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Faculty Success & Diversity

Teaching for Diversity, Inclusion, and Equity: Rethinking Our Pedagogies

Dra. Alyssa G. Cavazos

Associate Professor, Department of Writing
and Language Studies

Director, Center for Teaching Excellence
Office of Faculty Success and Diversity

TUESDAY, SEPTEMBER 17, 2019

OBJECTIVES

1. reflect and brainstorm what teaching for diversity, inclusion, and equity means within faculty members' specific disciplines.
2. identify diverse inclusive pedagogies to enhance and maximize *all* students' learning experiences.
3. Understand linguistically inclusive pedagogies that engage students in the teaching and learning processes.
4. (re)design a specific activity or assignment by accounting for diverse, inclusive, and equitable pedagogies.

Reflection



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What do you think teaching for diversity, inclusion, and equity means within your discipline, area of study, and/or profession?

Building self-awareness and pedagogies that recognize:

- HSI history, defining characteristics
- Social, political, cultural, gendered, linguistic, racial, differing abilities shaping experiences/barriers to learning
- Equal opportunities for learning

Building self-awareness and pedagogies that recognize:

- Power imbalance, biases, and inequities in the system (and self)
- Privilege in teaching and learning approaches
- Benefits of creating a sense of belonging in higher education

Teaching by Design

- Transparent Design for Teaching
- Universal Design for Learning

inclusive pedagogies

- Culturally-responsive pedagogies
- Feminist pedagogies

inclusive pedagogies

- Community-engaged pedagogies
- Critical pedagogies

Reflection



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What has been your experience with these and/or other inclusive pedagogies?

Linguistically Inclusive pedagogies

- Encourages use of full linguistic repertoire for learning (translanguaging)
- Invites metalinguistic awareness
- Avoids promoting a single standard in all contexts

Linguistically Inclusive pedagogies

- Builds empowerment in diverse language abilities as learning, knowledge-making tools.
- Fosters collaborative interactions across linguistic differences
- Conversation & negotiation of meaning

Reflection



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What is one activity or assignment you'd like to (re)design by embracing more diverse, inclusive, and equitable pedagogies?

References/Resources

[Understanding Culturally Responsive Teaching](#)

Jenny Louise-Lawrence (2014) Feminist pedagogy in action: reflections from the front line of feminist activism - the feminist classroom, Enhancing Learning in the Social Sciences, 6:1, 29-41, DOI: 10.11120/elss.2014.00022

[Inclusive Teaching Practices from University of Washington](#)

[Equal Access: Universal Design of Instruction](#)

[Transparent Design, UTRGV CTE](#)

[Dropping the F-Bomb](#)

Individual Consultations

If you are interested in seeking feedback on your syllabus and/or teaching documents, please make an appointment for an individual consultation.

[Schedule an appointment](#)