

	Slide 1	Intro. Slide					
last name exercise	Slide 2	What I am		last name palmer is my husbands, but im a clynch which should give you a hint			
	Slide 3	What I am not					
Poll 1	Slide 4	Have you ever felt left out?					
Poll 2	Slide 5	Have you ever accidentally left anyone out?					
	Slide 6	What do we mean by cultural inclusion?	What	Social; academic; cognitive; emotional; functional; behavioral	In cultural inclusivity, faculty and students recognize, appreciate, and capitalize on diversity so as to enrich the overall learning experience. Fostering a culturally inclusive learning environment encourages all individuals – regardless of age, gender, ethnicity, religious affiliation, socioeconomic status, sexual orientation or political beliefs – to develop personal contacts and effective intercultural skills.		
			When	Appropriate methods and approaches; we should think of this in everything we say or do			
			Where	At least in the respective learning environments;	Physical Mobility/Behavioral Independence; social skill domain; academic skill domain		
			How	Individualization; social learning, Active Involvement; UDL			
			Why	Way of life; real world			
	Slide 7	So how does inclusivity affect the classroom? To answer this, we should consider Maslow's Hierarchy of Needs		All students have basic needs to be met for learning to occur. The more needs that are met, the more students will learn. Maslow's hierarchy, which was developed by Abraham Maslow in 1954, organizes the basic needs of students on different levels (McLeod, 2007). This applies especially to students with exceptionalities/differences, because many times students' with exceptionalities needs are more difficult to meet.			
	Slide 8	Read					
Question	Slide 9	what have you used in your classroom to establish inclusivity?					
	Slide 10	Well Address self-exploration, integration, environment, and experiences					

Example	Slide 11	Self-exploration	Have you been to the simon weisenthal museum of tolernace?	we all have bias, and moving through it means recognizing it in ourselves first.	Self-exploration: Examine personal cultural biases and assumptions. Explore personal perceptions and understanding of situations by developing an awareness of personal cultural "filters."	
Question	Slide 12	Self-exploration				
	Slide 13	Self-exploration				
	Slide 14	Self-exploration				
Question	Slide 15	Self-exploration	Do any of these questions make you wonder or feel uncomfy?	How many of you are willing to go through a change if you're already comfortable		
Question	Slide 16	Integration	How do you integrate an inclusive classroom	Integrate culturally diverse information/perspectives into all aspects of teaching. Consider moving beyond the constraints of a cultural history month by incorporating multiple perspectives into all aspects of the curriculum.		
	Slide 17	Fair isnt always equal	by imposing the same expectations, assumptions, and rules on a class, you are not allowing equality	Ask students to help you strategize		
	Slide 18	Cons of inclusion				
	Slide 19	Environment	Relays	Climate communicates expectations placed upon students. This is relevant because people tend to perform in relation to the expectations placed upon them. When students perceive that the instructor thinks they are smart and capable, they meet those expectations – the so-called Pygmalion effect (Rosenthal & Jacobson, 1992). Conversely, when students perceive that expectations placed on them conform to stereotypes (e.g., African-American students are less capable), they will underperform, regardless of their actual capabilities – the stereotype-threat effect (Steele & Aronson, 1995).		

			Regulates	Climate regulates the circulation and construction of knowledge. For instance, in an inclusive climate all students are more likely to volunteer different perspectives and thus enrich discussions; conversely, if some students or groups feel that their contributions are not as valued as those of others, they will withdraw from the conversation. As an example, women in technical fields often report feeling undervalued compared to their male peers.		
			Impacts	Climate impacts meta-curricular and citizenship skills. In a productive classroom students can learn to work in groups with students different from them in ways that facilitate the development of skills such as leadership, communication, and conflict resolution. At the opposite end of the spectrum, non-inclusive learning environments facilitate the perpetuation of stereotypes about students from other groups.		
			Impacts	Climate impacts student persistence. When the cumulative direct and indirect messages students perceive communicate that they are not as able as other students and don't belong in the course, students are less likely to stay in the course, the major, and even in the university (Tinto, 1993).		
			Engenders	Climate engenders emotions that impact learning. In a productive class, the learning experience is characterized by excitement for discovery, joy, satisfaction and pride at one's accomplishments. All these positive emotions have the effect of motivating students for further learning. Conversely, if the predominant emotions in a class are fear, shame or embarrassment for being wrong, or boredom and apathy about the content, these negative emotions will be highly demotivating to students (Ford, 1992).		

			Channels	Climate can channel energies away from learning or toward it. For instance, if gay or lesbian students feel it is not safe for them to be out in class, they tend to carefully monitor their participation for fear of inadvertently exposing themselves, limiting their engagement with the material. Conversely, in classes where they feel free to be themselves, they often capitalize on their personal experience of having challenged conventional assumptions by engaging with the material in creative ways (Renn, 1998).		
			Communicates	Climate communicates power dynamics. In productive classes, instructors use their authority to empower everybody to take ownership in the learning process. Conversely, if some students or groups of students feel that their perspective is not represented in the readings, or is belittled when it is voiced, they might withdraw from the class. The ultimate form of resistance for people who feel powerless in a hostile environment is the refusal to learn (Kohl, 1994).		
Question	Slide 20	UDL	Who can explain UDL	UDL is a set of principles for curriculum development that give all individuals equal opportunities to learn. As instructors, the students who come to us have multiple intelligence levels; different disabilities and capabilities, and come from different cultural backgrounds, some with language barriers. UDL provides the framework for creating instructional goals, methods, materials and assessments that work for all learners.		
	Slide 21	Solution to barriers		As teachers, it is important to apply the UDL guidelines which include the provision of: Multiple means of representation, Multiple means of action and expression Multiple means of engagement.		

	Slide 22	Solution to barriers		In UDL you are Providing options for comprehension such as activating background knowledge, highlighting big ideas and support memory and transfer. You are differentiating instruction by providing options for perception- namely options that customize the display of information, provide alternatives for auditory and visual information; options for language and symbols; options that define vocabulary and symbols, that clarify syntax and structure, decode text, promote cross-linguistic understanding and illustrate key concepts non-linguistically. Lastly, you differentiate Instruction by providing multiple means of action and expression by the		
	Slide 23	In the classroom		Establish an introduction system or "meet-and-greet" process that enables students and staff to gain information about the cultural backgrounds of others, and the diversity of experience in the classroom (e.g., ice-breaker activities in the first week of semester). For example, consider a "name activity" that encourages students to talk about the origins of their name, how they came to be given it, or what it means. This can help to encourage interaction between students, as well as opening up discussion about diversity.	At the start of each semester, provide students with some information about your teaching style and instructional methods, perhaps on lecture slides or on your own website. Include details of your cultural background and any cross-cultural teaching, learning or research experiences you have had.	Communicate to your students that you are committed to understanding cultural differences and understanding your own assumptions, values and beliefs associated with diversity. This sends a message to students that culture is valued and respected in the classroom.
	Slide 24	In the Classroom	negotiating is a win	https://diversity.missouri.edu/learn/inclusive-classroom.php		
Question	Slide 25	Experiences	How do you think experience leads to learning			
	Slide 26	Experiences	Discovery Learning	Research indicates that exhortation is the least effective methodology for changing prejudiced attitudes; in fact, it often produces a result opposite from the desired effect.	Provide opportunities for students to resolve conflicts, solve problems, work in diverse teams and think critically about information.	

	Slide 27	Experiences	Life Experiences	choose literature that will develop empathy. Make the classroom a place where students' experiences are not marginalized, trivialized or invalidated. Students develop a variety of coping strategies based upon the type and frequency of discrimination they have experienced.	If you expect it of your students, they have no reason not to expect it from you. Keep abreast of current anti-bias education issues and discuss them with students. Clip articles from newspapers and magazines and post them in the classroom. Educators should let students know that they consider themselves learners, and that they see themselves as part of the learning process.	
Question	Slide 28	Strategize to build experiences	Think of these areas and tell me what an inclusive experience looks like			
	Slide 29	Strategies to build experiences				
	Slide 30		Resources	CAST National Center on Accessing the Curriculum www.cast.org . "The single most significant barrier in the general curriculum is the fixed medium of presentation. For example, printed materials... cannot be modified from their original format, nor can the information provided be enhanced or made more supportive for diverse learners. "[Putting learning materials into] digital form is necessary because it provides the underlying flexibility needed for customization. Text, images, sound, and video, when digitized, can be converted to other forms for accessibility to different learners at the teacher's or learner's request. This ability to	Study Guides Learning Logs Organizational Aids Skeletal Outlines Highlight Reading Materials Multi-sensory Presentations Vocabulary Lists Main Idea Summaries Writing Process Aids Pre-Written Notes Graphic Organizers	
	Slide 31	Quote	Inclusive Schools:	Have standards that embrace all students and encompass supplemental educational needs (in fact not considered supplemental); knowledgeable about research based practices that assist students with diverse learning needs to learn Teaching which uses heterogeneous groupings and a variety appropriate instructional strategies based upon students' learning needs High expectations for all students	Faculty are knowledgeable about research based practices that assist students with diverse learning needs to learn; Program philosophy which emphasizes the value of diversity, multiculturalism, social justice, and belonging for everyone	

Activity	Slide 32	Answer this	in the notes section, do this, we'll email the activity back to you.			
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