

# GOALS FOR ENGAGING IN INCLUSIVE PEDAGOGY

## Inclusive Pedagogy Seminar

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Throughout the Seminar, we continued to identify, clarify, and refine our goals for engaging in inclusive pedagogy. By the end of the Seminar, we identified the following goals:

### Support Students

- Create learning environments where everyone feels equally valued and able to participate
- Create learning environments that further CUNY's mission
- Improve student confidence and performance, especially among students of color, English-language learners, international students, and first generation college students
- Inspire students with a love of lifelong learning

### Deepen Learning

- Create more opportunities for critical thinking, argumentation, and deliberation in the classroom
- Develop students' rhetorical awareness, empathy, and ability to identify and deliver on audience needs
- Develop students' research and source-evaluation skills
- Provide students with strategies for and practice building consensus

### Value, Reflect, and Interrogate Inclusion and Diversity

- Demonstrate the value of diversity for knowledge-building
- Reflect the diversity of students in the class on the syllabus, in framing language as well as in the reading list
- Respond to students' needs and demands for inclusion and diversity
- Demystify and interrogate with students how knowledge and disciplines are created, how that might affect syllabus diversity, and enable students to join the discipline by critiquing absences and identifying opportunities
- Encourage students to think structurally about inclusion and exclusion, and to interrogate their values around inclusion when, for example, participating in democracy or consensus building
- Interrogate normative and objective frameworks
- Challenge students and oneself to think about how far they'd go to promote values of inclusion and diversity
- Challenge students and oneself as an instructor to think about the limits of inclusion
- Recognize and explore systems of power
- Identify opportunities for students to feel optimistic about questions of diversity
- Facilitate the development of more inclusive thinkers who will make change in the world

### Validate and Interrogate Identity

- Help students interrogate their backgrounds, beliefs, and lenses, and recognize how that impacts and enriches their thinking
- Share with students that we as instructors also have perspectives and backgrounds
- Identify one's areas of weakness or limitation in relation to inclusion and subsequently be better able to identify a framework for response
- Help students interrogate their response to and relationship with their instructor

### Continue Pedagogical Development

- Revisit syllabus and lesson plan design
- Challenge the distinction between content and active learning