

NC STATE

Reflective Educational Design
|RED|

Inclusive Teaching Certification





Inclusive Pedagogy

Modules in Inclusive Teaching Methodology |ITM| provide faculty with a range of interdisciplinary, evidence-driven pedagogical approaches that foster inclusion, increase students' engagement in learning, and support broadly the achievement of all students.

Foundations of Inclusive Teaching Methodology

Faculty participants will

- Identify the principles of Universal Design for Learning and their impact on curricular design and implementation;
- Discuss active learning and student engagement; and
- Explore student-centered teaching strategies that proactively promote student learning.

In addition, participants select one additional module of their choice:

Implementing the Principles of Universal Design for Learning

Faculty participants will

- Explore strategies for planning and implementing instructional design through multiple means of representation, action and expression, and engagement; and
- Discuss plus-one approaches for current and previously implemented classroom assessments, assignments, and course materials.

Personalizing Online Learning in Moodle

Faculty participants will

- Define personalized learning;
- Examine the multiple facets of personalized learning;
- Evaluate the efficacy of personalized learning; and
- Explore technological resources to use at NC State to implement personalized online instruction.





Awareness and Perspectives

Modules in Awareness and Perspectives [A&P] provide faculty with opportunities for engaging in critical self-reflection, developing intrapersonal awareness, and exploring the impact of roles, positions, experiences, identities, and perspectives on teaching and learning.

Foundations of Awareness and Perspectives

Faculty Participants will

- Engage in critical self-reflection in order to increase intrapersonal awareness, identity development, and self- concept;
- Identify barriers to inclusion in the classroom; and
- Consider students' lived experiences and how roles, positions, experiences, identities, and perspective impact teaching and learning.

In addition, participants select one module of their choice:

Recognizing Microaggressions in the Classroom

Faculty Participants will

- Discover key components of microaggression;
- Explore types of microaggressions in the classroom;
- Discuss the impact of microaggressions on student well-being; and
- Identify targeted populations impacted by microaggressions.

Responding to Microaggressions in the Classroom

Faculty Participants will

- Discover strategies for responding to microaggressions in the classroom
- Discuss experiences with microaggressions in the classroom
- Review case studies on approaches to responding to microaggressions
- Explore the interpersonal work needed to acknowledge and respond to your own microaggressions





Cultural Relevance and Responsiveness

Modules in Cultural Relevance and Responsiveness [CR&R] provide faculty with strategies for developing intercultural competence through culturally responsive/congruent teaching, culturally appropriate/sustaining pedagogy.

Foundations of Cultural Relevance and Responsiveness

Faculty participants will

- Explore how human development, culture, and language impact learning;
- Discuss practices that develop their own intercultural competence as well as that of their students; and
- Explore multiple means of measuring student performance and using those measures to inform instruction.

In addition, participants select one module of their choice:

Creating an Equitable Classroom

Faculty participants will

- Identify the unique experiences of international students studying in the U.S.;
- Explore techniques to promote classroom engagement and ensure student comprehension; and
- Discuss considerations for assessing student work, especially the work of non- native English speakers.

Facilitating Purposeful Dialogue in the Classroom

Faculty participants will

- Reflect on what constitutes a purposeful interaction in their course context;
- Discuss effective strategies for actively promoting class discussion;
- Develop strategies for facilitating difficult conversations; and
- Consider approaches for both planned and unanticipated discussions in the classroom.

Promoting Diversity and Inclusion through Course Content

Faculty participants will

- Discuss why diverse representation is important;
- Share their discipline- specific approaches to incorporating diverse perspectives and contributors in their courses; and
- Discover how to help students engage with diverse content through the framework of intercultural competence.





Community and Belonging

Modules in Community and Belonging provide faculty with strategies for establishing and supporting an inclusive course climate in which all students' voices are heard, respected, and valued.

Foundations of Community and Belonging

Faculty participants will

- Explore aspects of inclusive course climates;
- Discuss strategies for building and communicating clear expectations into key assignments and assessments; and
- Examine how to remove barriers of isolation.

In addition, faculty select one module of their choice.

Building Rapport: How to Improve Collaborative Learning in Large Classes

Faculty participants will

- Discuss barriers to inclusion in large classes and approaches for overcoming those barriers; and
- Discover collaborative and cooperative learning strategies that promote whole-class engagement

Cultivating Resilience: How to Support First-Generation College Students

Faculty participants will

- Describe the characteristics of first-generation college students, including strengths and barriers to success; and
- Identify appropriate strategies for supporting first-generation college students.

Supporting Student Veterans

Faculty participants will

- Explore military culture and terminology;
- Explore student veteran demographics, nationally and at NC State;
- Discover common challenges student veterans face in the higher education classroom
- Review strategies to support student veterans and proactively create a military-inclusive classroom environment; and
- Identify community and campus resources for student veterans.

Supporting GLBT Students in the Classroom

Faculty participants will

- Explore GLBT identity terminology;
- Identify issues faced by GLBT students in the classroom;
- Discover strategies to address responding to climate concerns in the classroom; and
- Discuss strategies for proactively creating a GLBT-inclusive classroom environment





Access and Empowerment

Modules in Access and Empowerment provide faculty with opportunities to become agents of change, promote accessibility for the benefit of all students, and empower all students through the coalescence of the campus network.

Foundations of Access and Empowerment

Faculty participants will

- Reflect on how accessible their presentation of materials is; and
- Discuss ways to promote student choice in assignments.

In addition, faculty select one module of their choice:

Designing an Accessible Course

Faculty participants will

- Discover the differences between accommodations and accessibility;
- Discuss the importance of accessibility;
- Learn accessibility concept basics;
- Learn how to make accessible documents and presentations;
- Identify when and how to caption academic materials; and
- Explore campus accessibility resources.

Navigating Accommodations for Students

Faculty participants will

- Review instructor roles and responsibilities in accommodating students with disabilities and compliance with ADA/504 authority;
- Identify essential course requirements and technical standards in course design;
- Evaluate conflicts between an accommodation and essential course requirements; and
- Develop strategies and locate resources for engaging and supporting students with disabilities.

Creating Multiple Formats: How to Make Accessible Instructional Videos

Faculty participants will

- Explore effective practices in creating instructional videos for minimizing cognitive load and maximizing student engagement; and
- Discover resources for screencasting, captioning, and making transcriptions.

Supporting Students with Dyslexia

Faculty participants will

- Define what dyslexia is and is not;
- Discover the common challenges dyslexic students face;
- Review the current literature on best ways to support students with dyslexia;
- Explore digital tools and resources to support dyslexic students (and others!);
- Learn how to adjust teaching methodologies to support dyslexic students in the classroom; and
- Identify campus resources for students with dyslexia.



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