms*. Retrieved from <https://cte.cornell.edu/teaching-ideas/building-inclusive-classrooms/index.html>**

*Offers a number of ideas and strategies that can be used to create and maintain an inclusive classroom, including icebreaker examples, tips on managing classroom climate, and inclusive teaching strategies.*

**Derek Bok Center for Teaching and Learning. (n.d.). *Classroom dynamics & diversity*. Retrieved from <http://bokcenter.harvard.edu/classroom-dynamics-diversity>**

*Offers suggestions and resources for handling classroom dynamics, including classroom contracts, dealing with both quiet and noisy students, and the different aspects of diversity. Includes specific tipsheets for handling “Hot Moments” in the classroom, including “Hot Moments” and diversity.*

**Elon University Center for the Advancement of Teaching and Learning. (2016). *Inclusive classroom resources*. Retrieved from <https://www.elon.edu/u/academics/cat/teach-inclusively/>**

*Includes a fairly comprehensive list of resources related to inclusive classrooms, including best places to start, difficult discussions in classrooms, counteracting stereotypes in the classroom, curriculum design, and resources related to specific types of students.*

**National Education Association. (2015). *Higher education best practices – teaching & learning*.**

**Retrieved from <http://www.nea.org/home/33508.htm>**

*Offers a number of resource guides with practical advice for college and university faculty. Related to the classroom and inclusive excellence are the guides for **Stereotype Threat** and **The Assumptions We Make About Diversity**. However, the remaining guides may also be of interest to classroom instructors.*

**Rossier Faculty Council’s Diversity Committee. (2012, December 17). *Tools for teaching diversity*.**

**Retrieved from <http://rossier.usc.edu/tools-for-teaching-diversity/>**

*Compiled by the University of Southern California Rossier School of Education’s Faculty Council’s Diversity Committee, this site includes a number of useful links to resources directly related to inclusive teaching strategies. Includes an annotated bibliography of articles on teaching for diversity.*

**University of Michigan Center for Research on Learning and Teaching. (2016). *Inclusive teaching resources and strategies*. Retrieved from <http://www.crlt.umich.edu/multicultural-teaching/inclusive-teaching-strategies>**

*Offers resources for those interesting in supporting the learning of all students within the classroom. Includes a framework and strategies for inclusive teaching, research based information, and suggestions for how to create an inclusive classroom.*

**University of Michigan Center for Research on Learning and Teaching. (2017, February 1). *Teaching in the current political climate*. Retrieved from <http://www.crlt.umich.edu/node/94910>**

*Provides resources for teaching post-election, including how to establish boundaries of civil discourse, supporting students in distress, or focusing on self—care needs.*

**University of Virginia Center for Teaching Excellence. (2015). *Teaching a diverse student body:***

***Practical strategies for enhancing our students' learning*. Retrieved from <http://cte.virginia.edu/resources/teaching-a-diverse-student-body-practical-strategies-for-enhancing-our-students-learning/foreword/>**

*Offers a guide for teachers who want to create an inclusive classroom environment. Includes sections on gender dynamics, working with international students, dealing with conflicts, and working with students with disabilities.*

**Washington University in St. Louis, The Teaching Center. (2016). *Inclusive teaching and learning*.**

**Retrieved from <https://teachingcenter.wustl.edu/resources/inclusive-teaching-learning/fostering-inclusion-in-the-classroom/>**

*Includes strategies for fostering inclusion in the classroom, how to facilitate challenging classroom conversations, and selected references for additional information.*

## **Additional Resources**

*The following articles and online resources also provide useful information related to creating an inclusive classroom and classroom dynamics.*

**Barnett, P. E.** (2011). Discussions across difference: Addressing the affective dimensions of teaching diverse students about diversity. *Teaching in Higher Education*, 16(6), 669-679.

**Conley, J.** (2016, October 7). The role of teaching in responding to racism. *Inside Higher Ed*. Retrieved from <https://www.insidehighered.com/views/2016/10/07/responding-classroom-racial-incident-campus-essay>

**Diversity and Inclusion in the Classroom.** (2016). *Faculty Focus: Special Report*. Madison, WI; Magna Publications, Inc. Retrieved from <http://www.facultyfocus.com/free-reports/diversity-and-inclusion-in-the-college-classroom/>

**Gonzalez, J.** (2016, February 14). A collection of resources for teaching social justice. *Cult of Pedagogy*. Retrieved from <http://www.cultofpedagogy.com/social-justice-resources/>

**Greenfield, D.** (2009). Bringing “pedagogical assumptiveness” to the surface: Establishing the context for teaching innovation. *Journal of Excellence in College Teaching*, 20(1), 35-52.

**Grover, S. J.** (2016, November 4). Creating trans-inclusive curricula. *Inside Higher Ed*. Retrieved from <https://www.insidehighered.com/advice/2016/11/04/how-develop-curricula-are-inclusive-transgender-students-essay>

**Harlap, Y.** (2014). Preparing university educators for hot moments: Theater for educational development about difference, power, and privilege. *Teaching in Higher Education*, 19(3), 217-228. doi:10.1080/13562517.2013.860098

**Harper, S. R., & Davis, C. H. F.** (2016, November). *Eight actions to reduce racism in college classrooms*. Retrieved from <https://www.aaup.org/article/eight-actions-reduce-racism-college-classrooms#.WBz0mPkrLIU>

- Jaschik, S.** (2016, September 6). Not on the syllabus. *Inside Higher Ed*. Retrieved from <https://www.insidehighered.com/news/2016/09/06/political-scientists-consider-challenges-talking-undergraduates-about-controversial>
- Lee, A., Poch, R., Shaw, M., & Williams, R. D.** (2012). Special issue: Engaging diversity in undergraduate classrooms – A pedagogy for developing intercultural competence. *ASHE Higher Education Report*, 38(2), 1-132.
- Linder, C., Harris, J. C., Allen, E. L., & Hubain, B.** (2015). Building inclusive pedagogy: Recommendations from a national study of students of color in higher education and student affairs graduate programs. *Equity & Excellence in Education*, 48(2), 178-194.
- Lum, L.** (2016, October 6). Georgetown University professor's Ferguson syllabus growing nationwide. *Diverse Issues in Higher Education*. Retrieved from <http://diverseeducation.com/article/87856/>
- Lundquist, J., & Misra, J.** (2016, October 18). Establishing rapport in the classroom. *Inside Higher Ed*. Retrieved from <https://www.insidehighered.com/advice/2016/10/18/how-engage-students-classroom-essay>
- Plymouth University.** (n.d.). Inclusive teaching and learning research: Find out more about inclusivity with our selected bibliography of research, reports and resources about teaching and learning inclusively. Retrieved from <https://www.plymouth.ac.uk/your-university/teaching-and-learning/inclusivity/inclusivity-research>
- Pozner, J. –E.** (2017, February 21). Talking Trump in the classroom. *Inside Higher Ed*. Retrieved from <https://www.insidehighered.com/advice/2017/02/21/how-teach-students-about-thorny-issues-without-insinuating-your-own-views-essay>
- Quaye, S. J., & Harper, S. R.** (2007). Faculty accountability for culturally inclusive pedagogy and curricula. *Liberal Education*, 93(3). Retrieved from <https://www.aacu.org/publications-research/periodicals/faculty-accountability-culturally-inclusive-pedagogy-and-curricula>

**University of Michigan Center for Research on Learning and Teaching.** (n.d.). *Making the most of “hot moments” in the classroom.* Retrieved from

[https://docs.google.com/document/d/1tuMuMVnl7soHLcTNxzCTqcpkun0ASHW\\_WvNuxphyxX/edit](https://docs.google.com/document/d/1tuMuMVnl7soHLcTNxzCTqcpkun0ASHW_WvNuxphyxX/edit)

**University of Michigan Center for Research on Learning and Teaching.** (2016, August 29). *Teaching and learning in a tense election season.* Retrieved from <http://www.crlt.umich.edu/node/92763>

**Wright, C. N.** (2016, October 4). Framing classroom incivility. *Inside Higher Ed.* Retrieved from <https://www.insidehighered.com/advice/2016/10/04/identifying-and-understanding-classroom-incivility-essay>