

INTERACT123 Research Round-Up: Inclusive Design

June 2023

Welcome to the INTERACT123 [Research Round-Up](#). Each month, we will provide you with recommendations for leading resources on a specific topic to support teaching, learning, and student success!

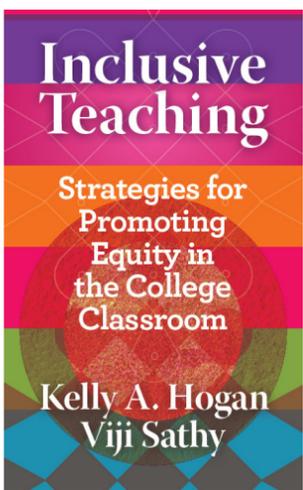
Books



Virna Rossi (2023)

[***Inclusive Learning Design in Higher Education: A Practical Guide to Creating Equitable Learning Experiences***](#)

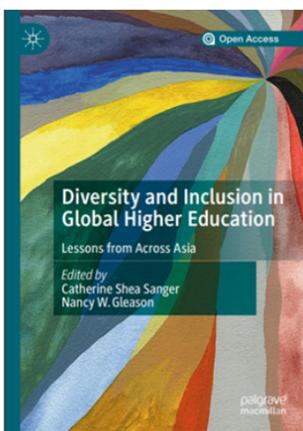
"How can you design more inclusive learning experiences in environments? How can you overcome some of the challenges of designing and implementing more inclusive learning. You will find the answers to these questions, and much more in this dynamic new text."
- *inside cover*



Kelly A. Hogan & Viji Sathy (2022)

[***Inclusive Teaching: Strategies for Promoting Equity in the College Classroom***](#)

"In a book written by and for college teachers, Kelly Hogan and Viji Sathy provide tips and advice on how to make all students feel welcome and included. They begin with a framework describing why explicit attention to structure enhances inclusiveness in both course design and interactions with and between students. Inclusive Teaching then provides practical ways to include more voices in a series of contexts: when giving instructions for group work and class activities, holding office hours, communicating with students, and more." -*book summary*



Edited by Catherine Shea Sanger & Nancy W. Gleason (2020)

[***Diversity and Inclusion in Global Higher Education***](#)

"Explores the growing importance of international liberal arts education programs. Highlights the relevance of understanding student diversity to achieve deep learning in a changing educational context Provides a unique toolkit for educators and professional development experts." - *book summary*

Practices & Monograph

ACUE Association of College and University Educators

10 Inclusive Teaching Practices

A classroom, whether physical or virtual, is a reflection of the world in which we live. Research has shown that students from underrepresented groups often face additional challenges. By implementing inclusive teaching practices, faculty can create learning environments in which all students feel like they belong and can learn at high levels.

To support instructors in creating inclusive learning environments, we're offering a set of [free resources](#), including 10 inclusive teaching practices that can be immediately put to use to benefit both faculty and their students. These practices are tailored for online teaching but are also relevant to the physical classroom.

These 10 practices include:

- 1 Ensure your course reflects a diverse society and world.**
Be intentional when selecting your multimedia (images, videos, blogs), required readings, and illustrative examples so that your course site and curriculum reflect diverse people, voices, and viewpoints. For example, seek articles from publications outside of your discipline's main journals, in journals published outside the U.S., and in open-access databases. [View resources](#)
- 2 Ensure course media are accessible.**
Making your course media — including videos, images, documents, PowerPoint presentations, and so on — accessible benefits all of your students. [View resources](#)
- 3 Ensure your syllabus sets the tone for diversity and inclusion.**
An inclusive syllabus includes policies and resources that help ensure all students are supported in their learning process. Including a diversity statement that explains why diversity and inclusion are important to education helps students understand the importance and relevance of diversity and inclusion. [View resources](#)
- 4 Use inclusive language.**
Students feel acknowledged when we adopt current terminology about various identity groups. Using inclusive language can help build a stronger campus community and further our ability to thrive in an increasingly diverse environment. [View resources](#)
- 5 Share your gender pronouns.**
Model inclusion and send a message that your course is a safe space for students across the gender spectrum by including your pronouns on your syllabus, on your signature line, and in your LMS profile. [View resources](#)

Association of College & University Professors (ACUE)

[**10 Inclusive Teaching Practices**](#)

Monograph | Volume 2

Evidence-Based Practices: Optimizing Course Design & Instruction

INTERACT123

2022

INTERACT123 Monograph Series

[**Volume 2: Evidence-Based Practices: Optimizing Course Design & Instruction**](#)

Videos

[The New 3Rs for Education](#)

José Antonio Bowen



"José Antonio Bowen has spent more than 35 years leading change and innovation at Stanford, Georgetown and the University of Southampton. Educator, scholar and author of *Teaching Change* and *Teaching Naked*. Bowen consults with both higher ed institutions and Fortune 500 companies on innovation, leadership, pedagogy and diversity and inclusion. "

[Zaretta Hammond: Culturally Responsive Teaching 101](#)

Edthena



"Zaretta Hammond, author of *Culturally Responsive Teaching and the Brain*, discusses culturally responsive teaching- what it is and what it is not."

[Creating Your Syllabus](#)

Georgetown University



"Georgetown Professor Marcia Chatelain on putting together an effective syllabus and Georgetown Professor Betsy Sigman on syllabus necessities."

Toolkits

[Inclusive Teaching Toolkit](#)



"Creating more inclusive and welcoming learning environments for all students requires more than just goodwill; it takes effort on the part of every higher education professional." - ACUE

[Inclusive Pedagogy Toolkit](#)

Center for New Designs in Learning and Scholarship

The Center for New Designs in Learning and Scholarship (CNDLS) is Georgetown's center for teaching excellence, technology, innovation, assessment, learning analytics, and research.

"Designing the learning environment to be meaningful, relevant, and accessible for every student in your course/program is inclusive pedagogy. And it's supported by a growing body of research." - Georgetown University

Resources & Articles

[Microsoft Inclusive Design \(2023\)](#)

[Catering to Inclusion and Diversity with Universal Design for Learning in Asynchronous Online Education: A Self-Determination Theory Perspective \(Ismailov & Chiu, 2023\)](#)

[Inclusive Instructional Design: Applying UDL to Online Learning \(Rao, 2021\)](#)

[Chapter: Inclusive Pedagogy and Universal Design Approaches for Diverse Learning Environments \(Sanger, 2020\)](#)

[Culturally Responsive Teaching and UDL \(Bass & Lawrence-Ridell, 2020\)](#)

[Curricula that Account for All Students: A Look at Culturally Responsive Teaching In Higher Education \(Kwak, 2020\)](#)

[Inclusion, Universal Design and Universal Design for Learning in Higher Education: South Africa and the United States \(Dalton et al., 2019\)](#)

[What is Culturally Responsive Teaching? \(Understood, n.d.\)](#)

[Culturally Responsive Teaching: 4 Misconceptions \(Gonzalez, 2017\)](#)



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Research Round-Up

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