



## 5 Things You Should Read About

# Inclusive Pedagogy

2020

### THE SERIES

The resources recommended in this series are intended to be eclectic and thought-provoking. They may be journal articles, blog posts, podcasts, interviews, reports, or just about anything else that we think is important to read, watch, or hear about this topic. For the general concept, this series is deeply indebted to the EDUCAUSE “7 Things You Should Know About...” reports.

### THE TOPIC

“Inclusive education” as a term was first discussed in primary and secondary education of the 1980s as part of disability justice advocacy and the desire for students with disabilities to have access to mainstream educational opportunities and resources (Kozleski and Yu 2016). This thinking was later expanded to all forms of human diversity with the view that all learners should have opportunities to participate in education, focusing particularly on areas where learners are marginalized by race, gender, class, ability, socioeconomic status, and sexuality. Additional uses and meanings of the term have since emerged (Kozleski and Yu 2016). In higher education, the term “inclusive pedagogy” was brought into use by Professor Frank Tuitt in 2003, and is compatible with a family of pedagogies such as critical pedagogy, engaged pedagogy, feminist pedagogy, liberatory pedagogy, open pedagogy, humanizing pedagogy, and Universal Design for Learning, among others. Inclusive pedagogy in higher education draws on work by Paulo Freire, bell hooks, Henry Giroux, and Peter McLaren. Tuitt conceived of five components to inclusive pedagogy: 1) faculty-student interaction, 2) sharing power, 3) dialogical professor-student interaction, 4) activation of student voice, and 5) utilization of personal narratives (2003). Inclusive pedagogy in information literacy and library instruction is tied to questioning and dismantling dominant knowledge systems that have long excluded and marginalized certain learners. These five recommended resources offer a pathway towards equitable, culturally relevant classrooms in which all learners are valued and engage with the material. The Inclusive Pedagogy Committee’s [Bibliography for Diverse Populations](#) is another wonderful resource for those interested in learning more.

**1. Watts, John. 2017. “Inclusive Cultural and Social Pedagogy in the Library Classroom.” *LOEX Quarterly* 44, no. 1: 8-10. <http://commons.emich.edu/loexquarterly/vol44/iss1/4>.**

In this concise introduction, Watts orients readers to inclusive pedagogy in higher education and argues that library workers must adopt this holistic approach to supporting students. Learning is not a purely cognitive process, but a social and emotional one in which participants contribute to a learning community. Teachers are responsible for challenging oppressive structures and “creating a space of equity” where all voices matter. Watts addresses one of the major challenges faced by library instructors, namely, that much of the inclusive pedagogy literature focuses on strategies for teaching a full course rather than a one-shot session. Watts offers specific ideas for translating inclusive practices into shorter classes. These include prompts for

writing an inclusive introductory statement, examples of communication ground rules that foster an environment of respect, suggestions for different types of student participation, and the reminder that continued self-reflection and learning on the part of the instructor are necessary parts of inclusive teaching praxis. The reference list offers a mix of practical, empirical, and theoretical resources for those interested in exploring further. **Approximate reading time: 10 minutes.**

**2. Gannon, Kevin. 2018. "The Case for Inclusive Teaching." *The Chronicle of Higher Education*, February 27, 2018.**

<https://www.chronicle.com/article/The-Case-for-Inclusive/242636>.

Gannon places his "case for inclusive teaching" in the context of documented inequities in higher education. Specifically, he cites studies that show African-American and [Latinx](#) students complete college at lower rates than their Asian-American and white peers. Inclusive pedagogy, Gannon argues, can help marginalized students succeed even as it benefits all students. Gannon identifies three important principles of inclusive pedagogy: course design, "discernment," and sense of belonging. Inclusive course design represents diverse identities in readings and other content, and employs a variety of teaching practices. Discerning teachers develop awareness of their biases, while discerning institutions examine the effect of their practices on diverse learners. Finally, inclusive teaching values pedagogies, such as active learning, that foster a sense of belonging for all students. **Approximate reading time: 10 minutes.**

**3. Inclusive Library Instruction Working Group. 2019. "Inclusive Pedagogy for Library Instruction" Last modified Jul 12, 2019. <https://library.sewanee.edu/ip4li/>.**

The "Inclusive Pedagogy for Library Instruction" LibGuide offers best practices and tools for applying inclusive pedagogy in a library instruction setting, as well as an extensive annotated bibliography. This LibGuide was developed by the Inclusive Pedagogy for Library Instruction project (IP4LI), a collaboration of librarians from across the Associated Colleges of the South. The IP4LI group places a strong emphasis on reflective practice, encouraging readers to analyze their own implicit biases and intentionally consider the ways they can create an inclusive learning environment. Two guided worksheets are provided, a pre-class checklist to prepare for inclusive instruction and follow-up questions to reflect on the actual classroom experience. The annotated bibliography includes foundational literature on inclusive pedagogy and further reading on related topics, such as universal design and critical information literacy. This is an excellent resource to gain foundational knowledge of inclusive pedagogy and actionable steps for applying it to your instruction sessions. Readers can glean valuable information by quickly skimming each page or spend a longer amount of time exploring the tools and selected readings provided. **Approximate reading time: Varies, up to 1 hour.**

**4. Schroeder, Robert and Kimberly Pendell. 2019. "Culturally Responsive & Inclusive Curriculum Resources" Last modified Jun 11, 2019.**

<https://guides.library.pdx.edu/c.php?g=527355&p=3605346>.

"Culturally Responsive & Inclusive Curriculum Resources" is a LibGuide created by Portland State University (PSU) Librarians Robert Schroeder and Kimberly Pendell. The guide serves as a resource to help PSU faculty to develop courses or course activities that increase teaching

and learning effectiveness in a cross-cultural or multicultural environment. Schroeder and Pendell provide information on how to assess whether course content is inclusive and reflective of diverse perspectives, and they highlight pedagogical approaches designed to engage students from all backgrounds. The material featured on the tabbed pages begins by defining culturally responsive teaching, then continues to give a concise overview of culturally responsive curricula and how to build them. The guide also includes examples of pedagogical approaches and recommended readings for multiple disciplinary areas such as the social sciences, humanities, and STEM fields, and provides links to information on universal design and useful PSU contacts. Though the guide was constructed with the PSU community in mind, the concepts and information presented would be helpful to instruction librarians and library staff who want to create courses and curricula that are more culturally inclusive, whether for one-shot workshops or more formalized instruction. **Approximate reading time: 30 minutes.**

**5. Tuitt, Frank, Chayla Haynes, and Saran Stewart, eds. 2016. [\*Race, Equity and the Learning Environment: The Global Relevance of Critical and Inclusive Pedagogies in Higher Education\*](#). Sterling, VA: Stylus Publishing, LLC.**

This edited volume argues for educators to expand traditional pedagogical practice to focus on teaching and learning that is inclusive and accessible to all learners and to the “whole student,” encompassing the multiple identities, lived experiences, and needs students bring to the classroom. Critical and inclusive pedagogies (CIP) question the division between academic knowledge and learners’ lived experiences, asserting that “the knowledge construction process must confront dominant ideologies and stimulate praxis” (2). With chapters by higher educators representing a range of disciplines, methodological approaches, and geographic areas, the volume’s three parts address the philosophical frameworks of CIP, examples of how CIP has been applied in a variety of classroom contexts, and how CIP impacts may be measured. This book makes the case that while all aspects of human diversity are relevant to educators’ practice, race remains a crucial global aspect of human diversity with which educators and learners must grapple. **Approximate reading time: 5 hours.**

## Works Cited

Kozleski, Elizabeth B. and Iris Yu. 2016. "Inclusive Education." In *Oxford Bibliography Online - Education*. Accessed April 24, 2020. <https://doi.org/10.1093/OBO/9780199756810-0162>.

Tuitt, Frank A. 2003. "Afterword- Realizing a More Inclusive Pedagogy." In *Race and Higher Education: Rethinking Pedagogy in Diverse College Classrooms*, edited by Annie Howell and Frank A. Tuitt, 243–68. Cambridge, MA: Harvard Educational Review.

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If you have comments or questions about the "5 Things" publications, please contact the [current IS Research and Scholarship Committee Chair](#).