

## THE INCLUSIVE TEACHING PRACTICUM

The Inclusive Teaching Practicum (ITP) was a cohort-based program designed for all instructors at Northwestern University. While many instructors strive to create inclusive learning environments and positively impact student learning and development, many grapple with how to adapt and/or adjust their practice to meet these goals.

This program allowed instructors to reflect on how they may interrogate and decenter dominant perspectives and content. The ITP was intended to help participants develop critical awareness and apply inclusive teaching strategies to specific course materials or contexts.

## PROGRAM STRUCTURE

**3-week program: offering flexible sessions in the morning or afternoon**

**6 core sessions (2 per week) co-facilitated by at least two subject matter experts using a range of interactive strategies and discussion tools**

**Cohort discussions held by role and discipline (optional, but recommended)**

## LEARNING OBJECTIVES

### Self Reflection & Teaching

Develop a critical awareness of their own identities, positionality, and assumptions and how those have informed their practice as educators

Interrogate what they privilege, highlight, ignore, or silence in their course materials, activities, and assessments

Apply Northwestern's Inclusive Teaching Principles to their specific course materials and contexts

Recognize and be responsive to the ways that current events can impact students, their identities, and their learning

Reflect on what they are doing to promote an affirming classroom climate and apply strategies for developing inclusive learning environments

## WHO PARTICIPATED



4 Cohorts



Served 277 Instructors



11 Schools/Departments

Visit the [Searle Center for Advancing Learning and Teaching](https://teach@northwestern.edu) website or email us at [teach@northwestern.edu](mailto:teach@northwestern.edu) for more information

**Northwestern**  
SEARLE CENTER FOR ADVANCING  
LEARNING AND TEACHING

### SELF AWARENESS

81%

Reported moderate to great gains in reflecting on what they do to promote an affirming classroom climate



### INCLUSIVE TEACHING STRATEGIES

80%

Indicated moderate to great gains in their ability to incorporate inclusive teaching principles into their instructional approaches



### UNDERSTANDING STUDENT PERSPECTIVE

76%

Reported moderate to great gains in feeling well-equipped to create a supportive educational environment for students from marginalized backgrounds



## IMPACT BEYOND THE CLASSROOM & NORTHWESTERN

Development of additional training for departments/units

Expansion of subject related research (IRB-approved human subject research)

Participation in local and national engagements (Chicago's Annual Math & STEM Symposium; AAC&U Conference on Diversity, Equity, and Student Success; and TEACHx)

Interest and curiosity from other institutions about replicating the ITP experience and structure

## TESTIMONIALS

"Loved it. Thank you for putting this together. I plan to review the information later to help me refresh what I learned and think through ways to make my class more inclusive for students."

"I have already made many adjustments consistent with UDL, and I now have more ideas for how to fine tune."

**We invite you to participate and learn more about how to create inclusive learning environments!**

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